

# School Accountability Report Card

## School Year 2002-2003

Published during 2003/2004

SFUSD # 449

CA ID # 6040752

**Bessie Carmichael Elementary School / Filipino Education Center**

**55 Sherman Street, San Francisco, CA 94103**

Phone: 415-241-6294

FAX: 415-241-6563

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Bessie Carmichael Elementary School / Filipino Education Center

55 Sherman Street, San Francisco, CA 94103

Mr. Jeffrey T. Burgos, Principal

Phone: 415-241-6294

FAX: 415-241-6563

**Enrollment:** 393  
**Grades Served:** K-5  
**email:**  
[sch449@muse.sfusd.edu](mailto:sch449@muse.sfusd.edu)

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

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Superintendent:** Dr. Arlene Ackerman  
**Address:** 555 Franklin St., San Francisco, CA 94102  
**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

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**Notes regarding the source and currency of data:** Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

### Principal's Introduction

Welcome to Bessie Carmichael Elementary School / FEC - indeed a gem at San Francisco's South of Market Area (SOMA)! Though housed in old and dilapidated buildings, the school exudes an extraordinary charm which springs forth from the nurturing and caring environment each student, staff member, parent, community member helps create providing an atmosphere conducive for growth and learning.

Bessie Carmichael /FEC offers the Spanish Bilingual Program, English Language Development Program and the only Filipino Bilingual Program at San Francisco Unified School District. Our teachers and staff remain committed to provide our students the best education they truly deserve. And in our pursuit to accomplish our goals to improve student achievement, we continue to count on our valuable partners - our community of friends, supporters and benefactors - in making things happen for the most important people on our campus - our students. Of course, we invite all parents and guardians to actively participate in their children's education for their involvement spells a great difference in the performance, both academic or otherwise, of each child on our campus.

In August, 2004, we are moving to a brand new facility. It has been a long wait! Yes! We shall open SY 2004 - 2005 right across the street where we are currently situated. The excitement fills the air at Bessie as we await for our big move to our new school. Yes! More great things are planned and bound to happen especially now that we are about to have our new school.

The gem, that is Bessie Carmichael / FEC, will continue to sparkle in years to come! You can count on it!

## School Description

Rich in cultural diversity, Bessie Carmichael Elementary School / Filipino Education Center is a treasure in the heart of the South of Market Area (SOMA). Our nurturing, loving and caring campus is home to programs which focus on the development of the whole child. Our curricular programs, all designed to provide students interactive and hands-on learning for students acquiring English as a Second Language, include the English Language Development (ELD), Spanish Bilingual, and the only Filipino Bilingual and Filipino Newcomer Programs at San Francisco Unified School District. Our various co-curricular programs such as the Nutrition Education Project, Parks and Recreation Center Physical Education Program, Yerba Buena Center for the Arts Artist in Residence Program, Junior Achievement, Music and Arts Program, San Francisco Symphony Adventures in Music Program. Our partnership with Yerba Buena Center for the Arts, Morrison and Foerster, West Bay, Social Venture Partners, Nordstrom has provided our students an even more meaningful and enriching learning opportunities. The Embarcadero YMCA and the FEC Galing Bata (Super Child) afterschool programs, serving close to 35% of our total student population, are pursuing goals to meet the diverse social, cultural, and academic needs of our students.

A Reading First school, Bessie Carmichael / FEC is in full swing in the implementation of the new Houghton Mifflin Program. Our Reading First trained teachers are conscientiously and diligently using research-based and proven teaching modalities and strategies that support improved reading skills. Equally noteworthy are efforts the staff is pursuing to bring ALL our students to highest levels of proficiency in Math, as well as the other core courses we are offering.

With all that the programs that we have to offer, the school is blessed with a truly committed and dedicated community that always places the focus on the most important people on our campus - our students.

## Vision Statement

We, the staff and community of Bessie Carmichael School, care about children and aspire to create a safe, peaceful, caring, and welcoming atmosphere that promotes, stimulates and enhances student learning. We strive to develop a community in which all students are well educated, learn to be critical thinkers, reach their fullest academic and human potential and are respectful of themselves and others.

