

School Accountability Report Card

John D. Spreckels Elementary School

Ms. Linda Buffington, Principal 6033 Stadium Street, San Diego, CA 92122

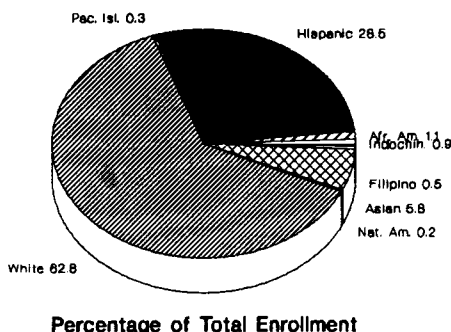
(619) 453-5377

School Profile

Spreckels is a K-6 elementary school located in the center of University City. The school serves 635 ethnically diverse students. Approximately 60 percent of the student population reside in University City. The remaining 40 percent, from over 25 different locations in San Diego, attend Spreckels in order to participate in the Bilingual Magnet, Special Education, and Gifted And Talented Education (GATE) seminar programs. Over 200 students are bussed to school.

In 1987-88, 83 percent of all students enrolled in Spreckels at the start of the school year were enrolled through the end of the school year, providing a stable environment for students. Approximately 20 percent of the students come from homes receiving Aid to Families with Dependent Children. About 34 percent of the students speak a language other than English. Twenty-six percent non-resident students and 18 percent resident students choose to attend the Bilingual Magnet Program, a program designed to prepare youth to effectively interact in the multilingual world of work.

**Student Racial/Ethnic Composition
1989-90**



We are very proud of the recognition that Spreckels has received; for example, being named a California Distinguished School and having our Bilingual Program highlighted by Peter Jennings on the national news. Students at Spreckels often receive recognition for outstanding performance and extra curricular activities.

Teaching Assignments

This year Spreckels has 25 classroom teachers. Every teacher at Spreckels is properly credentialed to teach the appropriate grade level in all of the programs offered.

Report Card Meeting, Information

Date: May 29, 1990
Time: 7:00 p.m.
Place: Spreckels School Auditorium

As a result of Proposition 98, schools have been asked to provide information about themselves to the public in the form of a School Accountability Report Card.

Spreckels Elementary staff and members of the PTA are proud to be able to share this information with you regarding our school's policies, programs, and progress. A meeting will be held on May 29 at 7:00 p.m. to discuss the report card and answer any questions you may have.

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

Mission and Goals

It is the mission of the San Diego City School District to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a global society through excellence in teaching and learning.

The mission statement, developed by the Board of Education and Superintendent, reflects Spreckels' desire to provide a learning environment which meets the needs of the child, the family, and the community. As a result of educational reform, current research, and the vision of the school principal, "Excellence in Education" has become the focus of all thinking related to academics, social development, and physical growth of our students.

Community Involvement

Parental involvement is visible in the participation of about 75 percent of Spreckels parents in Parent Teacher Association (PTA), School Improvement Program (SIP), School Site Council (SSC), and special events. There are 150 parent volunteers providing over 2,000 hours of service. Partnership in Education programs exist with personnel from the USS Peoria, La Jolla Bank and Trust, and Carl's Jr. Volunteer support and interest model the importance of community involvement to our children.

Counseling and Support Services

Students receive a variety of support services from thirteen certificated staff who work at Spreckels on a full and part-time basis: a counselor, nurse, basic skills instructor, adap-

tive PE teacher, music teacher, occupational therapist, physical therapist, speech and hearing specialist, resource specialist, GATE pull-out teacher, reading specialist, magnet resource teacher, and psychologist. However, the caseloads indicate a need for further support, taking note particularly of language, speech and hearing. The bilingual teachers continue to seek reinforcement for the Spanish speaking population in their primary language.

School Facilities and Safety

The present school plant is 12 years old. The main facility is a single-story plant consisting of six permanent buildings which contain classes and support staff. Two buildings are used for administrative, pullout, cafeteria, and multi-purpose activities. Two classes are currently being held in non-classroom space due to crowded facilities.

The school has a neat and modern appearance. Minor paint repairs are anticipated. Classes are encouraged to participate in "Clean Up Patrol." Because of limited custodial time, there is a concern about the ability to maintain school facilities in keeping with the high standards desired by the staff and community.

Class Size

Our classrooms had the following enrollments on October 6, 1989:

Grade Level								
K	1	2	3	4	5	6	Multi	SpEd
29	31	29	32	25	29	30	31	12
30	27	29	25				32	13
	29	31					32	15
							30	12
							28	13
							27	
							18	

We believe that we could raise our already high standards of achievement to even higher levels if class sizes were reduced.

