

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

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

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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: 314
Grades Served: K-5
email:
sch625@muse.sfusd.edu

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

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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 Dr. George Washington Carver Academic Elementary School! Our school is one of the hidden treasures of the Bayview-Hunter's Point community. Our school is endowed with a nurturing, dedicated staff, many of whom have worked here for ten to twenty-five years! Our newer staff are also very glad to be members of our village. I have taught in this community for 27 years, at Carver primarily, and have been the principal since 1998. As principal, my personal goals for Carver students are to show growth academically, emotionally and socially; to appreciate and participate in the arts; and to experience a second language. I will continue toward these goals during my tenure at Carver.

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 choral music, oratorical experiences, computer, chess, outdoor education and Student Council. Our students typically win awards in essay and oratorical contests, and our young choir is held in high regard. The After School Program provides tutoring, America Scores (soccer & poetry), track, technology and gardening. 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. The students will...

- be excited about learning and view it as a lifelong process;
- function at their highest academic, social and physical potential;
- have a positive self image and perceive themselves as capable of becoming and doing anything they want;
- care about the world around them, and demonstrate this by engaging in activities that promote respect for the environment;
- exhibit kindness, compassion and acceptance, and be able to work with others in an appropriate manner;
- be responsible, confident and independent workers, and understand the value of work;
- express themselves verbally in a situationally appropriate manner;
- write effectively for different purposes, compute, and solve problems, and apply these skills to life situations;
- read a variety of material with understanding;
- weigh choices and make responsible decisions about their conduct and their health;
- demonstrate computer literacy;
- use science to enhance learning and discovery;
- stand by their convictions, even when questioned or challenged; and
- appreciate the arts and express themselves through art in various ways.

Opportunities for Parental Involvement

Contact Person Name: Gisele Lintz, 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 educational workshops on math, writing and reading to enhance parents' support of student progress, including Family Math, Family Reading and Family Science. 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 advance in their academic goals. Active school committees (SSC, SAC, ELAC) involve parents in school governance. The Parent Advisory Group (PAG) supports school activities and concerns by raising funds and advocating for change. Families and Room Parents are encouraged to volunteer and are recognized in May as Carver VIPs!

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 |
|---------------------|------------|--------------------|------------|
| K | 60 | 9 | 0 |
| 1 | 51 | 10 | 0 |
| 2 | 56 | 11 | 0 |
| 3 | 52 | 12 | 0 |
| 4 | 44 | Ungraded Secondary | 0 |
| 5 | 51 | | |
| 6 | 0 | | |
| 7 | 0 | | |
| 8 | 0 | | |
| Ungraded Elementary | 0 | Total Enrollment | 314 |

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 | 204 | 65.0 |
| American Indian or Alaska Native | 13 | 4.1 |
| Asian-American | 41 | 13.1 |
| Filipino-American | 4 | 1.3 |
| Hispanic or Latino | 22 | 7.0 |
| Pacific Islander | 26 | 8.3 |
| White (Not Hispanic) | 0 | 0.0 |
| Other | 4 | 1.3 |
| Total | 314 | |

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 school wide Discipline Plan to promote responsibility and we create opportunities for student leadership. A full-time counselor works with individuals, groups and families to aid children's stability and progress. A new Telemedicine Project will aid students with asthma by providing direct contact with their doctors and promote greater attendance by these children. 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.

School Programs and Practices that Promote a Positive Learning Environment

Carver staff support each other as a village and consistently plan together. We maintain high expectations in and out of the classroom. Our students wear uniforms, which helps to create an atmosphere of focused learning. Through our Caring School Community grant, Primary Intervention Program (PIP) and other efforts, we are increasing positive relations schoolwide. Our team of auxiliary personnel assist families and students in getting the most from their school experience. Our Discipline Plan guides staff and students with techniques to prevent, as well as respond to, inappropriate behavior. We teach social skills through physical education, the Virtues of Ma'at, buddy classes, cooperative learning and Tribes, and by developing leadership. Students are honored for positive efforts. We have monthly "celebrations of excellence" to promote school pride and fun!

