

# School Accountability Report Card

## MacDowell School

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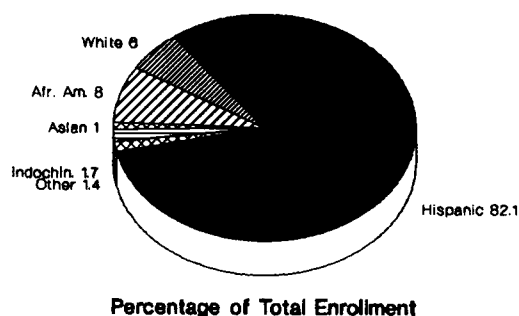
### School Profile

MacDowell School is located in northeast Clairemont close to Highways 52, 805 and 163 in San Diego. The community is made up of a single family dwellings, apartments, and small businesses. The neighborhood has a park adjacent to the school site.

All students attending MacDowell School are sixth graders and are bused from three feeder school areas as a temporary solution to overcrowding in the neighborhood schools. These schools are Balboa Elementary, Brooklyn Elementary, and Sherman Elementary. All three schools are located in southeast San Diego.

MacDowell places its emphasis on life science in addition to the basic skills of reading, language, and mathematics.

Student Racial/Ethnic Composition  
1990-91



### 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 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 mission is for the administration, staff, parents and students to work together to provide a positive and challenging program at MacDowell School.

### Report Card Meeting, Information

Date: March 14, 1991  
Time: 6:00 p.m.  
Place: MacDowell Elementary Cafeteria

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 MacDowell's policies, programs, and progress. A meeting will be held March 14 at 6:00 p.m. to discuss the report card and answer questions.

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

Our goals for this year are to:

- Establish an effective working relationship between staff/teachers and parents promoting and providing quality assistance to the student both at school and in the home environment;
- Develop a positive awareness and respect for cultural differences;
- Utilize cultural differences to promote a cooperative behavior and reinforce consideration of others;
- Develop an effective School Site Council (SSC) which will provide a means of communication between staff and parents;
- Further develop student responsibility and respect for authority;
- Function as the transition point between the single-class environment of elementary school to the multiple-room/teacher environment of middle/junior high school;
- Improve exterior condition of school; and
- Help students improve their behavior and reinforce consideration of others.

MacDowell staff, parents, and administrators want parents to understand both MacDowell's strengths and weaknesses and our success in improving MacDowell through meeting its goals. To do this, we have organized our report card around the four district goal areas listed above and have placed each of the 13 required elements of the report card into one of the four goal areas.

# Student Learning

## Student Achievement

### How are students doing?

Standardized tests are one of many ways to measure student 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.

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

- the California Assessment Program (CAP) tests for students in grades 3, 6, 8, and 12 in reading, language, mathematics, and other selected areas.
- the Abbreviated Stanford Achievement Tests (ASAT), taken by most students at MacDowell. (*La Prueba* will be administered to students in the bilingual program.)

Since MacDowell's student body of 305 has been brought together at one site for the first time in the 1990-91 school year, there are no prior recorded MacDowell scores.

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

## Attendance/Dropouts

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

Attendance is a very important part of the educational process at MacDowell Elementary. An important goal is to keep students in school. MacDowell's goal is to attain an attendance rate exceeding the district average.

This is our plan to reduce unexcused absences: calling to verify all absences; sending forms home for parent signature if we cannot reach you by telephone; scheduling home visits when appropriate; recognizing perfect attendance with special awards, and counseling students and parents when necessary.

The SSC is vital link in our home-to-school communication network. In order to keep parents better informed the SSC will provide current school year attendance data three times during the school year in our parent newsletter.

## Teaching Quality

### Teaching Assignments

#### Do we have qualified teachers?

We have 11 classroom teachers this year. The average teaching experience of our teaching staff is eight-and-a-half years. Two teachers have master's degrees and three are bilingual teachers.

One teacher is under emergency certification in order to address the needs of the bilingual program. To increase learning and the quality of instruction, the teachers team in subject areas.

At MacDowell we want our students to want to be at school. To encourage this desire, great care has been taken to provide a safe, secure, and exciting learning atmosphere.

In a fall 1990 sampling of data, students' tardiness and part-day truancy caused none of the attendance claimed at MacDowell for purposes of state funding for education to amount to less than the state-mandated minimum instructional day. In the future such part-day absence may result in a loss of state school funding.

