

# Dr. Charles R. Drew Elementary School

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Ms. Davida Desmond, Principal

## 1994-1995 School Accountability Report Card

San Francisco Unified School District

Fall, 1994

### 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 the academic achievement of all students. 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 build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students. 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program. 6) To increase and expand inter-agency collaboration to better serve our 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. 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. Throughout the year teachers participate in 8 days of staff development dedicated to improving instruction. Priorities for 94/95 include writing across the curriculum, training/implementation of math replacement units, training/implementation of newly adopted science kits, diversity and cultural sensitivity. Many staff members are actively involved in professional development activities: Mentor Teacher Program, Math Leadership, City Science, Eyes on the Prize, Bay Area Writing Project, Lawrence Hall of Science Equals Program, Early Literacy Project, Cultural Cornerstones, Beginning Teacher Project, and Reading Recovery.

### 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 work 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, Bay Area Writing Project, experiments in science, hands-on math instruction, interdisciplinary projects and field trips. The High Scope Cognitively Oriented Curriculum helps students develop problem solving skills and creativity, while learning to express ideas, make decisions and work together. The upper elementary program integrates literature instruction with studies of students' ethnic heritage and maintains the emphasis on active learning in all subjects. An Outdoor Education program takes students to Slide Ranch, Montara, and Caritas in addition to monthly field trips. Computer instruction begins in pre-Kindergarten and continues through the grades. Other special offerings at Drew include a perceptual motor program, instrumental music, visual and performing arts, AIMS Symphony project, a full computer lab, Project Oceans and chess. Drew School has a corporate partnership with PRC Environmental Management Corporation which provides academic support through tutors and a pen pal program. Dr. Drew Child Development Center provides an extended day care program.

Grade Span:	PK-5	Student Enrollment:	330	LEP/NEP*:	15.5%
Building (sq.ft.):	54,000	Average Daily Attendance:	100.0%	Special Education:	8.2%
Yr of Construction:	1975	Optional Enrollment Requests:	92.1%	EDY**:	39.4%
Children Center: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		GATE:	13.0%

507-1/1/95 by Planning, Research, and Information Systems

\*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 which offers short-term counseling to students and families. The Challenged Children program offers counseling to students in special education. A large support staff is available to all students and families and includes an Elementary Advisor, Parent/Community Liaison, six Resource Teachers and classroom Paraprofessionals. All staff implement Tribes, a self-esteem and communication curriculum, and there is a schoolwide Conflict Resolution program. These programs develop student problem solving skills and promote a healthy school climate. Student nurses from the University of San Francisco provide health checks and support the health education curriculum.

## Teacher Assignment

Out of 3,115 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. The school has 2 certificated special education teachers, one speech/language clinician, and 8 teachers are working toward English Language Development certification.

## Student Attendance and Dropout Rate

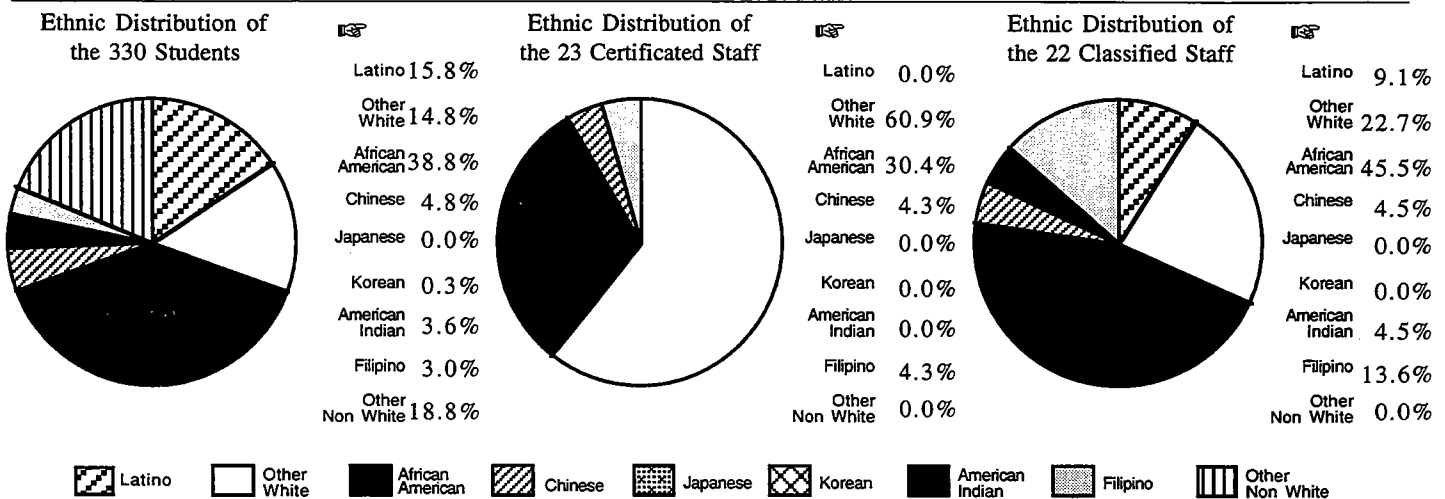
The District's K-5 average attendance for 1993-94 was 98.6% and the dropout rate was 1.7%. At Drew, attendance for the year was 100.0%, excused absences were 5.1%, unexcused absences were 0.3% and the dropout rate was 1.4%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. To encourage consistent daily attendance, Drew School offers a variety of services including frequent calls to the home, a Parent/Community Liaison, and Elementary Advisor, and parent education sessions stressing the importance of school attendance. A caring and committed staff combined with a stimulating and involving curriculum also encourage regular attendance at Drew. The quarterly Honor Roll recognizes outstanding student attendance.

