

Dr. Charles R. Drew Alt Elementary School

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Ms. Davida Desmond, Principal

1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 1990

District Mission

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

Goals In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

Objectives and Site Plans For each goal there are a number of measurable objectives. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counsees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Philosophical Tenets In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

School Description

Dr. Charles R. Drew is an alternative school with an early childhood focus that serves students in pre-kindergarten through third grade. It is the only school in the District with this early childhood focus. The academic program emphasizes active learning and exploration with hands-on materials in a warm learning environment. Special offerings include literature based reading instruction, Project Ocean, a perceptual motor program,

a computer lab, multicultural education, Bay Area Writing Project, and interdisciplinary learning projects. Through the High Scope Cognitively Oriented Curriculum, children develop intellectual skills and creativity while learning to express ideas, make decisions, solve problems, and share learning experiences with others. Drew staff members are highly trained and deeply committed to student success.

Grade Span:	PK-3	Student Enrollment:	249	LEP/NEP*:	17.3%
Building (sq.ft.):	54,000	Average Daily Attendance:	99.9%	Special Education:	11.2%
Yr of Construction:	1975	Optional Enrollment Requests:	99.6%	EDY**:	28.5%

507-11/1/90 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

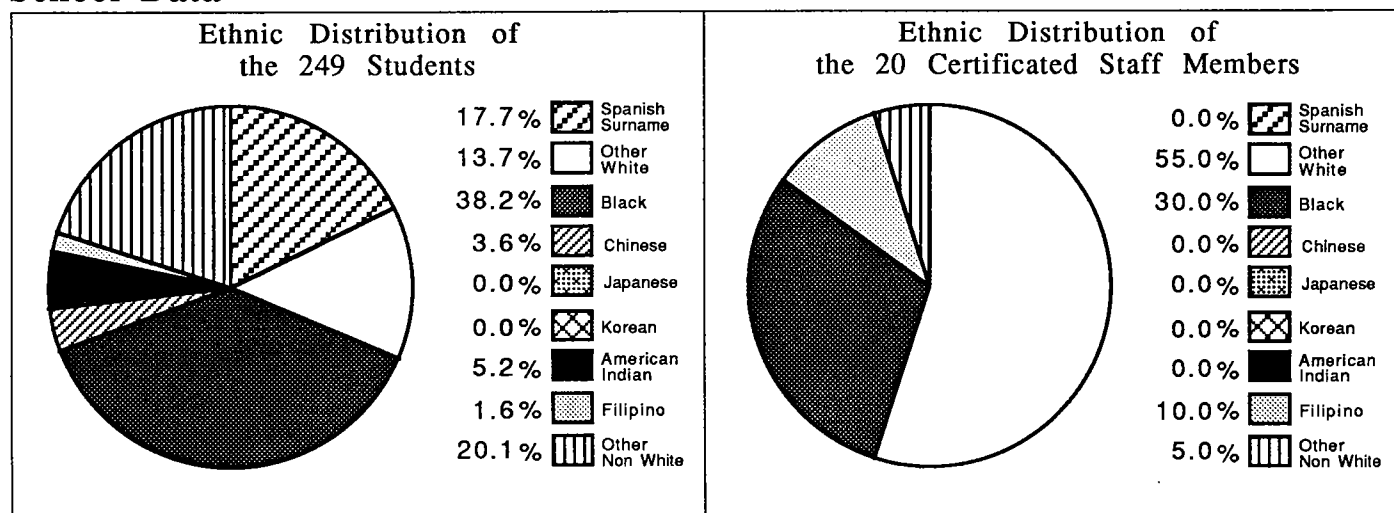
Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. At Dr. Charles R. Drew School we have support personnel who work with classroom staff to create a warm, child-centered environment. We have 4 resource teachers, a speech therapist, 15 paraprofessionals, a parent liaison, and many parent volunteers. We offer after-school tutoring, and a counselling program funded by the Stuart Foundation. This Primary Prevention Program offers short-term counselling to students and families.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1989-90 was 98.9% and the dropout rate was 1.6%. At Drew, attendance for the year was 99.9%, excused absences were 7.4%, unexcused absences were 0.1% and the dropout rate was 0.0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To keep our attendance rate high, our school offers a variety of services including calls home, a monthly honor roll, parent education, and an exciting early childhood environment.

School Data



Teacher Assignment

Out of 3,739 teachers in the District, only 13 are teaching out of their credentialed areas. At Drew, all teachers are teaching in the areas in which they are credentialed. We have 3 certificated special education teachers and one credentialed bilingual teacher.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.4	28	26.7	20.3
1	26.0	24	26.4	22.0
2	26.0	24	26.0	21.3
3	30.0	25	27.3	20.5
4	32.4	30	28.8	N/A
5	32.4	30	28.5	N/A

Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies.