We believe in multiculturalism and have created a safe multicultural environment that includes everyone's culture and language. Where all students and adults share, are sensitive and aware of each others' culture, language and feelings.

We are committed to the whole child. We believe that an educated person knows how to read and write well, deeply understands math, science and history and also is exposed to and participates in poetry, music, song, dance, movement and the visual arts. We are aware that an educated person needs to be computer literate and we provide computers and training in all classrooms. We are dedicated to teaching all of these domains to our students to give them the fullest educational experiences possible so as to achieve their fullest human potential.

We have zero tolerance for slurs of any nature, sexual harassment, drugs, alcohol or smoking.

We believe that every child can and will learn. We have clear and high expectations for everyone.

We welcome parents as our partners in teaching and in fostering responsibility in our students.

## Opportunities for Parental Involvement

**Contact Person Name:** Bobbie Washington, Alex De Guzman, Teresa Dulalas

**Contact Person Phone Number:** 415-241-6294

Organized opportunities for parental involvement:

At Bessie Carmichael, we strongly believe in the home-school partnership to provide our students optimal learning opportunities within and beyond the four corners of our campus. We highly encourage parents and guardians to be actively involved in the education of their children. The Parent-Teacher Association and the School Site Council are opportunities for parents to be an integral component in schoolwide

improvement efforts. We always welcome parent / guardian volunteers who help us in a spectrum of ways. Many of our volunteers assist us on field trips, plan enrichment activities, monitor playground activities, prepare healthy snack for students, and serve as room parents. Parents likewise contribute to our career awareness program by sharing their work expertise and personal talents and increasing student appreciation of many diverse cultures. For information on how to be actively involved at school, parents may contact Student Advisor Ms. Bobbie Washington at 241-6294, School Site Council Chairperson Ms. Teresa Dulalas at 626-7378 and PTA Past President Alex De Guzman at 424-6385.

## I. Demographic Information

**Student Enrollment** Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

### Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
<b>K</b>	59	<b>9</b>	0
<b>1</b>	62	<b>10</b>	0
<b>2</b>	69	<b>11</b>	0
<b>3</b>	77	<b>12</b>	0
<b>4</b>	68	Ungraded Secondary	0
<b>5</b>	58		
<b>6</b>	0		
<b>7</b>	0		
<b>8</b>	0		
Ungraded Elementary	0	Total Enrollment	393

**Student Enrollment by Ethnic Group** Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	14	3.6
American Indian or Alaska Native	2	0.5
Asian-American	39	9.9
Filipino-American	220	56.0
Hispanic or Latino	90	22.9
Pacific Islander	3	0.8
White (Not Hispanic)	17	4.3
Other	8	2.0
Total	<b>393</b>	

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## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:**

**Date Last Reviewed with Staff:**

Key elements of School Safety Plan:

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The key elements in the School Safety Plan at Bessie Carmichael are pro-social and positive behavioral expectations for students and staff. Red Ribbon Week is one focus we use to provide information to students and families about prevention of substance abuse. Our School Resource Police Officer has a regular presence here as a peace officer and classroom instructor on safe behaviors. Our Elementary Advisor, School Nurse and Health Advocate provide leadership in the implementation of the School Safety Plan. Disaster procedures are practiced and refined. There is a sexual harassment policy for staff and students. An anti-slur policy is posted and enforced. Procedures are in place for safe entry and exit of students, parents and school employees to and from school. A safe and orderly environment conducive to learning at the school is maintained.

### School Programs and Practices that Promote a Positive Learning Environment

We the staff at Bessie Carmichael Elementary School/FEC care about children and aspire to create a safe, peaceful, caring and welcoming community atmosphere that promotes, stimulates and enhances student learning. Students and staff focus on ways to bring this vision to reality through class lessons and discussions, bulletin boards, assemblies and daily interactions. The principal greets the student body each morning and discusses practices that create a safe environment. We use "PEACE Signs" and "Tribes" activities with students to help them learn peaceful ways of dealing with their feelings. In addition, the Primary Intervention Program, Reading Recovery, Psychologist, Elementary Advisor, Social Worker and an active Student Success Team meet weekly to discuss strategies and interventions to assist students referred for behavioral, social, medical, or academic concerns. Students are frequently recognized for achievements and the entire community contributes to the many field trips, performances and benefits received by our students.

## Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
<b>Suspensions (number)</b>		3	5	1,791	1,722	2,428
<b>Suspensions (rate)</b>		0.75%	1.27%	2.99%	2.94%	4.17%
<b>Expulsions (number)</b>				90	60	47
<b>Expulsions (rate)</b>				.15%	.10%	.08%

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:

Good behavior is taught using Tribes, Assertive Discipline, and PEACE Signs. The Principal, Elementary Advisor and faculty work with students and parents to improve behavior. We strongly believe in the collaboration between school and home to address student areas of improvement. The school's discipline program is currently being revisited for full implementation for school year 2004 - 2005 to better reflect schoolwide expectations.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

Currently, Bessie Carmichael is housed at 55 Sherman Street on 7th Street and Harrison. With twenty classrooms on a campus that need major work, the entire school community pitches in, making our school a special learning place by maintaining a safe and nurturing atmosphere. We strive to keep our campus clean on a daily basis especially with the construction that is happening right next door to our facility.

Yes! The construction of the NEW Bessie Carmichael / FEC campus is underway! Come August, 2004, Bessie Carmichael / FEC will move to a brand new facility with the safety and security features we have not had for many years. Designed to have twenty-five classrooms and facilities for the use of all our students, the school community looks forward to exciting school years ahead of us. For so many years, Bessie / FEC managed to make it happen for our students with the limited resources and dilapidated facilities. With joy and excitement, we are all eager to make greater things to happen for our students as we move to the NEW Bessie Carmichael / FEC campus.

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

There is always hardly enough high quality and useful space where the school is currently situated. We do have the classroom spaces and playgrounds enough for our students, the ongoing maintenance and facilities concerns deter us from maximizing the space that is available. With every corner of the school needing an upgrade or major renovation, we can only look forward to having our brand new facility which is scheduled to open its doors in August, 2004.

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

As the facility has aged and become dilapidated over the years, restrooms are functional and still in fair condition. The walls and roof often spring leaks but we usually are able to get them repaired in short order. Plumbing and electrical systems are functional. The electrical system is at maximum capacity. With the new facility coming to a reality in a few months, we will be excited to provide our students a far better and more conducive environment for learning.

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.

The Bessie Carmichael facility is dilapidated. Although it is functional, the condition of the walls, floors, roofs/ceilings, "black top" playground, walkways, gutters, drains and bathrooms is depressing. The fire alarm system is very old.

But then again, with the brand new facility we are getting next year, much of our maintenance and facilities concerns will no longer be concerns.

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

We make things happen through collaboration. Our custodians do work hard to provide our students a clean, free of litter and graffiti campus. The entire school community pitches in helping in their own little way to provide our students a campus most conducive for learning.

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

Daily inspection by the custodian and annual district team maintenance help to ensure the facility can be used by the community. Needed repairs get reported and are acted upon by district maintenance people as soon as possible.

Success of these efforts.

On site inspections are successful. The District meets emergency requests for repair. Routine repair requests are often backlogged. Electrical and data wiring for technology upgrade has been completed and all classrooms have Internet access.

### 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

#### 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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	20	24	26	32	35	38	30	32	35
Mathematics		23	38		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	17		53	31	10		30
Mathematics	33		59	43	27		30
Science							
History/ Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	16	38	13	26	26	8	27	
Mathematics	35	41	35	36	42	43	38	
Science								
History/ Social Science								

## Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	44	39	26	46	48	45	44	45	43
Mathematics	58	47	46	60	63	57	53	55	50

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	8		56	29	15		35
Mathematics	33		75	53	28		60

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>Reading</b>	12	42	12	27	25	15	27	
<b>Mathematics</b>	42	52	40	43	51	46	46	

## California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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
<b>5</b>	<b>36.7</b>	<b>58.3</b>	<b>22.2</b>	27.2	31.5	23.0	23.8	25.2	22.3
<b>7</b>				36.4	40.7	32.4	27.8	29.6	26.0
<b>9</b>				34.4	35.8	33.2	24.8	23.3	26.2

## 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

**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:** Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

*"A" means the school scored at or above the statewide performance target of 800.*

