

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

### **r. George Washington Carver Academic Elementary School**

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#### **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>.

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**Dr. George Washington Carver Academic Elementary School**

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## **Section I - General Information**

### **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, technologically 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 homework assistance, America Scores (soccer & poetry), track, and other activities. 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.

### **School Vision**

Students will leave Dr. G. W. Carver with a strong foundation in literacy and mathematics. meet or exceed grade level standards, building self-esteem and developing motivation for continued learning. Students will make responsible decisions about their conduct and their health, demonstrate computer literacy, and appreciate science and the arts. They will demonstrate preparedness to meet the expectations and challenges of the 21st century -- intellectually and socially. Students will be excited about school and learning!

### **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 and Family Reading. 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!

## 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>	56
<b>1</b>	53
<b>2</b>	44
<b>3</b>	49
<b>4</b>	44
<b>5</b>	40
<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>	286

### 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>	194	67.8
<b>American Indian or Alaska Native</b>	8	2.8
<b>Asian</b>	24	8.4
<b>Filpino</b>	1	0.3
<b>Hispanic or Latino</b>	13	4.5
<b>Pacific Islander</b>	32	11.2
<b>White (Not Hispanic)</b>	2	0.7
<b>Multiple or No Response</b>	12	4.2

## 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>	2/10/2006
<b>Date Last Reviewed with Staff</b>	12/12/2005

### 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 promote personal responsibility and create opportunities for student and staff leadership. A full-time counselor works with individuals, groups and families to aid children's stability and progress. Carver students receive 30 hours of health and drug education on a variety of topics, using school and community resources. Yards and bus lines are adequately monitored. Community agencies, parents and staff work to improve safety and emergency preparedness.

### 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. We also teach social skills through physical education, the Virtues of Ma'at, buddy classes, and cooperative learning, and by developing leadership. Our team of auxiliary personnel assists families and students in getting the most from their school experience. Our procedures guide staff and students with techniques to prevent, as well as respond to, inappropriate behavior. Students are honored for positive efforts. We have monthly "celebrations of excellence" to promote attendance, school pride and fun!

### 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>	0	4	0	2,428	2,645	2710
<b>Rate of Suspensions</b>	0%	1.37%	0%	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

Protocols for students help them learn to make personal decisions and realize their 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. Fighting is not tolerated, and effective communication is taught to help students resolve conflicts.

## 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	27	24	34	38	40	45	35	36	40
Mathematics	40	28	44	39	40	46	35	34	38
Science		0	12	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	27	*	*		33	38	*
Mathematics	36	*	*		50	54	*
Science	15	*			*	*	
History-Social Science							

## CST - Subgroups

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

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	26	42	*	36	0	
Mathematics	40	49	*	45	8	
Science	10	16	*	16	*	
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.

	School			District			State		
Subject	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	25	24	24	45	46	43	43	43	41
Mathematics	45	31	40	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.

	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Subject							
Reading	21	*			*	*	*
Mathematics	36	*			*	*	*

## 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	27	21	*	20	*	
Mathematics	50	26	*	37	*	

## 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	17.5	36.8	0.0	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	98	98	100	Percent Tested	98	100	100
API Base Score	671	680	670	API Base Score	698	668	678
Growth Target	6	6	7	Growth Target	27	-12	8
Statewide Rank	5	4	3				
Similar Schools Rank	7	8	6				

## 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	651	656	650	Percent Tested	679	647	637
API Base Score	5	5	6	API Base Score	28	-9	-13
<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				Percent Tested			
API Base Score				API Base Score			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<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	654	676	660	Percent Tested	694	656	688
API Base Score	5	5	6	API Base Score	40	-20	28

## **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	Yes	Yes	Yes	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	Yes	Yes	Yes	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	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	N/A	N/A	N/A	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	N/A	N/A	N/A	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>		
<b>Year in Program Improvement (Implementation Level)</b>		
<b>Year Exited Program Improvement</b>	2002-2003	
<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>	20.0	3			19.0	2			18.7	3		
<b>1</b>	17.0	3			20.0	2			20.0	3		
<b>2</b>	18.7	3			20.5	1	1		18.5	2		
<b>3</b>	20.0	3			19.0	2			20.0	2		
<b>4</b>	18.0	2			20.0	2	1		23.0	1	1	
<b>5</b>	25.5		2		18.0	2			23.5		2	
<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>	36.4
<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>	19	18	16
<b>Teachers with Full Credential</b>	14	18	16
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	1	0	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)	4	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>	0	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	1	0

## **Teacher Education Level**

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

	School	District
<b>Doctorate</b>	0.0	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	12.5	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	68.8	62.4
<b>Bachelor's Degree</b>	18.8	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.**

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 meetings or 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**

Dr. G.W. Carver has a full time Counselor who provides counseling to students and support to parents. She also provides opportunities for leadership. 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 homework help in reading and math for grades K-5. The Health Advocate arranges awareness sessions on asthma, puberty, smoking and substance abuse. Collaborations with the community provide

further support for students and families. Our Student Success Team (SST) meets as needed to involve parents and staff in developing strategies and resources to meet students' needs.

### **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>	1.0
<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>
1.0	286.0

## **Section IX - 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 observe and share with peers, and attend conferences when resources are available. 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 periodically 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 and the principal. The IRF facilitates analysis of quarterly reading, writing and math assessments to highlight student needs and gains. Periodic work reviews by grade level teams are planned three times during the year. Student progress is monitored by the principal, IRF and Leadership Team.

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

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 program, counseling, and GATE activities. English Language Learners receive SDAIE and ELD instruction in classrooms. As needed, the Student Success Team recommends specific interventions or support.

#### **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.**

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 daily in four English Language Development classrooms, and integrate with other students through “buddy” experiences.

**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**

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.

The principal, IRF and teachers help each other through observation, consultation, and team collaboration on planning, work analysis, strategies and resources. The Leadership Team is comprised of grade level team leaders and other staff to promote schoolwide progress. One faculty meeting a month is structured to provide time for professional sharing. In addition, we use “banked” time so that teachers can engage in additional professional development. 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 planned are: Houghton Mifflin reading program, differentiated instruction, vocabulary development, Caring School Community, science, technology and data analysis.

**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.

Grade Level / Core Curriculum Areas		Currency and Quality of Textbooks and Instructional Materials	
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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

### **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.**

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.

<b>Computers</b>	
<b>Number of Computers</b>	36
<b>Number of Classrooms with Internet</b>	15

**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>	53400	36,000
<b>1</b>	54300	50,400
<b>2</b>	53400	50,400
<b>3</b>	53400	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:**

Seven minimum days a year are scheduled for monthly professional development and planning. This time is 'banked' by starting our school day ten minutes early daily. This was voted upon by the SSC and agreed to by the UBC.

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

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.

## 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.

After School Learning

AIMS

Beaumont

Caring School

IASA Title VI

IRISE

Junior Achievement

Mathematics Implementation Initiative

NSF–Urban Systemic Program (Priority 6)

Technology Literacy Grants

AP Challenge Grant Program Academic Decathlon Yo