



SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2006 for Academic Year 2004–05



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Dewey Elementary School

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School Description and Mission Statement

George Dewey Elementary School is located in the Midway area of San Diego. The majority of students live in Liberty Station and Gateway Village, which are military dependent housing developments bordering the school. Students living in apartments and several motels make up the remainder of the school community. The community is bordered on all sides by commercial or government facilities. In addition to our 13 K–4 classes, Dewey also serves students through our on-site Child Development Center and a state preschool program. Students who are certified for the Gifted and Talented Education (GATE) program are served in a combination third and fourth grade classroom. Our mission is “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.”

What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines (see the California Department of Education Web site at www.cde.ca.gov/ta/ac/sa/definitions05.asp).

Additional copies of this SARC may be obtained from the school office or from the district’s SARC Web site at studata.sandi.net/research/sarcs/.

Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children’s education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children’s school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment.

Teachers are pleased to have parents come to observe or to discuss their child’s progress. If you can share an hour per week, we would love to have you as a volunteer. Please call the school office to make arrangements.

The Dewey Site Governance Team (SGT) and School Site Council (SSC) meet 10 times a year to review and make decisions about school operations and instructional programs. Parents and staff elect this group, and its purpose is to improve teaching and learning at Dewey School. The SSC members review and make decisions about activities using Title I funds and schoolwide improvement.

Dewey has partnerships with Washington Mutual and Kobey’s Swap Meet. Their employees read to our students and provide some financial support.

If you want to get involved, please contact Heather Manly at (619) 223-8131.

DEMOGRAPHIC INFORMATION

Student Enrollment – Grade Level

Grade Level	Enrollment on September 26, 2004
Kindergarten	76
1	51
2	40
3	43
4	33
TOTAL	243

Student Enrollment – Racial/Ethnic Group

Racial/Ethnic Subgroup	Number of Students	Percent of Enrollment
African American	48	19.8
Asian	12	4.9
Filipino	6	2.5
Hispanic	90	37.0
Indochinese	0	0.0
Native American	2	0.8
Pacific Islander	4	1.6
White (Not Hispanic)	81	33.3

SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Safety Plan

Last Review/Update: May 2005

Last Discussed with Staff: May 19, 2005

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq.* The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal (or site administrator), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

School Programs and Practices that Promote a Positive Learning Environment

Schoolwide assemblies are held to recognize students for outstanding citizenship and/or achievement. We emphasize that each student is responsible for his or her own behavior and can always seek help with a problem. Our counselor works with students in small group situations as well as with classroom lessons.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. Because suspension and expulsion rates vary greatly by grade level and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

	2003		2004		2005	
	School	District	School	District	School	District
Suspensions (number)	5	13,157	3	12,174	1	14,101
Suspensions (rate per 100 students)	1.72	2.41	0.88	1.92	0.41	1.84
Expulsions (number)	0	354	0	429	0	545
Expulsions (rate per 100 students)	0.00	<0.05	0.00	<0.05	0.00	<0.05

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2003	2004	2005
Percentage Actual Attendance	96.06	95.48	95.68

SCHOOL FACILITIES

School Facility Conditions – General Information

Our school has received upgrades thanks to Proposition MM, the \$1.51 billion bond measure that is funding modernization of 165 existing schools and construction of 12 new and 3 rebuilt schools throughout San Diego. Our school received a new library, a lunch court shelter, instructional support space, improved access for the physically disabled, and technology upgrades. We also received interior and exterior painting, flooring and carpeting, window blinds, playground equipment, paving and roofing, and ceiling- and wall-mounted fans.

School Facility Conditions – Results of Inspection and Evaluation

Good repair is determined by an *Interim Evaluation Instrument* developed by the state Office of Public School Construction and means that a facility is clean, safe, and functional. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Providing safe and well-maintained schools is a top priority for our district. The following issues were observed during a 2005–06 inspection of our campus:

Inspection Date: February 10, 2006

Part Evaluated	In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas leaks	✓		
Mechanical systems	✓		
Windows/doors/gates (interior and exterior)	✓		
Interior surfaces (walls, floors, and ceilings)	✓		
Hazardous materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/vermin infestation	✓		
Drinking fountains (inside and out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds	✓		
Other	✓		

ACADEMIC DATA

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at star.cde.ca.gov.

