

SCHOOL ACCOUNTABILITY REPORT CARD

DINGEMAN ELEMENTARY SCHOOL

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MARCH 1999
San Diego City Schools

SCHOOL PROFILE

Dingeman Elementary School opened in September 1996. It is located in the Scripps Ranch area of San Diego in a rapidly growing community in which single-family homes predominate. Dingeman is a K-5 traditional calendar school with a September 1998 current enrollment of 850 students. Through the Voluntary Ethnic Enrollment Program (VEEP), 9 students chose to attend Dingeman, thereby enriching the school's cultural diversity.

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has established literacy as a focus and will branch out into other curricular areas as instructional improvement becomes systemic. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully.

Our goal is to ensure that parents, teachers, and community members are recognized and function as genuine partners in the education of all children. A variety of programs encourage collaboration in developing the highest expectations for the educational develop-

REPORT CARD MEETING INFORMATION

Date: April 20, 1999

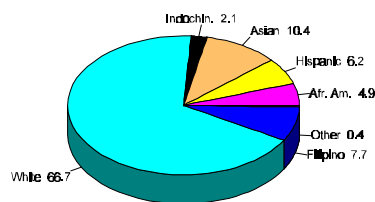
Time: 6:30 p.m.

Place: Staff Lounge

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Dingeman Elementary's policies, programs, and progress. At a Family Faculty Connection (FFC) meeting on April 20 at 6:30 p.m. parents can discuss the report card and ask questions.

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

Student Racial/Ethnic Composition
1998-99



Percentage of Total Enrollment

MISSION AND GOALS

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

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

San Diego City Schools students in grades 2-11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12

months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas. Last year, the Spanish language Aprenda 2 test was administered to Spanish-speaking English learners.

ment of every child at Dingeman Elementary School.

The primary tools used to inform parents of their students' achievement in the 1998-99 school year will be portfolios, the SAT 9, report cards, growth records, and individual conferences with teachers. Test results are only one indicator. Daily student performance in the classroom is a more reliable assessment of academic progress. Dingeman staff is working towards an alignment of district standards, classroom instruction, and assessment.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Besides building a strong foundation for future learning, we try to expand the career possibilities open to students through speakers and community service. We invite guests from our educational partners and working parents to come and talk to our students about their work. Students participate in community service activities to develop life skills and prepare them for the world of work.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Attendance is a very important part of the educational process at Dingeman. All children are expected to attend each day unless they are ill, have a medical or dental appointment, or a family emergency

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1995-96	22.2	96.6
1996-97	23.0	96.6
1997-98	24.4	96.9

arises. Absences must be verified by a note or phone call. For any other absences, an independent study contract is suggested to allow students to receive assignments and help them to keep up with their work.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

The staff and volunteers at Dingeman strive to maintain a safe and nurturing environment. Teachers create positive learning environments for all students. The counseling center provides a caring environment in which students are re-

spected and supported both as learners and as human beings. The district counselor works with children individually, in small groups, and in the classrooms.

Support is provided through:

- Activities that promote personal and social growth
- Proactive activities to prevent future problems
- Activities that help students develop alternatives and understand the consequences of their behavior
- Referrals for students and their families to community agencies for further assistance as needed.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995-96	0.2	0
1996-97	0.0	0
1997-98	0.0	0

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

We have 40 classroom teachers including five district mentor teachers. Each teacher is properly credentialed to teach at the appropriate grade level. Additionally, there is a PE prep-time teacher, a library prep time teacher, a resource specialist teacher for special education, an instrumental music teacher, an adaptive PE teacher, and a speech teacher.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a plan for improvement with the teacher.

Principals and vice principals are also evaluated every year in a similar manner: the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with

the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Do we have qualified visiting teachers?

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

By state law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

We have our own pool of good substitute teachers. We find that substitutes who are familiar with our site and our students' specific needs are more effective.

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Dingeman Elementary offers a balanced curriculum to a diverse student population. This curriculum is aligned with state-adopted frameworks and guidelines.

All elementary schools have implemented a three-hour literacy block. Students spend three hours a day actively engaged in literacy activities and lessons that are guided by the San Diego Literacy Framework.

Children with limited English-speaking abilities are assessed and provided an

appropriate but challenging program in the regular classroom. The Structured English Immersion Program is taught at each grade level. In this model students receive all of their instruction in English.

In order to meet the developmental needs of students, all teachers are using developmental learning techniques. Additionally, all grade 3-5 classrooms are implementing Gifted and Talented Education (GATE) programs.

