SCHOOL ACCOUNTABILITY REPORT CARD

DANA SCHOOL 6TH GRADE

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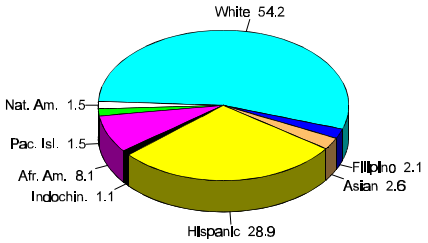
San Diego City Schools

SCHOOL PROFILE

Dana School, located in the Point Loma Community, opened August 31, 1998, to its first class of sixth graders. It was closed as a school in 1983. It draws from eight feeder elementary schools in the Point Loma High School Cluster. Current enrollment is at 467. In addition, Dana School has the Voluntary Ethnic Enrollment Program (VEEP). This integration program allows students from the same six Southeast San Diego schools that send to Correia and Point Loma High School to enroll in and enhance the mix of children at our school. About 12 percent of our students come to us in the VEEP program. These students, in addition to resident students, contribute to an ethnically diverse population of students that comprise approximately 40 percent of our student body. Dana School also accommodates students enrolling via the Choice Program.

Student Racial/Ethnic Composition 2000-01



Percentage of Total Enrollment

MISSION AND GOALS

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

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

Dana's goals support the district's mission statement and address specific matters that Dana School has identified for emphasis:

- Establishing a collaborative environment for staff, students, community, and partners in education
- Team teaching the core curriculum areas and offering an enrichment block with a focus on literacy
- Providing a 3rd hour of literacy for struggling readers
- Responding to all students' educational needs
- Emphasizing high expectations and curricular rigor for all students.

We provide a challenging instructional program to our students. Our staff set high standards, believing that students will meet their expectations. We encourage students to accept responsibility for their own education. Our program not only teaches students information they need to succeed, but also helps them acquire skills for a lifetime of learning.

We believe parent and community cooperation and support are vital to an effective school and actively seek parent and community involvement. We also believe an integrated school provides a better education.

REPORT CARD MEETING INFORMATION

Date: *May 2, 2001*
Time: *6:30 p.m.*
Place: *Room 101*

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Dana School's policies, programs, and progress. At a meeting on May 2 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 Dana School. We invite parents to come to school to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How does Dana compare?

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 Edu-

cation, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

Dana's test data from last year's SAT 9 indicated about 62 percent of our students scored at the 50th percentile or higher in math, reading, and language. Thirty-nine percent scored at or above the 75th percentile in total reading, math, and language. About 16 percent scored in quartile 1. Site-generated matched data shows that there was significant growth in all quartiles and provides direction for staff in the teaching/learning process. We will continue to monitor the achievement gap among various ethnic groups and address the specific needs of students scoring below the 50th percentile in reading. We continue to provide after-school tutoring and Extended Day Reading Program for students in need. Students below grade level in reading receive an extra hour of reading four days per week. Strategies to improve literacy are emphasized in these classes. We have noted tremendous gains in writing skills for all students as a result of the Interact Basic Steps Writing Program and Jane Schaffer's Writing Strategies.

ATTENDANCE/DROPOUTS

Is attendance improving?

Attendance at Dana is generally excellent. Our absence rate each month averages about five percent. We monitor attendance carefully. Each absence costs Dana School lost state funds. Students who miss school due to family commitments should sign independent contracts, so that state funds are not lost and so that they will not fall behind. Absences are followed up by telephone, letter, or a visit to the home.

At-risk students are identified. We try to meet with each family to develop a plan of action. Progress made by at-risk students is carefully monitored.

Attendance

Year	Number of Absences	% Actual Attendance
1998–99	3,622	95.2
1999–00	3,756	95.3

DISCIPLINE AND CLIMATE FOR LEARNING

Is our school a good place to learn?

We know that an atmosphere that supports learning is vital; therefore, positive discipline techniques have a high priority.

- A proactive stance is taken to assist students with adolescent issues such as interpersonal relations, drugs, alcohol, and tobacco awareness, and family life education. Life Skills for Success classes address these problems and referrals are made to outside services or programs, as needed.
- The tardy policy is strictly enforced and follow-up on truancies is immediate and involves contact with parents, School Police, and administration.
- The district counselor does a 30 minute lesson every two weeks in each classroom that addresses adolescent issues and life skills. The result has been a significant reduction in discipline problems as the year has progressed even though the number to begin with was low.

A schoolwide discipline code is distributed and reviewed at the beginning of the year and revisited as needed during the school year. Parents are contacted immediately regarding on going discipline issues.

Suspensions and Expulsions

Year	Suspension Rate*	Expulsions
1998–99	3.3	0
1999–00	5.2	0

* Suspensions per 100 Students.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

We are actively working to expand student awareness of various career opportunities. We invite guests from our educational partners and working parents to come and talk to our students about their work and what it took to reach their positions.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Are our teachers qualified?

Dana School has 23 appropriately credentialed teachers with an average of 12 years teaching experience. Most have advanced degrees and are certified to teach Gifted and Talented Education (GATE) classes and English Language Learners.

