

## SCHOOL ACCOUNTABILITY REPORT CARD

# LA JOLLA ELEMENTARY SCHOOL

Patricia C. Dibos  
Principal

1111 Marine Street  
La Jolla, CA 92037  
(619) 454-7196

MARCH 1999  
San Diego City Schools

## SCHOOL PROFILE

La Jolla Elementary School (LJES) is located in the northwestern portion of the San Diego Unified School District. The school is in the heart of La Jolla, two blocks from the intersection of Pearl Street and Girard Avenue. The school's physical plant is characteristic of the district's elementary schools built during the 1950s. The school includes several single-story structures, an auditorium/cafeteria, library, 27 classrooms, a counseling center, and offices. The school grounds are well-kept and the general environment of the school and the adjacent neighborhood is very pleasant.

counselor, nurse, speech therapist, special day class teacher, and two prep time PE teachers. Classified personnel, a guidance aide, six special education aides, classroom teacher aides, and a library aide also support the instructional program.

### MISSION AND GOALS

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

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

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

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

Our mission is for administrators, staff, parents, and students to work together to provide a positive and challeng-

### REPORT CARD MEETING, INFORMATION

**Date:** June 2, 1999

**Time:** 9:15 a.m.

**Place:** La Jolla School Library

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines La Jolla Elementary's policies, programs, and progress. At a site governance council (SGC) meeting on June 2 at 9:15 a.m. parents can discuss the report card and ask questions.

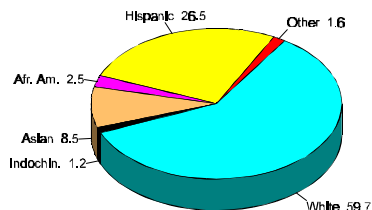
More information about all areas covered in this report card is available at La Jolla School. We invite parents to come to La Jolla Elementary to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

ing educational program for each student at La Jolla Elementary.

Our goals for this year are to:

- Raise achievement test scores of students below the 50th percentile level
- Improve the physical condition of our school
- Lower absences
- Help students improve their behavior and reinforce consideration of others
- Continue staff development in the area of technology.

Student Racial/Ethnic Composition  
1998-99



Percentage of Total Enrollment

La Jolla Elementary School serves 564 students: 370 in grades K-3 and 194 in grades 4-5, with an additional 60 students in Grades 3, 4, and 5 gifted seminar classes. Forty percent are minority students.

There are 28 classroom teachers at La Jolla Elementary School. We have a part-time support staff including a special education resource specialist, district

## STUDENT LEARNING

### STUDENT ACHIEVEMENT

#### *How are students doing?*

We believe children have human dignity, worth, and demonstrate academic gains each year of instruction. All La Jolla Elementary School students benefit from high quality, in-

tegrated learning experiences. We teach skills that build foundations for future learning and academic growth.

La Jolla Elementary has strong curriculum programs in each classroom. The staff and community also encourage enrichment in all subjects to make learning

more challenging and meaningful.

Student achievement is recognized at recognition assemblies and reward time in the individual classrooms. The staff makes every attempt to meet the individual demands of students with differing needs and abilities. Students are encour-

aged to do their best at all times. We hope to see continued improvement in all academic areas.

Standardized test scores are one of many ways to measure progress. Teachers monitor each student's progress in many areas, including standardized tests. Parents should talk to their child's teacher to get a complete picture of how their child is doing.

San Diego City Schools students in grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas. Last year, the Spanish language Aprenda 2 test was administered to Spanish-speaking English learners.

Students in grades 2–5 have shown strength on standardized tests in reading, language and math for the last several years. Generally, scores have remained at or above the sixtieth percentile when compared to national norms.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1993–94	8.5	95.8
1994–95	7.9	95.6*
1995–96	19.5	95.1*
1996–97	8.6	95.4*
1997–98	10.7	95.7*

\* Does not include staff development days.

## TEACHING QUALITY

### TEACHING ASSIGNMENTS

#### *Do we have qualified teachers?*

We have 28 classroom teachers this year, including 16 who have been at La Jolla Elementary School three years or longer. All teachers on site are properly credentialed to teach at their grade level. Advanced degrees are held by 27 of our teachers. Each of the upper grade teachers has earned certification to teach Gifted and Talented Education (GATE) classes. In addition, LJES has an elementary prep time teacher in Physical Education.

### REPORT CARD COMMITTEE

*The site governance committee approved the revisions to this report card.*

Hispanic students transitioned into English did not generally do as well on the English language tests as other students. The scores on the Spanish language test SABE/2 demonstrated student gains at each level. Grade level scores improved from grade to grade, with 4th and 5th grade scores near national norms.

