

School Accountability Report Card

George Dewey Elementary School

Gloria Coleman, Principal

3251 Rosecrans Street, San Diego, CA 92110

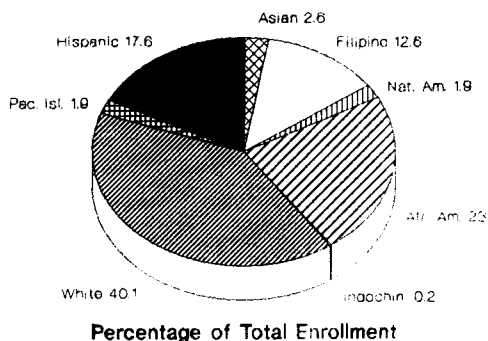
(619) 223-8131

School Profile

George Dewey Elementary School is located in the Loma Portal area of San Diego. The majority of students live in Gateway Village, a military dependent housing development bordering the school. Apartments, a small number of single-family homes, and several motels make up the remainder of the community. The school community is bordered on all sides by commercial or government facilities. The on-site Children's Center, Gifted and Talented Education (GATE) seminar class, and the class for children with serious emotional disabilities serve additional students. A Special Education Early Childhood Education (SEEC) class was added this year for three- and four-year-olds.

Since many students are children of military personnel, mobility is high. Last year, only 66.2 percent of the students enrolled at Dewey at the start of the school year were enrolled through to year-end, the lowest stability in the district. Total enrollment in October 1991 was 399 (444 with State Preschool and SEEC). The multiethnic student body lends itself to the building of a positive cultural environment and the appreciation of the many contributions different nationalities have made to this community and this country.

Student Racial/Ethnic Composition
1991-92



Mission and Goals

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity

Report Card Meeting, Information

Date: March 10, 1992
Time: 6 p.m.
Place: Dewey Elementary Cafeteria

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Dewey Elementary's policies, programs, and progress. A meeting will be held Tuesday, March 10 at 6 p.m. to discuss the report card and answer questions.

Additional information about all areas covered in this report card is available at Dewey Elementary School. We invite parents to come to Dewey to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Enhancing shared decision-making and community involvement

Our mission is for the administration, staff, parents, and students to work together to provide a positive and challenging program at Dewey Elementary School.

Our goals for this year are to:

- Raise the achievement test scores of the students who are below the 40th percentile level
- Assist parents in helping their students at home and in school
- Train staff and teachers in effective parent involvement
- Improve the physical condition of our school
- Lower the unexcused absence rate of our students
- Help the students improve their behavior and reinforce consideration of others

Dewey School's mission statement states:

Every student at George Dewey Elementary School can and will learn in a safe, caring environment through a curriculum designed to meet his or her needs.

The Dewey staff believes that every child can learn and has the right to learn in a safe and caring environment. There is strength and uniqueness in the multiethnic background of our student body. Parents and teachers are a partnership in working for the educational success of our students. Clear, open communication between and among staff and parents makes for an effective program.

Instruction in basic skills, with an emphasis on critical thinking skills, logical reasoning, and citizenship, provides students with the opportunity to become successful members of our society.

We encourage enrichment in the areas of art, music, computer education, and math/science and provide information on available activities offered in the community through home bulletins. Supportive activities offered on site include chorus, student government activities, student recognition assemblies, computer lab, media center activities, reading

lab, instrumental music, counseling center, and a variety of school assemblies to support and enrich the curriculum.

Our report card is organized around the four district goal areas. This will help parents understand Dewey's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

Student Learning

Student Achievement

How are students doing?

