

School Accountability Report Card

School Year 2005-06

(Published during 2006-07)

r. George Washington Carver Academic Elementary School

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Section I - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Dr. George Washington Carver Academic Elementary School, a hidden treasure in the Bayview-Hunter's Point, holds high expectations for a culturally diverse student population in a structured environment. We stress academic excellence for all students. We guide them to perform to their best ability and to be socially prepared for the challenges of the 21st Century. Carver will accelerate the learning of our achievers and strengthen the collaboration of our staff. Students will leave us with a strong foundation in literacy, mathematics and technology. Our school makes available to students a variety of enrichment opportunities, including an After School Program. Historically, Carver has been an award-winning school and we are striving to maintain the excellence of ourselves and our achievers.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Carver has many organized activities for parents. Throughout the year, the principal and staff present educational workshops such as Family Math, Family Reading and Family Science to enhance our parents' support of student progress. Our Parent Resource Center has materials and consultation for families to educate their children at home. Through phone calls, home visits, newsletters, Student Success Team, and consultations, families are guided in ways to help their children advance academically. 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!

Student Enrollment By Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	58
1	59
2	45
3	41
4	39
5	37
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	279

Student Enrollment By Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	68.1
American Indian or Alaska Native	2.9
Asian	8.6
Filipino	0.7
Hispanic or Latino	3.9
Pacific Islander	12.9
White (Not Hispanic)	0.4
Multiple or No Response	2.5
Socioeconomically Disadvantaged	61.1
English Learners	2.0
Students with Disabilities	7.0

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2003-04			Avg Class Size	2004-05			Avg Class Size	2005-06		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	2			18.7	3			19.3	3		
1	20.0	2			20.0	3			19.7	3		
2	20.5	1	1		18.5	2			19.5	2		
3	19.0	2			20.0	2			19.5	2		
4	20.0	2	1		23.0	1	1		21.0	1	1	
5	18.0	2			23.5		2		21.0	1	1	
6												
K-3												
3-4												
4-8												
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 that participated in the Class Size Reduction Program. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K-3	99.3	99.3	99.3

Section II - School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

We work hard to keep an orderly, safe environment for learning through high expectations and protocols for staff, students and visitors. We have implemented a Caring School Community program to promote personal responsibility and effective communication. Our students wear uniforms, which helps to create an atmosphere of focused learning. A full-time counselor works with individuals, groups and families to aid children's stability and progress. HERC, a community organization, provides asthma education to our students. Carver students receive 30 hours of health and drug education on a variety of topics, using school and community resources. Police and Fire Department community relations persons visit our school to promote safety. Parents and staff work to improve emergency preparedness.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Student and Parent/Guardian Handbook for the San Francisco Unified School District 2006-2007 is the book followed to enforce district wide rules which will allow all of our students to be safe and free of distractions in their schools. One of the Pupil Services highest priorities this year is to enforce truancy laws. We encourage all students to practice respect for themselves and others to avoid any disciplinary issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003/04	2004/05	2005/06	2003/04	2004/05	2005/06
Suspensions	1.37%	0%	0.72%	4.58%	4.74%	5.75%
Expulsions	0%	0%	0%	.07%	.03%	.08%

Section III - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Carver was built in 1974, and is clean, in fairly good condition, free of graffiti. We have plants and art adorning the interior and a mural that depicts various habitats greets you upon entering the building. The campus is generally safe, clean and attractive. The school has met the ADA requirements of the State. We will receive repair and maintenance through Proposition A. We welcome the possibility of the exterior and interior of our school being painted. We have some minor concerns with drainage and ventilation systems, which are currently being addressed by the District. Our main yard is large, but could be improved with new surfacing, a new play structure, planted areas, a track and tennis court. Three smaller play areas are available for K-1 students.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action 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 IV - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	18	16	15	3117
Without Full Credential	0	0	2	111
Teaching Outside Subject Area of Competence	0	0	0	—

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at 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/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	72.0	28.0
High-Poverty Schools in District	53.0	47.0
Low-Poverty Schools in District	65.0	35.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

SFUSD realizes the importance of having a high quality teacher in the classroom everyday. To accomplish this goal while accommodating teacher absences and professional development days, we provide permanent substitutes to STAR schools and recently implemented a new substitute system to better facilitate the placement of substitutes at all schools. The new substitute system features web and phone access - saving users' time and providing better reporting capabilities to administrators.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

SFUSD's teacher evaluation system is primarily based on the California Standards for the Teaching Profession (CSTP), which includes a pre-observation protocol to review the Content and Performance Standards, a teacher post-observation self-reflection opportunity and a post-observation protocol.