## Discipline and Climate for Learning

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

One of the goals at MacDowell is to help students gain greater self-control and concern for the rights and privileges of others.

Our "Mac Do It" theme encourages students to "think they can and know they can" attain any goal.

At MacDowell we strive to accentuate the POSITIVE!

Our plans for acknowledging good student behaviors include: monthly Good Citizenship assemblies, "I Caught you Being Good Tickets" redeemable for rewards such as additional computer time and library visits, and "MacDowell Motivators' Movie Days," complete with popcorn, sponsored by the counseling center. The staff has received training in assertive discipline.

At the beginning of the school year, classroom (team) and schoolwide rules were made available to parents for review. Throughout the year, we continue to inform parents of modifications and additions to our discipline plan via school newsletters. MacDowell staff believes in contacting parents by the telephone not only when a problem arises but when a positive action can be happily relayed.

All of this has had the effect of improving instructional quality—teachers have been freed to spend more time on academics.

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

## Teacher and Administrator Evaluation

### How are teachers and administrators evaluated?

Administrators at MacDowell formally evaluate tenured teachers every two years. They observe temporary or probationary teachers frequently and evaluate them yearly. If a teacher's performance is less than effective, the administrator identifies specific areas which need improvement. Teacher and principal develop a program for improvement.

Principals and vice principals are also evaluated every two years in a similar manner—the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, administrator or other staff member, there is a procedure that you can follow. You

can find it in the *Handbook for Parents* sent home with every student at the beginning of the school year. You may call the principal or the School Operations Division, as appropriate, 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, a credentialed teacher may substitute at any grade level and in any subject. Every effort is made to place substitute teachers in their area of expertise.

This year we would like to create our own pool of good substitute teachers because we believe it would be more effective to have substitutes who are familiar with our site and the specific needs of our students.

## Quality of Instruction and Leadership

### How good is it?

MacDowell is restructuring, with one of its chief goals to provide an academic environment that will insure student success in our multicultural society. The focus of these efforts has been shared decision-making and cooperative teaching through teaming.

Our principal and teachers have worked out new methods of team teaching. This lets teachers focus on their areas of expertise, group students, and teach using collaborative methods. Our students are placed into groups of mixed academic ability. All students receive the same curriculum. Students are offered basic core classes, and also receive additional instruction in a science lab class, a computer class, and PE. The students also are given the opportunity of choosing their own six-week wheel class. There are about 20 choices including: ceramics, drill team, ballet folklorico, study hall, student government. The staff feels this is a good way to help all students achieve success in a multicultural setting.

## Training and Curriculum Improvement

### What are we doing to improve staff?

MacDowell will have eight staff development days this year so that restructuring plans may be initiated. Topics we will discuss are the needs of multicultural student population, ways to involve parents in their children's education, improving critical thinking, and other life skills.

Our curriculum follows the state-adopted science, language arts and math frameworks and we are piloting state frameworks in the Hispanic literature program and sixth grade history/social science.

MacDowell School is working closely with district resource teachers in the development of new social studies materials in English and Spanish.

Our curriculum follows the state-adopted framework and state guidelines.

MacDowell School is teaching the new district-adopted language arts curriculum. The program exposes all students to quality literature. It stresses the interaction of listening,

speaking, reading, and writing, rather than teaching these as separate skills. Most of our staff attended workshops held during the summer to prepare for the new curriculum.

The principal encourages staff to attend conferences, workshops, and demonstrations of programs to visit other schools. Instructional aides are given on-site training. This year's topics will include discipline, race/human relations, communication skills, and home/school relations.

## Counseling and Support Services

### What kind of support does MacDowell offer students?

MacDowell has:

- One full-time counselor with a case load of 305 students;
- A school nurse once a week and a nurse's aide three days a week;
- A basic skills teacher 20 hours a week, providing reading and math basics to students with low test scores; and
- A full-time resource specialist serving 19 students with special needs.

## Textbooks and Other Instructional Materials

### How current are our materials?

The district decides which textbooks will be used and provides them to schools on an equitable basis.

All students have access to the school library on a regular basis.

Technical support for complete reading, language, and mathematics programs are provided.