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	75	97	99	Percentage Tested	97	99	97
Base API Score	639	660	644	Growth API Score	668	637	701
Growth Target	8	7	8	Actual Growth	29	-23	57
Statewide Rank	5	5	4				
Similar Schools Rank	7	6	2				

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
<b>African American</b>				<b>African American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Asian-American</b>				<b>Asian-American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Filipino-American</b>				<b>Filipino-American</b>			
Base API Score	711	747	671	Growth API Score	769	666	742
Growth Target	6	6	6	Actual Growth	58	-81	71
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Base API Score	525	490	532	Growth API Score	482	510	607
Growth Target	6	6	6	Actual Growth	-43	20	75
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	628	661	641	Growth API Score	669	639	697
Growth Target	6	6	6	Actual Growth	41	-22	56

## Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

### School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
<b>Recognition for Achievement (Title I)</b>	No	No	No	<b>Eligible for Governor's performance award</b>	No	No	Yes
<b>Identified for Program Improvement (Title 1)</b>	No	No	Yes	<b>Eligible for II/USP</b>	Yes	***	***
<b>Exited Title 1 Program Improvement</b>	No	No	No	<b>Applied for II/USP Funding</b>	No	***	***
<b>Years Identified for Program Improvement:</b>			1	<b>Received II/USP Funding</b>	No	***	***

\*\*\*The II/USP Program was not funded for the years 2002 or 2003.

### District: Federal Programs

	2001	2002	2003
<b>Number of Schools Identified for Program Improvement</b>	11	0	14
<b>Percent of Schools Identified for Program Improvement</b>	9.5	0.0	12.3



## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	15.67	3			17.50	2			16.75	4		
<b>1</b>	17.50	4			18.67	3			17.67	3		
<b>2</b>	15.67	3			17.80	5			17.75	4		
<b>3</b>	20.00	3			19.25	4			17.00	4		
<b>4</b>	27.00		1		25.00		1		24.33	1	2	
<b>5</b>	28.50		2		27.67		3		30.50		2	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### 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	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

### 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		
	2001	2002	2003
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Number of Teachers</b>	20	22	21
<b>Full Credential</b> (fully credentialed and teaching in subject area)	20	22	20
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)		1	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

### Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

Most teachers are credentialed for the area they are teaching. Many teachers have advanced and/or multiple degrees. Several teachers are training for Bilingual and CLAD credentials. Several paraprofessionals are seeking Early Childhood certificates.

### 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:

We have always had excellent substitutes who regularly substitute for us and know our students. Uncovered classes occur every once in awhile. When they do occur, teachers (and in instances, the principal) readily take students in their classes to address the non-availability of substitutes.

## 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

The school provides the following opportunities to address the academic and nonacademic needs of all our students:

Our collaborative Student Success Team reviews student performance, prepares and monitor an action plan of those referred by their teachers because of concerns they may have both academically or otherwise.

Our Resource Specialist works with students identified for special help and facilitates the development of Individualized Educational Program (IEP) for students who qualify for special education services.

With community-based partners and funding from the San Francisco Unified School District, our school has Music and Art Programs that are provided to all students all throughout the school year. The San

Staff Category	FTE
Counselor	
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

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## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The School Improvement Program, English Language Learner Advisory council, and Site Advisory Council as well as the PTA, and Union Building Committees are committees all dedicated to pursue efforts on curriculum development / improvement. The Urban System Program (USP) provides a resource teacher who works regularly with each grade level to analyze student data and apply best practices to student learning needs identified from these data. The staff also receives training for the Yerba Buena Center for the Arts, Arts Funders, and from the SFUSD Staff Development Days.

Very recently, our school has become a Reading First School which provided our teachers professional development on teaching literacy and our students ample resources to improve their literacy skills.

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

All staff participated in District inservice in the alignment of standards with curriculum. In line with the President's No Child Left Behind initiative, Bessie Carmichael / FEC teachers participated in a series of Reading First Training aimed to teach improved literacy in our classrooms.

In addition, the staff are given copies of the standards and meet in grade level and cross grade level teams to plan implementation of the standards in their classrooms. Ongoing teacher evaluation focuses on standards based instruction. Teachers have identified benchmarks for meeting standards throughout the year. Teachers include the standards as a regular part of their lesson plans.

