

School Accountability Report Card

School Year 2004-05

(Published during 2005-06)

Dr. Charles R. Drew College Preparatory Academy

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Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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Section I - General Information

Principal's Introduction

Dr. Charles R. Drew College Preparatory Academy, is one of the DREAM schools serving PreK to 3rd grade. Being a Dream School we give the students opportunities to thrive and succeed by providing education of the highest quality with extracurricular opportunities and college preparatory. Our primary goal is for all students to participate in activities that enhance their academic achievement and socio-emotional growth. Our staff fosters this joy by providing developmentally appropriate activities with an interdisciplinary focus and opportunities for active learning exploration.

School Description

Dr. Charles Drew College Preparatory Academy offers a challenging and exciting learning environment for students in PreK thru 3rd grade. The academic program emphasizes the use of the Blackboard Configuration which is a visual illustration of the teachers' commitment to instruction. The BBC allows students to know what they will learn in each class. 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 Houghton Mifflin program provides the basic elements of our literacy program, 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 early childhood program emphasizes literature based reading 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 and Saturday School Programs extend the academic program. Dr. Charles R. Drew Child Development Center provides an extended daycare program.

School Vision

The vision of Dr. Charles R. Drew College Preparatory Academy is to ensure that all of our students achieve their maximum potential in all areas of the curriculum, sending them to fourth grade with high self-esteem, solid academic skills, and multi-ethnic friendships. We want them to be ready to perform in the highest and best of their ability in the next Dream School.

Opportunities For Parental Involvement

- a) There is weekly communication with families through the Parent Newsletters which highlight school activities and encourage parent participation.
- b) Families are 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 CAT6 test results as well as classroom performance.
- c) Parents are offered opportunities to become involved in decision-making through participation in site councils, committees, and community meetings.

Section II - Demographic Information

Student Enrollment By Grade Level

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

Grade Level	Enrollment
K	77
1	78
2	71
3	77
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	303

Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	227	74.9
American Indian or Alaska Native	2	0.7
Asian	31	10.2
Filpino	2	0.7
Hispanic or Latino	18	5.9
Pacific Islander	11	3.6
White (Not Hispanic)	0	0.0
Multiple or No Response	12	4.0

Section III - School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	9/1/2005
Date Last Reviewed with Staff	1/23/2006

Key Elements of School Safety Plan

- a) We have an active Crisis Response Team. The roles and responsibilities were reviewed at a Staff Development and a "mock" disaster was simulated.
- b) Individual Emergency Disaster packs are available for each student in case of a disaster.
- c) The Health Advocate actively promotes safety and provides activities and materials for the teachers to use in their classrooms.
- d) There is an operative evacuation plan that is utilized in practice sessions.

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) The Omega Boys model is implemented schoolwide.
- c) Teachers attend professional development sessions to learn strategies for providing a safe school environment.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
Number of Suspensions	18	7	22	2,428	2,645	2710
Rate of Suspensions	7.41%	3.04%	7.26%	4.17%	4.58%	4.74%
Number of Expulsions	0	0	0	47	39	19
Rate of Expulsions	0%	0%	0%	.08%	.07%	.03%

Efforts to Reduce 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.

Section IV - School Facilities

School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

Section V - Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Test (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

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

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	13	10	16	38	40	45	35	36	40
Mathematics	19	13	32	39	40	46	35	34	38
Science		6		28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

CST - Racial and Ethnic Subgroups

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

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	14		*	*	*	17	
Mathematics	30		*	*	*	33	
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 standards) for the most recent testing period.

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
Subject						
English-Language Arts	13	19	17	18	0	
Mathematics	34	31	33	29	0	
Science						
History-Social Science						

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

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

	School			District			State		
Subject	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	17	13	16	45	46	43	43	43	41
Mathematics	34	25	38	57	58	59	50	51	52

NRT - Racial and Ethnic Subgroups

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

	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Subject							
Reading	14		*	*	*	*	
Mathematics	30		*	*	*	*	

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	3	27	*	13	*	
Mathematics	50	26	*	33	*	

Academic Performance Index

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

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data	API Growth Data
----------------------	------------------------

	2003	2004	2005
Percent Tested	97	99	100
API Base Score	535	593	588
Growth Target	13	10	11
Statewide Rank	1	1	1
Similar Schools Rank	1	1	1

	2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	99	100	100
API Base Score	596	577	614
Growth Target	61	-16	26

API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
African American				African American			
Percent Tested	492	574	555	Percent Tested	578	548	607
API Base Score	10	8	9	API Base Score	86	-26	52
American Indian or Alaska Native				American Indian or Alaska Native			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Asian				Asian			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Filipino				Filipino			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Hispanic or Latino				Hispanic or Latino			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
Pacific Islander				Pacific Islander			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
White (not Hispanic)				White (not Hispanic)			
Percent Tested				Percent Tested			
API Base Score				API Base Score			

API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	534	588	586	Percent Tested	592	572	609
API Base Score	10	8	9	API Base Score	58	-16	23

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	Yes	Yes	No

AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	Yes	Yes	Yes
African American	No	No	Yes	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	N/A	N/A	N/A	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	No	No	Yes	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation	2003-2004	
Year in Program Improvement (Implementation Level)	Year 2	
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	----	30
Percent of Schools Currently in Program Improvement	----	26.79 %

Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	3			20.0	2			19.0	4		
1	20.0	1			19.5	2			18.0	4		
2	13.0	2			16.0	2			17.0	4		
3	17.7	3			16.5	2			18.8	4		
4	15.5	2			23.0		1					
5	17.5	2			24.0		1					
6												
K-3												
3-4												
4-8												
Other												