MacDowell is proud of our new computer lab which was paid for out of federal Chapter 1 funds. Our students use the computers weekly. Our goal is to have all children comfortable with the computer by the time they leave MacDowell.

## Class Size

### Are classes too large?

MacDowell had the following class sizes on September 28, 1990:

Grade Level								
5	6	6	6	6	6	6	6	SpEd
25	27	32	30	31	30	30	31	9
30	26							

We believe we could do a better job in teaching our students if our classroom enrollments were lower. However, due to lack of state and district funding, this is not possible. Our 15 instructional and other aides increase opportunities for students to work with adults.

## School Facilities and Safety

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

MacDowell is 34 years old and in need of repairs and a face lift. Two of the lavatories have faulty plumbing; asbestos removal must be completed; our landscaping is unattractive; and a fresh coat of exterior paint is badly needed. These are

only a few on a long list of maintenance needs. Parent and community volunteers can be a great help in getting some of our projects done.

To promote student safety, a disaster preparedness plan and procedures for student emergencies are reviewed with the

staff, students, and parents. Fire drills take place monthly and earthquake drills twice a year.

Adult supervision is provided before school, during recess, and when students are released for the day.

## Integration and Diversity

### Race and Human Relations

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

All of our students are bused from three different feeder school areas. Each classroom has a balance of students from each of the feeder school neighborhoods.

In addition to the neighborhood integration, MacDowell also provides language integration. This is done by providing opportunities for the English- and Spanish-speaking students to eat together, attend assemblies together, attend sixth grade camp together, and choose elective courses.

Communicating with parents is provided in both in English and Spanish. The staff of MacDowell held orientation one week before school opened to welcome parents and students to the school. An open house held in early October gave parents a chance to see their student's progress. Both events were in Spanish and English. Another open house will be held in April. Winter and spring festivals/pot lucks will be held in December and May. All fliers and important information sent home with students are in both languages. The majority of the MacDowell staff speaks both languages for student/staff parent contact.

## Shared Decision-Making

### Community Involvement

#### Does MacDowell welcome parent and community involvement?

The MacDowell staff is committed to increasing parental involvement in our school. Because all of our students are bused, extra effort is required for parental involvement.

The teachers and office staff personally invited families to attend our orientation. Parents were encouraged to participate in the SSC and various volunteer classroom activities.

Our efforts were proven effective at our October open house. Over half our parents attended. In addition to the three buses provided as transportation, extra buses were needed, and many parents drove themselves.

Here's how you can get involved:

- Join the SSC and attend its meetings
- Volunteer to help out in your child's classroom. Call 278-5917 and ask for Diana Zelif or Patricia Cuevas.

We further believe that our School Site Council would be more effective with more aggressive parent participation.

## Finances

### Expenditures and Services Offered

#### Where does it all go?

With few exceptions, little latitude is offered to MacDowell to determine use of funds. 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.

Recent legislation has required school districts to report salary comparisons. The adjoining salary table compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 or more students. The data are for the 1988-89 school year.

Salary and Budget Data for Teachers and Administrators, 1988-89		
Position	Other Large Districts (1,500 + ADA)	San Diego (113,474 ADA)
Beginning Teacher's Salary	\$22,188	\$22,893
Midrange Teacher's Salary	\$34,851	\$35,231
Highest Teacher's Salary	\$42,053	\$43,752
School Principals' Salary <sup>†</sup>	\$50,683	\$58,332
Superintendents' Salary <sup>‡</sup>	\$70,086	\$92,832
Administrative Salaries as Percentage of Budget	5.67%	4.97%
Teacher Salaries as Percentage of Budget <sup>*</sup>	43.50%	44.05%

<sup>†</sup> All school site managers - principals, vice principals, etc.

<sup>‡</sup> Superintendents, deputy, associate, and assistant superintendents.

<sup>\*</sup> Percentage of general fund expenditures. Does not include benefits.

## **Report Card Committee**

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

George Chavez, parent  
Annette Cole, teacher  
Patricia Cuevas, community aide  
Joe Gama, resource teacher  
Lori Jedlicka, teacher  
Margaret Joseph, teacher  
Sherry Lawson, teacher  
Magdalena Matthews, principal  
Jeannie Seiler, teacher  
Janie Wardlow-Moreno, teacher  
Susanne Wertz, teacher

