

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

### Ms. Carmichael Elementary School /Filipino Education Center

375 7th Street, San Francisco, CA 94103

Principal: Mr. Jeffrey T. Burgos, Principal

Phone: 415-355-6916

Fax: 415-241-6563

SFUSD #: 449

CA ID #: 6040752

### SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Gwen Chan

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: [www.sfusd.edu](http://www.sfusd.edu)

#### SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

Email: [Sarc@muse.sfusd.edu](mailto:Sarc@muse.sfusd.edu)

#### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

---

**ssie Carmichael Elementary School /Filipino Education Cent**

### **Table of Contents**

**Section I: General Information**

**Section II: Demographic Information**

**Section III: School Safety and Climate for Learning**

**Section IV: School Facilities**

**Section V: Academic Data**

**Section VI: School Completion (secondary schools only)**

**Section VII: Class Size**

**Section VIII: Teacher and Staff Information**

**Section IX: Curriculum and Instruction**

**Section X: Post-Secondary Preparation (secondary schools only)**

**Section XI: Fiscal and Expenditure Data**

## **Section I - General Information**

### **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 our 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 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.

### **School Vision**

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**

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.

## Section II - Demographic Information

### Student Enrollment By Grade Level

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

Grade Level	Enrollment
<b>K</b>	74
<b>1</b>	58
<b>2</b>	61
<b>3</b>	62
<b>4</b>	55
<b>5</b>	73
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	383

### Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
<b>African American</b>	27	7.0
<b>American Indian or Alaska Native</b>	2	0.5
<b>Asian</b>	37	9.7
<b>Filpino</b>	213	55.6
<b>Hispanic or Latino</b>	86	22.5
<b>Pacific Islander</b>	2	0.5
<b>White (Not Hispanic)</b>	7	1.8
<b>Multiple or No Response</b>	9	2.3

## Section III - School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	
<b>Date Last Reviewed with Staff</b>	

### 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

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
<b>Number of Suspensions</b>	5	0	7	2,428	2,645	2710
<b>Rate of Suspensions</b>	1.27%	0%	1.83%	4.17%	4.58%	4.74%
<b>Number of Expulsions</b>	0	0	0	47	39	19
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	.07%	.03%

### Efforts to Reduce 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.



## Section IV - School Facilities

### School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Section V - Academic Data

### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Test (CST)**

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	26	29	30	38	40	45	35	36	40
Mathematics	38	39	36	39	40	46	35	34	38
Science		20	10	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

### **CST - Racial and Ethnic Subgroups**

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	6	*	*	41	4	*	*
Mathematics	17	*	*	47	11	*	*
Science	*		*	16	0		*
History-Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	24	37	20	27	6	
Mathematics	35	38	32	33	6	
Science	7	14	6	5	*	
History-Social Science						

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

## NRT - All Students

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

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	26	29	27	45	46	43	43	43	41
Mathematics	47	54	47	57	58	59	50	51	52

## NRT - Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*	34	7		*
Mathematics	*	*	*	55	7		*

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	25	29	12	30	*	
Mathematics	44	50	42	50	*	

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	31.9	34.5	30.2	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

## Academic Performance Index

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 percent of the distance between its API Base 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.

**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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	99	97	100	Percent Tested	97	100	99
API Base Score	644	695	710	API Base Score	701	713	684
Growth Target	8	5	5	Growth Target	57	18	-26
Statewide Rank	4	4	5				
Similar Schools Rank	2	1	2				

## API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
<b>African American</b>				<b>African American</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Asian</b>				<b>Asian</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Filipino</b>				<b>Filipino</b>			
Percent Tested	671	736	752	Percent Tested	742	758	764
API Base Score	6	4	4	API Base Score	71	22	12
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested	532	597		Percent Tested	607	593	508
API Base Score	6	4		API Base Score	75	-4	
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			

## API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	641	693	696	Percent Tested	697	697	674
API Base Score	6	4	4	API Base Score	56	4	-22

## **State Award and Intervention 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.

## **Adequate Yearly Progress (AYP)**

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## **AYP All Criteria - Schoolwide**

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	No	Yes	Yes	No

## **AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups**

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic or Latino	No	Yes	No	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	No	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

## **Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	<b>School</b>	<b>District</b>
<b>First Year of Program Improvement Implementation</b>	2003-2004	
<b>Year in Program Improvement (Implementation Level)</b>	Year 2	
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	----	30
<b>Percent of Schools Currently in Program Improvement</b>	----	26.79 %

## Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	16.8	4			18.0	3			20.3	3	1	
<b>1</b>	17.7	3			17.5	4			17.3	3		
<b>2</b>	17.8	4			15.8	4			19.5	2		
<b>3</b>	17.0	4			15.3	3			20.8	3	1	
<b>4</b>	24.3	1	2		28.7		3		24.0	1	1	
<b>5</b>	30.5		2		27.0		2		26.3		3	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## Section VIII - Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
<b>This School</b>	10.0
<b>All Schools in District</b>	28.5
<b>High-Poverty Schools in District</b>	16.1
<b>Low-Poverty Schools in District</b>	14.4

