

School Accountability Report Card

School Year 2001-2002

SFUSD #625

CA ID #6093496

Dr. George Washington Carver Elementary School

1360 Oakdale Avenue, San Francisco, CA 94124

Phone: 415-330-1540

FAX: 415-467-7217

Table of Contents

Mission & Vision

I. Demographic Information

II. School Safety & Climate for Learning

III. Academic Data

IV. School Completion (secondary schools only)

V. Class Size

VI. Teacher & Staff Information

VII. Curriculum & Instruction

VIII. Post-Secondary Preparation (secondary schools only)

IX. Fiscal & Expenditure Data

Click on section titles above to go directly to a section or scroll through entire document.

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Dr. George Washington Carver Elementary School

1360 Oakdale Avenue, San Francisco, CA 94124

Mrs. Emily Wade-Thompson, Principal

Phone: 415-330-1540

FAX: 415-467-7217

Enrollment: 319
Grades Served: K-5
email:
sch625@muse.sfusd.edu

**School web site can be accessed
through the SFUSD home page.**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

Dr. George Washington Carver Academic Elementary School holds high expectations for a culturally diverse student population in a structured environment. We stress academic excellence for all students, by guiding students to perform to their best ability and conducting themselves appropriately. Our school makes available to students a variety of enrichment opportunities, including: visual and performing arts, instrumental and vocal music, oratorical experiences, computer, chess, 5th grade outdoor education and Student Council. Our After School Program provides tutoring, America Scores (soccer & poetry) and track. Our students typically win awards in essay and oratorical contests, and our young choir is held in high regard. We work together as a village to educate our students, collaborating often as grade levels, and welcoming parents, community agencies and businesses as partners. Historically, Carver has been an award-winning school, and we are striving to maintain the excellence we expect of ourselves and the children.

Vision Statement

Students will leave Dr. G. W. Carver with a strong foundation in literacy and mathematics. They will demonstrate preparedness to meet the expectations and challenges of the 21st Century – educationally and socially.

Opportunities for Parental Involvement

Contact Person Name: Dorothy Williams, Parent Liaison

Contact Person Phone Number: (415) 330-1540

Organized opportunities for parental involvement:

Carver has many organized activities for parents. Throughout the year, the principal and teachers present workshops on math, writing and reading to enhance parents' support of student progress and test preparation. Family Math and Family Reading days occur in the classroom. Our Parent Resource Center has materials and consultation for parents to help their children at home. Through workshops, newsletters, Student Success Team, consultations and home visits, families are guided in ways to help their children and the school. School committees (SSC, SAC, ELAC) involve parents in school governance, and the PAG supports school activities by raising funds. A series of weekly classes called Parent Leadership and Support strengthens parents and family relations. Families and Room Parents are encouraged to volunteer and are recognized in May as Carver VIPs.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	58	9	0
1	55	10	0
2	61	11	0
3	44	12	0
4	55	Ungraded Secondary	0
5	46		
6	0		
7	0		
8	0	Total Enrollment	319
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	198	62.1
American Indian or Alaska Native	17	5.3
Asian-American	44	13.8
Filipino-American	7	2.2
Hispanic or Latino	24	7.5
Pacific Islander	23	7.2
White (Not Hispanic)	1	0.3
Other	5	1.6
Total	319	

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 12/11/2002

Date Last Reviewed with Staff: 1/13/2003

Key elements of School Safety Plan:

We work hard to keep an orderly, safe environment for learning through high expectations and protocols for staff, students and visitors. We have developed a schoolwide Discipline Plan. A full-time counselor works with individuals, groups and families to aid children's stability and progress. Carver students receive 30 hours of health and drug education on a variety of topics, using school and community resources. Police and Fire Department community relations persons visit our school to promote safety. Parents and staff work to improve emergency preparedness. Yards and bus lines are adequately monitored, and a security person monitors our school entry and parking areas.

