

SCHOOL ACCOUNTABILITY REPORT CARD

EMERSON/BANDINI ELEMENTARY SCHOOL

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Principal

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MARCH 2001
San Diego City Schools

SCHOOL PROFILE

Emerson/Bandini Elementary School is located in the Southcrest area of San Diego. Our school is on a single-track year-round schedule.

We have improved the transience rates of stability and mobility for our school. This definitely affects the academic achievement of the students. About 95 percent of the students come from homes receiving Aid to Families with Dependent Children. About 65 percent of the students are English language learners (ELL).

The school operates as an academic academy with a focus on enhanced literacy and mathematics.

ing and learning in the classroom.

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

The *Blueprint for Student Success* provides twenty-four additional half-days of instruction for all of our students. It also provides six math specialist for instructing our Grade 4-6 students.

Emerson/Bandini's staff strive to promote academic excellence. Instructional emphasis is placed on literacy and mathematics.

Our major goals for this year are to:

REPORT CARD MEETING INFORMATION

Date: May 15, 2001

Time: 9 a.m.

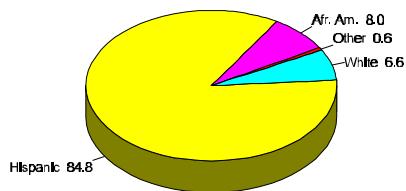
Place: Bandini Auditorium

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Emerson/Bandini Elementary's policies, programs, and progress. At an English Learner Advisory Committee (ELAC) meeting on May 15 at 9 a.m. parents can discuss the report card and ask questions.

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

- Raise the academic achievement of students in English
- Provide parent education programs and ongoing staff development
- Offer extended opportunities for all students in the area of literacy.

Student Racial/Ethnic Composition
2000-01



Percentage of Total Enrollment

MISSION AND GOALS

The mission of San Diego City Schools is to improve student achievement by supporting teach-

STUDENT LEARNING

STUDENT ACHIEVEMENT

What are the test results?

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.

Students' academic progress is also measured by using the Developmental Reading Assessment (DRA), Evaluación del Desarrollo de la Lectura (EDL), Stu-

dent Oral Language Observation Matrix (SOLOM), and Language Assessment Screening (LAS). Teachers use tests to inform instruction.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Throughout the school year teachers recruit members of the community to

share their jobs with the children.

ATTENDANCE/DROPOUTS

Has attendance improved?

An important goal at Emerson/Bandini is to keep students in school. Our 1999–2000 attendance rate was 94.85 percent.

Our plan to promote attendance includes requesting parents to call school on the first day of absence and to send a note to school upon the child's return. When school is not in session, parents may leave a message on Emerson/Band-

Attendance		
Year	Number of Absences	% Actual Attendance
1995–96	15,923	92.9
1996–97	15,236	93.6
1997–98	13,885	94.0
1998–99	13,013	94.4
1999–00	12,885	94.9

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Emerson/Bandini has 66 classroom teachers. Bandini has 26 teachers and Emerson has 40.

Fourteen teachers are interns and pre-interns in the district's Bilingual Education Credentialing Alternative (BECA) program, two teachers belong to the urban teacher intern program, and three teachers have emergency credentials while they attend classes. The remainder of our teachers are credentialed to teach in the areas of general, bilingual, Gifted and Talented Education (GATE), state preschool, and special education.

TEACHER/ADMINISTRATION EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. 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 and vice principals are evaluated every year: the principal by a central office supervisor and the vice principals by the principal.

ini's answering machine at 525-7418.

In the case of an unexcused absence and excessive tardiness, we contact parents by telephone and schedule a home visit or conference if necessary.

There is also a schoolwide incentive program for our students who maintain perfect attendance for the entire year.

DISCIPLINE AND CLIMATE FOR LEARNING

Does Emerson/Bandini provide an effective learning environment?

