School
Dr. Charles R. Drew Alt Elementary School

Principal
Tamitrice RiceMitchell

School Vision
As A Bayview Hunter's Point Pre-K -5th grade school, we understand that the student's success ultimately depends on the shares reponsibility of families, staff and student-scholars. All stakeholders will demonstrate an ongoing committment:to establish and maintainan environment of kindness and mutual repect. Students will become independent problemsolvers through making positive choices and practicing conflict resolution. To hold all students to their highest level of social development and academic achievement. To differenciate instruction and engage each scholar through culturally responsive teaching of the California State Standards.
Section I: Overview and Key Requirements

Overview

In order to plan for the 2012-2013 school year, all San Francisco public schools will use the Balanced Score Card/Single Plan for Student Achievement (BSC/SPSA) to guide their planning and improvement conversations. These revisions are intended to support schools to use student learning data more deeply; to reflect on the success and challenges they experienced during the 2011-2012 year; and to build with increased specificity on their efforts to realize the district’s strategic goals of access and equity, achievement, and accountability.

In the 2011-2012 school year, additional revisions to the BSC/SPSA template were made to ensure that the plan satisfies California Education Code § 64001, which establishes requirements related to school plans for categorical programs; Single Plans for Pupil Achievement or Single Plan for Student Achievement; submission of plans; and funding requirements. These requirements include:

a) School Site Council
That school districts shall assure, in the consolidated application, that the Single Plan for Student Achievement has been prepared in accordance with law, and that the School Site Council has developed and approved a plan.

b) Compliance Reviews
That onsite school and district compliance reviews of categorical programs - and their appropriate expenditures - shall continue, and school plans shall be required and reviewed as part of these onsite visits.

c) Reviews for Complaints
That the department may require submission of the school plan for any school that is the specific subject of a complaint involving any categorical program or services.

d) Academic Measures
That the content of a Single Plan for Student Achievement shall be aligned with goals for improving student achievement. School goals shall be based upon an analysis of verifiable state data (California Standards Test), including the Academic Performance Index (API). The plan shall also identify the schools’ means of evaluating progress toward accomplishing those goals.

e) Annual Review
That the plan required by this section shall be reviewed annually and updated by the School Site Council (SSC). The plans shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students.

The 2012-2013 BSC/SPSA also incorporates your School Site Council roster, SSC signature and assurances page, and Title I Parent Involvement Policy into the body of this document. This information has previously been collected separately. Please note that ELAC and SAC rosters will be collected in January, 2013, at the same time that schools submit their annual revisions to the Lau Protocol.

Key Requirements

To satisfy key requirements of the Balanced Score Card/Single Plan for Student Achievement, please be sure that all of the items described below are complete and accurate.

2012-2013 School Site Council rosters and signatures, and 2012-2013 Advisory Council rosters, must be
1. Goals
   - All 2012-2013 District Strategic Priorities are reflected and School Initiatives are described completely in the SharePoint BSC/SPSA template and, as necessary, are revised in the fall in keeping with CST data and final budget allocations.

2. School Site Council
   - SSC Roster
   - SSC Signatures keeping (Please print the final 2 pages of your BSC for signatures, and send the signed hard copy to the LEAD office)

3. Budget
   - All 2012-2013 Title I funds are accounted for in the BSC/SPSA
   - All 2012-2013 EIA (LEP & SCE) funds are accounted for in the BSC/SPSA

4. Title I Parent Involvement Policy
   - All Title I schools have an SSC-approved Parent Involvement policy
   - All Title I schools have cut-and-pasted their SSC-approved Parent Involvement policy into this BSC.
Section II: Fall Data Review

Fall Data Analysis Conference with Research, Planning, and Accountability

Because summative data and final budget allocations are not available in the Spring, Section II is to be completed during your Data Conference in the Fall of 2012, and at any subsequent meetings of your School Site Council, Instructional Leadership Team, or other school teams.

What results did our 2011-2012 efforts produce? What are the implications of these results for revising this 2012-2013 year’s BSC/SPSA? What are the specific targets for your school in each of these areas?

a. School-Wide Analysis

Achievement (Assessment Results)
Our school is still behind the district average, however we are making steady gains in both ELA and Math. With the largest population of African American learners in the district we are making changes and striving for proficiency. Comparatively, our scores from 2010-2011 to 2011-2012 are as follows: ELA increased slightly by 5% from 23% at or above proficiency to 28%. In math there was a significant growth from 35% to 45%.

