

# School Accountability Report Card Pacific Beach Elementary School

Mary Ellen Judge, Principal

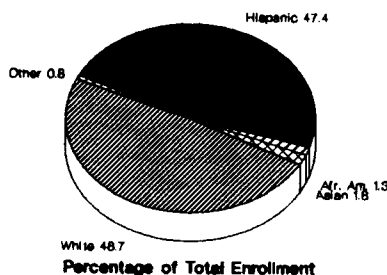
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## School Profile

Pacific Beach Elementary School is located in the northern Pacific Beach area of San Diego. Over the past few years there has been a steady increase in the number of students in the primary grades. The total enrollment in October 1992 was 384. About 25 percent of the students receive basic instruction in a language other than English. Through the Voluntary Ethnic Enrollment Program (VEEP), 57 students from the Sherman and King area choose to attend Pacific Beach Elementary, enriching our school's cultural diversity.

Student Racial/Ethnic Composition  
1992-93



### Mission and Goals

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

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

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

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Our goals for this year are to:

- Encourage our students to be responsible, involved American citizens;
- Create a caring classroom environment which promotes academic excellence;
- Assist parents in helping their students at home and in school;
- Promote friendship and interaction among children of different languages, background and educational levels through team-teaching;
- Improve student attendance through reward programs; and
- Incorporate the fine arts program into our curriculum.

## Report Card Meeting Information

Date: March 9, 1993

Time: 6:30 p.m.

Place: Pacific Beach Auditorium

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Pacific Beach Elementary's policies, programs, and progress. At a PTA meeting on March 9 at 6 p.m. parents can discuss the report card and ask questions.

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

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

## Student Learning

### Student Achievement

#### How are students doing?

Pacific Beach Elementary School continues to strive toward academic excellence.

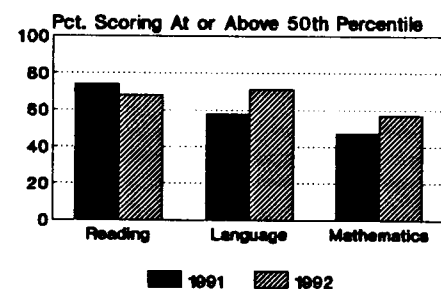
Standardized tests are one of many ways to measure student progress. Parents are encouraged to talk with teachers to gain a clear understanding of their child's progress.

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

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, writing, mathematics, and other selected areas (students will be tested in grades 4, 8, and 10 this year; last year only students in Grade 8 were tested)
- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

For students receiving instruction in Spanish, *Apranda* is administered to

Grade 5 ASAT Results



children in grades 1-5. The San Diego Unified School District adopted the

ASAT as its standardized test for students in grades 1-5. This test has replaced the Comprehensive Tests of Basic Skills (CTBS), which the school district felt was no longer an accurate measure of students' achievements. The districtwide scores for the ASAT are projected to be lower than the CTBS scores but this does not necessarily reflect a drop in achievement. The ASAT allows us to get a more accurate reflection of how well our children are learning in comparison with students nationwide.

### Attendance/Dropouts

#### Do students attend and stay in school?

Attendance is a very important factor in students' achievement. Through the efforts of our counselor, guidance aide, and attendance clerk, unexcused absences are down at our school. The use of the Contract of Independent Study (CIS contract) has helped students who must be away from school for non-ill-

ness reasons keep up on their school work and has also lowered our unexcused absences. Our 1991-92 attendance rate was 93.9 percent.

| Attendance Rates |                      |                     |
|------------------|----------------------|---------------------|
| Year             | % Absences Unexcused | % Actual Attendance |
| 1987-88          | 15.5                 | 93.4                |
| 1988-89          | 12.9                 | 92.9                |
| 1989-90          | 11.1                 | 93.8                |
| 1990-91          | 8.2                  | 93.3                |
| 1991-92          | 8.2                  | 93.9                |

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1992 sampling of data found that all of the attendance claimed at our school met these standards. However, we could lose money in the future due to part-day absences.

### Discipline and Climate for Learning

#### Is this school a good place to learn?

One of our goals is to help students develop greater self-control and concern for the rights and privileges of others.

One approach is to recognize the good that students do. Pacific Beach Elementary has always honored academic achievement and improvement. We give monthly citizenship awards to reinforce good behavior. We continue to send classroom and schoolwide rules—with consequences and rewards—to parents for review at the start of the school year. If problems arise, we contact parents.