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

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All teachers are members of the school leadership team and meet regularly to plan strategies for implementing a quality instructional program based on the state instructional standards. Student writing samples are collected schoolwide three times a year and maintained K-5 for evaluation over the years. The team uses the Site Plan to monitor the instructional program.

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

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Underperforming students and groups are identified by test data analysis and individual teacher referrals. Student progress is monitored by classroom teacher, and the Student Success Team. Students so identified are referred to the After School Learning Program which uses our credentialed staff to provide additional targeted instructional support. The Latino Parent Liaison meets weekly with these families to help bridge the language gap for many Latino families.

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

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Classroom teachers ensure that all students have access to the core curriculum. English Learners are placed in classes with certificated ELD or bilingual teachers. Special education students are provided with support to be mainstreamed when appropriate for their development.

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

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School site assessment data analysis is based on review of subgroup reports of the Brigance (K-1), Assessment of Basic Comprehension (Grade1), , Integrated Writing Assessment, Mathematics Performance Assessment, and California English Language Arts Standards and Writing Standards.

As a Reading First school , Bessie Carmichael / FEC students are given periodic assessments to measure gains in their literacy skills. Information drawn from all these assessments are reviewed by all teachers and are utilized to plan for more effective instruction in the classrooms.

In addition, student work is closely monitored and shared with families. All our Parent Conferences are focused on student achievement. Parents are highly encouraged to be an active and integral part of their children's education.

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.

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Referrals to the Student Success team, Primary Intervention Program, Reading Recovery, adaptations in classrooms, after school tutorial programs and support by paraprofessionals assist special needs students. The Resource Specialist, assisted by a paraprofessional, provides support for identified special needs students. The Filipino Bilingual and Spanish Bilingual Programs provide many tutorial and social supports for the students in these programs. There is a psychotherapist and a social worker who regularly see individuals and small groups of students. Foster Grandparents and Volunteers join the paraprofessionals in supporting classroom instruction for special needs students.

Summary of overall achievement by subgroups.

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School educational technology program.

Each class is set up for Internet access and has an average of three functional computer work stations. Digital cameras are used by staff and technology in general is a regular tool for learning. A paraprofessional has been hired to help maintain the equipment, accessories and software.

Additional technology resources.

We need a technical resource person to help manage and maintain all of the hardware and software.

1. Number of Computers Used for Instructionally Related Purposes	60
2. Number of Computers listed above with CD-ROM (must be less than or equal to #1)	40
3. Number of Classrooms with Internet Access	20
4. Number of Classrooms with Wide Area Network (WAN) Access	20

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

District complies with state adoptions regarding textbooks and supplies basic textbooks for school.

Report the ratio of textbooks to pupils.

4 to 1

## Instructional Minutes (School Year 2000-2001)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Carmichael ES / FEC	
K	36,000	51,600	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	51,600	
2	50,400	51,600	
3	50,400	51,600	
4	54,000	54,180	
5	54,000	54,180	
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:

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

Banked minutes at this school:

## 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.

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Bessie Carmichael fosters the development of positive interpersonal skills as well as proficiency in reading, mathematics, and writing skills which are essential to the acquisition of work readiness skills. An extensive program with Junior Achievement brings volunteers to the classrooms to complete projects geared to the workforce.

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

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Bessie Carmichael is a closely knit community that takes pride in its educational program. Parents and community in SOMA expect and report back that their students are well prepared and ready for middle school.

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

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The special student populations are routinely included in all curriculum activities.

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## 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	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

### 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)
\$407,572,743	\$7,313	\$6,770	\$6,719

## Types of Services Funded

Junior Achievement

NSF–Urban Systemic Program (Priority 6)

English Language Development Program

Spanish Biligual Program

Filipino Bilingual Program

Filipino Newcomer Program

RSP Program

Adventures in Music Program c/o San Francisco Symphony

Artist in Residence c/o Yerba Buena Center for the Arts

Nutrition Education Project c/o School Health Program

Dental Sealant and Exam Progrwm c/o Department of Public Health

SFUSD Music and Art Programs

School Volunteer Program c/o Morrison and Foerster

Parks and Recreation Physical Education Program

YMCA After School Program (ExCel)