

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

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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1360 Oakdale Avenue, San Francisco, CA 94124

Mrs. Emily Wade-Thompson, Principal

Phone: 415-330-1540

FAX: 415-467-7217

Enrollment: 292
Grades Served: K-5
email:
sch625@muse.sfusd.edu

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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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 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), tennis, technology, drama and drum circle. 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. Achievers will meet or exceed grade level standards while building self-esteem and developing motivation for continued learning. They will make responsible decisions about their conduct and their health. Students will demonstrate computer literacy, use science to enhance learning and appreciate the arts. The students will be excited about learning.

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, Test Awareness 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	55	9	0
1	51	10	0
2	52	11	0
3	48	12	0
4	50	Ungraded Secondary	0
5	36		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	292

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	199	68.2
American Indian or Alaska Native	8	2.7
Asian-American	33	11.3
Filipino-American	1	0.3
Hispanic or Latino	13	4.5
Pacific Islander	30	10.3
White (Not Hispanic)	0	0.0
Other	8	2.7
Total	292	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 5/12/1904

Date Last Reviewed with Staff: 8/25/2004

Key elements of School Safety Plan:

We work hard to keep an orderly, safe environment for learning through high expectations and protocols for staff, students and visitors. We have developed a schoolwide Discipline Plan 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, and other efforts, we are increasing positive relations schoolwide. Our team of auxiliary personnel assists 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		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)	3	0	4	1,722	2,428	2,645
Suspensions (rate)	0.94%	0.00%	1.37%	2.94%	4.17%	4.58%
Expulsions (number)			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:

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. We have plants and art adorning the interior and a mural that depicts various habitats greets you upon entering the building. 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, a track 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 PC 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	20	27	24	35	38	40	32	35	36
Mathematics	26	40	28	34	39	40	31	35	34
Science				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	21				45	17	
Mathematics	25				36	32	
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	22	25		22	27		25	
Mathematics	31	25		23	37		29	
Science								
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	25	24	48	45	46	45	43	43
Mathematics	53	45	31	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	24				45	8	
Mathematics	29				45	21	

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	19	29		24	24		25	
Mathematics	37	26		26	41		33	

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	20.0	10.5	36.4	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	100	98	98	Percentage Tested	98	98	100
Base API Score	605	671	680	Growth API Score	670	698	668
Growth Target	10	6	6	Actual Growth	65	27	-12
Statewide Rank	3	5	4				
Similar Schools Rank	5	7	8				

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	567	651	656	Growth API Score	646	679	647
Growth Target	8	5	5	Actual Growth	79	28	-9
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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	593	654	676	Growth API Score	651	694	656
Growth Target	8	5	5	Actual Growth	58	40	-20

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	2000-2001	
Year in Program Improvement		
Year Exited Program Improvement	2002-2003	
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		Yes	Yes		Yes	Yes
Subgroups						
All Students		Yes	Yes		Yes	Yes
African American (not of Hispanic origin)		Yes	Yes		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		N/A	N/A		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		N/A	N/A		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		N/A	N/A		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	19.3	3			20.0	3			19.0	2		
1	18.7	3			17.0	3			20.0	2		
2	19.7	3			18.7	3			20.5	1	1	
3	17.5	2			20.0	3			19.0	2		
4	21.0	1	2		18.0	2			20.0	2	1	
5	23.0		2		25.5		2		18.0	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	19	19	18
Teachers with Full Credential (fully credentialed and teaching in subject area)	19	14	18
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1		
Pre-Internship	1	1	
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	2	4	
Teachers with Waivers (do not have credential and do not qualify for Emergency Permit)	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. Twelve of our credentialed staff are tenured, and five 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 schoolwide reforms.

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		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	22.2	23.5
Bachelor's Degree plus 30 or more semester hours	55.6	61.3
Bachelor's Degree	22.2	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:

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, 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 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

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, 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	
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

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The planning, implementation and evaluation of the school program reflect 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 other staff to promote schoolwide progress and meets monthly with the principal. Their decisions are communicated to the grade level teams. The Team gives input to improve professionalism and instruction, and to monitor the implementation of the Academic Plan. The SSC also meets monthly to evaluate progress of the Plan's objectives. The UBC oversees the contractual agreements of the union and the school site. We continue to develop effective leadership among our staff.

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. Individual and small group intervention is provided to targeted students in grades K-5. Our Resource Specialist, Inclusion/RSP paraprofessional 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.

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 on the CAT6/CST and the CELDT. Writing samples and other program and teacher-made assessments are used to assess progress for all students. Houghton Mifflin reading and Harcourt math 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 to small groups of students. Support is given through teachers, paraprofessionals, after school tutoring, counseling, and GATE activities. English Language Learners receive SDAIE and Into English instruction in 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 met 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.

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.

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 other staff to promote schoolwide progress. In addition, we use "banked" time seven days a year, and dismiss 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, differentiated instruction, the SST process, new teacher support (BTSA), science, math, technology, Caring School Community, discipline, and writing. The SSC and UBC are functioning, and we support each other as a village.

Quality and Currency of Textbooks and Other Instructional Materials

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

Classes use currently adopted texts and resource materials, and there is an abundance of supplementary materials available. Our primary reading program is Houghton Mifflin, and our primary math program is Harcourt Math, supplemented by a variety of materials to meet different teaching and learning styles. All

of these strategies are research-based.

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

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 Carver ES	
K	36,000	53,400	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	54,300	
2	50,400	53,400	
3	50,400	53,400	
4	54,000	54,300	
5	54,000	54,300	
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:

Seven minimum days a year are scheduled for monthly professional development and planning. This time is daily. This was voted upon by the SSC and agreed to by the UBC.

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

Banked minutes at this school:

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 at noon.

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. Kindergarten through 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. 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

Carver ES

AP Challenge Grant Program
Academic Decathlon
Young Scholars Program
Adventures in Music Series/SF Symphony
After School Learning
Beginning Teacher Support and Assessment
Caring School Communities
City Science
Exploratorium
IASATitleVI
IRISE
Junior Achievement
Mathematics Implementation Initiative
NSF-Urban Systemic Program (Priority 6)
Technology Literacy Grants