Growth (Assessment Results)
We saw significant growth in the area of Math across all grade levels: 2nd grade from 31% to 33% at or above proficient, 3rd grade from 38% to 45% and 4th grade in our first year of 4th grade in 8 yrs their proficiency rate was 58%. In ELA our growth was not as significant for grades 2 and 3. there was a decrease in each grade level. As we continue to focus on a Balance Literacy Framework, we will use the common core standards to support us in the area of grammar and language arts. Our Fountas and Pinneel scores indicate the students are increasing reading levels, however, grammar skills are not being affected.

Behavioral Indicators (e.g. suspension, expulsion, grades, and attendance data)
Our attendance rate increased to 94%. However, area of challenge is habitual and chronic tardies. Suspension rates lowered, as well as out of class referrals, towards the end of the year. We will continue to use the CHAMP behavioral model as well as adopt the Restorative Practice Model for all staff members.

Climate Indicators (Satisfaction Surveys)
Of the surveys completed overall families are very pleased with the school. Specifically, 78% of the parents surveyed felt that the school staff supports their child academically and socially. 82% strongly agreed that teachers deal with them in a fair and respectful manner.

b. Achievement Gap Analysis

Focal Groups (e.g. ethnicity, gender, language proficiency level, grade-level)
As indicated in our CST results are African American males are behind the females in both ELA and MATH. Female proficiency rates in ELA is 32%, as compared to males 23%. In math 51% of the females are proficient and 40% of the males. Each classroom teacher will choose 5 focal students. In addition to to the classroom academic support, Care team members i.e. (LSP, Nurse, IRF Parent Liaison etc. will choose 2 male students, school wide to support academically and socially.
Section III: District Strategic Priorities

In 2012-2013 the district’s top priority for strategic plan implementation is providing a strong instructional core to all students. This priority involves the SFUSD Core Curriculum, English Language Development, and service delivery to students with disabilities. Each of these three areas reinforces one another to provide a rigorous curriculum within schools The district has articulated school-level actions that will drive these priorities within schools; we ask that you reflect on these areas as you address the district priorities below.

How will you address the school-level action areas, identified by the district for 2012-2013?

1. **SFUSD Core Curriculum**
   School-Level Action Areas 2012-2013:
   
   - Common Learning Assessments (CLA’s) and Blueprints
   - Fountas & Pinnell Benchmark Reading Assessment, K-1
   - Introduction of the Common Core State Standards
   - Teacher Research & Development Groups (ELA)
   - Participate in Algebra “Cohort” or “Study of the Standards” participation (Math)

   a. Analysis of Current Status

   **Reflect on your school’s current status related to SFUSD’s Core Curriculum (CLAs and Blueprints, Assessment and Collaboration Calendar, Intervention), including any barriers you may have faced during the 2011-2012 school year.**

   Assessments: This year we had many areas in place to support the Core Curriculum. In the area of assessments we used the following: Common Learning Assessments Fountas and Pinnell Reading Levels (four times year) SFUSD Writing Assessment Every Day Math unit assessments (K-1) Swun Math Unit (10) and Trimester (3) Assessments (2-4) PALS Collaboration: Weekly Grade Level meetings Bi-Weekly Zone Meetings with teachers from other Bayview Zone schools and Bi-weekly meetings with school colleagues. Monthly PLC meetings Quarterly Grade level Data Review meetings- used to analyze, review, plan and implement action based data.

   Interventions: Offer the After School program a large percentage of slots for students who are Below Basic and Far Below Basic. Create learning plans for those students and offer PD that aligns with the instructional goals of the regular school day. Literacy Specialist and SDC teacher to support 50 students across grade level (1-5) who are below Reading Level using the Leveled Literacy Intervention.

   b. Next Steps Towards Implementation

   **What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?**

   We will continue: Using the variety of Assessment tools. Providing quarterly release time to analyze the Data from the Assessment tools Weekly Grade Level Meetings Collaborating and providing Professional Development for the After School staff. Providing support for scholars who are below reading grade level using the Levelled Literacy Intervention Program. We will begin: Collaborate with a Cohort of schools who are working with Balance Literacy. Bi-monthly PLC across grade levels with a variety of Instructional focuses.

