

School Accountability Report Card

Zamorano Fine Arts Academy

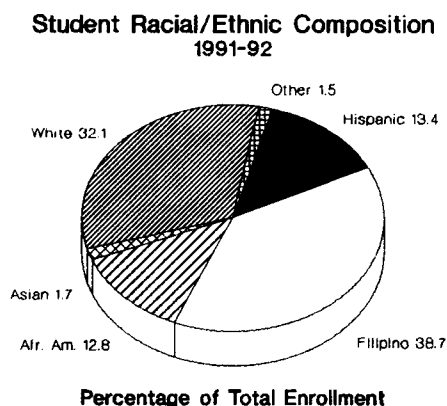
Dr. Jeannie Steeg, Principal

2655 Casey Street, San Diego, CA 92139

(619) 267-8007

School Profile

Zamorano Fine Arts Academy is located in the community of South Bay Terrace in the Paradise Hills area of San Diego. The school's student population is ethnically diverse. Approximately 24 percent of the 1,382 students attending are Limited English Proficient.



Zamorano, California's only K-6 visual arts magnet program, places a high emphasis on all academic subjects. The school received a Golden Bell Award from the California School Boards Association for excellence. Our award-winning program features art instruction in all subjects including painting, drawing, three dimensional design, photography, textile design, architecture, graphic arts, and television and video production.

Zamorano operates as a multitrack, year-round school with one-quarter of the student population enrolled on each track. As part of the district's integration effort, approximately 130 children are enrolled as non-resident magnet students. Attendance is excellent with approximately 95.5 percent average daily attendance. Enrollment at the school is stable. Last year seven of every eight students enrolled at Zamorano at the start of the school year remained enrolled there at year end.

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.

Report Card Meeting, Information

Date: February 27, 1992

Time: 6:30 p.m.

Place: Zamorano 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 Zamorano Elementary's policies, programs, and progress. A meeting will be held February 27 at 6:30 p.m. to discuss the report card and answer questions.

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

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

Zamorano's vision is that staff and community will work together to enable each child to achieve full potential and self-worth through an integrated visual arts curriculum which will allow each to become a productive member of a global society.

Our goals for this year are to:

- Raise the achievement test scores of the students who are below the 50th percentile level
- Increase parent involvement in helping their students at home and in school
- Continue to train staff in learning styles and teaching strategies
- Expand cultural awareness for students and staff

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

Student Learning

Student Achievement

How are our students doing?

Zamorano continues to strive toward academic excellence. The staff is committed to maintain high expectations for all students. Standardized tests are one of many ways to measure student progress. 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 sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language, mathematics, and other selected areas (grades 4, 5, and 10 are being piloted this year; in past years students were