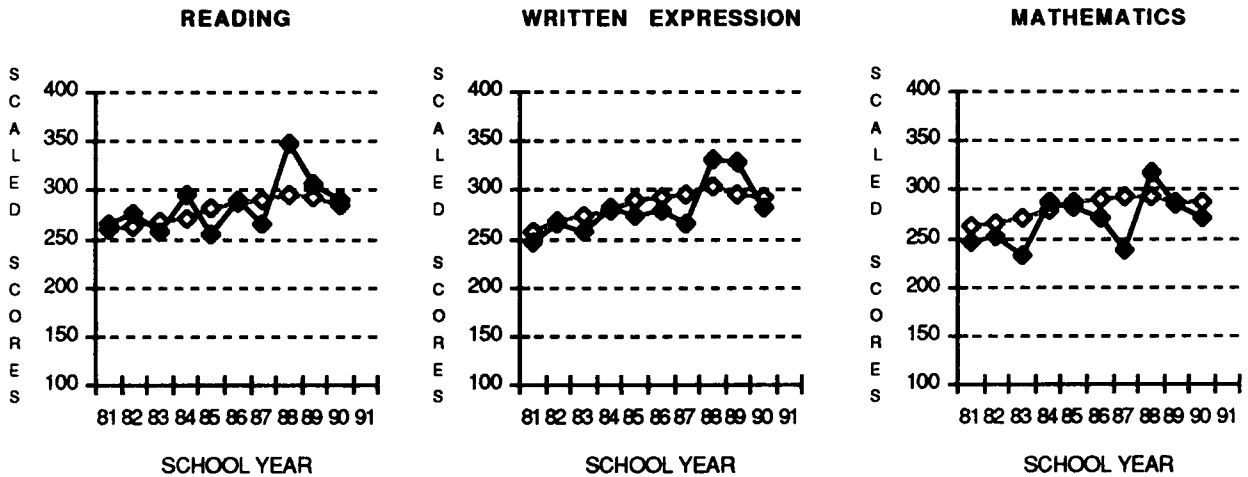
Standardized tests are one of many ways to measure student progress. Teachers monitor each student's progress in all areas of performance, including standardized tests. Parents

should talk with their child's teacher to get a complete picture of their child's academic progress.

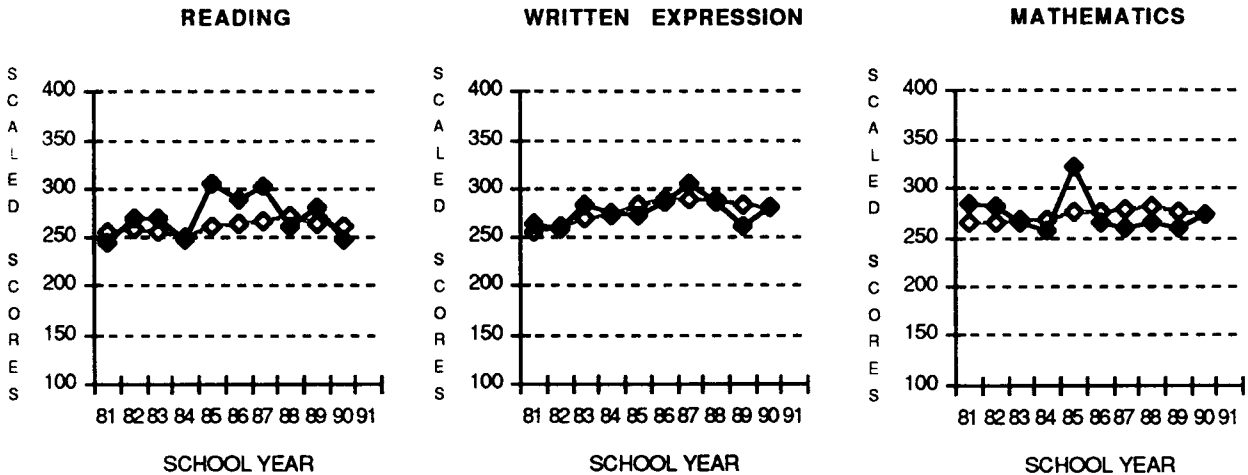
Students in San Diego City Schools take two sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language,

CALIFORNIA ASSESSMENT PROGRAM
 DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
 1980-81 THROUGH 1990-91
 GRADE 3



GRADE 6



CODE: ◆ —◆ = SCHOOL ◆ —◆ = DISTRICT

mathematics, and other selected areas (grades 4, 5, and 10 are being piloted this year; in past years students were tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)

- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Students in grades 1-6 at Dewey took the ASAT test last year. If you haven't seen your child's test scores, ask your child's teacher. This year Dewey will focus on those students who have scored below the 40th percentile level last year on the ASAT. We want to reduce the gap between these students and the school average by half during this school year.

Dewey continues to strive toward excellence in teaching and learning. We teach to build foundations for future learning and academic growth. Test scores are only one reflection of student progress toward becoming a literate and thinking person. Our staff continues to enhance the curriculum to make learning more meaningful. All teachers are now implementing the reading and writing process across the curriculum, exploring the core literature and teaching to various learning styles. As a result, we hope to see continued improvement in all academic areas. Parents are encouraged to talk with teachers to gain a clear understanding of their child's academic progress.

Attendance/Dropouts

Do more students attend and stay in school?

