

Dr. Charles R. Drew Alt. Elementary School

50 Pomona Street, San Francisco, CA 94124 (415) 330-1526

Ms Helen Santos, Principal

S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Dr. Charles R. Drew offers a challenging and exciting learning environment for students in pre-Kindergarten through 5th grade. The academic program emphasizes active learning and problem solving with hands-on materials and projects. The talented and committed teaching staff work collaboratively to offer an academically challenging curriculum and foster the emotional and social growth of each child.

The early childhood program of the primary grades emphasizes literature-based reading instruction, Bay Area Writing Project, experiments in science, hands-on math instruction, interdisciplinary projects and field trips. The High Scope Cognitively Oriented Curriculum helps students develop problem solving skills and creativity, while learning to express ideas, make decisions and work together. The upper elementary program integrates literature instruction with studies of students' ethnic heritage and maintains the emphasis on active learning in all subjects. An Outdoor Education program takes students to Elkus Ranch, Montara, and Caritas in addition to monthly field trips. Computer instruction begins in pre-Kindergarten and continues throughout the grades.

Other special offerings at Drew include Orff Schulwerk, instrumental music, visual and performing arts, AIMS Symphony project, a full computer lab, SF Ballet, and Project Oceans. Drew School has a corporate partnership with Advent Software which provides academic support through tutors and a pen pal program from Tetra Tech. Dr. Charles R. Drew Child Development Center provides an extended day care program.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

A Improve the reading/writing achievement of all students specifically the AA, L, and ELL students by five or more NCE points in the SAT9 Spring 2001.

B Improve achievement in math for all students with a special emphasis on the achievement of AA, L and ELL students by five or more NCE points in the SAT9 in Spring 2001.

C Increase exposure to hands-on science experiments for all students.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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|---|--|---|
| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | * All individuals learn in many different ways and at varying rates. | |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	277	LEP/NEP (ELL) ¹ :	11.9%
Building (sq.ft.):	54,100	Average Daily Attendance:	94.50%	EDY ² :	50.5%
Year of Construction:	1974	Optional Enrollment Requests:	100%	% of Points Met ³ :	79%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Drew staff is available to all students and families and includes an Elementary Advisor, Parent/Community Liaison, five resource teachers, and classroom paraprofessionals. Teachers implement TRIBES, IRISE, Cooperative Learning, and Conflict Resolution programs. These programs develop student problem solving skills and promote a healthy school climate. Drew's Healthy Start Program offers counseling to students and their families to encourage health and support in the school environment. A social worker intern from S.F.S.U. provides counseling and home visits to targeted students. The Family Outreach Worker (FOW) provides tutorial services, parent communication, and coordinates family events.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 0% 1998-99 = 1.6% 1999-00 = 2.9%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Drew ES, attendance for the year was 94.5%, excused absences were 4.7%, unexcused absences were .8%, and the dropout rate was 2.9%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To encourage consistent daily attendance, Drew School offers a variety of services including frequent calls to the home, a Parent/Community Liaison, an Elementary Advisor, and parent education sessions stressing the importance of school attendance. A caring and committed staff combined with a stimulating and involving curriculum also encourage regular attendance at Drew.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

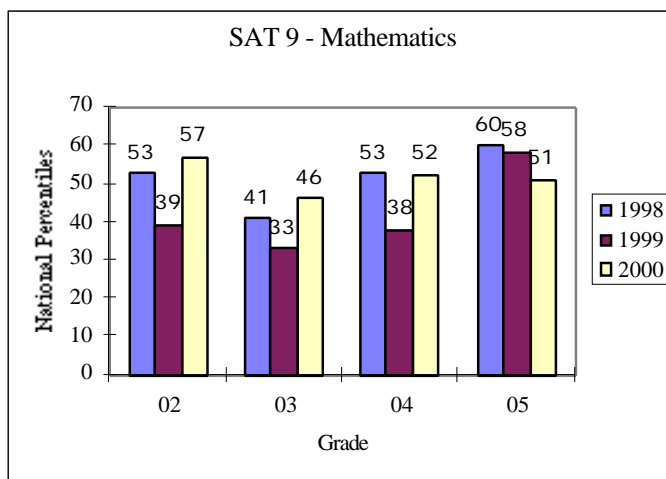
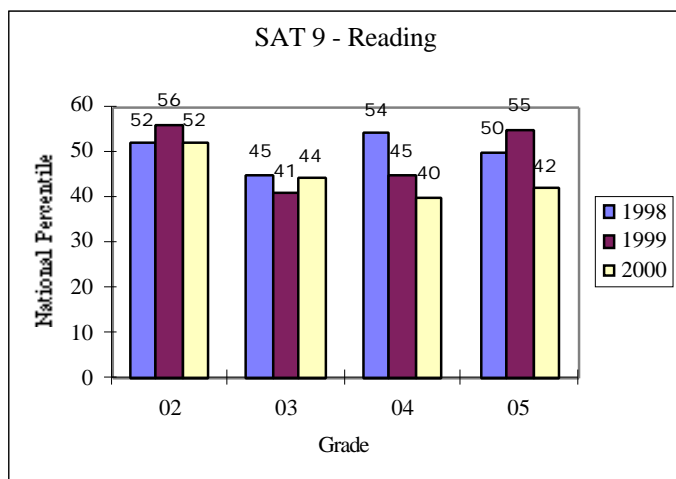
*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