Substitute Teachers

The Personnel Administration Department at the district office maintains a pool of substitute teachers available for assignment in the event a classroom teacher must be absent for any reason.

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 appropriate avenues of expertise. This past year all classrooms were staffed by qualified substitute teachers when necessary.

Teacher Evaluation

School administrators formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, specific areas are identified where improvement is needed. The teacher and principal—

with assistance from the district Staff Development and Training Department—develop a program for instructional improvement.

Quality of Instruction and Leadership

Spreckels Elementary School offers a balanced curriculum to a diverse student population. All students are provided with challenging and appropriate programs. The K-6 curriculum we use is aligned with state-adopted frameworks and guidelines. Homework is given to improve performance in basic skills areas as well as enrichment areas. In the 1990-91 school year a new literature based Language Arts program will be implemented and should make reading and writing more meaningful to the children.

The Bilingual Magnet program at Spreckels provides students, in grades kindergarten through sixth, the opportunity to develop English and Spanish language fluency. English speaking students from the Spreckels area and Spanish speaking students participate in a unique instructional program designed to produce students who are proficient cognitively and linguistically in two languages, English and Spanish.

The school is presently involved in a self-study, which involves the input of parents, staff, and students related to school climate and instructional effectiveness. Parents, staff, and principal continue to work as a team that helps children to grow and develop socially and intellectually in their preparation for the world of work. We are very fortunate to have the strong support and guidance of a dedicated principal. Our unified efforts will continue to make Spreckels a very special school.

Training and Curriculum Improvement

We at Spreckels believe in ongoing professional development of our staff. Although the principal supports opportunities to attend conferences, workshops and mentor teacher demonstrations, teachers are often unable to attend because of our late dismissal time. The school budget provides for a limited number of substitutes and conference fees.

Teachers continuously review and restructure programs to better meet student needs. Beginning in the spring of 1990, the staff will receive training in the areas of learning styles and the new literature based Language Arts Program.

Attendance/Dropouts

An important goal at Spreckels School is to keep students in school. Our 1988-89 attendance rate averaged 94.6 percent. The school is working with parents to reduce unexcused absences by encouraging use of a Contract for Individual Study designed to maintain daily classroom assignments.

Attendance Rates	
Year	% Actual Attendance
1984-85	95.2
1985-86	95.7
1986-87	95.5
1987-88	95.3
1988-89	94.6

(continued on page 4)

Student Achievement

Spreckels Elementary continues to strive toward academic excellence. We teach to build foundations for future learning and academic growth. *Parents are encouraged to conference with teachers to gain a clear understanding of their child's academic progress.* Concern about a child's progress should be directly expressed to the teacher or principal.

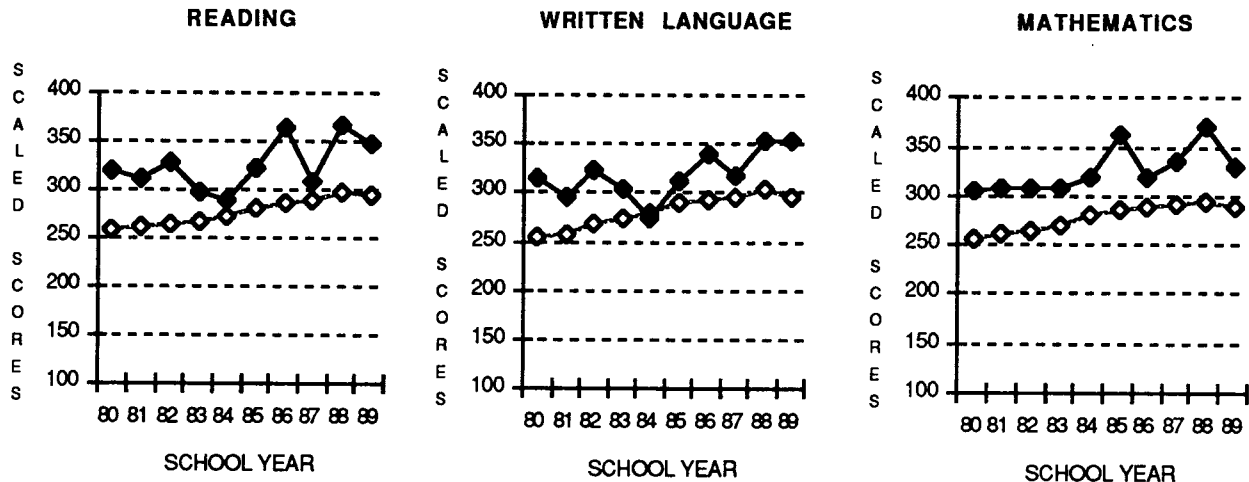
The California Assessment Program (CAP) test scores reported below show how Spreckels' students performed on a state testing program which annually assesses public elementary and secondary schools in California at grades 3, 6, 8, and 12. These tests measure student knowledge of various broad areas of the curriculum, including reading, language, and mathematics. Over the years, there has been

an upward trend in CAP results at Spreckels. Scores have remained significantly above district averages.

