

Dr. Charles R. Drew Elementary School

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Ms. Sophronia Bess, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

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 Elkus Youth Ranch, Coloma, 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 Tetra Tech Environmental Management Corporation which provides academic support through tutors and a pen pal program. Dr. Charles R. Drew Child Development Center provides an extended day care program.

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.

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; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the literacy skills of all students to the 50th NCE with a special emphasis on the achievement of African American, Latino and ELL students by Spring 1999 and special education by Spring of 2000. 2) Improve achievement in math of all students to the 50th NCE with a special emphasis on the achievement of African American and ELL students by Spring 1999 and special education by Spring of 2000. 3) Develop a respect for and sensitivity to cultural diversity.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- * All individuals want to learn and to be recognized for their achievements.
- * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- * All individuals are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	288	LEP/NEP ¹ :	14.9%
Building (sq.ft.):	54,100	Average Daily Attendance:	99.9	EDY ² :	28.5%
Year of Construction:	1974	Optional Enrollment Requests:	100%	% of Points Met ³ :	79.21%
Children Center/Childcare:	Yes	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

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 Primary 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. Drew is part of a Healthy Start program to encourage health and support in the school environment.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = .6% 1996-97 = 1.5% 1997-98 = 0%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Drew ES, attendance for the year was 99.9% excused absences were 4.1%, unexcused absences were .1%, and the dropout rate was 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 encourage consistent daily attendance, Drew School offers a variety of services including frequent calls to the home, a Parent/Community Liaison, an 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.

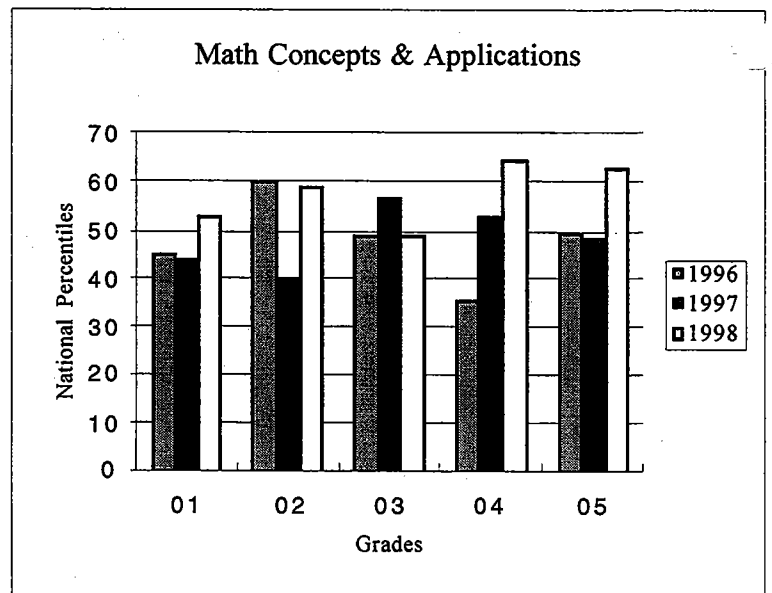
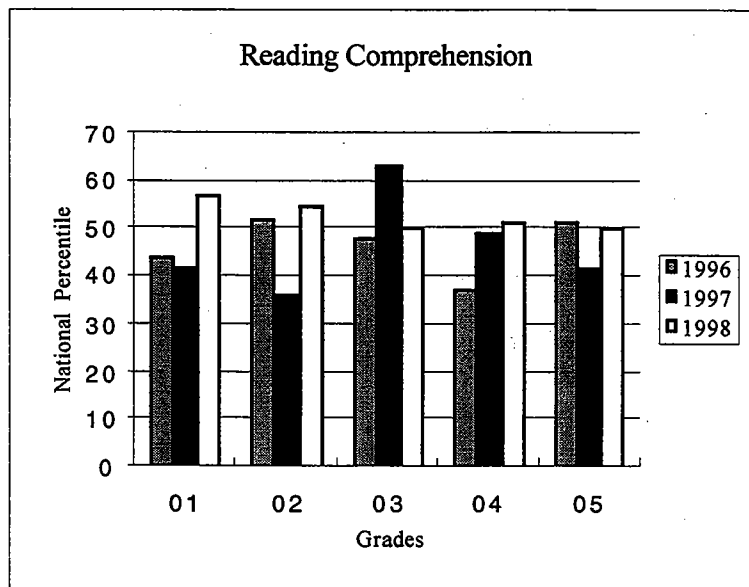
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
288 Students	45.1	1.7	6.3	3.5	0.0	0.7	13.5	21.9	7.3
19 Certificated	47.4	0.0	5.3	0.0	0.0	0.0	0.0	0.0	47.4
3 Classified	33.3	0.0	0.0	33.3	0.0	0.0	33.3	0.0	0.0
17 Paraprofessional	58.8	0.0	5.9	5.9	0.0	0.0	17.6	5.9	5.9

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 and long term substitute 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

	1995-96	1996-97	1997-98
School Suspension rates:	.3%	2.3%	1.4%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Drew ES, 4 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.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. 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 of whom is trained in Slingerland, 3 trained Reading Recovery teachers and all ELD teachers have ELD certificates.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	20.0	20.0	20.0	43,200
1	**	24	19.30	20.0	20.0	20.0	50,400
2	**	24	18.92	20.0	20.0	18.0	50,400
3	**	25	20.79	25.0	22.0	19.0	50,400
4	32.2	30	25.54	25.0	24.5	23.5	54,000
5	32.2	30	26.65	26.0	25.0	24.5	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

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 content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

Throughout the year teachers participate in 8 days of staff development dedicated to improving instruction. Priorities for 98/99 include improving literacy skills (reading and writing across the curriculum), improving math achievement, developing a respect for and sensitivity to cultural diversity. Many staff members are actively involved in professional development activities: Mentor Teacher Program, IRISE, Bay Area Writing Project, Lawrence Hall of Science Equals Program, Early Literacy Project, Beginning Teacher Project, and Reading Recovery.

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.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Substitute Teachers

During the 1997-98 school year, the Drew ES teacher attendance rate was 97%. 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 and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

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 hallways painted.
- *Hallways and main office painted.
- *Torn wall covering repaired.
- *New play structure and matting installed.
- *One student bathroom added to fulfill Pre-K licensing requirements.

Planned Improvements

Needed Improvements

- *Heating and ventilation systems must be adequately maintained!

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 the year, 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.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

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