We strive to maintain a positive school environment and to recognize students' academic and behavioral achievements. Schoolwide student recognition activities include the monthly student recognition assemblies. Individual classroom teachers also provide awards to students on a regular basis. The senior sixth grade students are recognized for their accomplishments during promotion week.

If you are concerned about a teacher, 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.

INSTRUCTIONAL AND LEADERSHIP QUALITY

Are we meeting our goals?

This year, Emerson/Bandini continues to participate in the Comer School Development Program which encourages staff, parents, and community to work together to make effective changes in the school. The program philosophy emphasizes strong relationships between home and school to improve student achievement.

The school Governance Team (GT) ensures that our school's vision and goals are maintained and followed.

We participated in the state Immediate Intervention/Underperforming School Program (II-USP) planning grant. Staff, parents, and consultants gathered and analyzed data. An action plan was com-

Our Mega Skills program continues to be implemented schoolwide to include the classroom and parent components.

The student council provides leadership opportunities for students in grades 4–6.

The K-Kids Club in collaboration with Balboa Kiwanis is a service organization that allows students to participate in various community activities.

With school staff, parents, and students working together, we believe we can create the ideal climate by supporting teaching and learning.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995–96	8.9	0
1996–97	4.9	0
1997–98	2.2	0
1998–99	2.9	0
1999–00	3.7	0

* Suspensions per 100 Students.

pleted to meet state achievement goals in the next two years.

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.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. Emerson/Bandini Elementary will have 39 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.

The school also has 24 extended school days during vacation time to provide all students with additional instructional time.

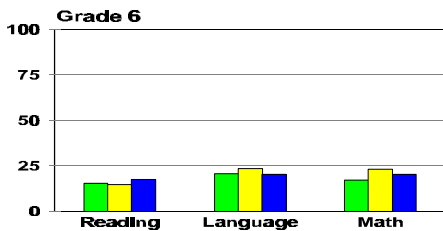
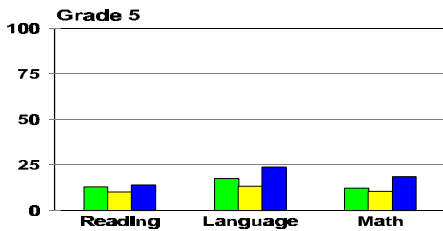
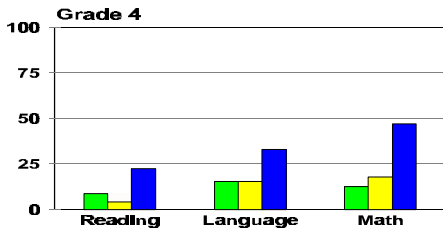
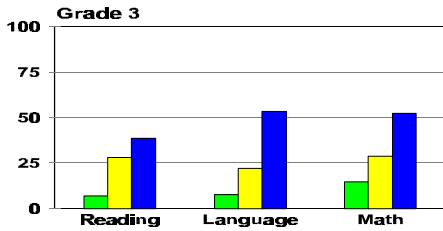
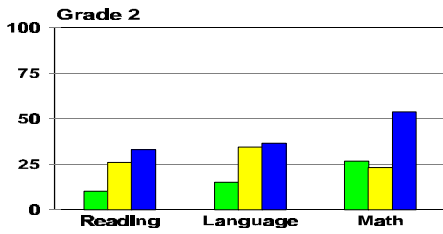
Instructional Minutes, 2000–01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
K	58,635	36,000
1–6	55,935	54,000