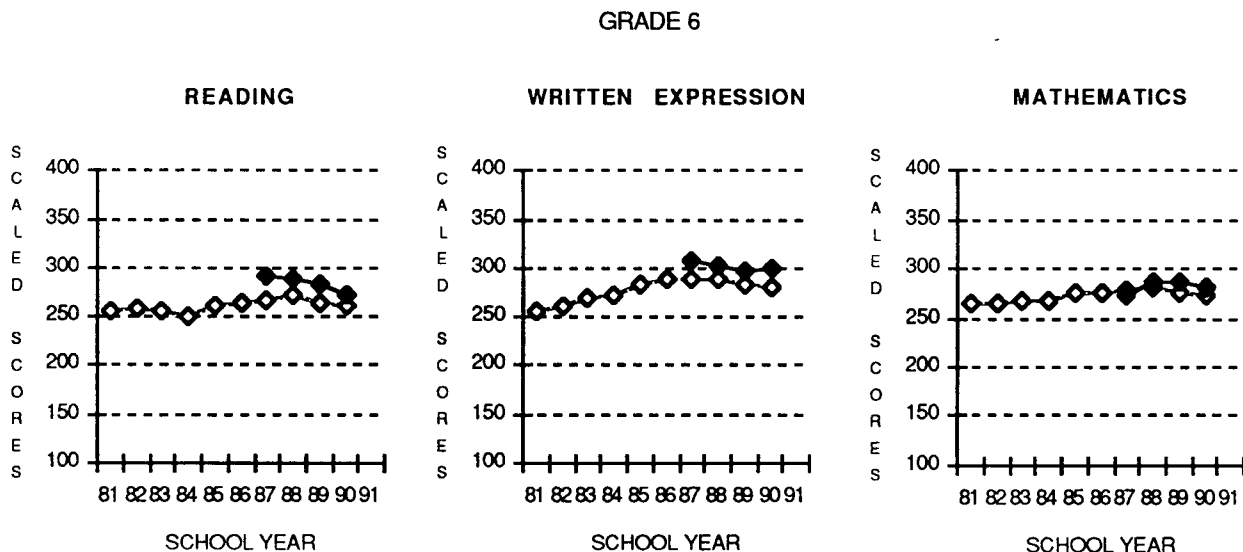
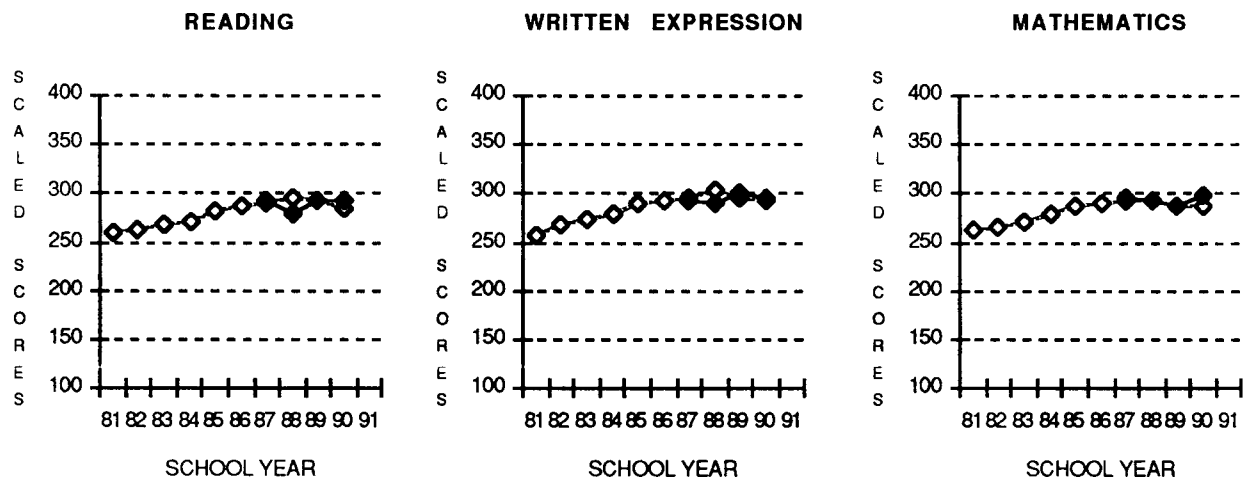
tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)

- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Zamorano students' scores on the CAP tests were mixed. Compared to district norms, our third graders did better than the sixth graders on the reading and written language subtests. The CAP test will not be used at Zamorano during the 1991-92 school year because it is being revised.

The ASAT was given to grades one through six in April 1991. The comparison to the district and the past Comprehensive Tests of Basic Skills is not yet known. Parents did receive an individual ASAT profile for their child during the

CALIFORNIA ASSESSMENT PROGRAM
DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
1980-81 THROUGH 1990-91
GRADE 3



CODE: ◆ —◆ = SCHOOL ◆ —◆ = DISTRICT

fall 1991 conferences. If you did not see your child's ASAT scores, please contact the teacher. The 1992 ASAT test will be administered during the spring semester to grades 4, 5, and 6.

Besides standardized tests our staff uses many assessment techniques. Teachers monitor student progress through the use of individual portfolios of student work throughout the year. In addition, support staff monitors the progress of all students, especially those with special needs. Parents are invited for parent-teacher conferences. In order to improve the academic gain for all students, the staff continues to receive training in the areas of learning styles, new teaching strategies, and teacher expectations.

Attendance/Dropouts

How is the attendance of our students?