	Statewide	Similar Schools
2000 Rank	5	8

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	277	58.1	0.7	6.9	2.5	0.0	0.7	9.7	18.4	2.2	47.3	52.7
Certificated	20	20.0	0.0	10.0	15.0	0.0	0.0	0.0	5.0	50.0	0.0	100.0
Classified	2	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0	50.0	50.0
Paraprofessional	9	33.3	0.0	22.2	11.1	0.0	0.0	22.2	11.1	0.0	0.0	100.0

When hiring, staff at Dr. Charles R. Drew School make every effort to recruit an ethnically diverse staff. District, Department of Integration, staff, parent, and community resources are utilized in recruitment efforts.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

School Suspension rates: 1997-98 1998-99 1999-2000
 1.4% .7% .69%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Drew ES, 2 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Conflict Management, TRIBES, Cooperative Learning, Student of the Week, Caught You Being Good, Principal's Award, Perfect Attendance Award, SST process, Student Council.

(SFUSD Expulsion Rate: 97-98 .09% 98-99 .11% 99-00 .09%)

Teacher Assignment

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

At Dr. Charles R. Drew School all teachers are teaching in the areas in which they are credentialed. The school has 2 certificated special education teachers, one speech/language clinician, and one psychologist.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1998	1999	2000	
K	**	20.00	18.59	20.0	20.0	20.0	43,200
01	**	20.00	19.01	20.0	20.0	19.7	50,400
02	**	20.00	18.69	18.0	19.7	18.5	50,400
03	**	20.00	18.63	19.0	20.0	18.7	50,400
04	32.20	30.00	25.51	23.5	22.5	21.5	54,000
05	32.20	30.00	27.09	24.5	23.0	20.5	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development and Curriculum Improvement

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

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

Throughout the year teachers participate in 3 days and 16 hours of staff development dedicated to improving instruction. Priorities for 2000/2001 include writing across the curriculum, aligning Drew's curriculum to District standards/SAT 9 training/implementation of newly adopted science kits, diversity and cultural sensitivity. Many staff members are actively involved in professional development activities: Mentor Teacher Program, Math Leadership, City Science, Exxon Math Project, Bay Area Writing Project, Lawrence Hall of Science Equals Program, Early Literacy Project, Cultural Diversity, Beginning Teacher Project, Reading Recovery, and Urban Systemic Program in Math/Science.

Quality of School Instruction and Leadership

All staff at Drew School work collaboratively to align curriculum, assess student learning, and organize schoolwide activities. Schoolwide committees address targeted areas in curriculum, instruction, school climate, parent education and parent involvement. Staff has developed schoolwide writing standards and expectations for writing in all areas of the curriculum.

Substitute Teachers

During the 1999-2000 school year, the Drew ES teacher attendance rate was 93%. When a substitute was not available, classes were covered by resource teachers or other classroom teachers.

Average Salaries, Budget Percentages & Expenditure per Student

1998-99 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$38,000	\$31,172
Mid-Range Teacher's Salary	\$49,481	\$49,262
Highest Teacher's Salary	\$59,895	\$56,246
Principal's Average Salary	\$78,145	\$71,326 **
Superintendent's Salary	\$137,350	\$199,800
Expenditure per Student		\$4,179 **
% of Budget for Teacher's Salaries	43.71%	42.09%
% of Budget for Administrators	4.84%	5.09%
* Districts over 19,999 ADA		**Elementary Schools Only

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Drew's staff believes that learning activities for children must be active and experiential. The curriculum includes extensive use of hands-on activities and real life experiences. A variety of objects are provided for children to touch, manipulate, experiment with, and talk about in all curricular areas. The school has a full computer lab and computers in the classrooms. Reading is taught primarily through literature. In 3rd through 5th grades, language arts and social science are taught using literature; special attention is given to utilizing multi-ethnic, multicultural materials.

School Facilities and Safety

Current Conditions

*Technology Rewiring throughout the building started.

Planned Improvements

*Answering machine to be installed.
*State of the Art Computer Lab.

Needed Improvements

*New boiler will be installed.
*Library will be repaired.

Parent/Community Involvement

At Drew School parents are viewed as the "first teachers" of children and as partners with staff. Staff and parents work collaboratively to maintain a healthy and productive school climate. Parent education includes Family Literacy and Family Math Nights. A weekly Parent Bulletin is sent home in the Wednesday envelope. The Parent Advisory Group (PAG) sponsors curriculum and enrichment programs such as Orff Schulwerk music, Project Oceans and multicultural performances. School Site Committee School Advisory Council (SAC) and English Language Advisory Council (ELAC) have input in planning, implementing, and evaluating the site plan.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефон.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

555 Franklin Street

San Francisco, CA 94102

Attn: Dr. Charles R. Drew Alt. Elementary School