

SCHOOL ACCOUNTABILITY REPORT CARD

TORREY PINES ELEMENTARY SCHOOL

Colleen Conaway
Principal

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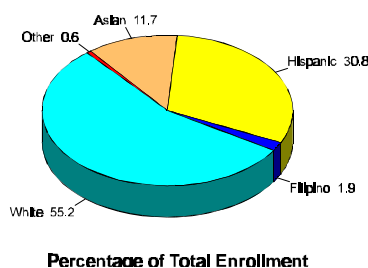
MARCH 1999
San Diego City Schools

SCHOOL PROFILE

Torrey Pines Elementary School is located in the La Jolla section of San Diego. The total enrollment on September 27, 1998, was 377 students in grades K-5.

The student population represents a broad range of cultural diversity. Nearly one-third of the students in our school come from a home where a second language, in addition to English, is used. Our student population represents 16 foreign language groups.

**Student Racial/Ethnic Composition
1998-99**



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.

The goals for our school this year are to:

- Continue our efforts to raise reading, language arts, and math test scores for all students tested
- Involve staff and parents in the school site council and governance team
- Continue to integrate our students

REPORT CARD MEETING, INFORMATION

Date: June 1, 1999

Time: 7:30 a.m.

Place: Torrey Pines Auditorium

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Torrey Pines Elementary's policies, programs, and progress. At a PTA meeting on June 1 at 7:30 a.m. parents can discuss the report card and ask questions.

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

through team teaching

- Continue our joint 5th Dimension computer activity with UCSD and generate new partnerships.

STUDENT LEARNING

STUDENT ACHIEVEMENT

Are students showing continuous progress?

Teachers monitor each student's progress in all areas of performance, including standardized tests. Parents should talk with 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.

In reading and mathematics, Torrey Pines students' average scores on the SAT 9 were higher than students in the other San Diego schools.

Torrey Pines will continue its support of the English as a Second Language program (ESL) by providing ESL curriculum in the classroom.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Besides building a strong foundation for future learning, we try to expand the career possibilities open to students. We invite guests from our educational partners and parents to come and talk to our students about their work and the education necessary to reach their positions.

ATTENDANCE/DROPOUTS

Are students attending school on a regular basis?

Parents help reduce absences by making sure that their children attend school

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1993-94	9.5	95.7
1994-95	1.6	95.8*
1995-96	16.8	94.8*
1996-97	4.8	95.5*
1997-98	12.7	96.1*

* Does not include staff development days.

regularly and by calling the school when their children are absent. When parents know in advance that their children will be missing school, they should arrange for a contract for independent study through our attendance aide.

DISCIPLINE AND CLIMATE FOR LEARNING

Is the environment of our school conducive for learning?

Torrey Pines Elementary School provides a positive environment where students are encouraged to contribute to the decision-making process. Students are involved in making rules for the school through the Student Council. Students play an active role in mediating problems on the playground by working as conflict managers. Conflict managers will be receiving training on how to solve problems and then volunteer their recess time to help settle any difficulties on the playground.

Students receive recognition for good citizenship and attendance at special assemblies. When a student requires disci-

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1993-94	1.5	0
1994-95	1.7	0
1995-96	1.4	0
1996-97	1.9	0
1997-98	1.1	0

* Suspensions per 100 Students.

pline beyond the classroom, a Student Assistance Referral Pass is filled out in triplicate. The referral copies ensure communication among teacher, principal, counselor and parents regarding the problem and its outcome.

Torrey Pines has an active parent community which supports the Educational Program of the school. Our private non-profit school foundation, the friends of TP funds educational enrichment programs, include choral music and physical education. With school staff, parents, and students working together, we believe we are continually striving to create the ideal climate in which children can learn.

TEACHING QUALITY

TEACHING ASSIGNMENTS

What are the qualifications of our teachers?

We have 17 classroom teachers this year. The average teaching experience of our teaching staff is ten years. Every teacher at Torrey Pines is properly credentialed to teach at the appropriate grade level. Ten of our teachers have master's degrees.

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 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 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.

INSTRUCTIONAL AND LEADERSHIP QUALITY

What is our process for renewal?

As part of a restructuring school district, our school staff has accepted the challenge of working together to continually revise and upgrade our curriculum and instructional delivery system in order to raise student achievement.

We also provide our teachers the opportunity to observe each other while

working in the classroom and visit other schools through the Teachers Observing Other Teachers Program (T.O.O.T.).

Teachers integrate students from different classrooms in the subjects of science, social studies, music, and art. This allows the teachers to utilize cooperative learning techniques to help the students with limited English proficiency.

