

Dr. Charles R. Drew Elementary School

50 Pomona Avenue, San Francisco CA 94124, Phone (415) 330-1526

Ms. Davida Desmond, Principal

1993-1994 School Accountability Report Card

San Francisco Unified School District

Fall, 1993

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.

Each school has a set of 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. N/A indicates that the objective is not applicable to the school. 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.

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 through 5th 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 rhythm and movement. In addition, Dr. Charles Drew Children's Center provides an extended day care program. Students in the primary grades also participate in the DAP (Developmentally Appropriate Practices) Program in which they develop problem solving skills and creativity while learning to express ideas, think, reason, and make decisions. Students go on field trips once a month. Fourth and fifth grade students participate in environmental science overnight trips. These 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.

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 5 days of staff development dedicated to improving instruction. Priorities for 92-93 include Thematic/Interdisciplinary instruction, Math curriculum, Test Preparation, and articulation of the Early Childhood curriculum with the upper elementary program. Many staff members are actively involved in professional development activities: Project 2061, the mentor program, textbook selection committees, City Science, Math Leadership, Bay Area Writing Project, Open Court, Here's Looking At You, and Project Ocean.

Grade Span:	PK-5	Student Enrollment:	346	LEP/NEP*:	11.8%
Building (sq.ft.):	54,000	Average Daily Attendance:	99.6%	Special Education:	14.5%
Yr of Construction:	1975	Optional Enrollment Requests:	90.5%	EDY**:	43.6%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		GATE:	12.1%

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 (6.5 resource teachers, paraprofessionals for each class, student advisor, parent liaison) work with teachers to create a warm and personal environment.

Teacher Assignment

Out of 3,058 certificated teachers 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, one speech/language clinician, and two teachers are working toward English Language Development certification.

Student Attendance and Dropout Rate

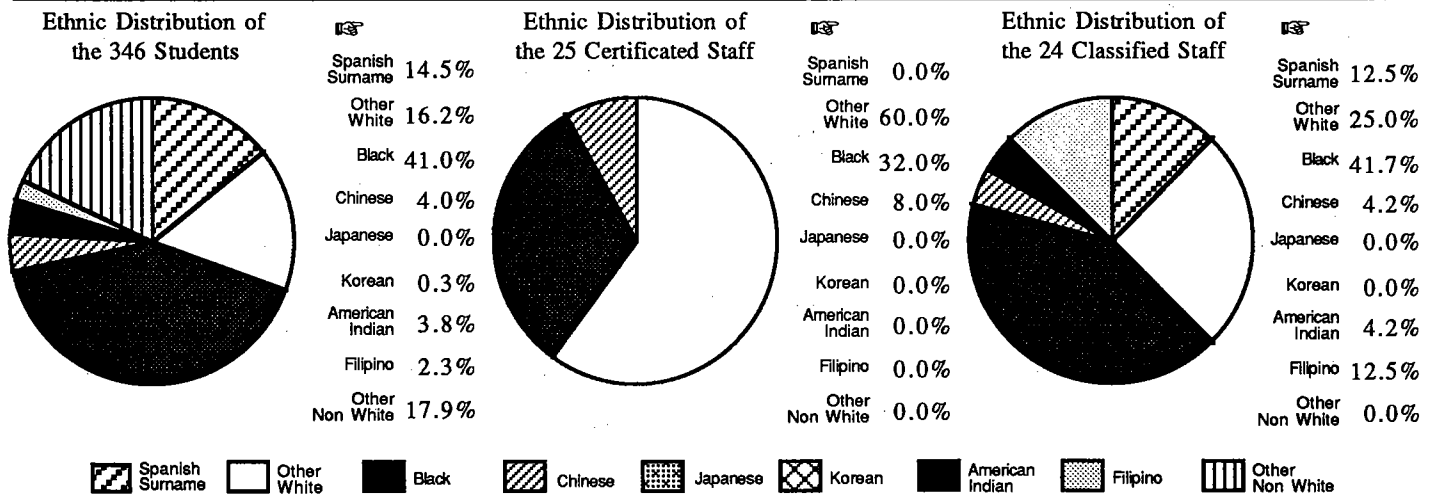
The District's K-5 average attendance for 1992-93 was 99.2% and the dropout rate was 1.8%. At Drew, attendance for the year was 99.6%, excused absences were 5.2%, unexcused absences were 0.4% and the dropout rate was 3.8%. An important District objective is to reduce dropout rates. Dropouts are defined 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, an Elementary Advisor, and an exciting and inviting school program.

