

# School Accountability Report Card

## School Year 2002-2003

Published during 2003/2004

SFUSD # 507

CA ID # 6104673

### Dr. Charles R. Drew Elementary School

50 Pomona Street, San Francisco, CA 94124

Phone: 415-330-1526

FAX: 415-822-9210

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**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

**Enrollment:** 243  
**Grades Served:** K-5  
**email:**  
[sch507.muse.sfusd.edu](mailto:sch507.muse.sfusd.edu)

**School web site can be accessed through the SFUSD home page.**

**SAN FRANCISCO UNIFIED SCHOOL DISTRICT**  
**Superintendent:** Dr. Arlene Ackerman  
**Address:** 555 Franklin St., San Francisco, CA 94102  
**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

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**Notes regarding the source and currency of data:** Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

### Principal's Introduction

At Dr. Charles R. Drew Elementary School, our primary goal is for all students to participate in activities that enhance their academic achievement and socio-emotional growth. We believe that all children are born learners, and that they come to school with a natural joy of learning, which we seek to preserve and foster.

Our staff accomplishes this by providing developmentally appropriate activities with an interdisciplinary focus and frequent opportunities for active learning and exploration of materials.

## 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 works 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. The Houghton Mifflin program provides the basic elements of our literacy program and CELL/EXEL programs, Write Time for Kids supplementing the writing component. Experiments in science, hands-on math instruction, interdisciplinary projects and field trips round out the basic academic program. Computer instruction begins in pre-Kindergarten and continues throughout the grades, which focuses and enhances computer literacy and integrates technology into the curriculum. The upper elementary program integrates literature instruction with studies of students' ethnic heritage and maintains the emphasis on active learning in all subjects.

Other special offerings at Drew include a full computer lab, Orff instrumental music, visual and performing arts, AIMS Symphony project, 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. The After School Program extends the academic program. Dr. Charles R. Drew Child Development Center provides an extended daycare 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, sending them to sixth grade with high self-esteem, solid academic skills, and multi-ethnic friendships.

## Opportunities for Parental Involvement

**Contact Person Name:** Cheryl Cotton (Principal)

**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 highlight 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, committees, and community meetings.

## I. Demographic Information

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

### Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
<b>K</b>	50	<b>9</b>	0
<b>1</b>	46	<b>10</b>	0
<b>2</b>	35	<b>11</b>	0
<b>3</b>	46	<b>12</b>	0
<b>4</b>	31	Ungraded Secondary	0
<b>5</b>	35		
<b>6</b>	0		
<b>7</b>	0		
<b>8</b>	0		
Ungraded Elementary	0	Total Enrollment	243

**Student Enrollment by Ethnic Group** Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	161	66.3
American Indian or Alaska Native	8	3.3
Asian-American	39	16.0
Filipino-American	2	0.8
Hispanic or Latino	16	6.6
Pacific Islander	13	5.3
White (Not Hispanic)	0	0.0
Other	4	1.6
Total	<b>243</b>	

## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 1/21/2003

**Date Last Reviewed with Staff:** 2/10/2003

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) Staff members contribute to a plan which increases the traffic safety of the bus zone before school and at dismissal time.

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

- a) Tobacco, drug, and violence prevention programs are implemented to provide students with positive choices that add to a healthy self-concept.
- b) Staff members contribute to a plan which increases the traffic safety of the bus zone before school and at dismissal time.
- c) The Outdoor Education Program sends 4th grade students to Coloma and 5th graders to Caritas.
- d) Teachers continue to receive coaching on CHAMPS, a proactive and positive approach to classroom management.

## Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
<b>Suspensions (number)</b>	10	10	18	1,791	1,722	2,428
<b>Suspensions (rate)</b>	3.61%	3.51%	7.41%	2.99%	2.94%	4.17%
<b>Expulsions (number)</b>				90	60	47
<b>Expulsions (rate)</b>				.15%	.10%	.08%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

CHAMPS program that helps in classroom management, Conflict Management, Virtues of Ma'at and weekly Virtue Leaders, Cooperative Learning, Principal's Award-Honor Roll Award, Perfect Attendance Award, SST process, classwide SST, and the

## 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 13 classrooms, computer lab, 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, 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 and equipped than many schools.

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

The custodian works with the staff and students to maintain a clean campus.

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

Our custodial staff work with other district staff to ensure our school facilities are in good repair and 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

#### 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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website 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 standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	12	10	13	32	35	38	30	32	35
Mathematics		12	19		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	12		24				
Mathematics	15		47				
Science							
History/ Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	15	12	8	12	15	6	14	
Mathematics	24	16	25	19	20	6	21	
Science								
History/ Social Science								

## Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

### NRT - All Students

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

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	26	30	18	46	48	45	44	45	43
Mathematics	26	33	34	60	63	57	53	55	50

### NRT - Racial/Ethnic Groups

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

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	17		24				
Mathematics	31		59				

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>Reading</b>	15	19	8	11	25	7	19	
<b>Mathematics</b>	41	29	25	33	36	33	34	

## California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
<b>5</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	27.2	31.5	23.0	23.8	25.2	22.3
<b>7</b>				36.4	40.7	32.4	27.8	29.6	26.0
<b>9</b>				34.4	35.8	33.2	24.8	23.3	26.2

## 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**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 subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

**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:** Schools also receive a ranking that compares that 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.