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	21	20	20
<b>Teachers with Full Credential</b>	20	20	20
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	1	1	0
<b>Teachers in Alternative Routes to Certification</b> (District and university internships)	0	0	0
<b>Pre-Internship</b>	1	0	0
<b>Teachers with Emergency Permits</b> (Not qualified for credential/internship but meets minimum reqs)	0	0	0
<b>Teachers with Waivers</b> (No credential and doesn't qualify for Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	1	0	0

## **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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	0

## **Teacher Education Level**

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	5.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	15.0	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	80.0	62.4
<b>Bachelor's Degree</b>	0.0	12.5
<b>Less than Bachelor's Degree</b>	0.0	0.2

## **Teacher Evaluations**

**Information about the procedures and criteria for teacher evaluations.**

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 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**

**Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.**

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**

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, Artspan, 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 E

**Counselors and other Support Staff (con't)**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 perce (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

**Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 perce (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>

## **Section IX - 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.**

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.

#### **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.**

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.

**Summary of overall achievement by subgroups.**

**Professional Development**

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 2004/05 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 Instructional Materials**

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

<b>Grade Level / Core Curriculum Areas</b>	<b>Currency and Quality of Textbooks and Instructional Materials</b>
--	--

K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good
1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good
1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good
3	Mathematics	Textbook Not Specified	Good
3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good
4	Reading/Language Arts	Textbook Not Specified	Good
4	Mathematics	Textbook Not Specified	Good
4	History/Social Studies	Textbook Not Specified	Good
4	Science	Textbook Not Specified	Good
5	Reading/Language Arts	Textbook Not Specified	Good
5	Mathematics	Textbook Not Specified	Good
5	History/Social Studies	Textbook Not Specified	Good
5	Science	Textbook Not Specified	Good
6	Reading/Language Arts	Textbook Not Specified	Good
6	Mathematics	Textbook Not Specified	Good
6	History/Social Studies	Textbook Not Specified	Good
6	Science	Textbook Not Specified	Good
7	Reading/Language Arts	Textbook Not Specified	Good
7	Mathematics	Textbook Not Specified	Good
7	History/Social Studies	Textbook Not Specified	Good
7	Science	Textbook Not Specified	Good
8	Reading/Language Arts	Textbook Not Specified	Good
8	Mathematics	Textbook Not Specified	Good
8	History/Social Studies	Textbook Not Specified	Good
8	Science	Textbook Not Specified	Good

**Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Sufficient Materials Available
<b>Mathematics</b>	Sufficient Materials Available
<b>Science</b>	Sufficient Materials Available
<b>History-Social Science</b>	Sufficient Materials Available
<b>Foreign Language</b>	Sufficient Materials Available
<b>Health</b>	Sufficient Materials Available
<b>Science Laboratory Equipment (Gr 9-12)</b>	Sufficient Materials Available

## **Technology**

### **School educational technology program.**

Each class is set up for Internet access and has an average of three functional computer work stations. Digital cameras are used by staff and technology in general is a regular tool for learning.

### **Additional technology resources.**

<b>Computers</b>	
<b>Number of Computers</b>	60
<b>Number of Classrooms with Internet</b>	20

## **Instructional Minutes**

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>Requirement</b>

<b>K</b>	50800	36,000
<b>1</b>	50800	50,400
<b>2</b>	50800	50,400
<b>3</b>	50800	50,400
<b>4</b>	54300	54,000
<b>5</b>	54300	54,000
<b>6</b>		54,000
<b>7</b>		54,000
<b>8</b>		54,000
<b>9</b>		64,800
<b>10</b>		64,800
<b>11</b>		64,800
<b>12</b>		64,800

### **Total Number of Minimum Days**

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

### **Any additional minimum days at this school and reasons:**

No Text Submitted.

### **Some schools "bank" additional minutes for professional development:**

No Text Submitted.

## Section XI - Fiscal and Expenditure Data

### **Teacher and Administrative Salaries (Fiscal Year 2003-04)**

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,310	\$37,061
<b>Mid-Range Teacher Salary</b>	\$55,213	\$58,294
<b>Highest Teacher Salary</b>	\$70,407	\$72,876
<b>Average Principal Salary (Elementary)</b>	\$89,885	\$94,471
<b>Average Principal Salary (Middle)</b>	\$94,152	\$98,940
<b>Average Principal Salary (High)</b>	\$98,209	\$107,418
<b>Superintendent Salary</b>	\$223,525	\$179,061
<b>Percent of Budget for Teacher Salaries</b>	34.8 %	41.4 %
<b>Percent of Budget for Administrative Salaries</b>	5.0 %	5.1 %

### **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Junior Achievement

NSF–Urban Systemic Program (Priority 6)

Nutrition Education

University of California Cooperative Extension You