Percentage of students achieving the Proficient or Advanced level (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
2	59.6	60.4	77.5	40.1	39.2	45.3	36	35	42
3	41.9	54.1	50.0	35.6	33.5	34.5	33	30	31
4	45.2	61.8	78.1	40.1	41.2	51.0	39	39	47

CST – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
2	70.2	70.8	90.0	50.0	52.1	61.2	53	51	56
3	48.8	78.4	72.2	44.9	51.0	57.2	46	48	54
4	61.9	64.7	90.6	39.4	43.5	51.6	45	45	50

2005 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	72.7	83.3	—	76.7	82.6	70.6	—	80.0
3	50.0	50.0	42.9	54.5	42.9	—	—	56.3
4	80.0	76.5	—	78.1	68.2	—	—	80.0

2005 CST Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
2	100.0	77.8	—	90.0	91.3	88.2	—	91.4
3	77.3	64.3	71.4	72.7	67.9	—	—	78.1
4	80.0	100.0	—	90.6	86.4	—	—	90.0

2005 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	76.9	—	—	—	76.9
3	—	—	—	52.9	—	—	—	27.3
4	—	—	—	63.6	—	—	—	—

2005 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
2	—	—	—	84.6	—	—	—	84.6
3	—	—	—	76.5	—	—	—	54.5
4	—	—	—	72.7	—	—	—	—

Norm-Referenced Tests (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percent of students at each grade level scoring at or above the 50th percentile (the national average) on the reading/language arts and mathematics portions of the CAT/6:

NRT – Reading

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
3	39.5	56.8	50.0	35.9	36.4	37.5	34	35	36

NRT – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
3	69.0	83.8	69.4	53.8	56.8	58.1	52	53	54

2005 NRT Subgroups – Reading

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
3	45.5	57.1	42.9	54.5	50.0	—	—	53.1

2005 NRT Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
3	72.7	64.3	64.3	72.7	64.3	—	—	78.1

2005 NRT Racial/Ethnic Groups – Reading

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—		47.1		—	—	63.6

2005 NRT Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
3	—	—		64.7		—	—	63.6

District Assessments

The Developmental Reading Assessment (DRA) is used to identify students in Grades K–3 who are reading below grade level and need support. It is administered during a one-on-one conference in which a student reads specially selected texts to the teacher. The DRA is administered three to four times a year to determine a student’s instructional reading level and to document progress over time. Data reported are for all students—English language proficient and English learners. Since district standard cut-points have changed over time, last year’s cut-points are used across all reported years. As a result, data reported for earlier years below may not be consistent with data reported in previous SARCs or with data reported online using each year’s cut-points.

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The Degrees of Reading Power (DRP) test took the place of the SDRT starting in the 2004–05 school year. DRP tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading, such as main idea and author purpose. The tests are administered in the fall and spring to students in Grades 4–8.

The District Mathematics Test (DMT) is given to students in Grade 5 and 6 near the end of the school year. It assesses grade-level mathematics skills and is tied to state content standards. The results are used to identify students in need of additional mathematics support. The DMT score and the end-of-year mathematics grade determine the student’s performance level and guide placement decisions in mathematics courses for the following year. Different tests are given to 5th and 6th graders.

There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics			Writing		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	48.6	86.4	89.9						
1	78.7	90.9	84.6						
2	68.8	84.3	85.4	<i>No district-mandated mathematics test for these grade levels</i>			<i>No district-mandated writing test</i>		
3	84.1	73.0	80.6						
4	78.9	75.0	78.1						

2005 California Physical Fitness Test

Data reported are the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

Academic Performance Index (API)

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. 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 state standards-based and norm-referenced tests.

Growth Targets: The annual growth target for a school is five percent of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets equal to 80 percent of the school’s target are set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percentage Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in Grades 2–8 on STAR. High schools must test at least 90 percent of their students in Grades 9–11 on STAR.