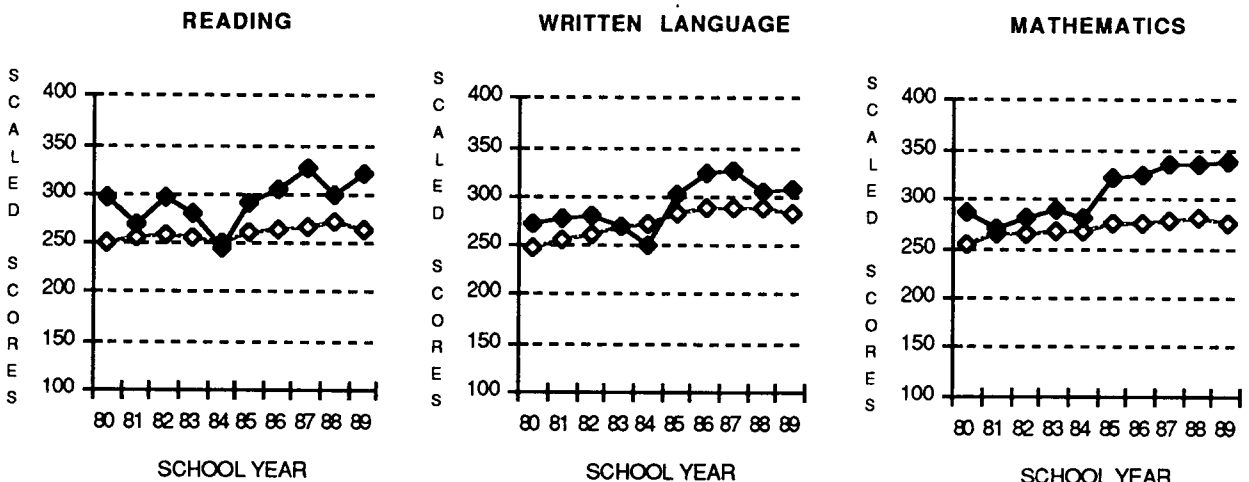
Each spring, students in grades 1-6 at Spreckels School complete various levels of the Comprehensive Tests of Basic Skills (CTBS). These tests permit a comparison of achievement to students nationally who have taken these same tests. Parents of students taking the CTBS at the elementary level are informed of their children's results at parent-teacher conferences. CTBS scores at all tested grade levels are available upon request from the school office.

The staff continues to enhance the curriculum to make learning more meaningful. Most teachers are now implementing the writing process and exploring the Core literature. We anticipate continued improvement in all academic areas.

CALIFORNIA ASSESSMENT PROGRAM
DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
1979-80 THROUGH 1988-89
GRADE 3



GRADE 6



CODE: ◆ ————— ◆ = SCHOOL ◇ ————— ◇ = DISTRICT

Attendance/Dropouts

(continued from page 2)

There are 51 students (8 percent of our enrollment) identified in 1989-90 as being at risk of being retained. Weekly Site Consultation Team meetings provide regular opportunities for teachers and support personnel to share information about any student's progress. Each at-risk student is discussed in depth and an intervention plan is developed. This plan includes the services of the support staff as well as parent involvement.

Discipline and Climate for Learning

Students at Spreckels are generally well-behaved and cooperative. All teachers have a class discipline plan in place. Many of the plans emphasize positive behavior and enhance self-esteem. A counselor is available to assist the students in developing problem solving techniques. Children are encouraged to visit the principal's office for good behavior, or for improvement in citizenship and/or academic skills. A schoolwide discipline policy has been sent home to all parents to review, sign and return to school. This is continued for all new students.

At the end of the school year, parent 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 in such capacities as office monitor, safety patrol member, and cafeteria worker are given awards at a special assembly.

Race and Human Relations

A most important factor in our students becoming contributing members of a global society is their ability to understand and appreciate the diversity of backgrounds of others. Social interaction across cultures and languages is encouraged and valued at Spreckels.