Teaching students the value of good attendance is a primary goal. Attendance is excellent with approximately 95.5 percent actual daily attendance. Students with academic and social problems are identified early and are referred to various support groups for attendance improvement, basic skills assistance, self-esteem, and leadership seminars. We had only two students who repeated a grade level for 1990-91.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1986-87	14.8	95.7
1987-88	8.7	95.6
1988-89	14.4	94.6
1989-90	5.7	95.1
1990-91	5.7	95.5

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

Zamorano has 47 classroom teachers. Each teacher is properly credentialed to teach at the appropriate grade level. Zamorano prefers teachers with a fine arts background. Many teachers have gained master's degrees. Teachers at Zamorano are enthusiastic, creative, energetic, and dedicated.

We have four enriched English classes. Each teacher holds a Language Development Specialist certificate.

We have eight Gifted and Talented Education Program classes, including one seminar class. Students are provided with a required 200 minutes per week of enrichment specifically designed to meet their needs. Each teacher holds a GATE certificate.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal and vice principal formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is less than effective, the principal

When students are tardy or truant for part of a day, they may not meet state minimum instructional day standards. A fall 1991 sampling of data found that 2.5 percent of the attendance claimed at our school did not meet these standards. We could lose state money in the future because of these part-day absences.

Our plan for verifying absences includes calling parents, sending forms home for signature, scheduling home visits, and counseling parents if necessary.

Discipline and Climate for Learning

Does Zamorano provide a positive atmosphere?

School standards assure a positive environment conducive to learning. Education is a team effort between the child, parents, and teacher. The Zamorano staff firmly believes that all children will learn and demonstrate academic gains.

All students at Zamorano are taught to follow classroom and schoolwide rules and to take responsibility for their own behavior. A revised discipline plan was distributed to parents in December. Weekly consultation team meetings provide opportunities for teachers, parents, and other district personnel to share information about any student's progress, and to plan interventions to insure student success. Students are recognized monthly at award assemblies. A schoolwide "Caught Ya Being Good" program recognizes approximately 85 students on a weekly basis. Students are also recognized for service to the school. Staff achievements and parent volunteers are recognized as well.

With staff, parents, and students working together, we believe we can create a climate that reflects ownership and team work.

identifies specific areas which need improvement and develops a program for improvement with the teacher.

Principals and vice principals are also evaluated every two years in a similar manner: the principal by a central office supervisor and vice principal 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 *Facts for Parents* sent home with every student at the beginning of the school year. You may call the principal or the School Services 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.

We are fortunate to have many of our own teachers substitute when they are off track. We have found it more effective to have substitutes who are familiar with our site and our students' specific needs.

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.

Quality of Instruction and Leadership

How does Zamorano measure up?

Zamorano offers a balanced curriculum which is aligned with the state- and district-adopted frameworks and guidelines. Teachers at Zamorano are selected after a screening and interview process. Parents are extremely supportive of teachers, and the principal is perceived to be an effective school leader with high expectations of self, staff, and students and who is dedicated to the pursuit of excellence.

The learning center offers students special assistance in basic skills and English as a second language. A Study Skills for Success program is implemented to teach all students organization and study habits. This school year we instituted the Dragon Reading Club. This club is a cross-age tutoring program involving grades one through six and is designed to increase reading fluency and comprehension of students in need of additional assistance in grades one through three.

The library media center augments instruction. Weekly library visits provide students an opportunity to check out books and do research for classroom projects. Computer lab time is scheduled on a weekly basis.

Students in grades five and six have the opportunity to participate in an instrumental music program taught by a district music teacher. Professional musicians conduct assemblies as part of the artist-in-residence program.

The Zamorano physical education program is provided by two PE specialists and the classroom teachers. This outstanding program has received the Gallop-Robinson award for physical education excellence.

The Visual Arts Magnet Program is the highlight of the school. Students benefit from the artistic talents of classroom teachers, professional artists, field trips to various galleries and museums, and instructional lessons and two art resource teachers. Student work of sophisticated quality can be viewed at the school's annual "Celebration of Art" event, local businesses, and the Del Mar Fair.

Training and Curriculum Improvement

How are we providing professional growth for staff?

As part of Zamorano's restructuring process, parents approved six staff development days. Emphasis has been placed on training the staff in learning styles, assisting students in need of additional support, integration of art into the curriculum, and training in the new music program. We are in our second year of the "Turning Point" program that focuses on excellence in education through teaching children in their own learning styles.