SAT Results

Pct. scoring at or above 50th percentile

No Mandated Testing at Kindergarten

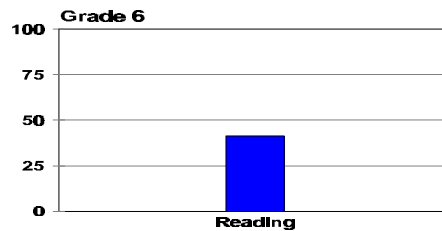
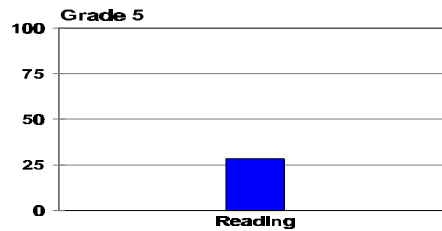
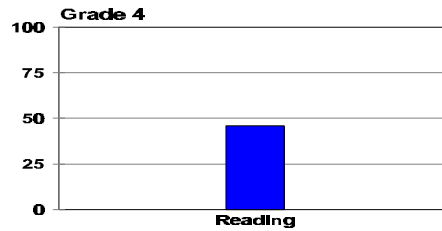
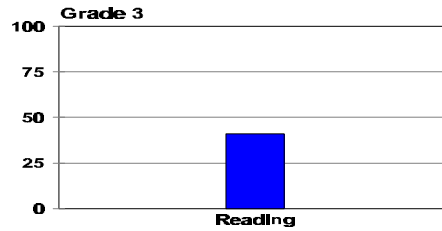
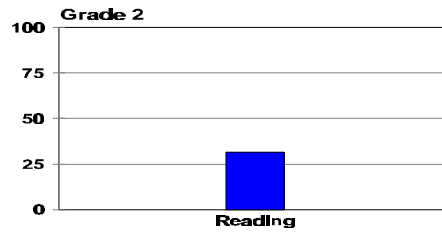
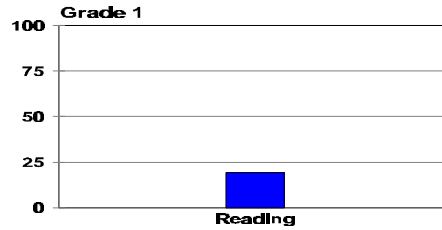
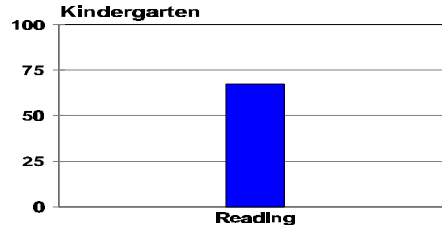
No Mandated Testing at Grade 1



* N < 10 1998 1999 2000

District Assessments

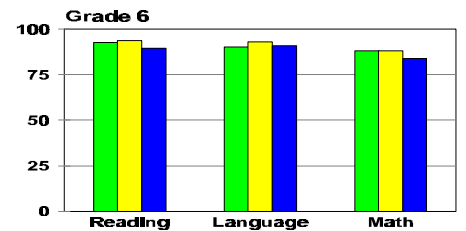
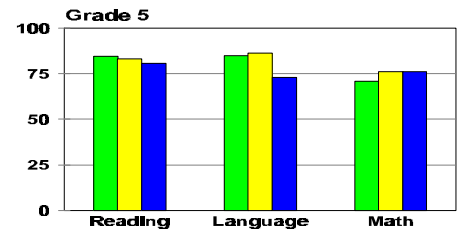
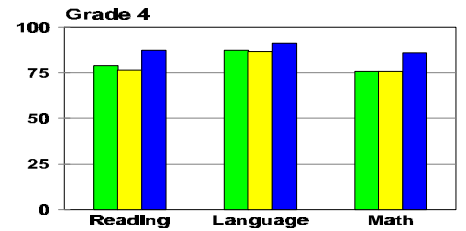
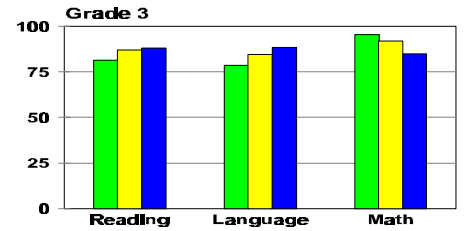
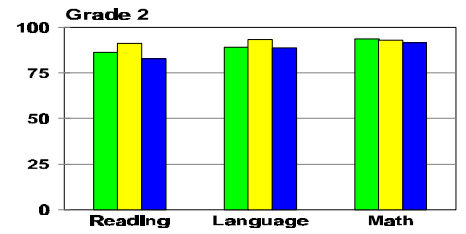
Pct. scoring near, at, or above grade level