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 California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

*"A" means the school scored at or above the statewide performance target of 800.*

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	98	99	97	Percentage Tested	99	97	99
Base API Score	655	532	535	Growth API Score	519	529	596
Growth Target	7	13	13	Actual Growth	-136	-3	61
Statewide Rank	5	2	1				
Similar Schools Rank	8	1	1				

**API Subgroups - Racial/Ethnic Groups** Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
<b>African American</b>				<b>African American</b>			
Base API Score	581	437	492	Growth API Score	421	474	578
Growth Target	6	10	10	Actual Growth	-160	37	86
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Asian-American</b>				<b>Asian-American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Filipino-American</b>				<b>Filipino-American</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

**API Subgroups - Socioeconomically Disadvantaged**

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	648	523	534	Growth API Score	507	522	592
Growth Target	6	10	10	Actual Growth	-141	-1	58

## Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

### School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
<b>Recognition for Achievement (Title I)</b>	No	No	No	<b>Eligible for Governor's performance award</b>	No	No	Yes
<b>Identified for Program Improvement (Title 1)</b>	No	No	Yes	<b>Eligible for II/USP</b>	Yes	***	***
<b>Exited Title 1 Program Improvement</b>	No	No	No	<b>Applied for II/USP Funding</b>	Yes	***	***
<b>Years Identified for Program Improvement:</b>			1	<b>Received II/USP Funding</b>	Yes	***	***

\*\*\*The II/USP Program was not funded for the years 2002 or 2003.

### District: Federal Programs

	2001	2002	2003
<b>Number of Schools Identified for Program Improvement</b>	11	0	14
<b>Percent of Schools Identified for Program Improvement</b>	9.5	0.0	12.3



## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

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

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>K</b>	20.00	2			20.00	2			19.67	3		
<b>1</b>	19.50	2			19.00	2			20.00	1		
<b>2</b>	17.00	1			20.00	2			13.00	2		
<b>3</b>	18.50	2			15.00	2			17.67	3		
<b>4</b>	21.50		2		25.00		1		15.50	2		
<b>5</b>	23.00		1		20.00	1			17.50	2		
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<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	2001				2002				2003			
	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		
	2001	2002	2003
<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

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
<b>Total Number of Teachers</b>	19	16	16
<b>Full Credential</b> (fully credentialed and teaching in subject area)	18	16	15
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			
<b>Emergency Credential</b> (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	3	4	2
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			

### Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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 teacher, one speech/language clinician, and one psychologist.

### 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 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:

When a substitute is not available, classes are covered by site-support, 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.

**Elementary:** 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.

**Middle/High:** The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students. : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1      1501-1751 : 3.5
	650-901 : 1.5		501-751 : 1.5      1751-2001 : 4
	over 901 : 2		751-1001 : 2      2001-2251 : 4.5
			1001-1251 : 2.5      over 2251 : 5
			1251-1501 : 3

Drew staff, including an Elementary Advisor, Parent/Community Liaison, and classroom paraprofessionals, are available to all students and families. Teachers implement Cooperative Learning, and Conflict Resolution programs. These programs develop student problem-solving skills and promote a healthy school climate. A mental health consultant and a social worker provides counseling and home visits to targeted students. The Parent Liaison provides parent communication and coordinates family events.

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

(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 .

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The administrator, school support personnel, curriculum committee members and the site council meet regularly to review the site program. Through classroom visits, reviewing student work and examination of the program, 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.

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- 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.

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Teachers collaborate and share knowledge of successful practices which ensure learning 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 is 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 is flexible and dependent upon the individual needs of students as they tackle the core curriculum.

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

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On an ongoing basis, the staff meets to review student data, with particular attention given to the progress of English Learners, Title 1 students and special needs students. STAR tests 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 school's 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.

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- a) The classroom teacher and paraprofessional provide students with in-depth assistance in meeting specific needs. The resource specialist, the school psychologist and the elementary advisor all collaborate to support the classroom instruction for students with special needs.
- b) The Student Success Team meets to suggest interventions that can be implemented with the resources available.
- c) The CARE TEAM meets bi-weekly to support students needing assistance, their families, and their teachers.

Summary of overall achievement by subgroups.

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



School educational technology program.

We are very fortunate to have a computer lab, staffed by an Information System Admin. The focus of instruction is to provide students with beginning experiences in computer literacy and a way to integrate the technology into the curriculum, 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 listed above with CD-ROM (must be less than or equal to #1)	60
3. Number of Classrooms with Internet Access	15
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 1 through 8	State Requirement	Instructional Minutes Offered by Drew ES	
K	36,000	45,180	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	54,180	
2	50,400	54,180	
3	50,400	54,180	
4	54,000	54,240	
5	54,000	54,240	
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

Any additional minimum days at this school and reasons:

None

Some schools "bank" additional instructional time to be used for professional development.

Banked minutes at this school:

None

## 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.

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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.

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Many teacher-designed classroom materials are geared to develop critical thinking skills and 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.

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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.

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## **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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

### Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$407,572,743	\$7,313	\$6,770	\$6,719

## **Types of Services Funded**

After School Learning

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

Conflict Resolution Program

IRISE

NSF–Urban Systemic Program (Priority 6)

Phono-Graphix

Primary Prevention Program (PIP)

Reading Recovery

SED Mental Health Partnership

Partnership in Literacy Tutors