Statewide Decile Rank: Schools receiving a base API score are ranked in 10 equal-sized groups (deciles) from 1 (lowest) to 10 (highest), by type of school (elementary, middle, or high school).

Similar Schools Decile Rank: This is a comparison of each school with 100 other schools with the most similar demographic characteristics. Each school is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to the schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed, current information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ap/ or by speaking with the school principal.

API – Schoolwide

	API Base Data				API Growth Data		
	2002	2003	2004		2002 to 2003	2003 to 2004	2004 to 2005
Percentage Tested	100	100	100	Percentage Tested	100	100	100
Base API Score	786	817	858	API (Growth) Score	813	860	886
Growth Target	1	#	#	Actual Growth	27	43	28
Statewide Decile Rank	8	8	9				
Similar Schools Decile Rank	10	10	10				

indicates that the score was at or above the interim statewide performance target of 800

API Subgroups – Racial/Ethnic Groups

Data are only reported for numerically significant subgroups, those consisting of at least 50 pupils with valid test scores and constituting at least 15 percent of a school's total population of pupils with valid test scores.

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
Base API Score		775		Growth API Score	778	872	
Growth Target		1		Actual Growth		97	
Asian (includes Indochinese)				Asian (includes Indochinese)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino				Filipino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic				Hispanic			
Base API Score	765	819		Growth API Score	813	833	
Growth Target	1	#		Actual Growth	48	14	
Native American				Native American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score	859	842		Growth API Score	834		
Growth Target	#	#		Actual Growth	-25		

indicates that the school scored at or above the interim statewide performance target of 800

API Subgroups – Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Base API Score	778	823	841	Growth API Score	821	843	880
Growth Target	1	A	A	Actual Growth	43	20	39

indicates that the school scored at or above the interim statewide performance target of 800

State Award and Intervention Programs

Although the California Education Code currently included state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments

- Requirement 2: Percent proficient on the state’s standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or “safe harbor” criteria are used. Detailed information about AYP can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

In the following table, a “Yes” for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district’s AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
Schoolwide	Yes	Yes	Yes	Yes	Yes	Yes
African American				Yes	Yes	Yes
Asian (includes IndoChinese)				Yes	Yes	Yes
Filipino				Yes	Yes	Yes
Hispanic				Yes	Yes	Yes
Native American				Yes	Yes	Yes
Pacific Islander				Yes	Yes	Yes
White (Not Hispanic)				Yes	Yes	Yes
English Learners				Yes	Yes	No
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
Students With Disabilities				Yes	Yes	No
All Subgroups (Overall)	Yes	Yes	Yes	Yes	Yes	No

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/ or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		—
Year in Program Improvement		—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	38
Percentage of Schools Identified for Program Improvement	—	21.1

SCHOOL COMPLETION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

CLASS SIZE

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by grade level, as reported for CBEDS.

Grade Level	2003			2004			2005					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–20	21–32	33+		1–20	21–32	33+		1–20	21–32	33+
K	15.0	5			21.0		3		17.2	5		
1	19.3	3			20.0	3			17.0	3		
2	16.0	2			21.7		3		15.0	2		
3	15.0	2			19.5	2						
4	24.0		1		31.0		1		22.0		1	
5												
6												
K–3	10.3	3							16.3	3		
3–4	18.3	3			20.0	2						
4–8												
Other												

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and Grades 1-3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percentage of students at each grade level in the school who are in a reduced-size class.

Grade Level	Percentage of Pupils		
	2003	2004	2005
K	100.00	100.00	100.00
1	100.00	100.00	100.00
2	100.00	100.00	100.00
3	100.00	100.00	100.00

TEACHER AND STAFF INFORMATION

Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be "highly qualified" no later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

For a school, the data reported are the percentage of a school's classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

	Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers
This School	100.
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2003	2004	2005
Total Number of Teachers	20	16	17
Full credential and teaching in subject area	20	15	17
Full credential but teaching outside subject area	0	1	0
Alternative Route to Certification (district and university internship)		0	0
Pre-Internship		0	0
Emergency Permits (no credential or internship but meets minimum requirements)	0	0	0
Waiver (no credential and no emergency permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. For 2006, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.9
Master's degree plus 30 or more semester hours	0.0	0.3
Master's degree	61.1	50.0
Bachelor's degree plus 30 or more semester hours	5.6	1.2
Bachelor's degree	33.3	47.2
Less than bachelor's degree	0.0	0.4

Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of each semester. For 2006, the most currently available data are reported.