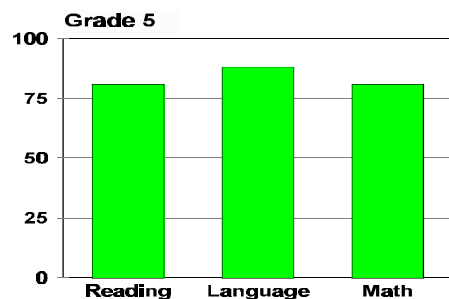
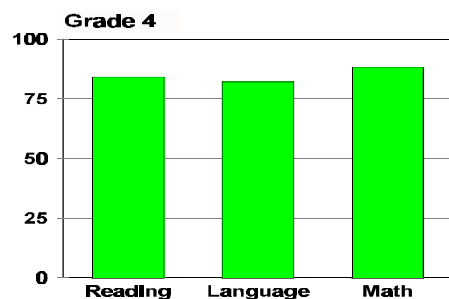
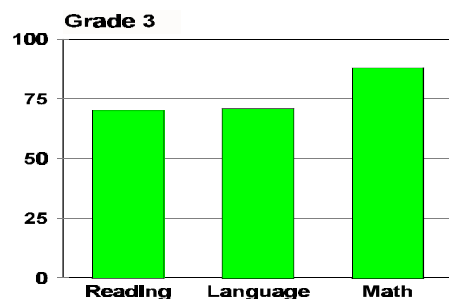
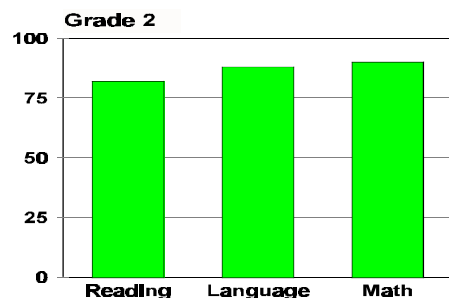
Teachers employ a variety of instructional strategies to address student needs and learning styles. Students of all ethnic and cultural backgrounds feel a strong sense of commitment to the school.

The principal encourages all staff to read education research articles. She is accessible and approachable and regularly encourages staff to show their abilities as leaders. The principal encourages staff to share promising practices from the classroom during faculty meetings. The focus of staff development and training is to improve teaching and learning.

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.

SAT 9 Results

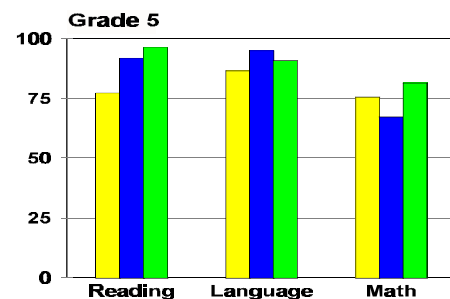
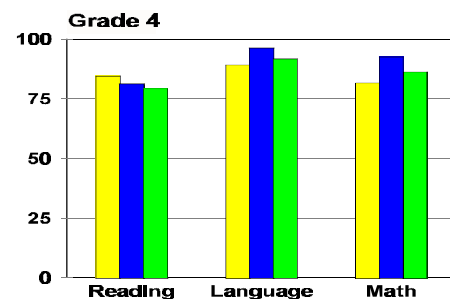
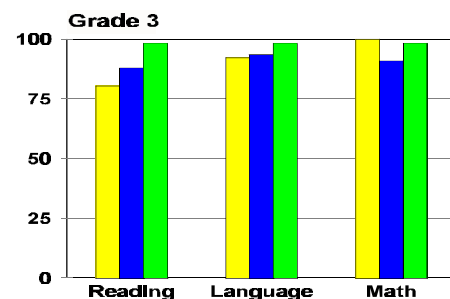
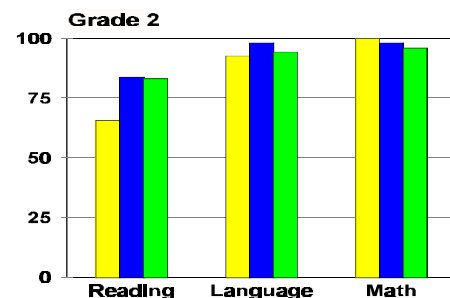
Pct. Scoring at or above 50th Percentile



* 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	
K–1, 1		3	1			
2			2			
2–3, 3			1	1	1	
4				2		
5				1	1	

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

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

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1996–97	100.0*
1997–98	78.4

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1996–97	15	NA	NA	0	NA
1997–98	16	16	0	0	0
1998–99	17	17	0	0	0

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Torrey Pines 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.

