

Dr. Charles R. Drew Alternative

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Ms. Davida Desmond, Principal

1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

District Mission and Goals

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

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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

Philosophical Tenets

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

Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training 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. Drew ensures that staff training is a high priority. Throughout the year teachers participate in 7 days of staff development dedicated to improving instruction. Priorities for 91-92 include Thematic/Interdisciplinary instruction, Math curriculum, Test Preparation, and articulation of the Early Childhood curriculum with the upper elementary program. Drew received a \$7,500 grant from the Stulsaft Foundation to purchase multicultural literature for the upper grades. Paraprofessionals receive training at monthly meetings. Many staff members are actively involved in professional development activities: Project 2061, mentor, textbook selection committees, City Science, Math Leadership.

School Description

Dr. Charles R. Drew is an alternative school that, until 1990, served only students in pre-kindergarten through second grade. It was the only school in the District with an early childhood focus. This exemplary program now has been extended to include 3rd and 4th grade.

Our early childhood program emphasizes active learning, low class sizes, and exploration with hands-on materials in a warm learning environment provided by a highly trained staff. We have extended this philosophy into the upper grades. All grades now participate in literature-based reading instruction. The upper elementary program integrates literature instruction with studies of the children's ethnic heritage. Other special offerings at Drew include Project Ocean, a perceptual motor program, a full computer lab, Bay Area Writing Project, interdisciplinary learning projects, instrumental music, chess, and an SFUSD Children's Center that provides extended daycare.

Students in the primary grades also participate in the High Scope Cognitive Curriculum in which they develop problem solving skills and creativity while learning to express ideas, make decisions, solve problems.

Students go on field trips once a month. Field trips supplement and coordinate with the curriculum. Parents are highly involved in all aspects of the many programs offered at Dr. Charles R. Drew School.

Grade Span:	PK-3	Student Enrollment:	321	LEP/NEP*:	14.3%
Building (sq.ft.):	54,000	Average Daily Attendance:	99.9%	Special Education:	12.1%
Yr. of Construction:	1975	Optional Enrollment Requests:	100.0%	EDY**:	32.4%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	173	Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	39	GATE:	3.7%

507-11/1/91 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. Drew has an on-site Prevention Program funded by the Bayview/Hunter's Point Foundation which offers short-term counseling to students and families. In addition, the large support staff (6 resource teachers, paraprofessionals for each class, student advisor, parent liaison) work with teachers to create a warm and personal environment. Academic tutoring is offered during and after school.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Drew, attendance for the year was 99.9%, excused absences were 6.0%, unexcused absences were 0.1% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To encourage consistent daily attendance, our school offers a variety of services including calls to the home, a parent/community counselor, monthly honor roll, parent education, and an exciting and inviting school program.

Teacher Assignment

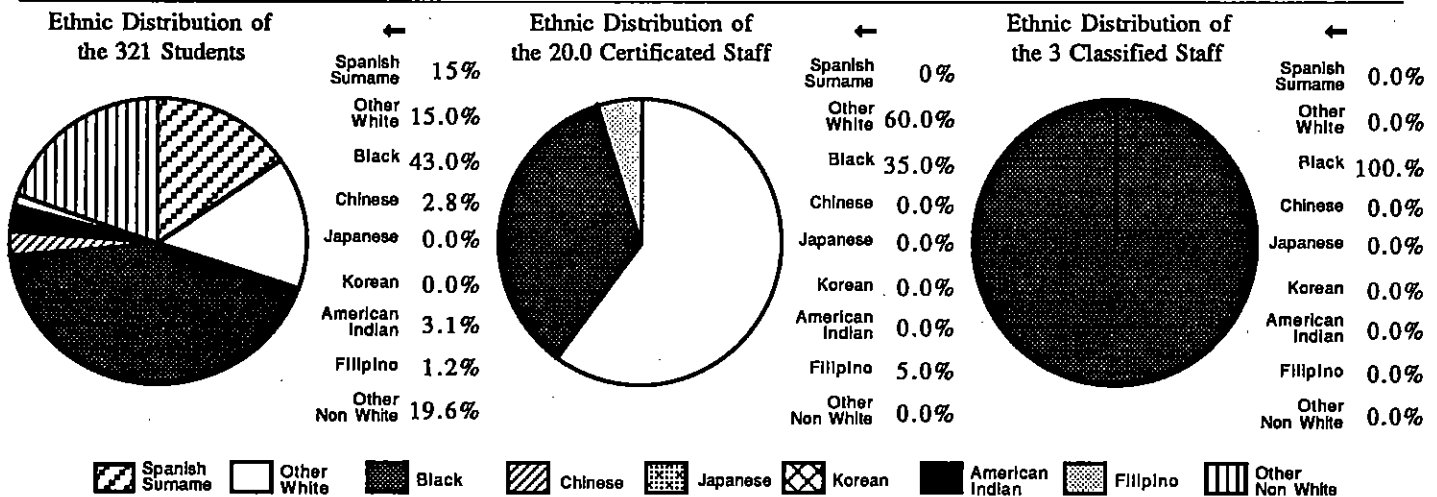
Out of 3,103 certificated in the District's schools, none are teaching out of their credentialed areas. At Dr. Charles R. Drew School all teachers are teaching in the areas in which they are credentialed. We have 3 certificated special education teachers and one speech/language clinician. Two teachers are working toward English Language Development certification.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	30.3
1	26.0	24	26.3	19.6
2	26.0	24	26.0	21.0
3	29.8	25	27.5	25.0
4	32.2	30	27.3	26.0
5	32.2	30	29.0	