School Programs and Practices that Promote a Positive Learning Environment

We are increasing positive relations schoolwide by teaching social skills through physical education, the virtues of Ma'at, and strategies of Interactive Learning with Tribes. These efforts are supported through professional development. We include cross-grade buddies and cooperative learning methods so that children learn from each other. Our Discipline Plan includes preventive approaches along with responses to inappropriate behavior. Students are honored for positive behaviors, and we have monthly "celebrations of excellence" to promote school pride and fun, and to appreciate students' efforts. We support each other as a village.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)	18		3	1,935	1,791	1,722
Suspensions (rate)	4.7%	0.0%	0.9%	3.2%	3.0%	2.9%
Expulsions (number)	1			57	90	60
Expulsions (rate)	0.3%	0.0%	0.0%	0.1%	0.2%	0.1%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

We promote positive behavior through Tribes, which improves communication and reduces negative occurrences. We have a Carver Discipline Plan. Fighting is not tolerated, and effective communication is taught. Protocols for students, parents and staff help us learn to make personal decisions and realize our responsibility to the community.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Carver was built in 1974, and is clean and in good condition, free of graffiti, with plants and art adorning the interior. The campus is generally safe, clean and attractive.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

Our facility provides more than adequate space for teaching, learning, playing and meeting. There are 18 classroom spaces, with two bungalows, computer lab (iMac), multimedia library, four resource/other use areas, and a multi-purpose room. Classrooms are arranged in "pods," divided by walls, but no classroom doors. There are two spacious lobbies, one on each floor, and two areas used for conferences or counseling. There are two staff spaces, though one is used for teaching groups. We utilize a garden area in the park behind the school. Our main yard is large, but could be improved with new surfacing, a new play structure, planted areas and a mural. Three smaller play areas are available, and hold two small play structures for K-1 students.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

The condition of restrooms, floors, walls, roof, plumbing and electrical systems is generally good. We have some minor concerns with drainage and air ducts that are currently being addressed by the District.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Our school is in good condition, with only a few structural problems. The lighting, heating and fire alarm systems work well. The technology infrastructure is good, and continues to be upgraded in stages to prepare for future uses.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Two custodians maintain our clean school. Expectations are established with students and staff for clean and orderly cafeteria, yard and rooms. Children must clean their lunch tables of trash before exiting, and are taught to avoid littering. We recycle plastic, aluminum and glass containers, paper and cardboard. Graffiti is rare at Carver. If a child commits any defacement, he/she assists in the clean-up. This year, a Beautification Grant from the Mayor's Office engages students in learning about different plants, caring for plants, and improving outside planted areas.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

The principal walks the grounds regularly to observe conditions that may not be safe, and follows up to remedy these with the staff, custodian or District. Indoor air quality surveys are done yearly. We have previously met with District and public officials about air quality and other structural issues.

Success of these efforts.

These efforts are successful. Although there is more work to be done, visitors remark about how clean, orderly and pleasant our school is!

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	22	14	n/a	37	33	n/a	32	32
3	n/a	27	18	n/a	31	37	n/a	30	34
4	n/a	24	33	n/a	34	39	n/a	33	36
5	n/a	13	15	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	27	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	32	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	35	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	11	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	10	18		13	12	17	
3	19	17		18	10	40	
4	36	30		35	34	31	
5	9	20		15	18	8	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	29	26		26	21	33	
3	31	32		33	26	50	
4	43	24		35	37	31	
5	9	12		11	12	8	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	64	39	36	58	54	55	49	51	53
3	74	51	33	45	46	50	44	46	47
4	28	28	49	50	51	53	45	47	49
5	30	29	38	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	78	43	44	64	60	64	57	58	62
3	94	64	69	61	61	61	56	59	62
4	39	42	55	56	58	61	51	54	58
5	40	34	48	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	42	32		36	36	36	
3	50	24		34	24		
4	54	43		52	50	46	
5	29	46		39	39	33	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2	40							
3	68							
4	52							
5	38							
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							87.0%	66.7%	78.4%
4				56.6%	50.0%	42.0%			
5									
6									
7									
8									
9									
10									
11									

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	23.4	23.1	23.8	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	92	100	92	Percentage Tested	100	98	675
Base API Score	682	605	682	Growth API Score	591	670	6
Growth Target	6	10	7	Actual Growth	-91	65	7
Statewide Rank	6	3	No	Eligible for Awards	No		10
Similar Schools Rank	9	5		Eligible for II/USP			660

API Subgroups - Racial/Ethnic Groups Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score	660	663	567	Growth API Score	663	549	646
Growth Target	5	5	8	Actual Growth	3	-114	79
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	644	663	593	Growth API Score	663	578	651
Growth Target	5	5	8	Actual Growth	19	-85	58

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	YES	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	2			19.67	3			19.33	3		
1	19.50	2			20.00	2			18.67	3		
2	19.33	3			20.00	3			19.67	3		
3	18.50	2			20.00	3			17.50	2		
4	25.00		3		24.00		2		21.00	1	2	
5	26.50		2		26.50		2		23.00		2	
6												
K-3	20.00	2			19.67	3			19.33	3		
3-4	19.50	2			20.00	2			18.67	3		
4-8	19.33	3			20.00	3			19.67	3		
Other	18.50	2			20.00	3			17.50	2		