At Drew School, staff training is given high priority. Teachers participate in a minimum of 48 hours of training each year. Priorities for '89-90 were the use of computers, High Scope Curriculum, Project Oceans, whole language/literature based Language Arts, cooperative learning/Tribes, Math Leadership, Bay Area Writing Project, and Exploratorium Science Project. Paraprofessionals receive training at monthly meetings.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Drew, no 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: Tribes, which teaches communication skills and emphasizes the importance of making each student feel included; Cooperative Learning; and High Scope which emphasizes problem solving skills.

Student Achievement

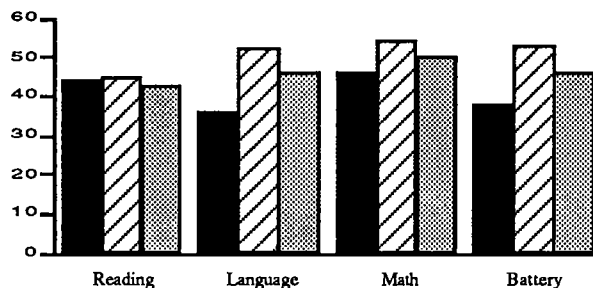
CAP Scores - 3rd Grade (Relative Ranking)



Not Available

Reading Written Language Math

CTBS (Combined [K-5] Normal Curve Equivalents)



EP/NEP = 17.3% Special Education = 11.2% EDY = 28.5% GATE & High Potential = 1.6%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. In addition to the CTBS standardized tests, Dr. Charles R. Drew School uses many other methods of monitoring student progress toward instructional goals. These include both informal child observations and systematic observation tools. A portfolio approach is used to evaluate progress in language arts. The language arts portfolio includes student writing samples, oral reading passages, skills surveys, sight word mastery, and progress surveys. The emphasis is on comprehension and student self evaluation. Math uses the assessment programs that accompany the Math Their Way program and the Scott Forsman series. The emphasis is on problem solving. The High Scope Program includes an extensive Child Observation Record.

Quality of School Instruction and Leadership

Teachers at Dr. Charles R. Drew School work collaboratively to plan on-going staff development activities. They also meet regularly in grade level groups and to plan for special schoolwide projects such as Oceans Week and Reading is Fundamental. Schoolwide curriculum committees establish goals and make recommendations for program improvement. The paraprofessional staff meets monthly for inservice training. Dr. Charles R. Drew School was listed as a model program in the California State Department of Education School Readiness Task Force Report.

Expenditures and Services Offered

In 1990-91, the District has allocated \$512,258 at Drew from the general fund. Additionally, the District is supervising the expenditure of \$711,860 in special grant funds for a total of \$1,224,118 to operate the school for a year. This works out to \$4,916 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

Substitute Teachers

During the Spring of the 1989-90 school year, the Drew teacher attendance rate was 89.1%. Substitute teachers covered 98.0% of the absences. The other 2.0% were covered by other classroom teachers or resource teachers with the assistance of classroom paraprofessionals.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. Dr. Charles R. Drew staff believes that learning activities for young children must be active and experiential. The curriculum includes extensive use of hands on activities and real life experiences. We provide a variety of objects for children to touch, manipulate, experiment with, and talk about in all curricular areas. We have a computer lab and computers in every classroom.

School Facilities and Safety

Recent Improvements:

Lighting throughout the school was replaced and made things a lot brighter! Some painting inside the building has been done. Exterior windows that had yellowed have been replaced. Clogged sinks were cleared.

Planned Improvements:

The roof is scheduled to be repaired. Exterior stairs are worn, slippery, and dangerous when wet. Plans have been made to modify stairs to meet safety requirements.

Needed Improvements:

Carpets throughout the building need replacement. The ventilation system needs repair. Ceiling tiles and cabinets damaged by the leaking roof need repair. Bathroom stalls have rusted and need to be replaced. The interior of the school needs to painting.

Parent Involvement

Dr. Charles R. Drew School parents are viewed as the primary educators of children and as partners with staff. We have an active group of parent volunteers who go on field trips, help in classrooms, assist in the office, and share their special talents. The Parent Advisory Group is also active. They sponsored curricular programs (Project Oceans), multicultural events, and parent education activities (Family Math). The PAG holds an appreciation breakfast for staff and the staff holds a Parent Appreciation Reception. Parents are kept informed through a weekly Parent Bulletin and a bi-monthly school newsletter.

Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.

Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dokumentong ito sa Pilipino.

Xin gọi diên thoai cho nhà trường để biết ngày hướng dân và cắt nghĩa về tài liệu này bằng tiếng Việt.

請打電話向學校詢問有關訓練程序日期之中文說明文件。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

San Francisco Unified School District

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San Francisco, CA 94102

Attn: Dr. Charles R. Drew Alt Elementary School

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