Instructional Minutes, 1998–99		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	41,195	36,000
1–5	54,275	54,000

TRAINING AND CURRICULUM IMPROVEMENT

How do we continuously train and develop our staff?

Torrey Pines Elementary will have alternate minimum days for staff development devoted to curriculum and teaching techniques or meeting with parents. In addition, for each of the past two school years, Torrey Pines has held six full-day staff development days. This year two staff development days were held on reading and literacy before the school year began.

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 Torrey Pines. 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.

COUNSELING AND SUPPORT SERVICES

What kind of support does Torrey Pines offer students?

We have:

- A district counselor one day a week and a two-hour attendance aide who works on attendance
- A speech and hearing teacher 12 hours a week
- A school nurse one day a week and a nurse's aide four days a week
- A half-time resource specialist to serve students with special needs
- Itinerant adaptive PE and language and speech teachers who work part time to serve youngsters with special needs
- A one-hour per week science teacher.

TEXTBOOKS AND INSTRUCTIONAL MATERIAL

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.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We are beginning to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

The district also provides us with mathematics manipulatives, worksheets, charts, and maps. With the help of our PTA and the Friends of Torrey Pines, we are able to purchase on an annual basis additional materials for classroom use that we are unable to obtain with district funds.

Torrey Pines PTA sponsors a yearly book fair. The proceeds are used to purchase additional library books.

Each class has four or more computers. In grades 4 and 5 there is greater use of the computer and the students are engaged in a UCSD/Torrey Pine computerized instructional program called 5th

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Dora Acosta, *parent*
Elizabeth Allen, *parent*
Lucy Arvayo, *bilingual clerical assistant*
Brenda Baniega, *teacher*
Colleen Conaway, *principal*
Virginia Gordon, *parent*
Bruce Kent, *teacher*
Anna Lewis, *teacher*

Dimension. UCSD undergraduate students, parents, and teachers work cooperatively to enrich the students with computer skills and critical thinking skills. Each classroom has access to the internet.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

Torrey Pines is 38 years old.

To promote student safety, two new toss-ball structures were provided by PTA funds. Through administrative efforts and district funds, the blacktop playground area was resurfaced and the blacktop was extended between the bungalows. The district's mobile maintenance visits Torrey Pines one time a year to repair, paint, and maintain the site.

CLASS SIZE

What are we doing to keep class size down?

Torrey Pines 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 to cutting class sizes, Torrey Pines has a two- or three-hour classroom assistant in each room, offering students opportunities to work with an additional adult. Our efforts to restructure include looking for other ways to provide smaller classes for our students. Additional support personnel, volunteers, and tutors enable Torrey Pines to reach our goals.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

How are we learning to get along with each other?

Since our students reflect a variety of racial and ethnic backgrounds, we emphasize understanding and celebrate diversity. Our staff encourages integrated

play areas. Additional integrated learning activities such as school safety patrol, team teaching, instrumental music, and student council provide opportunities for further integration. At Torrey Pines School, we go to great lengths to ensure that everyone is informed about, and included in, school activities. We provide

translation at important parent meetings and assemblies. Bilingual personnel help with phone calls and print communications. We acknowledge important dates during the school year for many of the cultures that are represented in our student body.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

To what extent are parents and the community involved?

Volunteers and financial support from the PTA and Friends of Torrey Pines prove that parental involvement and commitment to our school is strong. Parent groups provide funding and volunteers for additional music and physical education programs and activities. Learning centers have been incorporated into the wheel at the primary grades and in some of the upper grade classrooms. A monthly newsletter, keeps parents and the commu-

nity informed of classroom activities, school programs, and educational issues.

Our connection to the community is strong. We work cooperatively with the La Jolla YMCA to provide child care before and after school and enriched physical education (funded by Friends of Torrey Pines). UCSD provides a tutoring program for students. The San Diego Police Department recognizes our students for excellence in academics and behavior and provides our DARE drug awareness program for fifth grade students.

At Torrey Pines we expect all parents to be involved in school activities. Here's how parents can participate:

- Join the PTA and attend meetings.
- Get involved in fund-raising for our school through Friends of Torrey Pines.
- Help maintain the school nature trail.
- Attend one of our school site council/governance team meetings where important decisions about Torrey Pines School are made by staff and parents and are held on the first Tuesday of each month.
- Help to volunteer in classrooms. Contact your child's teacher or our volunteer coordinator.

FINANCES

EXPENDITURES AND SERVICES OFFERED

How are resources applied?

The adjoining budget chart shows the major areas of district funding for Torrey Pines 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.

School Budget, 1997-98		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	2,926	2,928
Special Education	136	410
Integration	199	264
Gifted and Talented	5	20
Special Projects	181	385
Total	3,447	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.