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	2000	2001	2002
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Carver teachers are assigned according to program needs and teacher strengths. Ten of our credentialed staff are tenured, and seven are probationary, creating a good mix of expertise. Three teachers have an emergency or temporary credential. English Language Development teachers are CLAD-certified. Four out of sixteen classroom teachers and seven other village members are male, providing important role models. Three resource teachers provide Reading Recovery, technology and multi-media library teaching. A consultant is providing teacher coaching and staff development this year.

	2000	2001	2002
Total Number of Teachers	19	20	19
Full Credential (fully credentialed and teaching in subject area)	12	17	19
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	5	3	4
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	2	1	1

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the California Standards for the Teaching Profession. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

Carver benefits from a full-time STAR substitute. This position allows for greater familiarity and stability when a teacher is absent, or is engaged in professional development. Teachers must leave a lesson plan for such possibilities, and the principal monitors the experiences that students have with their substitutes. When a substitute is not assigned, the class may be split up among other teachers, according to our site agreement.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

Elementary: District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students. : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

Dr. G.W. Carver has a full time Counselor who provides counseling to students and support to parents. Home visits are made as needed. Other support services include: paraprofessional assistance in classrooms, a nurse for one day a week, Primary Intervention Program (PIP), Parent Liaison, and Elementary Advisor. The After School Program provides enrichment and tutoring in reading and/or math for grades 2-5. Health awareness sessions are held on asthma, puberty, smoking and substance abuse. Collaborations with the community provide further support for students and families. Our Student Success Team (SST) meets weekly to involve parents and staff in developing strategies and resources to meet students' needs.

Staff Category	FTE
Counselor	1
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other	

(K-8 school counselors for grades 6-8 only.)

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor
1	319.00

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The planning, implementation and evaluation of the school program reflects a focus on individual progress in work and attitude, through a climate of expectation, affirmation and recognition. The principal visits classrooms daily, and guides teachers through modeling and coaching. Teachers have opportunities to observe and share with peers, and attend conferences when funds are available. Six newer teachers are assisted through BTSA or other new teacher support. Teachers collaborate within and between grade levels, as well as on the Leadership Team, the SSC and the UBC to work for positive growth as a school community. Through various groups, parents are invited and expected to participate in school support and leadership. Carver received the 1989, 1993 and 1997 California Distinguished School Awards.

School and district efforts to align the instructional program with the state frameworks and content standards.

Carver teachers are expected to indicate the State standards addressed in lesson plans. Many use the Blackboard Configuration and “Standards R Us” to highlight to students the standards being taught. Through professional development and team collaboration, teachers align the curriculum with standards. Student work samples are analyzed by grade level teams three times a year to evaluate progress toward standards.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

The principal guides staff through observation, consultation, peer visits, and teams. Teachers help each other on grade level teams for planning, strategies and resources. The Leadership Team is comprised of grade level team leaders and auxiliary staff to promote schoolwide progress. One faculty meeting a month is structured to provide time for professional sharing. When available, funds are set aside for attendance at workshops and conferences. Based on student work analysis, staff input and test data, professional development is planned and implemented to provide instruction which is rigorous and responsive to students' and teachers' needs. Some of the programs in which teachers participate are: Open Court reading program, the SST process, leadership, new teacher support (BTSA), science, math, and technology (USP), Tribes, discipline, writing strategies, Reading Recovery, Reading Results. The SSC and UBC are functioning, and we support each other as a village.

How the school staff monitors the progress of underperforming students/student groups.

Underperforming students are monitored by classroom teachers, the principal and the SST. Three times a year, schoolwide Results assessments are given in reading and spelling to highlight student needs and gains. Periodic work reviews by grade level teams are planned for three times during the year. Student progress is monitored by the principal, SSC/SAC and Leadership Team.

Supports and interventions that are available to assist special needs students.