Objective 1o: 1992-93 dropout rate will be reduced from its 1991-92 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	30.1	27.0
1	26.0	24	27.0	20.5
2	26.0	24	25.9	22.0
3	29.8	25	27.9	22.5
4	32.2	30	27.4	23.0
5	32.2	30	28.9	25.0

Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented.

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, 1 student was 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, Conflict Management, 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.



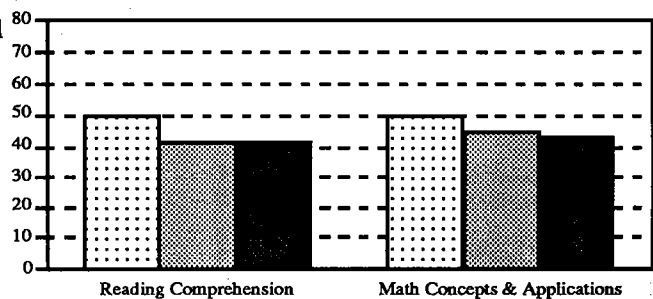
Student Achievement

CLAS Scores - Spring 1993

The California Learning Assessment System (CLAS) is administered in English-Language Arts (Reading and Writing) and in Mathematics to Grade 4 students and in Science and History/Social Science to Grade 5 students. Results from the Spring 1993 CLAS administration were not available from the California Department of Education at the time of this publication.



CTBS



LEP/NEP = 11.8%

Special Education = 14.5%

EDY = 43.6%

GATE & High Potential = 12.1%

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards

In 1992-93, 31 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1f; Desegregation, Tenets, and Site Plan: 4a, - 4h. GROUP B: College Preparation, and Graduation: 1g-11,1p,1q; Attendance and Drop-out Prevention: 1m, - 1o; Parent Participation, School Environment and School Portfolio Assessment: 2a,2b,2c,3a,3b,4i. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Drew has successfully met 59% of its objectives.

Quality of School Instruction and Leadership

Teachers at Drew School work collaboratively to plan on-going activities, curriculum and schoolwide projects as well as review assess student achievement. 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, portfolios to evaluate progress in Language Arts and Math are being developed. Drew School was pleased to receive commendations in 9 of the 13 areas evaluated on the Program Quality Review Spring 90/91.

Expenditures and Services Offered

1991-92 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,139	26,136
Mid-range Teacher Salary	40,628	41,286
Highest Teacher Salary	51,103	47,162
Principal's Average Salary	65,164	61,573
Superintendent Salary	107,492	120,000

* Districts over 20,000 ADA

Substitute Teachers

During the Spring of the 1992-93 school year, the Drew teacher attendance rate was 96%. When a substitute was not available, classes were covered by resource teachers or other classroom teachers.

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 1992-93, materials were 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, a mini computer lab and computers in the classrooms.

In 3rd through 5th grades, language arts and social science are taught using literature; special attention is given to utilizing

School Facilities and Safety

Current Conditions:

New carpets have been installed in the 3rd through 5th grade classrooms and in the offices. A new ventilation system is being installed.

Planned Improvements:

Furniture for the expansion of 3-5 grade classrooms are needed. Repair of the exterior water fountains is planned. New carpets are needed for the rest of the school. Shades are needed in the office.

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. Parents and staff host an Appreciation Reception in May. Parent participation is welcomed here.

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



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 dokumentong ito sa Pilipino.

Xin gọi diên thoai cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ 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。

San Francisco Unified School District
135 Van Ness Avenue
San Francisco, CA 94102
Attn: Dr. Charles R. Drew Elementary School

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