

## **School Accountability Report Card**

### **School Year 2001-2002**

SFUSD #507

CA ID #6104673

**Dr. Charles R. Drew Elementary School**

**50 Pomona Street, San Francisco, CA 94124**

**Ms Cheryl Cotton, Principal**

**Phone: 415-330-1526**

**FAX: 415-822-9210**

### **Table of Contents**

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- Mission & Vision**
  - I. Demographic Information**
  - II. School Safety & Climate for Learning**
  - III. Academic Data**
  - IV. School Completion (secondary schools only)**
  - V. Class Size**
  - VI. Teacher & Staff Information**
  - VII. Curriculum & Instruction**
  - VIII. Post-Secondary Preparation (secondary schools only)**
  - IX. Fiscal & Expenditure Data**
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Click on section titles above to go directly to a section  
or scroll through entire document.

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**50 Pomona Street, San Francisco, CA 94124**

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**Phone: 415-330-1526**

**FAX: 415-822-9210**

**Enrollment: 277**

**Grades Served: K-5**

**email: [sch507@muse.sfusd.edu](mailto:sch507@muse.sfusd.edu)**

**Web Site:**

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent: Dr. Arlene Ackerman**

**Address: 555 Franklin St., San Francisco, CA 94102**

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### 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, Point Reyes, 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.

## Vision Statement

The vision of Dr. Charles R. Drew Alternative School is to ensure that all of our students achieve to their maximum potential in all areas of the curriculum. We will accomplish this by ensuring that the primary goal for each and every activity that students, staff, and parents engage in is the enhancement of student achievement.

All curriculum decisions and activities at Dr. Charles R. Drew School are governed by the school philosophy:

- All children are born learners.
- All educational activities should be developmentally appropriate with an interdisciplinary focus.
- The best academic environment allows for active learning and exploration of materials.
- Learning activities will enhance the joy of learning.
- Integrated whole language approach to learning.

Dr. Charles R. Drew School seeks to preserve the natural joy of learning that children bring to school. The vision of Drew is to send students to the sixth grade with high self-esteem, solid academic skills, ability to solve problems, and multiethnic friendships built through learning and exploring together.

## Opportunities for Parental Involvement

**Contact Person Name:** Cheryl Cotton

**Contact Person Phone Number:** (415) 330 - 1526

Organized opportunities for parental involvement:

- a) There is weekly communication with families through the Parent Newsletters, which highlights school activities and encourages parent participation.
- b) Families will be encouraged to attend scheduled literacy and math workshops presented by the staff members, as well as school sponsored cultural events, parenting classes and parent/teacher conferences which highlights SAT9 test results as well as classroom performance.
- c) Parents will be offered opportunities to become involved in decision-making through participation in site councils and committees.

## I. Demographic Information

**Student Enrollment** The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

<b>Racial/Ethnic Category</b>	<b>Number of Students</b>	<b>Percentage of Students</b>
African-American	161	58.1
American Indian or Alaska Native	2	0.7
Asian-American	66	23.8
Filipino-American	7	2.5
Hispanic or Latino	27	9.7
Pacific Islander	6	2.2
White (Not Hispanic)	6	2.2
Other	2	0.7

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## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:**

**Date Last Reviewed with Staff:**

Key elements of School Safety Plan:

- a) Tobacco, drug, and violence prevention programs are implemented to provide students with positive choices that add to a healthy self concept. Staff will receive training to assist them in implementing these programs.
- b) All staff members will contribute to a plan which will increase the traffic safety of the bus zone before school and at dismissal time.

### School Programs and Practices that Promote a Positive Learning Environment

## Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
<b>Suspensions (number)</b>	2	2	10	1,712	1,935	1,791
<b>Suspensions (rate)</b>	0.7%	0.7%	3.6%	2.8%	3.2%	3.0%
<b>Expulsions (number)</b>				66	57	90
<b>Expulsions (rate)</b>				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Drew ES, 10 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, Principal's Award, Perfect Attendance Award, SST process, Student Council.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

- a) All certified and classified staff work together to ensure the proper upkeep of our facilities. As a result our site is clean, orderly and well-kept.
- b) All needed repairs are promptly reported so that our school is maintained for the safety of our students and staff.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

Our school is an open pod model with 15 classrooms, an auditorium/cafeteria, library, resource room, and an office. We have a one-level playground with a kickball court, a play structure, a basketball court, and a tether ball court. There are also circles and rectangles for group activities. We are fortunate to have adequate space for teaching and learning.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

- a) Since our school was constructed less than thirty years ago, it is a relatively new site in San Francisco. For this reason most of our space is in good condition. We still need to be upgraded in our technology capabilities, but, in general, the restrooms, floors, walls, and roof are in order.
- b) The plumbing and electrical systems occasionally need repairing, especially our heating system. Overall, though, our site is in very good condition.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

- a) Because our school is an open pod model, the noise level can often be a factor. However, because our staff conducts class in an efficient manner, this situation does not have a negative impact on teaching and learning. We have an abundance of light throughout our building, both natural and artificial, which is very suitable for learning. The heating and cooling systems often cause a bit of discomfort to our students and staff. Since it is centrally operated we have little control. The fire alarm system functions very well as it is audible throughout our site. Our technology infrastructure needs to keep pace with the demands of society. Yet it is still more advanced than many schools.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Our custodial staff works with other district staff to ensure our school facilities are in good repair safe for students. Whenever the facilities are in need of repair, the problem is reported immediately, so that the situation is acted upon in a timely manner.