La Jolla Elementary School staff pay special attention to students scoring below the 50th percentile level on standardized tests.

If you haven't seen your child's test scores, ask your child's teacher.

### SCHOOL-TO-CAREER TRANSITION

#### *How are students prepared for the world of work?*

Besides building a strong foundation for future learning, we expand the career possibilities open to students. We invite guests from our educational partners and working parents to speak to our students about their work and what it took to reach their positions.

Community groups have provided support in career development. The La Jolla Kiwanis have sponsored a K-Kids group at LJES and have modeled a variety of career choices.

### ATTENDANCE/DROPOUTS

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

Attendance is an important part of the educational process at La Jolla Elementary. Students must be in school to learn. An important goal at La Jolla is to keep students in school.

Staff believes that success in school is based upon regular school attendance. Our attendance plan encourages and rewards good student attendance on a weekly and monthly basis all year.

### TEACHER/ADMINISTRATOR EVALUATION

#### *How are teachers and administrators evaluated?*

The principal 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 plan for improvement with the teacher. The principal is also evaluated every year in a similar manner by a central office supervisor.

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

If we do not receive a phone call or written note to explain an absence, we call home for verification; if we cannot reach parents by telephone, we send forms home for signature; we also issue Contracts of Independent Study when the office/teacher is notified *before the absence takes place*.

### DISCIPLINE AND CLIMATE FOR LEARNING

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

The environment at La Jolla Elementary School is one of mutual respect. We work to foster high expectations and positive reinforcement for good behavior. Standards and expectations for student achievement and behavior are clearly posted and communicated to all students.

Staff and community hold the belief that students have a right to learn and teachers have a right to teach. We believe that discipline is a shared responsibility and it is to everyone's advantage to develop self-disciplined students. Students are happy, appreciated, and accepted on campus.

The principal is highly visible and accessible to students, staff, and parents and monitors both academic progress and student behavior. Our partner, Scripps Bank, gives a monthly award for perfect homework.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1993–94	3.8	0
1994–95	2.3	0
1995–96	1.2	0
1996–97	0.4	0
1997–98	0.6	0

\* Suspensions per 100 Students.

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

### SUBSTITUTES

#### *Do we have qualified substitutes?*

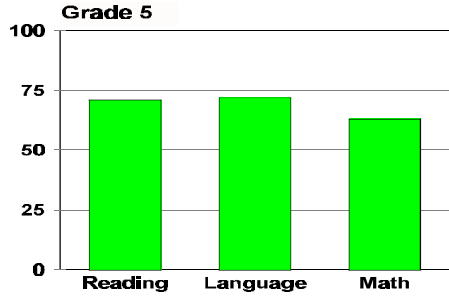
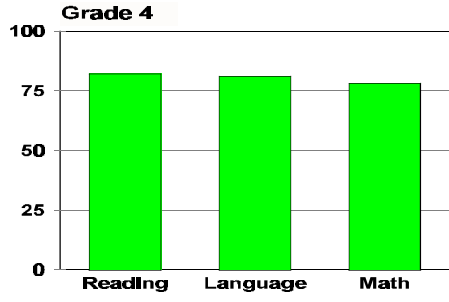
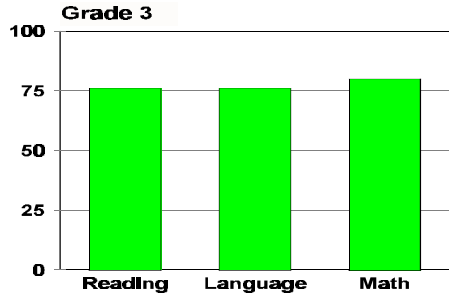
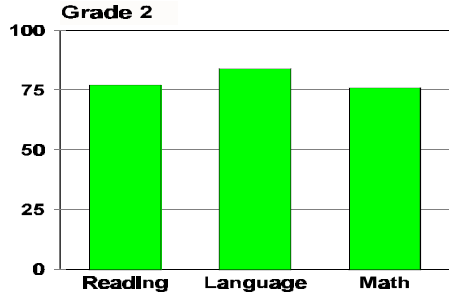
The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

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.