* N < 10 2000

Grade Results

Pct. achieving at or above Satisfactory



* N < 10 1998 1999 2000

Class Size Distribution, 1998–99						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		4	6			
K–1, 1		6	5			
2		7				
2–3, 3		10	3			
4, 4–5				2	4	
5, 5–6				3	2	
6					4	
Special Ed.	2					

Class Size Distribution, 1999–2000						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		11				
1		8	3			
2	1	5	5			
3		5	4			
3–4				1		
4, 4–5					6	
5					5	
6					4	1
Special Ed.	2					

Class Size Distribution, 2000–01						
Grade Level	1–15	16–20	21–25	26–30	31–35	36+
K		9	1			
1	2	8	1			
2		10				
2–3, 3		11				
4, 4–5				2	5	
5, 5–6				6	1	
6				1	3	
Special Ed.	3					

State Class Size Reduction Program Participation	
Year	Percent of Grade K–3 Students Participating
1997–98	79.4
1998–99	100.0
1999–00	100.0

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	77	76	1	0	0
1999–00	73	73	0	0	0
2000–01	73	71	0	0	2

ACADEMIC PERFORMANCE INDEX

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 level. 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 SAT 9 test performance for each school and for the school’s numerically significant subgroups.

It has been certified that the scores obtained on last year’s administration of the SAT 9 do not reflect the performance of the students at this school. Therefore, no API data are reported.

■ TRAINING AND CURRICULUM IMPROVEMENT

What kind of training is provided to staff?

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 Emerson/Bandini. 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.

In addition to staff development held on modified days, this year three staff development days on reading and literacy were held before the school year began. No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

All Grade 4–6 classroom teachers receive 90 minutes a day of literacy staff development while the students are being taught by mathematics specialists. These six mathematics specialists receive training at San Diego State University (SDSU).

There are 30 biliteracy program classrooms (that follow the master plan for English learners) and 13 two-way Spanish/English Immersion classrooms.

The two peer coaches/staff developers, six Reading Recovery teachers, and two reading specialists collaborate with classroom teachers in the area of literacy. The parent academic liaison collaborates with classroom teachers in the area of effectively working with parents on their children's academics.

■ COUNSELING AND SUPPORT SERVICES

What support do we offer?

Emerson/Bandini uses the Comer student, staff, and support team process. This team meets weekly to design a program for early identification of students who are experiencing developmental, academic, medical, social, or emotional difficulties. The team consists of the district counselor, school psychologist, classroom teachers, nurse, resource specialists, speech language pathologist, administrators, resource teachers, and parents.

Additional support services are provided by full-time support staff:

- District counselor

- Music teacher
- School psychologist
- School nurse practitioner
- One bilingual and one English resource specialist
- Two bilingual reading teachers
- Two program resource teachers
- Three PE prep teachers
- Community services officer
- Six bilingual and English Reading Recovery teachers
- Two bilingual language, speech and hearing therapists
- One computer lab specialist
- Two peer coaches/staff developers
- Parent academic liaison
- Adaptive PE teacher
- After-School Reading Program (ASRP) for grades 3–6.

Further support for students and families includes:

- Healthy Start Program
- Logan Heights Family Health Clinic
- Kiwanis vision testing
- Tutorial program provided by North Park Kiwanis Club and USS *Arco*
- Rolling Readers
- Kiwanis Kids Club
- African American Male/Female Club
- Hispanic Female/Male Club
- Home Instruction Program for Pre-school Youth (HIPPY)
- After-School Program
- Third grade Extended-Day “6 to 6” Reading Program
- Family Learning Community
- Adult English as a Second Language (ESL)
- Reading Is Fundamental (RIF)
- Fifth Grade Test Club.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

What materials are used?