Administrators are trained in CSTP evidence based observations, as well as in reflective questions and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in SFUSD. For teachers who are not performing at a satisfactory level, the district has a Peer Assistance and Review (PAR) program.

Section V - Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	279.0
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist		----
Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Section VI - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. The following new instructional materials were adopted by the SFUSD Board of Education for the 2006-2007 school year, and were provided for all high school students enrolled in: 10th grade world history, physics, and some AP science classes. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2006 meeting of the Board of Education. Insufficiencies exist for some high schools in the areas of health and world languages, but class sets are available. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2006-2007, new history/social studies instructional materials were provided for all students in grades K-8, and replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2006 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	4679	911	3768	53751
District	----	----	3768	53751
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	4743	57560
Percent Difference - School Site and State	----	----	-20.6%	-6.6%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

As a STAR School, funded by Title I, we support underachieving students through our Elementary Advisor, Parent Liaison, Nurse, IRF and Learning Support Consultant, who provide individual family and small group intervention. The IRF joins Partners In School Innovation staff as agents for improving teaching practices and achievement in language arts. Title I, SBCP, WSF and Consent Decree funds are used to fund 6 paraprofessionals who support learning in the classrooms. Additional teaching and materials are provided for Special Education, GATE, English Learners and EDY students. Library, Technology and Beacon/Excel Afterschool Program provide additional support for students. The YMCA provides PE instruction at Carver. Choir, Art/Music and Outdoor Education enhance students' lives.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	35548	37540
Mid-Range Teacher Salary	55213	59426
Highest Teacher Salary	70407	73925
Average Principal Salary (Elementary)	88394	96377
Average Principal Salary (Middle)	92831	100144
Average Principal Salary (High)	96582	109130
Superintendent Salary	250000	185251
Percent of Budget for Teacher Salaries	34.5 %	40.9 %
Percent of Budget for Administrative Salaries	5.2 %	5.3 %

Section VIII - Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 10 and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	24	34	23	40	45	47	36	40	42
Mathematics	28	44	34	40	46	48	34	38	40
Science	0	12	15	27	30	39	25	27	35
History-Social Science				35	40	38	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	18	32	10	
American Indian or Alaska Native	*	*	*	
Asian	*	*	*	
Filipino	*	*		
Hispanic or Latino	*	*	*	
Pacific Islander	29	33	*	
White (not Hispanic)	*	*		

CST Results by Student Group - Most Recent Year (continued)

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	22	43	17	
Female	23	26	14	
Economically Disadvantaged	21	32	13	
English Learners	*	*	*	
Students with Disabilities	0	25	*	
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling and mathematics in grades 3 and 7 only. The results are reported as a percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	24	24	20	46	43	45	43	41	42
Mathematics	31	40	27	58	59	61	51	52	53

NRT - Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	% of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	17	17
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)		
Male	20	33
Female	19	23
Economically Disadvantaged	29	29
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

Section IX - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	4	3	3
Similar Schools	8	6	4

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: 'N/A' means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	-12	8	-8	670
African American	-9	-13	13	650
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-20	28	-24	664
English Learners	----	----		
Students with Disabilities	----	----		

State Award and Intervention Programs

This section contains information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	----	29
Percent of Schools Currently in Program Improvement	----	26.61 %

Section X - School Completion and Postsecondary Preparation

Not Applicable.

Section XI - Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Our school is endowed with a nurturing, dedicated staff, many of whom have worked here for ten to twenty-five years! I have taught in BVHP for 29 years, and have been a principal since 1998. My personal goals for students are to show growth academically, emotionally and socially; to appreciate and participate in the arts; and to learn a second language. I will continue toward these goals during my tenure. Carver staff support each other as a village and consistently plan together. We maintain high expectations in and out of the classroom. Our team of auxiliary personnel assist families and students in getting the most from their school experience. A key program at Carver is technology education.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to 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 fo professional development during the academic year.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade. Total instruction days in SFUSD is 180 days.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	53,400	36,000
1	54,300	50,400
2	53,400	50,400
3	53,400	50,400
4	55,200	54,000
5	55,200	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In all San Francisco Unified District schools in grades K through 8: 10 minimum days provide time for parent and teacher conferences during the Fall and Spring Parent Conference weeks, also three minimum days per year make time for teachers to participate 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.