

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #449

CA ID #6040752

Bessie Carmichael Elementary School

375 7th Street, San Francisco, CA 94103

Phone: 415-355-6916

FAX: 415-241-6563

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375 7th Street, San Francisco, CA 94103

Mr. Jeffrey T. Burgos, Principal

Phone: 415-355-6916

FAX: 415-241-6563

Enrollment: 374
Grades Served: K-5
email:
sch449@muse.sfusd.edu

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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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/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

Principal's Introduction

Welcome to Bessie Carmichael Elementary School / FEC - indeed a gem at San Francisco's South of Market Area (SOMA)! Now housed in our brand new state-of-the-art facility on 375 7th Street, the school exudes an extraordinary charm which springs forth from the nurturing and caring environment each student, staff member, parent, and 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.

We are very proud of our brand new facility that provides our students far more exciting and enriching learning opportunities. Our large classrooms all contain computer centers which will complement the computer laboratory which we hope to have by the beginning of the following school year.

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 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. We have 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 partnerships with Yerba Buena Center for the Arts, Morrison and Foerster, West Bay, Social Venture Partners, and Nordstrom have provided our students even more meaningful and enriching learning opportunities. The Embarcadero YMCA and the FEC Galing Bata (Super Child) afterschool programs, serving close to 40% 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 the highest levels of proficiency in math, as well as the other core courses we are offering.

With all 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 and are sensitive and aware of each others' culture, language and feelings.

We are committed to the development of 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, Annalyn Molina, Norma Carrera

Contact Person Phone Number: 415-355-6916

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 snacks 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
K	61	9	0
1	63	10	0
2	57	11	0
3	52	12	0
4	76	Ungraded Secondary	0
5	65		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	374

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	21	5.6
American Indian or Alaska Native	2	0.5
Asian-American	38	10.2
Filipino-American	219	58.6
Hispanic or Latino	75	20.1
Pacific Islander	3	0.8
White (Not Hispanic)	11	2.9
Other	5	1.3
Total	374	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: May, 2004

Date Last Reviewed with Staff: August, 2004

Key elements of School Safety Plan:

We have successfully launched our Positive Behavior Support Plan this school year. Our schoolwide rules focus on three overarching rules: BE SAFE, BE RESPONSIBLE AND BE RESPECTFUL. The school community works closely together to consistently implement the rules to ensure the safety and well-being of our students. The School Resource Officer is an active member of our community who regularly visits and discusses the importance of citizenship with our students. Our brand new facility is equipped with security cameras/monitors to ensure the safety of everybody on campus. Regularly scheduled safety drills are conducted to make sure that everybody knows the procedures in cases of emergency. Our Emergency/Crisis Response Team meets, discusses and reviews procedures periodically to ensure campus safety at all times. The Principal, Elementary Advisor, and staff members provide close supervision at all times

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. As part of our Positive Behavior Support Program, the entire school integrates our Virtues of the Month in their daily discussions with students to reinforce positive behavior at all times. Students of the Month are recognized for their achievements, both curricularly and co-curricularly.

Suspensions and Expulsions

	School			District		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)	3	5	0	1,722	2,428	2,645
Suspensions (rate)	0.75%	1.27%	0.00%	2.94%	4.17%	4.58%
Expulsions (number)	0	0	0	60	47	39
Expulsions (rate)	0.00%	0.00%	0.00%	.10%	.08%	.07%

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:

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. We have successfully launched and are currently implementing our Positive Behavior Support Plan that provides students incentives for good behavior. Students who violate school rules are addressed accordingly by working with families. Parent conferences, parent shadowing, time-outs, work detail are some of our consequences that we utilize to address student misbehavior. The school follows district guidelines on suspensions and expulsions.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Yes! We are now at the new Bessie Carmichael / FEC campus, truly a state-of-the-art facility. Our school community makes sure that we keep our facilities clean at all times to provide all our students a highly conducive atmosphere for learning. The new facility has far bigger classrooms, multi-purpose room, library and computer laboratory for the usage of our students.

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

Our new facility has big classrooms that now provide ample space for our learning centers. Each classroom is designed to have computer workstations for student use. While we may not have enough playground space for now, we look forward to the completion of the city park, the construction of which is scheduled to begin in 2005.

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

Everything is brand new at Bessie!

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.

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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	24	26	29	35	38	40	32	35	36
Mathematics	23	38	39	34	39	40	31	35	34
Science			20	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

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	13		38	35	13		57
Mathematics	19		67	45	24		43
Science				26	15		
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	26	34	21	28	32	7	31	
Mathematics	37	42	33	38	42		42	
Science	15	25	23	16	29		21	
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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 when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	39	26	29	48	45	46	45	43	43
Mathematics	47	47	54	63	57	58	55	50	51

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	7		50	32	13		64
Mathematics	43		69	63	31		64

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	26	32	24	25	35	7	30	
Mathematics	50	58	47	52	57	21	56	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	21.2	29.4	12.5	26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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 for the school to be eligible for awards.