All this has had the direct effect of improving instructional quality—teachers have been freed to spend more time on academics. Less than one percent of our students were suspended last year.

With school staff, parents and students working hard together, we believe we can create the ideal climate in which children can learn.

## Teaching Quality

### Teaching Assignments

#### Do we have qualified teachers and administrators?

We have 14 classroom teachers this year. The average teaching experience of our staff is 13 years. All teachers and the principal are properly credentialed. Ten teachers have master's degrees. The principal has 31 years of experience in education—14 years in the classroom and 17 years in administration—and holds a master's degree.

### Teacher/Administrator Evaluation

#### How are teachers and administrators evaluated?

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher. The principal evaluates and observes all programs and teachers informally on a regular basis. The principal is also evaluated every two years 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 can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division to discuss this subject at any time.

### Substitutes

#### Do we have qualified substitutes?

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

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

### Instructional and Leadership Quality

#### How good is it?

Pacific Beach Elementary School is restructuring.

- This year all classes are team teaching to enhance integration through science, social studies, fine arts, and PE.
- We have integrated special education students with regular students.

- On four staff development days we will hold parent conferences and schedule in-service training regarding socratic seminars and race/human relations. Our teachers will attend a math conference. We will make plans for our academic calendar for the 1993-94 school year.

- The English literature-based program continues to inculcate reading, speaking, listening, and writing skills.

We think these changes give us better ways to help students meet and surpass the raised expectations we now have for them and ourselves.

### Training and Curriculum Improvement

#### What are we doing to improve staff?

We share decision-making about our curricula and school policies. On the four staff development days during the school year the staff receives training in teaching strategies for the new social studies, as well as science and language arts. Important decisions are made as a staff which are designed to improve our instructional programs.

Our curricula follow the state-adopted framework and state guidelines.

The principal encourages staff to attend conferences, workshops, and program demonstrations and to visit other schools. Instructional aides receive on-site training. Topics of emphasis for teachers this year include the new social studies program, and the extended use of team-teaching.

### Counseling and Support Services

#### What kind of support does Pacific Beach offer students?

Students receive various support services from staff working at Pacific Beach Elementary on a part-time basis: a counselor, nurse, basic skills instructor, basic skills bilingual aide, adaptive PE teacher, instrumental music instructor, occupational therapist, physical therapist, speech and hearing specialist, psychologist, and resource specialist. We have a music teacher sponsored by our PTA. The PTA has also supported us by providing extra time for our classroom aides (who work three hours a day in the classroom.) An instructional aide staffs our media center for three hours daily. An instructional aide also assists the school's resource specialist. The counseling center has a full-time bilingual guidance aide. The school office includes a secretary, two school clerical assistants, and a part-time health technician. Parent and community volunteers provide invaluable

support in the classroom and the media center.

### Textbooks and Instructional Materials

#### How current are our materials?

The district decides which textbooks will be used and provides them to schools according to enrollment. New textbooks in a subject area are adopted every eight years according to the state textbook review cycle. This year schools will use newly adopted textbooks and materials in social studies.

All students have access to the school library on a regular basis. Last year our library purchased additional books that address the multicultural and bilingual needs of our students.

### School Facilities and Safety

#### How clean, safe, and orderly is our school?

The school site is 62 years old. The main facility is a single-story building with 14 permanent classrooms, three conference rooms, a media center, an auditorium/cafeteria, and a counseling center.

The school's exterior is neat in appearance. Almost all classroom interiors were painted by staff and volunteers over the past few years. The school district has been slow to respond to some of our maintenance needs. To promote student safety, we review student emergency procedures with staff, parents, and students. Disaster procedures are reviewed annually by the staff. Parents receive letters on disaster drills and monthly fire drills are held on site. The PTA Health and Safety Committee sponsors programs on health and safety for our students. We provide adult supervision before school, during recess, lunch, and noon playtime.

### Class Size

#### Are classes too large?

The 14 classes at Pacific Beach Elementary were of the sizes shown below on October 2, 1992.