TEACHER AND ADMINISTRATOR EVALUATION

How are teachers evaluated?

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

The principal is evaluated every year by a central office supervisor. If you are concerned about a teacher, 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

Are our substitutes qualified?

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. We try to place substitute teachers in their area of expertise.

We have a pool of credentialed substitutes who live in the community and have agreed to be available when needed.

INSTRUCTIONAL AND LEADERSHIP QUALITY

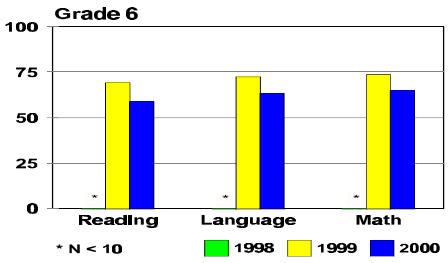
How good are Dana's programs?

Dana offers several special and innovative programs to help students achieve academic success. Teachers working in two person teams, specializing in math, social studies and the language arts teach the core program. They work collaboratively to team plan and monitor student progress. Students take 12 weeks of science, life skills, and an enrichment block of their choice. Students reading below the 35th percentile are enrolled in the Dana Readers Club Class for the entire year. This provides struggling readers with an additional hour of literacy instruction four days per week. After-school tutoring and the Extended Day Reading Program gives students important individual attention. Tuesdays and Wednesdays, certificated teachers tutor students in need of extra assistance. Social Advocate for Youths (SAY) offers before and after-school supervision for students through the "6 to 6" program.

All content areas are studying how to improve literacy instruction through the San Diego Literacy Framework. To support literacy

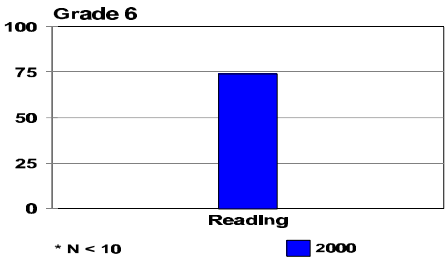
SAT 9 Results

Pct. scoring at or above 50th percentile



District Assessments

Pct. scoring near, at, or above grade level



Grade Results

Pct. achieving at or above Satisfactory

Grade 6 Data Not Available

Class Size Distribution, 1998–99						
Grade Level	1–15	16–20	21–25	26–30	31–35	36 +
6		2		3	9	

Class Size Distribution, 1999–2000						
Grade Level	1–15	16–20	21–25	26–30	31–35	36 +
6		3			10	2
Special Ed.	1					

Class Size Distribution, 2000–01						
Grade Level	1–15	16–20	21–25	26–30	31–35	36 +
6		3		7	6	
Special Ed.	1					
Seminar		2				

Teacher Credentialing Data					
	Number of Classroom Teachers				
Year	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	17	15	1	0	1
1999–00	17	16	1	0	0
2000–01	22	22	0	0	0

ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school's numerically significant subgroups

2000 API Summary	
Category	Result
Schoolwide API	737
Growth from Prior Year	-52
State Decile Rank	7
African American API	—
Asian API (incl. Indochinese)	—
Filipino API	—
Hispanic API	601
White API	814
Economically Disadvantaged API	634
Met All Targets?	No

instruction at the middle school level, most sites have been allocated a full-time peer coach. Students are required to do an exit exhibition in front of their classmates that incorporates reading, writing, research, and oral language. All students receive instruction in the use of technology to extend learning and production in the core curriculum. Students are also required to do 12 hours of community service.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. The Dana School's schedule exceeds the state requirement. This year, the school has 39 minimum days. Dana School has a modified day each Thursday to be used for staff development, parent consultation, and teacher planning and coordination. The time children do not attend on modified days is allocated to other days of the week.

Instructional Minutes, 2000–01

Grade Level	Annual Instructional Minutes	
	School	State Requirement
6	62,310	54,000

TRAINING AND CURRICULUM IMPROVEMENT

What do we do to improve our staff?

Our administrator attends monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. He uses the information learned to help guide staff development for teachers at Dana School. Teachers have opportunities to study and improve instructional practice through grade level/department meetings, observational visitations to other classrooms, study groups, and direct training on instructional strategies.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

Dana School strongly encourages teachers to keep up with current trends and ideas in education by attending conferences, seminars, and workshops. These cover general topics like teaching and learning strategies that support literacy. Site staff development focuses upon literacy, assessment, monitoring student performance, enriching, extending, and modifying the curriculum to accommodate differing student needs, computers as an educational tool, math, and other program development that meets the needs of an adolescent population.

COUNSELING AND SUPPORT SERVICES

How do we support our students?

Counseling staff at Dana School consists of a district counselor on-site four days a week and a guidance aide on site three hours each day. Our counselor conducts life skills lessons once every two weeks in each classroom as well as conducting individual and small group sessions. He also works closely with parents, staff, and students to coordinate outside services for families in crisis.