Suspensions and Expulsions

| | School | | | District | | |
|-----------------------------|---------|---------|---------|----------|-------|-------|
| | 2000/01 | 2001/02 | 2002/03 | 2001 | 2002 | 2003 |
| Suspensions (number) | | 3 | | 1,791 | 1,722 | 2,428 |
| Suspensions (rate) | | 0.94% | | 2.99% | 2.94% | 4.17% |
| Expulsions (number) | | | | 90 | 60 | 47 |
| Expulsions (rate) | | | | .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:

Protocols for students, parents and staff help us learn to make personal decisions and realize our responsibility to the community. We promote positive behavior through the Virtues of Ma'at, Tribes and Caring School Community strategies, which improve communication and reduce negative occurrences. We have a Carver Discipline Plan. Fighting is not tolerated, and effective communication is taught to help students resolve conflicts.

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, two of which are bungalows, a 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.

The technology infrastructure is good, and continues to be upgraded in stages to prepare for future uses. We currently have an iMac computer lab, one to five computers in each classroom, AlphaSmarts, digital cameras and 30 mobile laptops for special technology experiences. Our school is in good condition, with only a few structural problems. The lighting, heating and fire alarm systems work well.

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. Our GATE students will be trained as docents for this activity.

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, 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 | 21 | 20 | 27 | 32 | 35 | 38 | 30 | 32 | 35 |
| Mathematics | | 26 | 40 | | 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 | 28 | | | | 24 | 8 | 30 |
| Mathematics | 35 | | | | 41 | 46 | 52 |
| 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 | 21 | 32 | 9 | 26 | 28 | | 28 | |
| Mathematics | 39 | 41 | 27 | 39 | 42 | | 41 | |
| 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 | 36 | 39 | 25 | 46 | 48 | 45 | 44 | 45 | 43 |
| Mathematics | 44 | 53 | 45 | 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 | 24 | | | | 35 | 15 | 30 |
| Mathematics | 42 | | | | 35 | 38 | 55 |

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 | |
| Reading | 22 | 28 | 9 | 24 | 28 | 26 | | |
| Mathematics | 46 | 43 | 27 | 47 | 41 | 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 |
| 5 | 19.6 | 22.7 | 17.2 | 27.2 | 31.5 | 23.0 | 23.8 | 25.2 | 22.3 |
| 7 | | | | 36.4 | 40.7 | 32.4 | 27.8 | 29.6 | 26.0 |
| 9 | | | | 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 | 92 | 100 | 98 | Percentage Tested | 100 | 98 | 98 |
| Base API Score | 682 | 605 | 671 | Growth API Score | 591 | 670 | 698 |
| Growth Target | 6 | 10 | 6 | Actual Growth | -91 | 65 | 27 |
| Statewide Rank | 6 | 3 | 5 | | | | |
| Similar Schools Rank | 9 | 5 | 7 | | | | |

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 |
| African American | | | | African American | | | |
| Base API Score | 663 | 567 | 651 | Growth API Score | 549 | 646 | 679 |
| Growth Target | 5 | 8 | 5 | Actual Growth | -114 | 79 | 28 |
| 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 | | |
|----------------|---------------|------|------|------------------|-------------------|------------------|------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | Fr. 2001 to 2002 | Fr. 2002 to 2003 |
| Base API Score | 663 | 593 | 654 | Growth API Score | 578 | 651 | 694 |
| Growth Target | 5 | 8 | 5 | Actual Growth | -85 | 58 | 40 |

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 |
| Recognition for Achievement (Title I) | No | No | No | Eligible for Governor's performance award | No | Yes | Yes |
| Identified for Program Improvement (Title 1) | No | No | No | Eligible for II/USP | No | *** | *** |
| Exited Title 1 Program Improvement | No | No | Yes | Applied for II/USP Funding | No | *** | *** |
| Years Identified for Program Improvement: | 2 | 3 | | Received II/USP Funding | No | *** | *** |

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

District: Federal Programs

| | 2001 | 2002 | 2003 |
|--|------|------|------|
| Number of Schools Identified for Program Improvement | 11 | 0 | 14 |
| Percent of Schools Identified for Program Improvement | 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+ |
| K | 19.67 | 3 | | | 19.33 | 3 | | | 20.00 | 3 | | |
| 1 | 20.00 | 2 | | | 18.67 | 3 | | | 17.00 | 3 | | |
| 2 | 20.00 | 3 | | | 19.67 | 3 | | | 18.67 | 3 | | |
| 3 | 20.00 | 3 | | | 17.50 | 2 | | | 20.00 | 3 | | |
| 4 | 24.00 | | 2 | | 21.00 | 1 | 2 | | 18.00 | 2 | | |
| 5 | 26.50 | | 2 | | 23.00 | | 2 | | 25.50 | | 2 | |
| 6 | | | | | | | | | | | | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