We believe we could do a better job in teaching our students if our classroom enrollments were lower. Our 14 instructional aides and teacher assistants increase opportunities for students to work with adults.

| Grade Level |     |    |     |    |    |     |     |       |
|-------------|-----|----|-----|----|----|-----|-----|-------|
| K           | K-1 | 1  | 1-2 | 2  | 3  | 3-4 | 4-5 | Sp Ed |
| 28          | 32  | 29 | 29  | 31 | 26 | 30  | 30  | 6     |
| 22          |     |    |     | 31 | 27 |     | 31  |       |
|             |     |    |     |    |    |     | 32  |       |

## Integration and Diversity

### Race and Human Relations

#### Do students get along with each other?

To help our students in this area our school employs team teaching and mainstreaming techniques that enable students of varied languages, ethnic groups, and abilities to work together cooperatively.

We have expanded our team teaching to include all classrooms in a variety of subjects such as science, art, music, and physical education.

All students participate in a study of various cultures through our multicultural enrichment program. Community guest speakers share experiences from their personal travels through talks and slide shows. Children are given opportunities to experience the

food, music, and art native to that culture.

We have personnel on site who speak Spanish for contacts with students, staff, and parents. Interpreters are usually provided at parent meetings, conferences, and school events. School-generated parent communications are translated into Spanish. In general, we have positive interaction among various ethnic groups.

# Shared Decision-Making

## Community Involvement

### Does Pacific Beach Elementary welcome parent and community involvement?

Pacific Beach Elementary staff and PTA are committed to increasing community and home involvement in our school. Our school has many parent and community volunteers who provide classroom support through tutoring, field trips, and the organization of class parties and fund-raisers. The PTA pro-

vides enrichment programs for our students. The School Site Council is an important committee made up of community and staff members to decide issues of discretionary funding and other school policies. We are also developing a governance document this year.

Our partnership with Union Bank provides participation in monthly student recognition assemblies and schedules weekly classroom tutoring. Coupons for reward and recognition of students

have been provided by many local businesses such as the Sizzler and Burger 'N Fries.

If you'd like to get involved, you may:

- Join the PTA and attend its meetings.
- Become an active member of one of our school committees which make important decisions.
- Contact Aida Amar, our volunteer coordinator, at 488-8316 to find out how we can benefit from your assistance.

## Finances

### Expenditures and Services Offered

#### Where does it all go?

The budget chart below shows the major areas of district funding for Pacific Beach Elementary and other district schools. It includes all monies

budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

Each school receives an instructional budget based on enrollment and programs and on formulas set by Board of Education policy, state law, agreements

with employee bargaining units, and guidelines of outside funding agencies.

| Budget Category     | Dollars per Pupil |              |
|---------------------|-------------------|--------------|
|                     | School            | Elem. Avg.   |
| Regular Education   | 2,251             | 2,168        |
| Special Education   | 318               | 371          |
| Integration         | 118               | 191          |
| Gifted and Talented | 0                 | 16           |
| External Funding    | 250               | 310          |
| <b>Total</b>        | <b>2,936</b>      | <b>3,057</b> |

**Regular Education**—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

**External Funding**—monies from agencies, usually federal or state, earmarked for specific services

### Salary and Budget Data, Teachers and Administrators, 1990-91

| Position          | Unified Districts<br>(25,000+<br>ADA) | San Diego<br>(116,685<br>ADA) |
|-------------------|---------------------------------------|-------------------------------|
|                   | Annual Salary (\$)                    |                               |
| Beginning Teacher | 26,587                                | 24,750                        |
| Midrange Teacher  | 39,614                                | 38,930                        |
| Highest Teacher   | 50,275                                | 48,293                        |
| School Principal  | 64,128                                | 63,011                        |
| Superintendent    | 112,047                               | 125,000                       |
| Salary Category   | Pct. of Budget†                       | Pct. of Budget†               |
| Administrative    | 5.75                                  | 4.11                          |
| Teacher           | 43.64                                 | 42.54                         |

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

### Report Card Committee

The following parents and staff contributed to the development of this report card:

Tracy Branca, teacher  
 Hazel Cruz, teacher  
 Mary Galvin, teacher  
 Mary Kay Grim, parent  
 Mary Ellen Judge, principal  
 Freda Kosmos, teacher  
 Carole Labastida, teacher  
 Annette Lamond, teacher  
 Karen Lucas, parent  
 Sheron Mehl, teacher  
 Anne Peoples, teacher  
 Mary Lee Poparad, school secretary  
 Melinda Prietto, teacher  
 Jean Rasmussen, teacher  
 Nancy Shaw, teacher  
 Steve Spiller, district counselor  
 Irene Suyenaga, teacher  
 Andrea Walker, teacher  
 Linda Weber, parent