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 social studies.

State funds specifically designated for library materials and equipment were provided again this year to update our library

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Joe Gama, *vice principal*
Janice Lawhorn, *parent academic liaison*
Mae McCloud, *computer aide/parent*
Donna Orozco, *secretary*
Carol Jean Spier, *vice principal*

media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

There is a need to expand the Spanish and English literacy materials in the classrooms. Each campus at Emerson/Bandini has a computer lab. Every classroom is equipped with computer technology.

■ CLASS SIZE

Are classes too large?

Emerson/Bandini 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.

■ SCHOOL FACILITIES AND SAFETY

How clean safe, and orderly is our school?

The Emerson school site is about 85 years old. The main facility is a single-story plant consisting of 16 permanent classrooms and 26 portable classrooms.

Bandini Annex is a beautiful site comprised of new buildings, portable classrooms, and a renovated administration building.

The Emerson and Bandini campuses will be remodeled using Proposition MM funds starting this year.

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies.

To promote student safety, we review emergency procedures with staff and students. Emerson/Bandini has a full-time community services officer who supervises the campus.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

How does Emerson/Bandini promote good race/human relations?

All teachers are encouraged to teach Mega Skills program which promotes an awareness of treating all people with respect. The counseling center teaches eight lessons on self-esteem, decision making, problem solving, and conflict resolution to all K–6 students. All students participate in

the Stop, Think, and Choose program.

The Counseling Center at Emerson/Bandini provides multifaceted programs aimed at increasing student self-esteem, decision-making ability, and respect for self and others. In addition to offering counseling in small groups and on an individual basis, the Counseling Center supervises programs such as Peace Patrol (recess conflict resolution) and the opportunity room. We also coordinate services provided on-site by the

Logan Family Clinic, Successful Transition Achievement with Response support (STAR)/MARCH programs, Kiwanis, and Neighborhood House.

Emerson/Bandini holds various multicultural events throughout the year which have been well attended by the community.

On-site staff who speak Spanish are available for student/staff/parent contacts. All flyers, bulletins, and newsletters are printed in both Spanish and English.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

Does Emerson/Bandini welcome parent and community involvement?

The Emerson/Bandini staff is committed to increasing parent and community involvement. To improve the school's effectiveness in this area, the school is involved in a three-year Disney Learning Communities Grant.

Opportunities for involvement include:

- Joining the Parent Teachers Association (PTA)
- Participating in the ELAC
- Participating in the School Site Council (SSC)
- Volunteering to help at school; call 525-

7418 and ask for Janice Lawhorn, parent academic liaison

- Attending parent-teacher conferences
- Visiting classrooms
- Assisting your child with homework
- Attending our Saturday family conferences and parent education workshops at school
- Joining the Parent Patrol
- Attending meetings related to student's health
- Attending Mega Skills workshops
- Reading the PTA newsletter and all school bulletins
- Participating in the Association of Par-

ents of University Students

- Attending the Parent Institute
- Attending the Family Learning community activities funded by a Disney grant.

In order to involve community organizations and businesses, we have developed partnerships with the North Park Kiwanis Club and the USS *Arco*. The school receives many benefits from these organizations and others. The Logan Heights Family Health Center continues to collaborate with the school nurse to offer medical care to our students at the Bandini site every Monday and Wednesday from 9 a.m. to noon.

The school has a case manager to provide follow-up services for medical, dental, and counseling needs.

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Emerson/Bandini 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, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	Elem. Avg.
General Operations	3,163	3,433
Special Education	281	466
Integration	454	237
Gifted and Talented	1	22
Special Projects	1,084	544
Total	4,984	4,703

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, 1998–99		
Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.0
Teacher	43.7	41.4

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