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 a base 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/ta/ac/ap/> 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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	97	99	97	Percentage Tested	99	97	100
Base API Score	660	644	695	Growth API Score	637	701	713
Growth Target	7	8	5	Actual Growth	-23	57	18
Statewide Rank	5	4	4				
Similar Schools Rank	6	2	1				

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
African American				African American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
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	747	671	736	Growth API Score	666	742	758
Growth Target	6	6	4	Actual Growth	-81	71	22
Hispanic or Latino				Hispanic or Latino			
Base API Score	490	532	597	Growth API Score	510	607	593
Growth Target	6	6	4	Actual Growth	20	75	-4
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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	661	641	693	Growth API Score	639	697	697
Growth Target	6	6	4	Actual Growth	-22	56	4

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2003-2004	
Year in Program Improvement	Year 1	
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		No	Yes		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		N/A	N/A		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		N/A	N/A		Yes	Yes
Filipino		Yes	Yes		Yes	Yes
Hispanic or Latino		No	Yes		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		N/A	N/A		Yes	Yes
Socioeconomically Disadvantaged		Yes	Yes		Yes	Yes
English Language Learners		Yes	Yes		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

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	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	17.5	2			16.8	4			18.0	3		
1	18.7	3			17.7	3			17.5	4		
2	17.8	5			17.8	4			15.8	4		
3	19.3	4			17.0	4			15.3	3		
4	25.0		1		24.3	1	2		28.7		3	
5	27.7		3		30.5		2		27.0		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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school:

SFUSD: All schools High-poverty schools Low-poverty schools

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Number of Teachers	22	21	20
Teachers with Full Credential (fully credentialed and teaching in subject area)	22	20	20
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)			
Pre-Internship		1	
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1		
Teachers with Waivers (do not have credential and do not qualify for 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.

All 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.

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners			
Total Misassignments of Any Teachers			

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	5	1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	15	23.5
Bachelor's Degree plus 30 or more semester hours	80	61.3
Bachelor's Degree		13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			

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 has conducted 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 substitute teachers who regularly substitute for us. 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 equal 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 monitors an action plan of those referred by their teachers because of concerns they may have either academically or otherwise.
- Our Resource Specialist works with students identified for special help and facilitates the development of an 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 throughout the school year. The San Francisco Symphony, Artsplan, and San Francisco Opera are among those who have been our partners at Bessie / FEC.
- Our Elementary Advisor works with families of students who have had disciplinary, attendance and even academic problems in school.
We have two afterschool programs - YMCA Embarcadero EXCEL and FEC Galing Bata After-School Program - that provide students much-needed additional support for academics as well as co-curricular work.
- Our Site Nutrition Coordinator provides our teachers and students opportunities to access health-related lessons and activities using additional resources and funding made available by the Student Health Division of SFUSD.
- We are likewise fortunate to have volunteers from Morrison and Foerster who come and assist our teachers especially during our literacy time. Volunteers from Deloitte and Touche likewise come to our school to do Junior Achievement lessons with our students.

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 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 .

The school leadership team, made up of the principal, grade level chairpersons, the elementary advisor and our literacy specialist, meets regularly to plan strategies for implementing a quality instructional program based on the state instructional standards. The team uses the Site Plan to monitor the instructional program.

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

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. Our Teacher Leader for Equity and Student Achievement work closely with our underperforming students.

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

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.

School site assessment data analysis is based on review of subgroup reports of the Brigance (K-1), 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 is reviewed by all teachers

and 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.

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.

Professional Development

Number of Staff Development Days: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 3

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

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

We were trained in Assertive Discipline, Tribes, Whole Language, Math, Science and computers. A core of teachers/Principal are trained in "Just Think" media literacy. Our K-fifth grade teachers are trained in Developmentally Appropriate Practices (DAP) and Early and Extended Literacy Collaboratives. New teachers are receiving site and District training. We have a science collaborative of teacher leaders. A large group of teachers are participating in Reading Results. Another group of teachers make up the Urban Systemic Program, a leadership program that brings professional development to the school site. Still other teachers received training in Arts Education from Yerba Buena Center for the Arts and from the San Francisco Symphony. Several teachers improved their Language Arts skills with trainings from the California Association of Bilingual Educators (CABE).

Quality and Currency of Textbooks and Other Instructional Materials

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

District textbook adoptions meet basic needs; staff and parents supplement for spellers, other workbooks and weekly readers. Instructional materials are in fair supply.

School educational technology program.

Digital cameras are used by staff and technology in general is a regular tool for learning.

Additional technology resources.

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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Bessie / FEC	
K	36,000	50,850	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,850	
2	50,400	50,850	
3	50,400	50,850	
4	54,000	54,015	
5	54,000	54,015	
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 in grades K through 8:

- 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.

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.

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.

The special student populations are routinely included in all curriculum 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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

Bessie / FEC

University of California Cooperative Extension Youth Food Stamp Nutrition Education Program

Junior Achievement

NSF-Urban Systemic Program (Priority 6)

Nutrition Education Project

Reading First Initiative