Recent training has been on improving cultural awareness by experiencing the Filipino, Japanese, African American, and Latino cultures.

The principal and vice principals play an important leadership role in ensuring that Zamorano offers excellence in education by staying informed on national and state educational issues and sharing these with the staff.

The principal encourages staff to attend conferences, workshops, program demonstrations, and visits to other schools.

Instructional aides receive on-site training in methods of assisting students in the classroom.

Counseling and Support Services

What kind of support does Zamorano offer students?

Zamorano has:

- One counselor, three and one-half days per week, providing a comprehensive preventive guidance program
- A full-time guidance/attendance aide
- A school nurse who serves Zamorano students three days a week, a part-time health aide, and a district health aide
- A basic skills aide providing instruction to students needing extra assistance
- Two full-time resource specialists serving 73 students with active Individual Educational Plans (IEPs)
- Two physical education teachers providing weekly instruction to our students
- Two resource teachers in the areas of art
- Part-time credentialed teachers providing weekly instructional services in adapted PE, speech and language, and instrumental music
- A six-hour per day library technician and a full-time instructional aide to oversee all media-library activities

Textbooks and Other 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 begin using newly-adopted textbooks and materials in visual arts and music.

Our instructional programs use a variety of materials in addition to textbooks. Most classrooms are equipped with a computer and appropriate educational software. All classrooms have videos available for classroom use plus a closed circuit television system. This year, a new word processing lab of eight computers was created by the fifth and sixth grade teachers. It is housed in the library/media-center and is used for word processing and research. Due to the rapid student growth of our school, the library doesn't meet needs of students. We are currently in need of increasing our library collection. Presently the PTA's annual book fair and the Birthday Book club (books donated by the parents in the name of their child) contribute to the collection.

School Facilities and Safety

How clean, safe, and orderly is our school?

Zamorano is six years old and is clean in appearance. Minor touch-ups and maintenance are needed due to wear and occasional graffiti found on walls.

Zamorano has 22 permanent classrooms and 17 portable classrooms. Our school facilities are overcrowded due to increases in enrollment. Ten teachers are without permanent classrooms resulting in their classes moving to other rooms

every three weeks (flexing) when teachers who have their own rooms go off track. The district is working with our school to find ways to solve these problems related to the overcrowding. The playground and lunch arbor are used effectively by scheduling two recesses and two lunch periods.

Zamorano also features a learning and student center, magnet and teachers' center, health and PE office, parent work-

room, and a facility that consists of a library/media center, computer lab, two art studios, photography darkroom, CCTV studio, and a sculpting patio.

To ensure student safety, we review our disaster preparedness plan and procedures for student emergencies with staff, students, and parents. Fire drills take place monthly and earthquake drills twice a year.

Grade Level								
K	1	2	3	4	5	6	Comb	SpEd
33	31	31	31	27	37	35	12	
33	32	32	30	29	34	24	30	
20	32	32	31	30	29	33	31	
32	30	30	32	31	35	36	25	
33	32	30	26	30	30	27	29	
34	37	28	27		22	27		

Class Size

Is classroom enrollment too large?

Zamorano was built for a student enrollment of 550. The adjoining table shows the class sizes Zamorano had on September 27, 1991.

Despite this tremendous growth, all class sizes are maintained at legal levels established by the state, with primary classes K-3 averaging 28-32 and upper grade classes averaging 30-33.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

Zamorano staff feels that in order for our students to become contributing members to society they must develop an ability to understand and appreciate the rich diversity of the community. Students and staff benefit from the multicultural awareness that is emphasized throughout the school and in

additional experiences in week-long studies in Old Town, Balboa Park, and Camp Palomar for our fourth, fifth, and sixth graders. There are almost no racially based problems among students and they cooperate well in the multiethnic classroom and playground setting.

We are fortunate to have staff available who speak Tagalog, Ilocano, and Spanish for student/parent contact.

Shared Decision-Making

Community Involvement

Does Zamorano welcome parent and community involvement?

The administration works with staff and community groups. The Zamorano site council and governance team, both composed of staff and community members, meet monthly and oversee site programs/decisions. The School Site Advisory Committee (SSAC), comprised of grade level representatives, works with the principal to develop, monitor, and problem-solve school policies and procedures. The Administrative Council, consisting of non-classroom personnel, meets with the principal twice monthly to plan and direct the course of Zamorano's total school program.