All students have equal access to the core curriculum. Underachieving students and those with special needs receive help through resource and support personnel and supplementary or adapted learning experiences. Our Resource Specialist and Speech Therapist serve students in and out of classrooms, according to their IEP goals. English Language Learners are taught in four Intensive English classrooms, and integrate with other students through "buddy" experiences. Reading Recovery and other literacy intervention is provided to targeted students in grades 1-5.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

English Language Learners are assessed at year end on the SAT9, and upon redesignation, using the LALAR. Reading records, writing samples, math criterion reference tests and other program and teacher-made assessments are used to assess progress for all students. Reading Results tests and work samples will be analyzed three times during the year, with particular attention to underachieving students. The Reading Recovery teacher also assesses students, as requested, to provide additional information to teachers and parents. Standardized test scores are used for planning and evaluation. Reports of progress are made to the SSC, the site Leadership Team, and to parents.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

In addition to Resource Specialist and Speech/Language services, we provide extra help through small groupings of students with the help of paraprofessionals, after school tutoring, counseling, and GATE activities. English Language Learners receive instruction in SDAIE classrooms. As needed, the Student Success Team recommends specific interventions or support.

Summary of overall achievement by subgroups.

African American and ELL students did not make significant gains in reading and math on the SAT9. However, Latino students did make significant gains in reading and math on the SAT9.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. these week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

Based on staff input and test data, professional development is planned and implemented to provide instruction which is rigorous and responsive to students' and teachers' needs. Some of the programs in which teachers will participate are: Open Court reading program, writing strategies, Reading Results, the SST process, science, math, and technology (USP), Tribes, Reading Recovery, new teacher support (BTSA), and asthma. Teachers are supported by the principal and grade level teams for planning, strategies and resources. One faculty meeting a month is structured to provide time for professional sharing. When available, funds are set aside for attendance at workshops and conferences.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

Classes use currently adopted texts and resource materials, and there is an abundance of supplementary materials available. Our primary reading program is Open Court, and our primary math programs are MathLands and MathSteps, all of which are research-based. We use a variety of materials to meet different teaching and learning needs.

School educational technology program.

Every K-5 classroom visits the computer lab weekly for 30-45 minutes. Additional activities and projects are available in the lab for GATE, curriculum extensions, independent choices and writer's workshop. Students often use the lab during free time. A technology teacher teaches and monitors use of the lab, and provides classroom set up, professional development, and assistance to teachers.

Additional technology resources.

Classroom technology varies, and includes 40 internet stations, Accelerated Reader stations, word processing and educational programs. The Media Librarian includes CD-ROM and laser disk presentations to classes. Each classroom has an overhead projector, listening center and CD player, and access to instructional television. The school has a digital camera, a video camera, and several polaroid cameras for instructional use and for documentation of school experiences. We have the capability to create power point presentations with and for various audiences.

1. Number of Computers Used for Instructionally Related Purposes	36
2. Number of Computers with CD-ROM (must be less than or equal to 1)	26
3. Number of Classrooms with Internet Access	15
4. Number of Classrooms with Wide Area Network (WAN) Access	1

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

Textbooks are current, meet State standards and have been adopted by the State Board of Education.

Report the ratio of textbooks to pupils.

All students have excellent access to and use of textbooks. Purchases are made as replacements are needed.

Instructional Minutes (School Year 2000-2001)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Carver ES	
K	36,000	53,220	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	53,220	
2	50,400	53,220	
3	50,400	51,550	
4	54,000	54,055	
5	54,000	54,055	
6	54,000		
7	54,000		
8	54,000		

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Any additional minimum days at this school and reasons:

None

Some schools “bank” additional instructional time to be used for professional development.

Banked minutes at this school:

Each year we “bank” 180 minutes (3 hrs) by starting our school day 10 minutes before the required time. This early start allows for a bit more instructional time each day, and also allows us to use the banked time for professional development, if needed. This year, we engaged in cultural sensitivity training.

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

We promote work readiness and career goals by having high standards of speech, skill, conduct and responsibility. We expose children to different role models through our business partners, field trips, school visitors and volunteers. 4th and 5th graders will visit a nearby college campus. We encourage successful alumni and community members to speak to classes.

How the school measures the success of its efforts to prepare students for the work force.

Students write and create art about their ambitions and their responses to school visitors and field trips. We survey and observe the students' personal dreams and guide them in steps they can take to achieve them.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

All students have equal access to these activities.

VIII. Post Secondary Preparation (secondary schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

Types of Services Funded

Bay Area Writing Project (BAWP)
Beginning Teacher Support & Assessment (BTSA)
City Science
Healthy Start
Intern Program
I.R.I.S.E.
Junior Achievement
MathLand & Beyond
NSF--Urban Systemic Program (Priority 6)
Reading Recovery
Reach for Reading
Open Court Reading