INSTRUCTIONAL TIME

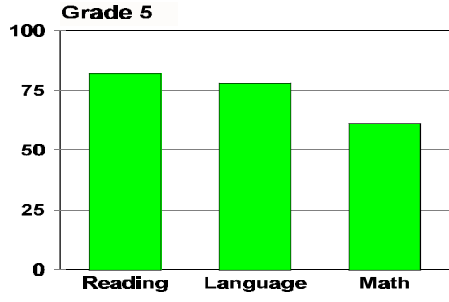
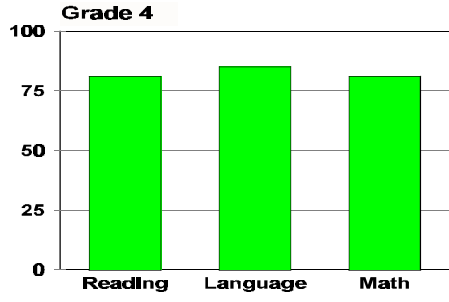
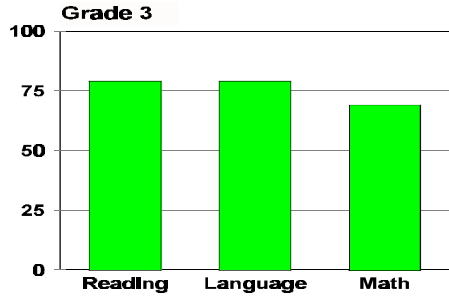
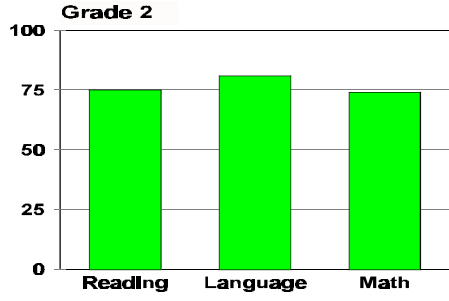
How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Dingeman Elementary will have 40 minimum days this year. The time children do not attend on minimum days is allocated to other days of the week. These minimum days are used for staff development, parent consultation, and teacher planning and coordination.

Instructional Minutes, 1998-99		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	36,000	36,000
1-5	56,000	54,000

SAT 9 Results

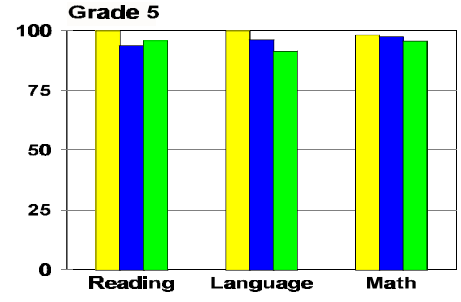
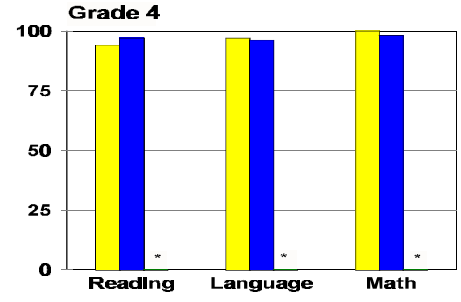
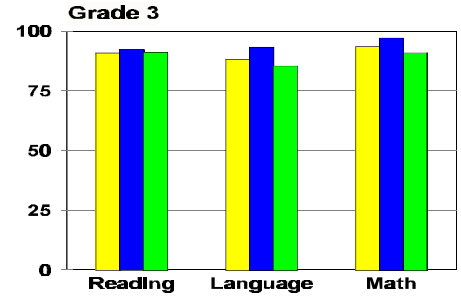
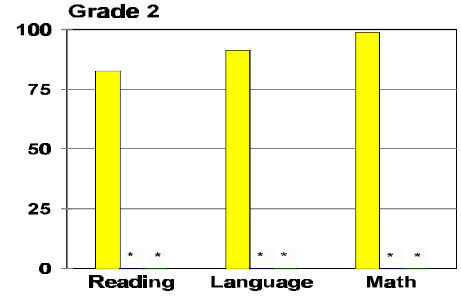
Pct. Scoring at or above 50th Percentile



* N < 10

Grade Results

Pct. Achieving at or above Satisfactory



* N < 10

1996 1997 1998

Class Size Distribution, 1996–97						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		2			2	
1		4	2			
1–2, 2		6				
3					3	
4			1		2	
5					2	
Special Ed.	2					

Class Size Distribution, 1997–98						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K				1	3	
K–1, 1		8				
2		8				
3			1	2	1	
4				1	3	
5					1	2
Special Ed.	1					

Class Size Distribution, 1998–99						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		7				
K–1, 1		8				
2		6	1			
2–3, 3		8				
4, 4–5					5	
5					4	
Special Ed.		1				

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1996–97	100.0*
1997–98	56.5

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1996–97	25	NA	NA	0	NA
1997–98	33	31	0	0	2
1998–99	41	40	0	0	1

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Dingeman. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

We believe in ongoing staff development. Certificated and classified personnel are provided opportunities through in-service training, conferences, workshops, and mentor teacher demonstrations to further enhance their teaching strategies. Staff development emphasizes standards, portfolios, technology, alternative assessment, math, and literacy.