2. **English Language Development**
   School-Level Focus Areas 2012-2013:

   At least 30 minutes per day for all EL students by proficiency level
Possible Next Steps Towards Implementation for the English Language Development initiative may include: reviewing CELDT and other language development assessment data (e.g., ADEPT, IPT, QIA); participating in Multilingual Pathways’s professional development related to the Essential Elements of ELD and other EL professional development; engaging teachers in completing and analyzing Section III of the Lau Protocol with a focus on the prevention of Long-Term English Learners; and supporting teachers to implement the MPD ELD sample lessons, English Now! (Mission Zone), Treasures, and English 3D (for middle and high school Long-Term ELs).

a. Analysis of Current Status

Reflect on your school’s current status related to English Language Development, including any barriers you may have faced during the 2011-2012 school year.
The staff at Dr. Charles R. Drew is continuing to address the needs of all ELLs, and will maintain the support systems put into place last year to ensure each scholar's development. In accordance with the recommended leveled ELD implementation structure, our master schedule reflects a school wide ELD block from 8:00 - 8:30 a.m. (including the classrooms that do not have ELLs). The staff knows and regularly discusses the school's EL profile during Data Days, at grade level meetings, and during school wide planning sessions. Staff implements the ELD training given by APD at the beginning of last year. Teachers look at their ELLs and group them by proficiency levels. Staff members use several structured language practice activities, as well as other engagement strategies to ensure participation in oral language development opportunities. Some barriers include a lack of resources, such as no Rigby kit for fourth graders, several missing Rigby unit components in some grade levels, and the low number of ELLs enrolled at our school site. Having a higher number of ELLs at our site would facilitate the co-teaching model that is seen in many other schools in the district.

b. Next Steps Towards Implementation

What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?
Our next steps include obtaining Rigby kits for the fourth and fifth graders, receiving the missing components for the kits we already have, and supporting social development goals in addition to the Rigby curriculum. As previously mentioned, one barrier to full implementation we faced this year was not having a kit for the fourth grade teachers to share. We were told that we could not receive a kit for the fourth grade teachers because we had so few ELLs at that grade level. Next year, our school will add fifth grade and will need a kit for each grade level to share. We plan to request the kits from the district's curriculum office once again. We also plan to add social goals to the ELD curriculum by extending the structured language practice time at the end of the 30 minute ELD block. This will allow scholars to develop oral language fluency within the context of social development.

Educational Service Delivery to Students with Disabilities

School Level Focus Areas 2012-2013:
- RSP/Inclusion services in all schools and at all levels
- Implement and track Pre-Referral Interventions
- Participate in “Behavioral RtI” cohort, or in “Step by Step to Inclusive Schools” initiative
Participate in “Accommodations and Modifications” Trainings (High Schools)

Possible Next Steps Towards Implementation of Educational Service Delivery to Students with Disabilities initiative may include ensuring that teachers are planning and implementing instruction using multi-level instruction, accommodations, and modifications; supporting staff training on Behavioral RtI, inclusive practices or other evidence-based practices that improve outcomes for students with disabilities; or reviewing and refining SST and pre-referral services for students.

a. Analysis of Current Status

Reflect on your school’s current status related to Educational Service Delivery to Students with Disabilities, including any barriers you may have faced during the 2011-2012 school year.

Inclusion Services: Currently, we have a RSP program, a SDC/SLI mild moderate program, and DIS speech services. There are three teachers (RSP, SDC, and Speech and Language), and two paraprofessionals. The students in the SDC class are fully integrated in for all Specialty classes (Computer, Music, Physical Education and Library). The 2nd and 3rd grade students are fully included in 2nd and 3rd General Ed classes in the afternoon and the tutorial period. The SDC teachers push in with the 3rd grade students and the 2nd grade students are supported with the General Ed teacher and the SDC Paraprofessional. The 2nd grade teacher meets weekly with the 2nd grade team and plans with them.

Care Team: We have weekly care team meetings in which a multi-disciplinary approach is taken to address the various needs of individual students as well as school wide concerns. Members of the team include the Principal, Assistant Principal, IRF, LSP, Elementary Advisor, Nurse, Parent Liaison, RSP Teacher, School Psychologist, Speech Therapist and Edgewood members (Climate Coach and Behavior Coach). At the weekly meetings we discuss larger school climate issues, upcoming SST’s, referrals and we report out and or assign case managers to students, families and or classrooms.