Objective 1o: 1993-94 dropout rate will be reduced from its 1992-93 level.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	29.0	27.0
1	26.0	24	27.4	22.5
2	26.0	24	27.2	24.0
3	29.8	25	27.4	25.5
4	32.2	30	26.6	28.0
5	32.2	30	28.4	26.5

## 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.

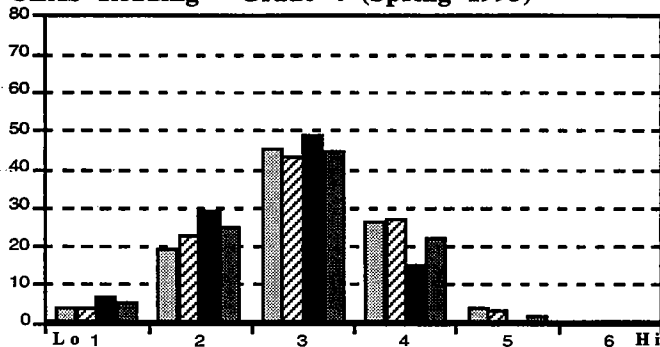
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Achievement

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.

CLAS:  State Percent      CTBS:  National  
 District Percent       District  
 School Percent       School  
 Comparison Group  
 Percent

CLAS Reading - Grade 4 (Spring 1993)



LEP/NEP = 15.5%

Special Education = 8.2%

## Quality of School Instruction and Leadership

All staff at Drew School work collaboratively to plan curriculum, assess student learning, and organize schoolwide activities. Schoolwide committees address targeted areas in curriculum, instruction, school climate, parent education and parent involvement. Staff has developed schoolwide writing standards and expectations for writing in all areas of the curriculum. Drew is a Stage One Restructuring School (Awareness phase).

## Substitute Teachers

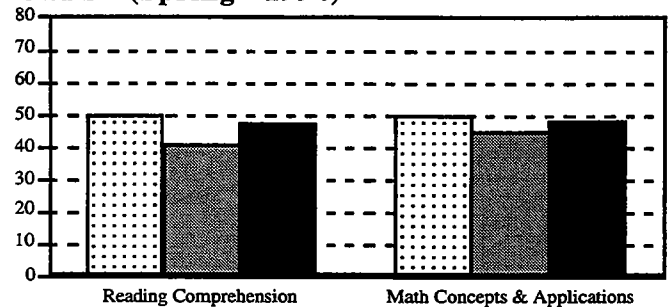
During the 1993-94 school year, the Drew teacher attendance rate was 97%. When a substitute was not available, classes were covered by resource teachers or other classroom teachers.

## Student Behavior

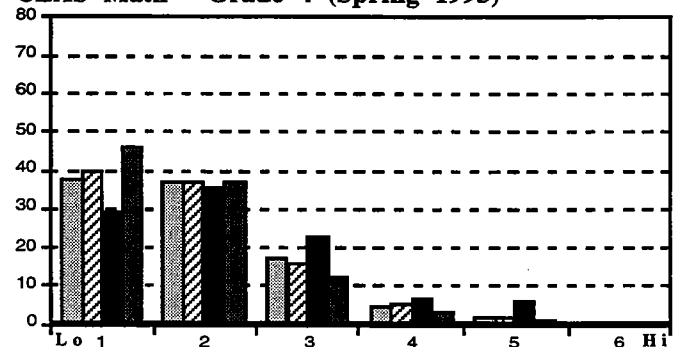
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Drew, 3 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Conflict Management, Tribes, Cooperative Learning, Student of the Week, and quarterly Honor Roll.

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

CTBS (Spring 1994)



CLAS Math - Grade 4 (Spring 1993)



EDY = 39.4%

GATE & High Potential = 13.0%

## Expenditures and Services Offered

1992-93 SALARY COMPARISON

	* STATE	SFUSD
Beginning Teacher Salary	25,963	26,136
Mid-range Teacher Salary	40,787	38,378
Highest Teacher Salary	50,783	47,162
Principal's Average Salary	65,360	**59,033
Superintendent's Salary	108,046	120,000
Expenditure per Student	-	3,220
% of Budget for Teacher Salaries	43.9%	44.9%
% of Budget for Administrators	5.0%	3.7%

\* Districts over 20,000 ADA

\*\* Elementary Schools Only

## 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 1993-94, there was a district-wide adoption of K-8 science instructional materials which have been implemented over a two-year period. During the 1995-96 school year, there will be the adoption and beginning implementation of a new K-8 mathematics instructional program. 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. The school has a full computer lab, a mini computer lab and computers in the classrooms. Reading is taught primarily through literature. In 3rd through 5th 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:*

- \*New fire alarm system installed.
- \*Cafeteria and some hallways painted.

### *Planned Improvements:*

- \*One student bathroom will be added to fulfill Pre-K licensing requirements.

### *Needed Improvements:*

- \*Hallways and main office need painting.
- \*Torn wall covering needs repair.
- \*Matting under play structure needs repair.
- \*Heating and ventilation systems must be adequately maintained!
- \*New play structure needed.

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



## Parent Involvement

At Drew School, parents are viewed as the "first teachers" of children and as partners with staff. The active parent groups sponsor curricular and enrichment programs such as Orff Schulwerk music, Project Oceans, and multicultural performances. Staff and parents work collaboratively to maintain a healthy and productive school climate. Parent education includes Family Literacy and Family Math Nights. During 94/95, over 300 parents and children attended these sessions. Parents are kept informed through a weekly Parent Bulletin, monthly meetings, a Fall Curriculum Night, and parent/teacher conferences. The staff hosts a Parent/Volunteer Reception in May.

*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 dukumentong ito sa Pilipino.*

*Xin gọi điện thoại 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**  
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