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

# SAT 9 Results

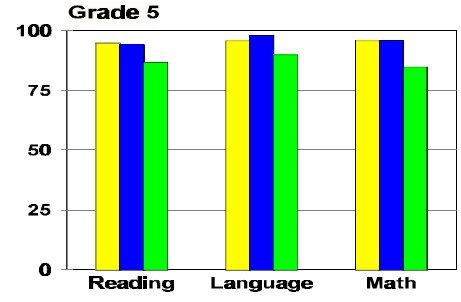
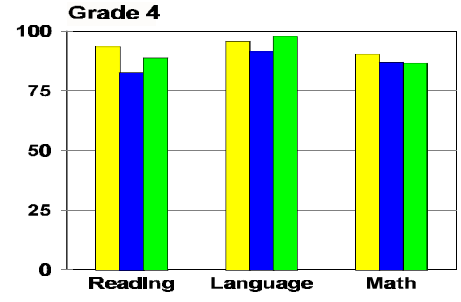
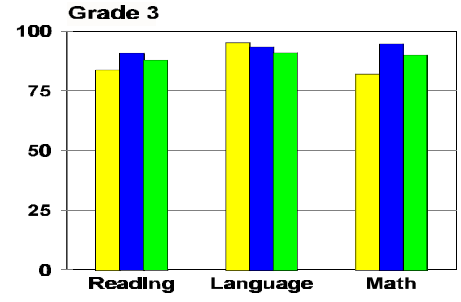
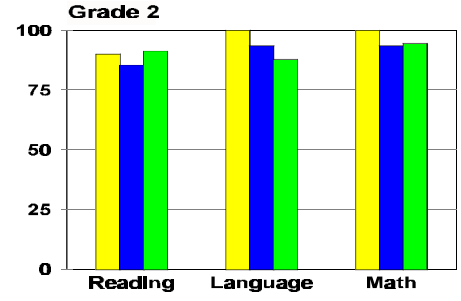
Pct. Scoring at or above 50th Percentile



\* N < 10

# Grade Results

Pct. Achieving at or above Satisfactory



\* N < 10

1996 1997 1998

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

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

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

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

\* State program included only grades 1 and 2.

Teacher Credentialing Data					
Year	Number of Classroom Teachers				Working Outside Subject Area of Credential
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	
1996–97	22	NA	NA	0	NA
1997–98	25	25	0	0	0
1998–99	28	28	0	0	0

**INSTRUCTIONAL AND LEADERSHIP QUALITY**

*How good is it?*

Teachers and support staff have high expectations for students. They incorporate a variety of teaching strategies to address special needs of a diverse student population.

La Jolla Elementary staff continue to examine and modify instructional strategies to enhance learning for all students. The process of assessing program quality and discussing strategies to further improve teaching is ongoing.

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

Teachers express concern for adequate planning time to carefully plan, prepare, and evaluate daily lessons, to coordinate activities among grade levels, and to research, study, and plan. La Jolla Elementary School teachers have effectively used the planning time provided by the physical education/planning time teacher. The quality of physical education instruction provided by the addition of a teacher trained in physical education instruction has been a real benefit to the students.

La Jolla Elementary was reviewed in the spring of 1995 by a district integration monitoring team and commended for:

- Increasing student leadership opportunities through the student council, Safety Patrol and the Kiwanis K-Kids program
- Creating a safe environment on campus and maintaining the landscaping
- Promoting increased communication between home and school
- Providing peer tutoring opportunities for meaningful education-based interaction.

Instructional Minutes, 1998-99		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	40,500	36,000
1-5	55,425	54,000

**INSTRUCTIONAL TIME**

*How much time is there for instruction?*

All district schools meet or exceed state requirements for annual instructional minutes. LJES will have 41 minimum days this year. The time children do

not attend on minimum days is allocated to other days of the week. These minimum days are used to free up time for staff development, parent consultation, and teacher planning and coordination.

**TRAINING AND CURRICULUM IMPROVEMENT**

*What are we doing to improve staff?*

La Jolla Elementary conducts staff development on minimum days and before and after school. This year, two staff development days on reading and literacy were held before the school year began. For each of the past two school years, La Jolla Elementary held seven staff development days. To stay abreast of new materials, teachers learn to adapt to different learning styles, improve children's critical thinking abilities, address needs of a multicultural/multilingual student population, improve strategies to involve parents in children's education, and discuss other school needs.

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

The principal encourages staff to attend program conferences, workshops, demonstrations, and visit other schools. Instructional aides receive on-site training. In addition, LJES is part of the Urban Systemic Initiative (USI). There is additional staff training with this program. La Jolla Elementary School has actively supported the new literacy framework this year.

**COUNSELING AND SUPPORT SERVICES**

*What support do we offer students?*

We have:

- A district counselor on site Mondays and Thursdays weekly and a guidance aide daily
- A school nurse two days a week
- Classroom teacher aides who assist in each classroom with the ability to tutor daily
- A full-time resource specialist, help the special education programs
- A psychologist one day per week.

**TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

*How current are our materials?*

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

Textbooks are but one tool for instruction. Students can use an abundance of other instructional materials. All students visit the school library each week with their classes. It is open to students throughout the school day. The PTA actively supports the library. This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

We continue to identify and purchase additional materials to address our students' needs. This year we developed a library committee to study and improve our library. We have also received additional funds from the state to purchase library materials. We have added a part-time librarian to assist our students and staff.

**SCHOOL FACILITIES AND SAFETY**

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

We take pride in the safe, clean environment for learning at LJES. Custodians and gardeners work hard to ensure cleanliness and neatness. Our school site is 102 years old. The current buildings at LJES were built in the 1950s and 1961. Continued maintenance is key to our clean environment.

The playground is used as a community park after school and on weekends. A disaster preparedness plan and procedures for student emergencies have been written and reviewed with staff, students, and parents. Staff and students participate in periodic earthquake and monthly fire drills. A disaster container on the upper playground filled with water, blankets, food, and medical supplies. Parents and community volunteers have been a great help in this area.

**CLASS SIZE**

*Are classes too large?*

La Jolla Elementary's class sizes for the last three years and its participation in

the state's Class Size Reduction Program are shown on page 4. In addition, our eight instructional aides and teacher as-

sistants offer students more chances to work with adults. We are also fortunate to have parent and community volunteers

assisting in our classrooms.

## INTEGRATION AND DIVERSITY

### RACE AND HUMAN RELATIONS *Do students get along with each other?*

Students at La Jolla Elementary get along well with one another. Staff work to build self-esteem among all students and reinforce site and district discipline policies. Classroom, schoolwide, and special recognition programs allow students to be acknowledged for good behavior and for doing a job well. Student leadership opportunities exist for classroom monitors, student council, cafeteria monitors, lunch leaders, Safety Patrol, K-Kids, and Peace Patrol.

La Jolla Elementary teachers teach units of study to build an understanding and appreciation of our student community's diversity, including the cultures of the Native Americans, Asian-Americans, and Mexican-Americans, and African-Americans.

We hold a yearly *Amigos* International Faire for parents, students, staff, and the community. The faire features cultural and ethnic music and arts and is always well attended.

We have several Spanish-speaking staff members to instruct and communicate with students and parents. We encourage all parents to attend and take an

active part in meetings and provide interpreters when needed. Flyers, newsletters, and important parent information are regularly translated into Spanish. The efforts of La Jolla Elementary staff to promote improved race and human relations have resulted in fewer incidents of racial conflict.

This year we have formed a unity committee comprised of staff and parents. The committee has selected different character building themes for each month.

## SHARED DECISION-MAKING

### COMMUNITY INVOLVEMENT *Do we welcome parent and community involvement?*

La Jolla Elementary parents and the La Jolla community support the school, as evidenced by a large and active PTA membership, site governance council (SGC), bilingual advisory committee (BAC), Friends of La Jolla Elementary Inc., Scripps Bank Partnership, and the Music Fund. These organizations help to enrich the lives of our students. Their support and interest are crucial in giving children a sense of being part of the total

community. One activity that has proven very successful is the LJES Farmer's Market, which is sponsored by our own school foundation, Friends of La Jolla Elementary School, Inc. Each Sunday from 9-1:00 p.m., the Farmer's Market serves our local community. A portion of the proceeds goes directly to our school to support our literacy program. We have been able to hire a library-media teacher.

Monthly newsletters and PTA bulletins keep parents informed of activities.

La Jolla Elementary is proud of the rich variety of programs we offer. We appreciate community and district support.

Here's how you can get involved:

- Join the PTA and attend its meetings. Call Mary Ann Pye at 454-7196 for more information.
- Become a member of one of our school committees that make important decisions about La Jolla Elementary. Call Mrs. Dibos at 454-7196.
- Volunteer to help out in a school program by calling 454-7196 and ask for Mrs. Johnsen.
- Participate in LJES Friends, Inc. board meetings. Contact Sarah Agler at 454-7196 for more information.

## FINANCES

### EXPENDITURES AND SERVICES OFFERED

#### *Where does it all go?*

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

With few exceptions, there is little latitude to determine use of funds at La Jolla Elementary School. 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.

School Budget, 1997-98		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	2,914	2,928
Special Education	195	410
Integration	93	264
Gifted and Talented	219	20
Special Projects	173	385
Total	3,594	4,008

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

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

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

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

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

\* Based on total student enrollment.

### Salary and Budget Data, Teachers and Administrators, 1996-97

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

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