An important goal at Dewey School is to keep students in school. Our 1990-91 attendance rate was 95.94 percent. We are concerned that our unexcused absence rate for 1990-91 was 13.90 percent. We are working hard to reduce this rate by encouraging independent study contracts whenever a child has to miss school for other than medical reasons.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1986-87	14.2	95.3
1987-88	11.5	94.0
1988-89	14.3	95.2
1989-90	12.0	95.7
1990-91	13.9	95.9

Our plan to keep unexcused absences down includes personal phone calls to parents to verify student absences, "verification of absence" forms sent home for signature and reason for absence when parents cannot be reached by phone, home

visits when needed to verify absence. Counseling with students and parents is provided. A special awards assembly and incentives for perfect attendance are provided quarterly.

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1991 sampling of data found that 0.8 percent of the attendance claimed at our school did not meet these standards. We could lose state money in the future because of these part-day absences.

Discipline and Climate for Learning

Is this school a good place to learn?

The majority of Dewey students follow the rules. School-wide and classroom recognition/rewards reinforce students' good behavior. We emphasize that each student is responsible for his own behavior and can always seek help with a problem or unpleasant situation. Our counseling center is staffed daily for individual student support, problem-solving and growth groups.

The discipline program is firmly, fairly, and consistently enforced, and the policy is sent home for all families to review. Individual classroom standards are sent home by each teacher. Dewey encourages a positive climate throughout the school and uses a multifaceted approach to meet the guidance needs of students. Less than five students have been suspended in each of the past three years, mainly due to repeated disruptions of the school program.

Weekly consultation team meetings provide regular opportunities for teachers and support personnel to share information about students' progress, and to plan support services for students. Students at risk of failing are discussed in depth and intervention plans are developed. We try to maintain a positive school climate by recognizing student's academic and behavioral achievements.

Quarterly awards assemblies honor three students from each classroom for outstanding citizenship. These students and their parents are invited to a reception to celebrate their achievement. Perfect attendance is also recognized each quarter with a special film. Other special awards or recognition are also given at our quarterly assemblies.

At the end of the school year, all volunteers are honored and thanked with a special volunteer appreciation tea at which they are given certificates of appreciation. All students who have served the school as office monitors, safety patrol members, cross-age tutors, and student council officers and representatives are given service awards at a special assembly.

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

This year Dewey has 17 classroom teachers, six of whom have been at this school less than three years. We also have a full-time resource specialist and a media center teacher. The average teaching experience of the members of the staff is 19 years. Every teacher at Dewey is properly credentialed to teach at the appropriate grade level.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, the principal identifies specific areas which need improvement and develops a program for improvement with the teacher. The principal is also evaluated

every two years in a similar manner by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there is a procedure that you can follow. You can find it in *Facts for Parents* sent home with every student at the beginning of the school year. You may call the principal or the School Services Division, as appropriate, to discuss this subject at any time.

Substitutes

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise.

This year we would like to create our own pool of good substitute teachers because we believe it would be more effective to have substitutes who are familiar with our site and the specific needs of our students.

Quality of Instruction and Leadership

How good is it?

Dewey School offers a balanced curriculum to a diverse student population. The curriculum we use is aligned with state-adopted frameworks and guidelines. We are continuing to implement the language arts, reading, and writing program, which was new last year. This year the visual and performing arts curriculum is new.

Children with limited English-speaking abilities or learning disabilities are assessed and provided an appropriate and challenging program.

Parents and staff assess the school's climate and program effectiveness yearly. An August 1991 survey indicated that parents feel they are adequately informed of school happenings; are familiar with the school's discipline and homework plans; understand the school's goals, and feel that their child is making satisfactory or better progress. The Dewey self-study and Program Quality Review (PQR) of 1989 findings revealed a need for a common core of literary work for developmental reading to include a list of recommended readings at each grade level. A need to better integrate social studies and science into the language arts program was also indicated. In the area of mathematics, it was suggested that greater emphasis be placed on the use of manipulatives and in reinforcing computation skills. Goals in all of the above areas have been established in our Consolidated Application School Site Plan.

The August 1991 parent survey results indicated that parents feel they can talk openly with school personnel and that they are well-informed about what their child is doing in school.

Parents, staff, and principal continue to work as partners to help children grow and develop, and to give them the best start possible. With so many people working together, communicating and exchanging ideas and plans for the child's benefit, we cannot help but be successful at Dewey.

Training and Curriculum Improvement

What are we doing to improve staff?

We believe in ongoing professional development of our staff. Each year the school site advisory council suggests a program of staff development for the school year. The principal supports opportunities for teachers to attend conferences, workshops, and mentor teacher demonstrations. The school budget provides for some substitutes for conference days.

Teachers have received training in art and music, developing parent involvement, health and first aide, and raising African American male student achievement.

Instructional aides receive ongoing training in areas such as creative and positive approaches with children, disaster preparedness, first aid, and effective discipline techniques.

The principal participates in the California School Leadership Academy and various professional growth conferences throughout the year.