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

Section VIII - Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
This School	11.8
All Schools in District	28.5
High-Poverty Schools in District	16.1
Low-Poverty Schools in District	14.4

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	16	14	23
Teachers with Full Credential	15	14	21
Teachers Teaching Outside Subject Area (Full credential teaching outside subject area)	0	0	2
Teachers in Alternative Routes to Certification (District and university internships)	0	0	1
Pre-Internship	1	0	0
Teachers with Emergency Permits (Not qualified for credential/internship but meets minimum reqs)	1	0	1
Teachers with Waivers (No credential and doesn't qualify for Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	2	2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Education Level

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

	School	District
Doctorate	0.0	1.3
Master's Degree plus 30 or more semester hours	0.0	0.6
Master's Degree	21.7	23.1
Bachelor's Degree plus 30 or more semester hours	60.9	62.4
Bachelor's Degree	17.4	12.5
Less than Bachelor's Degree	0.0	0.2

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

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

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Often times a substitute is not available. When this occurs, classes are covered by site-support, the site-support teacher, or students divided among other regular classroom teachers.

Counselors and Other Support Staff

Drew's staff includes an Elementary Advisor, Parent/Community Liaison, a Learning Support Consultant and classroom paraprofessionals. Teachers implement Cooperative Learning, and the Omega model. These programs develop student problem-solving skills and promote a healthy school climate. The Elementary Advisor and Learning Support Consultant provide counseling and home visits to targeted students. The Parent Liaison provides parent communication and coordinates parent workshops and other family events.

Counselors and other Support Staff (con't)

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor

Section IX - 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 and a high level of student achievement. Staff members participate in the District's professional development and site offerings. By implementing a teacher - of - teachers model, they share learned strategies with all staff members. Teachers on a scheduled basis meet in grade level team meetings and visit classrooms to examine student progress and observe best practices to ensure the acquisition of skills through the improvement of teaching and learning practices.

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

At grade level meetings, teachers along with the principal review students' work in relation to the standards and examine the growth of students in order to move them to grade level status. Students are grouped according to their educational needs. The groups are kept fluid. Teachers provide specific activities, and learning as assessed by SCOE.

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 School Site Council meet monthly to review the site program. Through classroom visits, reviewing student work and examination of the program, the SSC evaluates the effectiveness of the existing program and plan for modifications, when necessary.

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

- a) Through the scheduled grade level team meetings and close observation of achievement, 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, and examination of student daily progress.
- c) 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 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 biweekly to support students needing assistance, their families, and their teachers.

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 students achieving below grade level. Theme tests assess 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. District reading and math curricula, which is standards based, is consistently implemented.

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 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 individual worth of each student, emphasizing each child's value to the whole class. Grouping is flexible and dependent upon the individual needs of students as they engage in 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

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

For 2004/05 there are three weeks of centrally coordinated Professional Development Institutes. These week-long afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers. Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

Throughout the year teachers participate in workshops dedicated to improving instruction and ultimately student achievement in reading and mathematics. Priorities for the 2005/2006 school year include the use of writing across the curriculum, training in addressing student behavior and strategies to improve vocabulary. The Houghton Mifflin and Harcourt district adopted programs , BITSA mentor program, Reading First coaching, and the Peer Assistance and Review Program for new teachers are in place to support students and teachers.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Grade Level / Core Curriculum Areas		Currency and Quality of Textbooks and Instructional Materials	
K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good

1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good
1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good
3	Mathematics	Textbook Not Specified	Good
3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	Sufficient Materials Available
Mathematics	Sufficient Materials Available
Science	Sufficient Materials Available
History-Social Science	Sufficient Materials Available
Foreign Language	Sufficient Materials Available
Health	Sufficient Materials Available
Science Laboratory Equipment (Gr 9-12)	Sufficient Materials Available

Technology

School educational technology program.

The school is has a computer lab, staffed by an Information System Admin. The focus of instruction is to provide students with experiences in computer literacy and integrate the technology into the curriculum, so that technology is used to support and extend the core curriculum. Students from PreK-3rd grade have the opportunity to learn and experience using the computer to support and enhance their education.

Additional technology resources.

Classroom teachers utilize listening centers and the computer in their classrooms to enhance learning.

Computers

Number of Computers	60
Number of Classrooms with Internet	15

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	58100	36,000
1	61500	50,400
2	61500	50,400
3	61500	50,400
4	61500	54,000
5	61500	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

Total Number of Minimum Days

In all San Francisco Unified District schools in grades K through 8:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks.
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

Any additional minimum days at this school and reasons:

None

Some schools "bank" additional minutes for professional development:

None

Section XI - Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,310	\$37,061
Mid-Range Teacher Salary	\$55,213	\$58,294
Highest Teacher Salary	\$70,407	\$72,876
Average Principal Salary (Elementary)	\$89,885	\$94,471
Average Principal Salary (Middle)	\$94,152	\$98,940
Average Principal Salary (High)	\$98,209	\$107,418
Superintendent Salary	\$223,525	\$179,061
Percent of Budget for Teacher Salaries	34.8 %	41.4 %
Percent of Budget for Administrative Salaries	5.0 %	5.1 %

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

After School Learning

Arts Education Collaborative

Beacon Center

Beginning Teacher Support & Assessment (BTSA)

California Demonstration Program

Conflict Resolution Program

Healthy Start

NSF–Urban Systemic Program (Priority 6)

Phono-Graphix

Primary Prevention Program (PIP)

Reading Recovery

SED Mental Health Partnership