Success of these efforts.

As a result of the efforts of the school and district staff, our school is a clean, safe, and attractive facility for our school community.

### III. Academic Data

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

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

#### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

#### English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

##### Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			11			37			32
3			7			31			30
4			23			34			33
5			8			28			28
6						28			31
7						33			32
8						30			32

#### ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2		13		11	13		
3		15		8	4	12	
4	5	38		24	10	37	
5	6	10		10	10		
6							
7							
8							

### ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

### Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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.

#### Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	61	53	20	55	58	54	44	49	51
3	26	33	28	42	45	46	41	44	46
4	39	35	33	43	50	51	41	45	47
5	47	38	21	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

#### Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	38	57	11	60	64	60	49	57	58
3	24	38	27	55	61	61	48	56	59
4	32	49	42	51	56	58	44	51	54
5	54	49	24	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

**Subgroups** (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

**Reading**

(Percentage of Students Scoring at or Above the 50th percentile)

<b>Grade Level</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Not-English Learners</b>	<b>Socio-economically Disadvantaged</b>	<b>Not Socio-economically Disadvantaged</b>	<b>Migrant Education Services</b>
<b>2</b>		17		21	21		
<b>3</b>	16	40		27	28	28	
<b>4</b>	23	43		35	18	48	
<b>5</b>	18	24		21	24		
<b>6</b>							
<b>7</b>							
<b>8</b>							

**Mathematics**

(Percentage of Students Scoring at or Above the 50th percentile)

<b>Grade Level</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Not-English Learners</b>	<b>Socio-economically Disadvantaged</b>	<b>Not Socio-economically Disadvantaged</b>	<b>Migrant Education Services</b>
<b>2</b>	15	8		13	12	9	
<b>3</b>	9	41		21	30	21	
<b>4</b>	33	50		41	30	55	
<b>5</b>	24	24		24	28		
<b>6</b>							
<b>7</b>							
<b>8</b>							



### California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	0.0	0.0	0.0	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

### SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

### Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. 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 monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

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

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

**Schoolwide API** Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>Percentage Tested</b>	97	98		<b>Percentage Tested</b>	98	99	
<b>Base API Score</b>	638	655		<b>Growth API Score</b>	655	519	
<b>Growth Target</b>	8	7		<b>Actual Growth</b>	17	-136	
<b>Statewide Rank</b>	6	5		<b>Eligible for Awards</b>	Yes	No	
<b>Similar Schools Rank</b>	8	8		<b>Eligible for II/USP</b>		Yes	

**API Subgroups - Racial/Ethnic Groups**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>African American</b>				<b>African American</b>			
<b>Base API Score</b>	519			<b>Growth API Score</b>	581	421	
<b>Growth Target</b>	6	6		<b>Actual Growth</b>	62	-160	
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian-American</b>				<b>Asian-American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Filipino-American</b>				<b>Filipino-American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
<b>Base API Score</b>	604	648		<b>Growth API Score</b>	648	507	
<b>Growth Target</b>	6	6		<b>Actual Growth</b>	44	-141	

## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

*To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.*

### Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	20.0	1			20.0	2			20.0	2		
<b>1</b>	20.0	2			20.0	1			19.5	2		
<b>2</b>	20.0	1			19.5	2			17.0	1		
<b>3</b>	18.0	1			20.0	2			18.5	2		
<b>4</b>					22.5		2		21.5		2	
<b>5</b>	24.0		1		23.0		1		23.0		1	
<b>6</b>												
<b>K-3</b>	18.5	2			20.0	3						
<b>3-4</b>												
<b>4-8</b>					23.0		1					
<b>Other</b>												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
<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

## VI. Teacher and Staff Information

### Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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 1 certificated special education teachers, one speech/language clinician, and one psychologist.

	1999	2000	2001
<b>Total Number of Teachers</b>	18	18	19
<b>Full Credential</b> (fully credentialed and teaching in subject area)	15	17	18
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)	0	0	0
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	1	3
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

### Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

### Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Drew ES teacher attendance rate was 97%. When a substitute was not available, classes were covered by resource teachers or other classroom teachers.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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, three 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 Parent Liaison provides tutorial services, parent communication, and coordinates family events. Play Therapy, there are also two play therapy counseling interns who work with individuals and groups of students.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors  
for grades 6-8 only.