A nurse is available for daily health concerns and wellness counseling two days per week. A half-time librarian, a half-time library aide, and volunteers staff the media center. Student use is high. A computer lab is also housed in the library. Computers are used to support instruction in general and literacy in particular.

A leaning handicapped (LH) non-severe teacher and her aide work in collaboration with classroom teachers and support staff to meet the needs of those students.

A full-time and a half-time resource specialist and aide meet the needs of those students with individual education plans. Other part time special education support staff include a speech pathologist, school psychologist, adaptive PE teacher, and other staff as needed.

Physical Education prep time offers PE and physical instruction for all students.

A number of parent volunteers help in classrooms and with field trips and school activities. A peer coach works with staff two days per week to implement instructional strategies.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Are our materials acceptable?

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 social studies.

All students use the school library on a regular basis. The library sponsors a variety of activities for students and parents. It is stocked with books that address the needs of our multicultural student population.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

Most Dana teachers supplement instructional materials with money allotted by the site and Dana Association. Many teachers feel that no textbook chosen by the district committee can possibly be suitable for every teacher and every group of students.

REPORT CARD COMMITTEE

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

Jon Belsha *parent*
Leslie Caporale, *secretary*
Pam Hashimoto, *teacher*
Jerry Hooper, *principal*
Lisa Vieira, *parent*

SCHOOL FACILITIES AND SAFETY

How clean and safe is our school?

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies. Buildings and grounds are in good condition. Our custodial staff, staff, students, and community have pride in the cleanliness of our campus. Students are expected to pick up after themselves. Graffiti is virtually nonexistent, a dress code is in place, a discipline code clearly specifies expectations for student behavior, and gang activity or gang apparel is not tolerated and not an issue. All adults, including central office district personnel are vigilant and monitor activities, personnel, and students on campus. Supervision is in effect before and after school, during passing periods, and during lunch.

Discipline problems have decreased due to proactive efforts. While we have worked closely with the City Streets and Traffic Division and the San Diego Police Department to mitigate problems when parents are dropping

off and picking up students, regular reminders are needed to observe safe driving practices.

CLASS SIZE

Have class sizes changed?

Dana's class sizes range from 20 to 33. Class size for the GATE Seminar is held at 20 according to district procedure. For beginning and intermediate English Language Learners, class size is kept smaller than other classes. Class size for Dana Readers Club is held to 20 students. All

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

How do we work towards integration?

Dana is committed to fostering respect for cultural and ethnic diversity. To the greatest extent possible, classrooms are ethnically balanced. All enrichment activities, clubs, and after school activities ensure that students participating have equal access and represent the ethnic diversity of Dana School. The classes conducted by the district counselor and our Life Skills teachers focus on interpersonal relations, communication, and appreciation of differences among people. Students of all racial and socio-economic backgrounds have mixed well. Respect for one another is a key value emphasized by all staff. Transportation is provided for all activities for those students who are transported to Dana to ensure equal access. Racial incidents at Dana are rare and dealt with immediately.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

How involved are parents and community at Dana?

Parental involvement at Dana is high. The Dana Association is a dynamic, active group that serves the role of PTA and Foundation. Their focus is providing forums in which parents can participate in school activities and fund raising to support enrichment programs. They raised over $35,000 dollars to that end this year. The school site governance team gives parents, administrators, and teachers shared authority to monitor, plan, review, provide input, and make decisions with respect to a variety of areas outlined in our governance charter. The governance team is also a forum for consideration of concerns generated by parents or staff. Parents are involved in helping select new staff at Dana. Student teachers from a number of colleges and universities complete course work at Dana School. Dana has four business partners: Interact Corporation, Ocean Beach People's Food Cooperative, the San Diego Zoo, and the Eleventh Naval Submarine Command. They provide a variety of materials and services to Dana School. In return, our teachers provide feedback to Interact on instructional materials they have developed and written and artwork is displayed in OB People's market. The partnership with the zoo engages students in hands-on, inquiry-based activities through Project Trips. A large number of parents regularly volunteer their time and resources to classrooms. Dana Association meetings are held in the evening and school site governance team meetings are held alternately in afternoons and evenings to accommodate working parents.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does the money go?

All major budget decisions are made at district offices. Once budgets have been allocated to Dana, we have the flexibility to determine how they will be used within state and federal law and district guidelines. Each school receives an instructional budget based on its enrollment and programs and on formulas that are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

The adjoining budget figure shows the major areas of district funding for Dana School's and other district middle level schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, district administration, and central support.

School Budget, 1999–2000

Budget Category	Dollars per Pupil* School	Dollars per Pupil* Middle Avg.
General Operations	2,749	3,376
Special Education	412	436
Integration	40	133
Gifted and Talented	304	57
Special Projects	211	409
Total	3,715	4,411

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, 1998–99

Position	Unified Districts (20,000+ ADA) Annual Salary ($)	San Diego (129,630 ADA) Annual Salary ($)
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	**Pct. of Budget†**	**Pct. of Budget†**
Administrative	4.8	4.0
Teacher	43.7	41.4

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