Before the start of this school year, teachers received two days of staff development on reading and literacy. In the prior two school years, Dingeman had eight staff development days during the year.

■ COUNSELING AND SUPPORT SERVICES

What support does Dingeman offer students?

Students receive a variety of support services from certificated staff who work at Dingeman. These include:

- A counselor two days a week
- A health aide four days a week
- A school nurse two and a half days a week

- A school psychologist one day a week
- A full-time resource specialist serving students with special needs
- A speech teacher five days a week.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in elementary schools will use newly adopted textbooks and materials in language arts and art.

Our instructional programs use a variety of materials in addition to textbooks to meet the developmental academic needs of each student and literacy needs of our students.

All students have access to the school library through weekly or bi-weekly classroom visits, and at other times during the week.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

Technology plays an integral role in the educational process at Dingeman Elementary. Each classroom has several computers which are fully networked throughout the school and integrated into daily learning activities. In addition to computers, the school is fully equipped with televisions, VCRs, laser disks, scanners, and video cameras. An active technology committee composed of parents and teachers meets regularly to develop a comprehensive plan.

REPORT CARD COMMITTEE

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

Brad Callahan, *vice principal*
JeNelle Cook, *secretary*
Lewis Golden, *parent*
Godwin Higa, *teacher*
Jan Kaneko, *principal*
Rochelle Schwartz, *teacher*

■ SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

Dingeman Elementary is adjacent to a turf field and park, leased and maintained by the city, which is available to the school. The school site contains 17 permanent classrooms and 25 portable classrooms. To promote student safety, procedures for student emergencies are reviewed regularly by staff, parents, and students. Teachers and aides provide supervision prior to school, during recess, at noon playtime. Under the guidance of the San Diego Police our Student Safety Patrol monitors the street crossing of our children both before and after school.

■ CLASS SIZE

Are classes too large?

Dingeman Elementary's class sizes for the last three years and its participation in the state's Class Size Reduction Program are shown on page 4.

Dingeman will implement class size reduction in grades K-3 for the 1999-2000 school year.

INTEGRATION AND DIVERSITY

■ RACE AND HUMAN RELATIONS

Do students get along with each other?

An important factor in our students becoming contributing members of a mul-

ticultural society is their ability to understand and appreciate the diverse backgrounds of others. Teachers utilize a variety of methods and materials to create

an understanding and appreciation of our community's many ethnic groups.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

Does Dingeman welcome parent and community involvement?

Shared decision-making is a goal of San Diego Unified School District and Dingeman Elementary. Parent involvement is highly encouraged. A school site

council/governance team composed of elected parents, staff, and administrators meets monthly. In addition, many parents volunteer in the classrooms and serve on various committees as needed.

The Family Faculty Connection (FFC) provides fund raising for enrichment programs to enhance student education. The

FFC publishes a monthly newsletter that keeps the community informed of upcoming events and other newsworthy items.

Dingeman has two very supportive Partners in Education, McMillan Corp. and Get Smart, who provide a vital link between business and education.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

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

Dingeman Elementary generally has little choice in how it uses funds. Each school receives an instructional budget based on 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.

Additional funds are allocated to some special programs according to student needs. The School Improvement Program (SIP) requires staff and parent representatives to develop instructional objectives and activities for all our students. The money received through SIP funds provides supplemental curriculum materials for student enrichment and the enhancement of the academic program.

School Budget, 1997–98		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	2,790	2,928
Special Education	259	410
Integration	5	264
Gifted and Talented	5	20
Special Projects	55	385
Total	3,114	4,008

General Operations—services, materials, and support to the general education program

Special Education—programs offering students with special needs appropriate, individualized education

Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils

Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1996–97		
Position	Unified Districts (20,000+ ADA)	San Diego (129,504 ADA)
	Annual Salary (\$)	
Beginning Teacher	28,707	27,641
Midrange Teacher	44,725	42,002
Highest Teacher	53,449	55,877
School Principal Avg.	71,817	76,338
Superintendent	122,416	170,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.9	3.9
Teacher	43.3	41.3

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