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The Dr. Drew staff is dedicated to the improvement of instruction. Many staff members participate in the District's professional development offerings. They, in turn, share learned strategies with all staff members. Teachers plan and implement grade level meetings and cross-grade meetings to examine student progress and to ensure the acquisition of skills through the improvement of teaching and learning practices. Curriculum committees have been formed to review materials and strategies that lead to student success.

School and district efforts to align the instructional program with the state frameworks and content standards.

At grade level meetings teachers review student work in relation to the standards. At staff meetings, teachers meet across grade levels to examine the growth of a content standard from one grade to the next, reviewing student work samples at each grade. All instruction in the classroom is focused on the standards. Teachers provide specific activities and learning is assessed by student performance on the specific skills.

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 administrator, school support personnel, curriculum committee members and the site council meet regularly to review the site program. Through classroom visits, review student work and examination of the leadership team evaluates the effectiveness of the existing program and plans for modifications, when necessary.

How the school staff monitors the progress of underperforming students/student groups.

- a) Students who are achieving below grade level receive additional services from support personnel as well as intensified instruction from classroom teachers.
- b) Progress is monitored through observations, running records and examination of student portfolios. The SST is available to offer additional strategies for meeting student needs.

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

- a) The classroom teacher and paraprofessional provide students with in-depth assistance in meeting specific needs. The resource specialist, the literacy specialist, the school psychologist and the elementary advisor all collaborate to support the classroom instruction for students with special needs.
- b) The Student Study Team meets to suggest interventions that can be implemented with the resources available.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

On an ongoing basis the staff meets to review student data, with particular attention given to the progress of English Learners, Title I students and special needs students. STAR test academic progress. Throughout the school year benchmarks are reviewed and evaluated based on student performance in the classrooms, in terms of the critical indicators. The schools API results are examined by the staff with a focus on those subgroups which are low performing curriculum is reviewed and further refined to ensure progress.

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.

Teachers collaborate and share knowledge of successful practices which ensure for all students. Support is given to the classroom teacher so that students are provided the opportunity to succeed in the least restrictive environment a variety of instructional strategies are implemented in order to ensure progress by all. Classrooms focus on the worthiness of all students, emphasizing each child's value to the whole class. Grouping in flexible dependent upon the individual needs of students as they tackle the core curriculum.

Summary of overall achievement by subgroups.

All of our students are exposed to rich and rigorous instruction and respond well to efforts to support their learning.

## Professional Development

*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 2001/2002 include writing across the curriculum, aligning Drew's curriculum to District standards/SAT9 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 and Currency of Textbooks and Other Instructional Materials

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

Our school has an adequate supply of textbooks and other instructional materials. Most of them are in good condition. We are constantly looking for new materials that meet the needs of our diverse student population. For this reason we have allocated funds to purchase materials that will address these needs

School educational technology program.

We are very fortunate to have a computer lab. At the present time it is staffed by classroom teachers who utilized the lab with their students. The focus of instruction is to provide students with beginning experiences in computer literacy so that technology is used to support and extend the core curriculum.

Additional technology resources.

1. Number of Computers Used for Instructionally Related Purposes	60
2. Number of Computers with CD-ROM (must be less than or equal to 1)	60
3. Number of Classrooms with Internet Access	4
4. Number of Classrooms with Wide Area Network (WAN) Access	

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

All of our textbooks meet state standards are District and State adopted.

Report the ratio of textbooks to pupils.

Literature 1.1 Soc. Sci. 1.2

**Instructional Minutes (School Year 2000-2001)**

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	44,400
1	50,400	54,300
2	50,400	54,300
3	50,400	54,300
4	54,000	56,100
5	54,000	56,100
6	54,000	
7	54,000	
8	54,000	

**Total Number of Minimum Days**

Number of days and reasons

In all San Francisco Unified District schools:

- 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

Some schools “bank” additional instructional time to be used for professional development:

## Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Instruction is focused on relating the acquisition of skills to the real world. Skills are not taught in isolation. Rather they are presented conceptually with an emphasis on developing life skills that students will need in the future.

How the school measures the success of its efforts to prepare students for the work force.

Many teacher designed classroom materials are geared to develop critical thinking skills and the student ability to relate what we learn in school to success in life. This is measured by reviewing student projects and activities as well as concept development scores on STAR.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

Throughout the year the school invites many visitors to speak to the students and presents their professions. Focus is put on what their jobs are and what learned skills are necessary for the jobs. Occupations emphasize gender non-bias and the importance of perseverance and diligence.

## **VIII. Post Secondary Preparation (Secondary Schools only)**

### **Advanced Placement/International Baccalaureate Courses Offered**

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

### **Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)**

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

### **Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission**

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

### Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

**Types of Services Funded**