Ethnic Diversity



Objective 4a: 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.

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

Teacher Evaluation

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

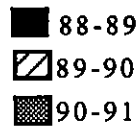
Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Drew, 3 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: Curriculum includes cooperative learning and Tribes to enhance student communication and problem solving skills as well as a counseling program, Student of the Week, and Honor Roll.

Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

Student Achievement

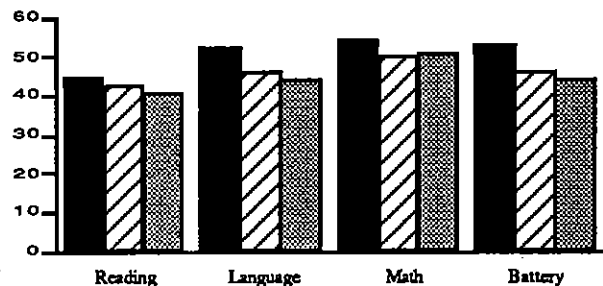
CAP Scores - 3rd Grade
(Relative Ranking)



Not Available

Reading Written Language Math

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



LEP/NEP = 14.3% Special Education = 12.1% EDY = 32.4% GATE & High Potential = 3.7%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. * Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

Quality of School Instruction and Leadership

Teachers at Drew School work collaboratively to plan on-going staff development activities, curriculum, review assess student achievement, and plan schoolwide projects.

Because of the uniqueness of Drew's curriculum, staff have adopted evaluation tools that give more comprehensive information than the CTBS standardized tests. For example, a portfolio is used to evaluate progress in Language Arts and Math.

Drew School was pleased to receive commendations in 9 of the 13 areas evaluated on the Program Quality Review Spring '91.

Substitute Teachers

During the Spring of the 1990-91 school year, the Drew teacher attendance rate was 89%. When a substitute was not available, classes were covered by resource teachers or other classroom teachers.

Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. Drew's staff believes that learning activities for children must be active and experiential. The curriculum includes extensive use of hands-on activities and real life experiences. A variety of objects are provided for children to touch, manipulate, experiment with, and talk about in all curricular areas. We have a full computer lab and computers in classrooms.

In 3rd and 4th grades, language arts and social science are taught using literature; special attention is given to utilizing multi-ethnic, multicultural materials.

School Facilities and Safety

Current Conditions:

The roof was replaced and exterior stairs were painted with non-skid materials. Water-stained acoustic ceiling tiles were replaced. Work was done to improve the heating and ventilation systems.

Planned Improvements:

Appropriately-sized furniture for the expansion of 3rd and 4th grade classrooms are needed as well as moveable dividers to define classroom spaces in the expansion area (Drew School is an open-space school).

Needed Improvements:

Carpets throughout the building are in bad shape and need replacement. Bathroom stalls have rusted and need replacement. The heating and ventilation systems must be adequately maintained.

Objective 3b: The appearance of the school site will be improved

Parent Involvement

At Drew School parents are viewed as the primary educators of children and as partners with staff. An active group of parent volunteers assist in the office and classrooms. The Parent Advisory Group sponsors curricular programs (Project Ocean), parent education activities, multicultural events, fundraisers, and a monthly school clean-up day. Parents are kept informed through a weekly Parent Bulletin and a school newsletter. Staff hosts a Parent Appreciation Reception in May.

If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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 paggapaliwanag ng mga dukumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn 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。

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.

San Francisco Unified School District

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San Francisco, CA 94102

Attn: Dr. Charles R. Drew Alternative Elementary

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