Dewey Elementary is teaching the new district-adopted language arts curriculum. The program exposes all students to quality literature. It stresses the interaction of listening, speaking, reading, and writing, rather than teaching these as separate skills. Our teaching staff attended workshops to prepare for the curriculum.

Counseling and Support Services

What kind of support does Dewey offer students?

Dewey has:

- A district counselor two and one-half days a week and a guidance aide six hours each day in our counseling center
- A school nurse two days a week and a health aide three days each week
- A basic skills coordinator and aide work to provide reading and math basics to students identified with ASAT scores below the 40th percentile
- A full-time resource specialist serving 25 students with special needs
- A part-time adaptive PE teacher, music teacher, speech and hearing specialist, and psychologist
- Three-hour teacher assistants in all regular classrooms and in the media center

Over the years we have seen a decrease in many of our support services due to cuts in funding.

Textbooks and Other Instructional Materials

How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle. This year schools will begin using newly-adopted textbooks and materials in visual arts and music.

Our instructional programs use various materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is pro-

vided with textbooks and sufficient support materials such as workbooks. As funds allow, we replace worn out and obsolete materials like dictionaries and maps.

All students have access to the school media center before, during, and after school. The library section of the center is stocked with 6,000 fiction and non-fiction books. New materials for the library/media center are funded by the district and by contributions from our Parent Booster Club. Several years ago Dewey teachers chose to take one or two extra students in each classroom to release a certificated teacher to run the media center. He is assisted by two teacher's assistants. Together they keep the materials up-to-date and plan special learning activities for each group of students.

We have 16 Apple II's for student use in our computer lab and a three-hour lab teacher's assistant who supervises the computer learning program for all students at Dewey School. Several of our classrooms also have computers with limited software to reinforce and enhance academic skills. Since August 1991 the San Diego Public Library Bookmobile visits Dewey School every other week.

School Facilities and Safety

How clean, safe, and orderly is our school?

The school site is 47 years old. The main facility is a single-story plant consisting of 23 permanent classrooms, five of which are utilized by the Dewey Children's Center, plus a portable classroom moved onto the site this year. The school is fairly neat in appearance. Parents feel strongly that the school is badly in need of painting. Only the wood trim was painted four years ago. There are infrequent incidents of graffiti and vandalism. Community members are alert and

tend to report suspicious activities around the school. Students have a positive attitude toward their school and play a major role in its upkeep with weekly school beautification patrols started by the Dewey student council.

To promote student safety, we frequently review procedures for student emergencies with staff, parents, and students. Fire drills take place monthly and earthquake drills twice a year. We provide adult supervision before school, at recess, and at noon lunch and playtime. A school safety patrol is supervised by an officer of the San Diego Police Department.

Class Size

Are classes too large?

Dewey had the following class sizes on September 27, 1991:

Grade Level								
K	1	2	3	4	5	6	Comb	SpEd
33	28	25	29	30			31	8
32	27	25					30	5
	29						32	7
							33	
							17	

We believe we could do a better job in meeting the needs of our students if our classroom enrollments were lower. We do, however, augment our credentialed instructional staff and enrich our adult-to-student interaction with instructional aides, volunteers, and student teachers from the University of San Diego, Point Loma Nazarene College, Chapman College, and National University.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

A vital factor in our students becoming contributing members of a multicultural society is their ability to understand and appreciate others' diverse backgrounds. Dewey School is proud of its strong program in race/human relations for staff and students. Because of our multiethnic student body, appreciation of cultural diversity is an integral part of our program. The many contributions of different nationalities

to our school community are recognized and appreciated. Each year the staff race/human relations steering committee helps to design a program to meet the needs of our school. The past two years we have focused on raising the achievement of African American male students and recognizing and appreciating cultural diversity. We have also focused on encouraging parent involvement in our school community.

This school's efforts to promote improved race and human relations are paying off with few reported incidents of racial conflict and limited numbers of student confrontations.

Shared Decision-Making

Community Involvement

Does Dewey welcome parent and community involvement?

Parents show commitment to the school by strong support of our homework program and their willingness to volunteer as helpers in the classroom. The school site council (SSC), an advisory/decision-making group required in our Consolidation Application School Site Plan, meets at least four times a year to study the site plan and make recommendations for its implementation. The Parent Booster Club sponsors activities to raise funds for supplemental instructional materials. It encourages the strong involvement of parents, teachers,

and community members. This year the Booster Club is very active and supportive of school and social activities.

However, we have a limited number of parents who are actively involved. We want even more parents to become actively involved at school. Can you help by tutoring or reading to students? We believe that our SSC would be more effective with more aggressive parent participation.