Pre-Referral: Our SST process is ONE of our structures for the pre-referral service. To date, we have had approximately 40 SST’s and of those 40, 3 have resulted in request for Assessment.

b. Next Steps Towards Implementation

What steps will you take in the 2012-2013 school year to address the action areas in your instructional program?

We would like to look at our support for students with IEPs with a different lens. We are moving to a service based model for the students who were traditionnally in a SDC class. We are currently hav capacity for 12 students. Next year, we will service students receiving service minutes (Language Arts and /or Math) that will account for 50% or more of their school day. These students will be under the caseload of the SDC teacher. Students that receive service minutes less than 50% their school day will be under the RSP caseload. Example of a typical schedule: 8:00 - 8:45 - Gen Ed. 8:45-10:15 - pull out for Language Arts with SDC teacher focusing on indiv. IEP goals 10:15- 10:30- recess 10:30-11:15- Gen Ed Math 11:15-11:45- Gen Ed. push in with Sped teacher 11:45- 12:30- lunch and recess 12:30- 1:50- Gen Ed with support from Sped teacher.
Section IV: School Initiatives: Realizing the District’s Goals

In addition to the work you have described in “Section III: District Strategic Priorities”, which aligns to the district’s implementation of its Strategic Plan, describe your highest school priorities in support of the district’s strategic goals of Access and Equity, Student Achievement, and Accountability.

Goal One: Equity and Access – Making Social Justice a Reality

We will ensure that every student has access to quality teaching and learning regardless of background, neighborhood and income level

In order to realize this goal within your school site, we ask that you focus on the achievement gap(s) that may have been identified at your school, based first on past data, and then on data from your Fall 2012 Data Conference with Research, Planning, and Accountability.

1. Achievement Gap Analysis

**IN THE SPRING:** Based on the data available to you in the Spring of 2012, describe whatever achievement gap exists in your school. Reflect on what strategies you have used in the past that have been effective – or that have not been effective.

Our recent CLA benchmark assessment scores as well as our 2010-2011 CST scores indicate that an achievement gap exist between the students of Dr. Charles Drew and the District. We have also noticed a significant difference in our male students' reading levels in comparison to our female students. To that end, we hired a full time Literacy Specialist to support both students and staff in a Balance Literacy Framework. Monthly, the Literacy Specialist has supported the whole staff in Balance Literacy with intensive Professional Development in the areas of Reading and Writing. She along with the Special Day class teacher have worked extensively with approximately 49 students (grades 1-4) in small groups to increase reading levels. Of the 49 students 30 have shown significant growth in reading levels, moving from 1-4 reading levels.

**IN THE FALL:** Based on data available to you after your Fall Data Conference with Research, Planning, and Accountability, revise this description.

2. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to address the achievement gap, and how you will measure your progress related to these priorities.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Address the Achievement Gap</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male students</td>
<td>Teachers will be trained in the Leveled Literacy Intervention Program. Literacy Specialist will continue to provide ongoing support to teachers. Male students will be identified as Focal Students to Train teachers in the after school program to support students in the area of reading.</td>
<td>Fountas &amp; Pinnell Benchmark Assessment (Reading Level)</td>
</tr>
</tbody>
</table>

**Other Measurable Outcome**
Goal Two: Achievement – Engage High Achieving and Joyful Learners:
We will ensure that every student graduates from high school ready for college and/or career with the tools necessary to succeed.

This section focuses on the school-wide priorities in support of this goal that have been identified at your school, based first on past data, and then on data from your Fall 2012 Data Conference with Research, Planning, and Accountability.

a. School-Wide Analysis

IN THE SPRING: Based on the data available to you in the Spring of 2012, describe your school-wide priorities. Reflect on what strategies you have used in the past that have been effective – or that have not been effective.

The most impactful strategy we have used at Dr. Charles Drew has been the Balance Literacy Framework. This has enabled students to be joyful in the area of reading and writing. We used our instructional funds to purchase the Leveled Literacy Intervention program as well as additional leveled readers and additional materials to support students at home (take home book bags). We have had intensive training from our Literacy Specialist and this has led to very positive outcomes for our students as well as our teachers. We hired a Climate Coach who is trained in the CHAMPS model which has supported teachers to analyze time on task, levels of engagement and assist with clear concise Classroom Management strategies. The Climate Coach has led monthly Professional Developments to support teachers in creating a positive learning environment. PLC were also developed to support instructional strategies, level of engagement and conducive learning environments.