Staff members voluntarily work as a team integrating students from all programs with a variety of multicultural activities such as PE, art, and music. The Spreckels PTA consistently supports these activities which promote an appreciation for the diverse cultures of the many communities which Spreckels serves.

Textbooks and Other Instructional Materials

The district adopts new school textbooks every seven years. These are chosen by districtwide textbook committees of teachers, administrators and parents. This year new English Language Arts (reading, language, writing) textbooks are being piloted; they will be put into general use throughout district elementary schools next year.

Did you know that . . . ?

The 1989-90 district allocation per student of general operations funds for regular programs is:

- \$19.05 for instructional supplies;
- \$0.59 for office supplies;
- \$2.56 for custodial supplies;
- \$3.78 for site maintenance improvement; and
- \$0.20 to 0.30 for medical supplies.

Our instructional programs use a variety of materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, audiovisual equipment, and resource materials. Every student is provided 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 Spreckels School Library through regularly scheduled classroom visits. The library is stocked with approximately 7,000 fiction and non-fiction books. There is a continual concern about the lack of library materials in Spanish. Although there is limited funding, the stock is being updated through the efforts of the library aide, parent volunteers, and teachers.

Spreckels has two computer labs with limited software. Many classrooms have their own computer. Students use the computers to reinforce and enhance academic skills.

Expenditures and Services Offered

The general fund provides each school an instructional budget based on its enrollment and programs and on district formulas. These formulas result from various factors: Board of Education policy; state law; program funding requirements; and agreements with employee bargaining units. Districtwide the 1988-89 amount spent per pupil from the Current Expense of Education Classification was \$3,965. The Current Expense of Education can be used to compare one school district to another.

SIP a program funded by the state of California, requires the staff to develop a plan of instructional objectives and activities for all our students. The \$51,567 received through SIP provides instructional aides and additional instructional supplies.

We also have several specially-funded programs. Approximately 25 percent of our funding is allocated to the Bilingual Magnet, GATE, Special Education, and Basic Skills programs. Through a computer grant, we received \$24,000 for computer hardware to teach state-of-the-art computer applications.

Our PTA raises about \$10,000 yearly to assist with assemblies, art programs, computer software, student awards and incentives, PE teacher, Quest for Knowledge reading program, creative writing, and multicultural activities.

Spreckels 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 best be spent to meet the needs of our diverse student population. Many devoted teachers spend personal money and time to make our programs outstanding.

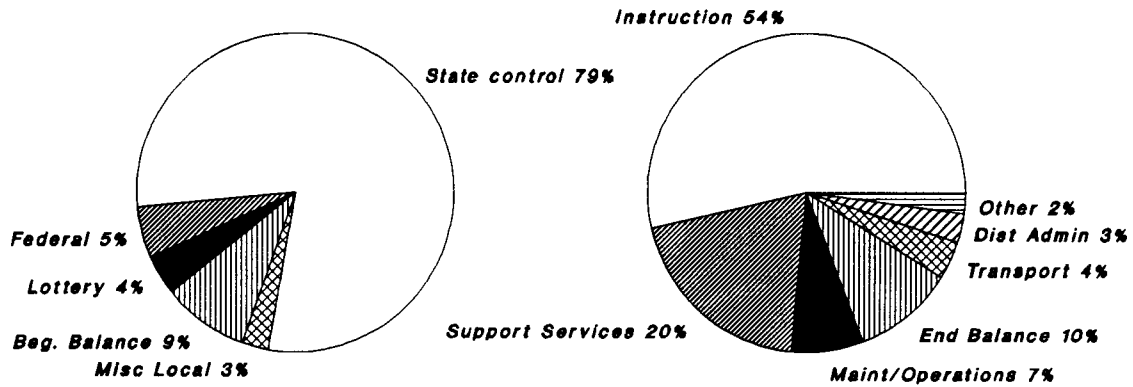
Report Card Committee

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

- | | |
|------------------|-------------------|
| Josie Alves | Linda McDougall |
| Mary Buchanan | Lynn McNeal |
| Linda Buffington | Dr. Alberto Ochoa |
| Gwen Cook | Olga Salazar |
| Steve Guadarrama | Lydia Stevens |

District General Fund Budget, 1988-89

Where money comes from... and where it goes...



Instruction—direct classroom instruction to students (e.g., classroom teachers and classroom books and supplies)
Support Services—activities directly supporting the instructional program (library books, school administration, pupil health services, attendance, counseling)
Ending Balance—unobligated funds, accounts payable, etc.

District Administration—Education Center and other central administrative offices
Maintenance/Operations—repair, upkeep, utilities, custodians, gardeners
Transportation—transporting students
Other (e.g., interest payments, reserves)