A parent education program is implemented as part of our consolidated plan. Speakers have included adolescent psychologists and psychiatrists, representatives from the Police Department, and various community support agencies. We

have been gratified at the number of parents who do participate in these programs. We would like to see increased involvement in our parent education program.

All of the activities are supported by our Partnership in Education programs with Kobey's Swap Meet and our partnership with Bookstar. We are pleased to have the following new partnerships: Carl's Jr., the Naval Tactical Training Group

Pacific and the Navy Center for Tactical Systems Inoperability (NCTSI). The goals for our partnerships include: support for dropout prevention through improved school attendance; improvement of our cultural literacy through independent reading; and enhancing school spirit and involvement in the community. Our new partnerships are actively involved in a weekly tutoring program in many classrooms.

Finances

Expenditures and Services Offered

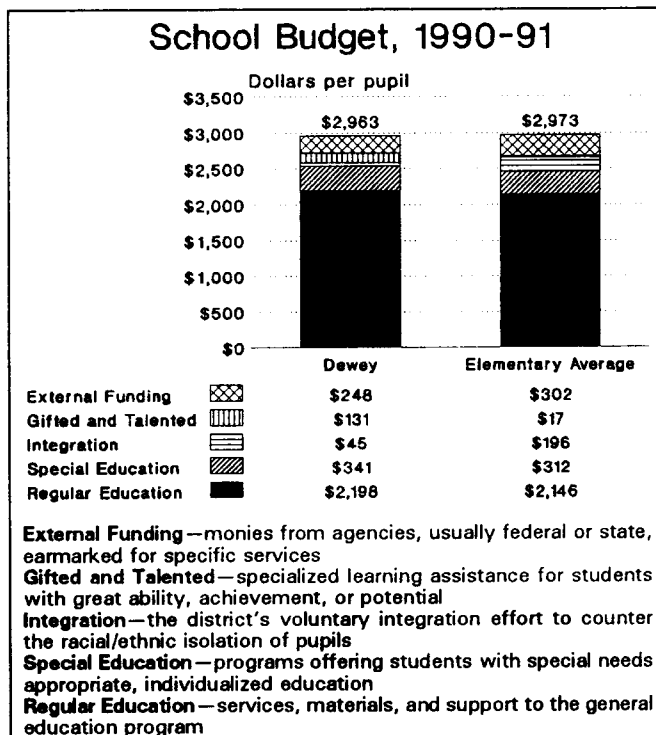
Where does it all go?

The adjoining budget chart shows the major areas of district funding for Dewey Elementary and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, and district administration.

With few exceptions, little latitude is offered to Dewey Elementary to determine use of funds. Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Some additional funds are available to Dewey through various programs such as our Consolidated Application School Site Plan, the San Diego Plan for Racial Integration, special education programs, GATE, and second language program. We also receive some funds through the efforts of our Parent Booster Club and the Dewey School student council.

In summary, the allocated funds are used to provide the best possible programs for Dewey students. Dewey staff is proud of the instructional programs we have for students. All teachers and members of the SSC give input as to how the monies can be spent to meet the needs of our students.



Recent legislation has required school districts to report salary comparisons. The adjoining salary table compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are for the 1989-90 school year.

Salary and Budget Data for Teachers and Administrators, 1989-90

Position	Other Large Unified Districts (1,500+ ADA)	Very Large Unified Districts (25,000+ ADA)	San Diego (116,685 ADA)
Beginning Teacher's Salary	\$23,779	\$25,131	\$23,832
Midrange Teacher's Salary	\$36,952	\$37,672	\$36,213
Highest Teacher's Salary	\$45,284	\$46,240	\$46,021
School Principals' Salary [†]	\$57,284	\$61,700	\$61,751
Superintendents' Salary [‡]	\$82,324	\$105,002	\$96,773
Administrative Salaries as Percentage of Budget	5.67%	5.45%	4.09%
Teacher Salaries as Percentage of Budget*	43.50%	44.23%	42.61%

[†] All school site managers—principals, vice principals, etc.

[‡] Superintendents, deputy, associate, and assistant superintendents.

* Percentage of general fund expenditures. Does not include benefits.

Report Card Committee

The following parents and staff contributed in developing this report card:

Doreen Bell, parent
 Marcia Berneger, teacher
 Patricia Brun, parent
 Shirley Carlson, teacher
 Carol Castlen, teacher
 Gloria Coleman, principal
 Lin Danly, teacher
 Pat Gilbert, community member
 Kara Kobey, community member
 Carolyn Littlepage, parent
 Constance Rivera, parent
 Melanie Steen, teacher