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+ |
| 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 | | |
|-------------|------------------------------------|------|------|
| | 2001 | 2002 | 2003 |
| 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

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 |
|---|------|------|------|
| Total Number of Teachers | 20 | 19 | 19 |
| Full Credential (fully credentialed and teaching in subject area) | 17 | 19 | 14 |
| Teaching Outside Subject Area (fully credentialed but teaching outside subject area) | | | |
| Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 3 | 4 | 5 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 1 | 1 | |

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.

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. English Language Development teachers are CLAD-certified. Three out of fourteen classroom teachers and four other village members are male, providing important role models. Two resource teachers provide teaching and resources through technology and the multi-media library. Other licensed staff include a counselor, speech/language pathologist, nurse and learning support consultant. An Instructional Reform Facilitator aids the teachers in the implementation of the curriculum and other school wide reforms.

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 1501-1751 : 3.5 |
| | 650-901 : 1.5 | | 501-751 : 1.5 1751-2001 : 4 |
| | over 901 : 2 | | 751-1001 : 2 2001-2251 : 4.5 |
| | | | 1001-1251 : 2.5 over 2251 : 5 |
| | | | 1251-1501 : 3 |

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 two days a week, Primary Intervention Program (PIP), Parent Liaison, Learning Support Consultant and Elementary Advisor. The After School Program provides enrichment and tutoring in reading and 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. One newer teacher is 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 and parents the standards being taught. Through professional development and team collaboration, teachers align the curriculum with standards. Student work samples and assessments 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 and IRF guide 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. In addition, we use “banked” time seven days a year, and dismiss out students early so that teachers can engage in professional development. Also, an experienced teacher leads a peer study group in teaching writing. 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: Houghton Mifflin reading program, the SST process, new teacher support (BTSA), science, math, and technology (USP), Tribes, Caring School Community, discipline, and writing. 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 assessments are given in reading, writing and math 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/Language Pathologist 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. Individual and small group intervention is provided to targeted students in grades 1-4.

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 CAT6/CST 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. Houghton Mifflin tests and work samples will be analyzed three times during the year, with particular attention to underachieving students. The Instructional Reform Facilitator 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.

All subgroups made the projected academic growth, leading us closer to closing the achievement gap! We have exceeded the District's expectation for the percentage of students achieving "proficient" status in reading, writing and math. We continue to improve teaching and learning to achieve even greater success.

School educational technology program.

We currently have an iMac computer lab, one to five computers in each classroom, AlphaSmarts, digital cameras and 30 mobile laptops for special technology experiences. 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 1-5 computer 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 cameras for instructional use and for documentation of school experiences. We have the capability to create power point presentations for various audiences and purposes.

| | |
|---|----|
| 1. Number of Computers Used for Instructionally Related Purposes | 36 |
| 2. Number of Computers listed above 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 | 53,280 | State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12 |
| 1 | 50,400 | 53,280 | |
| 2 | 50,400 | 53,280 | |
| 3 | 50,400 | 51,600 | |
| 4 | 54,000 | 54,120 | |
| 5 | 54,000 | 54,120 | |
| 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” 1,800 minutes (30 hrs) by starting our school day 10 minutes before the required time. This early start allows for a bit more instructional time each day. We use this “banked” time seven days a year, and dismiss our students 2-1/2 hours early so that teachers can engage in professional development.

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 | \$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

After School Learning
Beginning Teacher Support & Assessment (BTSA)
City Science
Exploratorium
IASA Title VI
IRISE
Junior Achievement
Mathematics Implementation Initiative
NSF–Urban Systemic Program (Priority 6)
Primary Prevention Program (PIP)
Technology Literacy Grants
Caring School Community
AIMS - Adventures in Music
BVHP / Opera House Mural Project
Beaumont Foundation Grant for Technology
STAR Initiative
ExCEL After School Program
Mayor’s Beautification Project