IN THE FALL: Based on data available to you after your Fall Data Conference with Research, Planning, and Accountability, revise this description.

b. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to address your school-wide priorities, and how you will measure your progress related to these priorities.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Address Your School-Wide Priorities</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff</td>
<td>We will offer continued Professional Development and PLCs.</td>
<td>Suspension/referral data</td>
</tr>
<tr>
<td>Teachers</td>
<td>Create Standard based Writing goals (PK-5) to support joyful writers.</td>
<td>MAP Common Learning Assessment- ELA</td>
</tr>
</tbody>
</table>

Other Measurable Outcome
Goal Three: Accountability – Keeping Our Promises to Students and Families:
In an age of testing, measuring, and mandating, San Francisco Unified School District is calling for relational accountability. While we will continue to lead the country in our use and development of thoughtful metrics, we are equally committed to developing new relationships that put students, families and community at the center and ask us to keep pretense, personal agendas and egos to the side. We are striving for the genuine accountability you feel when you promise someone you love, or care deeply about, that you will do something that is important to her or him.

a. School Definition – How do you interpret and enact this goal at your school site?
At Dr. Charles Drew families are integral part of our school community. Families are treated with the utmost respect dignity and respect. There is open communication, a true sense of collaboration and parents are respected as educational partners.

b. Priorities, Strategies, and Measurable Outcomes

Describe two priorities, the highest-leverage strategies you have selected to realize this goal, and evidence you will collect to demonstrate your progress related to these priorities. Limit each response to one or two sentences.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Strategies to Achieve Your Accountability Priorities</th>
<th>Measurable Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students and chronic truant students</td>
<td>Create and fully implement an incentive program for chronic truant students</td>
<td>Decrease chronic truant students</td>
</tr>
<tr>
<td>Parents specifically, fathers and Male caregivers</td>
<td>Bi monthly meetings for Father support group. Create a forum for fathers to discuss parenting, educational goals for their children and create avenues for them to actively be involved in their children's education.</td>
<td>Increased Father participation and visible support on campus through the &quot;Soul Patrol&quot;</td>
</tr>
</tbody>
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Section V: Budget

a. Categorical Expenses

<table>
<thead>
<tr>
<th>Title I Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$68,389</td>
<td>Support paraprofessional positions in the primary grades, Classroom instructional supplies and support parent sponsored meetings.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>EIA-LEP Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,204</td>
<td>Classroom Instructional supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EIA-SCE Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SIG Total Budget</th>
<th>How you plan to use these funds</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SIG Costs</th>
<th>SIG Expense</th>
</tr>
</thead>
</table>

For Title I schools, describe how you will use at least 1% of your Title I budget to support parent involvement.

<table>
<thead>
<tr>
<th>Estimated Amount</th>
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<tbody>
<tr>
<td>$684</td>
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</table>

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy.

Through parent meetings, SSC meetings, monthly workshops, Father's group, Principal chats parents are informed, in Title I programs.

For Title I Program Improvement schools, describe how you will use at least 10% of your Title I budget to support professional development.

<table>
<thead>
<tr>
<th>Estimated Amount</th>
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b. Other Expenses (Optional)

This optional section may be used to report additional non-categorical expenses related to implementing either district or school initiatives (e.g. PTO funds; grants, etc.)

<table>
<thead>
<tr>
<th>District Initiatives</th>
<th>Cost</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Initiatives</td>
<td>Cost</td>
<td>Funding Source</td>
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<tr>
<td>--------------------</td>
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Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance. Be sure that the principal and SSC president have signed the assurances page, and that all SSC members are listed in the roster.

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

- The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law. 
- The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. 
- The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
  - School Advisory Committee (SAC) for State Compensatory Education Programs
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education (GATE) Program Advisory Committee
  - Other (list)

- The school site council reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, SFSUD strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees before March 23, 2012.
  2. One meeting to present plan upon its completion before October 12, 2012

- This school plan was adopted by the school site council on: 3/15/2012

- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
Attest:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamitrice Rice Mitchell</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Lauryn Mascarenaz</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jackie McDonald</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kashina Pierce</td>
<td>Parent Liaison</td>
<td></td>
</tr>
<tr>
<td>Stephanie Ragler</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Aneka Evans</td>
<td>Parent</td>
<td></td>
</tr>
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