The Zamorano staff is committed to increasing community and parent involvement in our school. The PTA sponsored two opening-of-the year potlucks. Our Halloween Carnival drew over 1,500 parents and students. The PTA board meetings and unit meetings are held at night to accommodate

parent needs. We have also instituted a Grandparent's Day for each track so grandparents may visit the school. The PTA also provided a Holiday Shop, Book Fair, Imagination Fair and Talent Show. We also have a Winter Program, Family Math, Career Fair and Jog-a-thon.

Here's how you can get involved:

- Join the PTA and attend its meetings. Call the school for more information at 267-8007.
- Volunteer to help out in a school program. For more information call the school office at 267-8007 and ask for Jeri Jamison.

Parents assist with fund raisers, school programs, and classroom volunteers. The school enjoys partnerships with KGTV-Channel 10 and McDonald's. Because of the school's visual arts program, we are also affiliated with local galleries and museums.

Finances

Expenditures and Services Offered

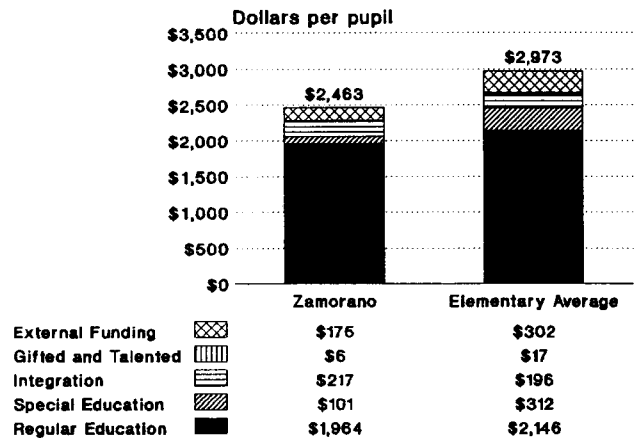
Where does it all go?

The budget chart on the following page shows the major areas of district funding for Zamorano Fine Arts Academy

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 its enrollment and programs and on formulas which are set by

School Budget, 1990-91



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

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

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

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

Regular Education—services, materials, and support to the general education program

Report Card Committee

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

Leslie Barnes, teacher
 Linda Baumgartner, parent
 Betty Bogomaz, resource teacher
 Ron Burdick, teacher
 Victoria Chaffin, parent
 Michael Higginbotham, parent
 Jeri Jamison, magnet resource teacher
 Earle Krepelin, vice principal
 Froilan Marcelo, parent
 Dale Santee, parent
 Jody Spear, parent
 Pam Stahlak, teacher
 Polly Standifer, secretary
 Dr. Jeannie Steeg, principal
 Harold Tuck, parent

Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Zamorano receives additional funding which supports the instructional programs by paying for paraprofessional assistance, instructional supplies and materials, field trips, assemblies, art program costs, and permanent equipment. The PTA assists by conducting a major fund-raiser every year and the school sponsors an annual jog-a-thon and magazine sale.

Recent legislation has required school districts to report salary comparisons. The salary table below compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are for the 1989-90 school year.

Salary and Budget Data for Teachers and Administrators, 1989-90

Position	Other Large Unified Districts (1,500 + ADA)	Very Large Unified Districts (25,000 + ADA)	San Diego (116,685 ADA)
Beginning Teacher's Salary	\$23,779	\$25,131	\$23,832
Midrange Teacher's Salary	\$36,952	\$37,672	\$36,213
Highest Teacher's Salary	\$45,284	\$46,240	\$46,021
School Principals' Salary [†]	\$57,284	\$61,700	\$61,751
Superintendents' Salary [‡]	\$82,324	\$105,002	\$96,773
Administrative Salaries as Percentage of Budget	5.67%	5.45%	4.09%
Teacher Salaries as Percentage of Budget [*]	43.50%	44.23%	42.61%

[†] All school site managers—principals, vice principals, etc.

[‡] Superintendents, deputy, associate, and assistant superintendents.

^{*} Percentage of general fund expenditures. Does not include benefits.