	2004		2005		2006	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of the semester.	4	0	0	0	0	0

Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Position	FTE
Counselor	1.0
Librarian	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0

Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Number of Academic Counselors	Students per Academic Counselor
1.00	243.0

INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

We encourage parent involvement, but have been unsuccessful in establishing a Parent Teacher Association. Due to our transient population, we have few parents who wish to be involved, which unfortunately hinders the success of parent programs.

Dewey Elementary continues to focus on the academic success of all students. We continue to stress reading and mathematics at all grade levels. Addressing the state standards so that all students will graduate meeting standards is our main focus. We have offered intersession and after-school tutoring to assist struggling students. Besides report cards and Developmental Reading Assessments, the classroom teachers monitor each child in the areas of nonfiction and fiction reading levels. This monitoring lets us know which children aren't meeting the grade-level expectations and which students are exceeding these expectations.

Professional Development

Through the district's educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focus primarily on school-based professional learning in relation to site needs.

Classroom teachers are utilizing training provided by the principal, consultant, and district workshops to address the needs of our students. Our teachers in Grades K–4 continue to receive district training in mathematics. Through our site work with Debra Crouch, we are implementing the three-week planning cycle for classroom instruction.

Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in elementary schools, Grades K–6, continued using standards-based instructional materials in mathematics, reading/language arts, history/social science, and science. They also continued to use previously adopted materials in health.

Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts Mathematics Science History/Social Science Foreign Language Health Science Laboratory Equipment (Grades 9–12)	Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses.

List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

Subject Area	Grade Level	Instructional Material or Textbook	Adoption Year
English Language Arts	K–6	Houghton Mifflin, A Legacy of Literacy	2002–03
Health	K–3	Wright Group/McGraw-Hill, Primary Health Kits	1997–98
Health	4–6	Young People’s Press, Health: Lessons In Character Kits	1997–98
Mathematics	K–6	Harcourt School Publishers, Harcourt Math	2002–03
Science	K–5	Harcourt School Publishers, Harcourt Science	2000–01
Science	6	Holt, Rinehart, and Winston, Holt Science and Technology: Earth Science (with Foss Kits 1995–96)	2003–04
History/Social Science	K–6	Macmillan McGraw Hill, Adventures in Time & Place	1999–00

Note: Adoptions prior to school year 1999–2000 are “pre-standards” (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
K	58,100	36,000
1	55,400	50,400
2	55,400	50,400
3	55,400	50,400
4	55,400	54,000
5	55,400	54,000

Minimum Days in School Year

In 2004–05, Dewey Elementary had 40 minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

FISCAL AND EXPENDITURE DATA

Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/ and www.cde.ca.gov/ta/ac/sa/salaries0304.asp.

	District	Statewide Average For Districts of Same Type
Beginning Teacher Salary	\$34,517	\$37,061
Mid-Range Teacher Salary	\$52,449	\$58,294
Highest Teacher Salary	\$70,179	\$72,876
Average Principal Salary (Elementary School Level)	\$95,239	\$94,471
Average Principal Salary (Middle School Level)	\$97,718	\$98,940
Average Principal Salary (High School Level)	\$109,642	\$107,418
Superintendent Salary	\$199,500	\$179,061
Percentage of Budget for Teachers' Salaries	37.8	41.4
Percentage of Budget for Administrative Salaries	4.6	5.1

District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/.

District		Statewide Average: All Districts in Same Category		Statewide Average: All Districts	
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
\$1,011,344,859	\$8,156	\$6,987	\$6,987	\$6,919	\$6,919

Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Dewey provides two additional days a week of employing a district counselor, three hours a week of computer lab instruction, and two hours a day of library assistance through our Title I and School Improvement funds.