

School Accountability Report Card

School of Creative and Performing Arts

Florence Johnson, Principal

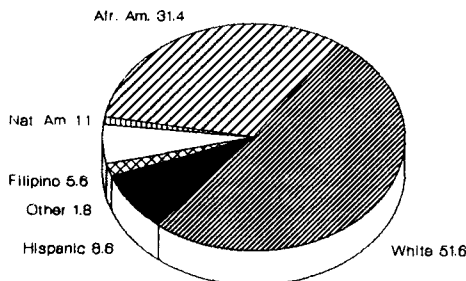
2425 Dusk Drive, San Diego, CA 92139

(619) 470-0555

School Profile

The School of Creative and Performing Arts (SCPA) is a total magnet program designed for students who have a special interest in one or more of the creative and performing arts. The school is located in South San Diego in the middle of a single-family residential area. SCPA draws 1,429 fourth- through twelfth-grade students from 22 geographical areas of the city. Ninety-three percent of the students are bused and the remaining seven percent includes neighborhood residents and others who provide their own transportation. The ethnic balance consists of half white and Portuguese students and half African American, American Indian/Alaskan, Asian, Filipino, Hispanic, Indochinese, and Pacific Islander students. The ethnic diversity of our school is one of our strengths.

Student Racial/Ethnic Composition
1991-92



Percentage of Total Enrollment

In the fall of 1990, SCPA moved to a new school site, encompassing 117,000 square feet on 40 acres of landscaped grounds, which was specially built to meet the needs of a multi-level creative and performing arts magnet. The site has 53 classrooms, including six dance studios; four music studios; a visual arts complex with photo lab, complete graphic arts department, a clay yard and visual arts classrooms; a complete media center; administration building; cafeteria and patio; and PE activity room, playing field, and lockers. However, even with the addition this year of five relocatable classrooms, we still need more classroom space. Areas designated for other activities are presently being used as classrooms.

A public plaza was created at the entrance to the school around which are grouped three theaters. These theaters include the Grand, a 500-seat proscenium theater with dressing rooms, orchestra pit, and scenery and costume shops; the 200-seat Stage Door theater for arena-type productions; and the 1,000-seat Circle-in-the-Sun amphitheater.

The overall complex provides arts-oriented students with an exciting and authentic educational environment in which to develop their talents.

Report Card Meeting, Information

Date: February 24, 1992
Time: 6 p.m.
Place: SCPA Main Office Staff Lounge

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 SCPA's policies, programs, and progress. A meeting will be held February 24 at 6 p.m. to discuss the report card and answer questions.

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

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.

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

SCPA Mission: We, the San Diego School of Creative and Performing Arts, are dedicated to providing a challenging interdisciplinary curriculum which inspires academic and artistic excellence for a culturally diverse population: We are committed to a personalized atmosphere of self-esteem, respect, enthusiasm, and cooperation.

SCPA Motto: Through staff dedication, student commitment, parent involvement, and community support, we challenge students to make arts and academics share center stage.

SCPA Goals:

- Promote a climate of learning where all students have the opportunity to reach their full potential in both academics and the arts.
- Recognize and provide for individual differences and learning styles of all students.

- Maintain a personalized environment which fosters the growth and well-being of each student and staff member.
- Prepare students to be well-adjusted, responsible, and productive members of the community through a stimulating and qualitatively different academic, visual and performing arts curriculum.

- Encourage a climate of collegiality, trust, shared decision-making, and open communication.

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

Student Learning

Student Achievement

How are students doing?

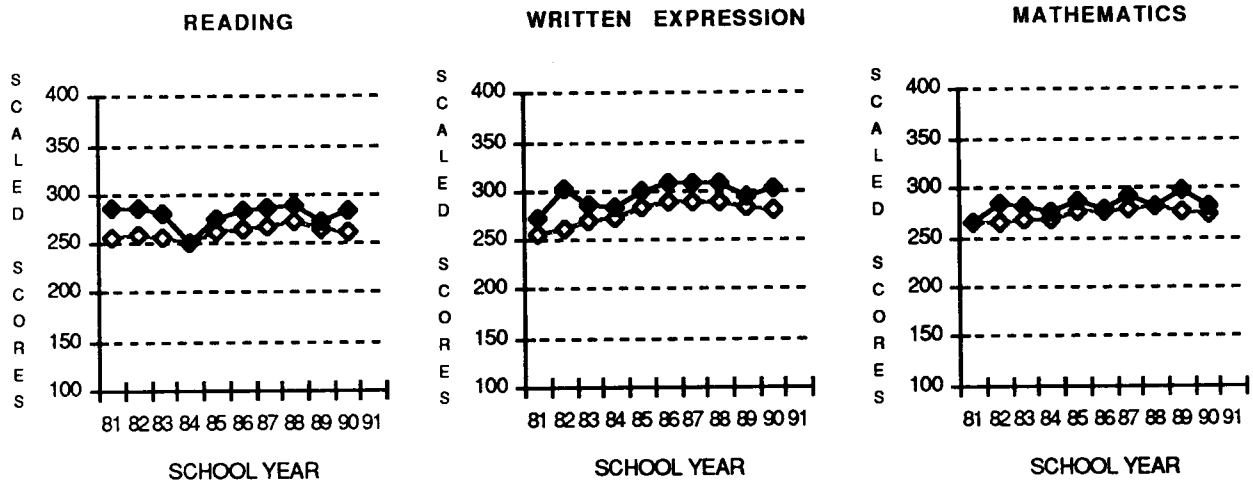
Test Performance. Standardized tests are one of many ways to measure student progress. Counselors monitor each student's progress in all areas of performance, including

standardized tests. Parents should talk with their student's counselor and teachers to get a full picture.

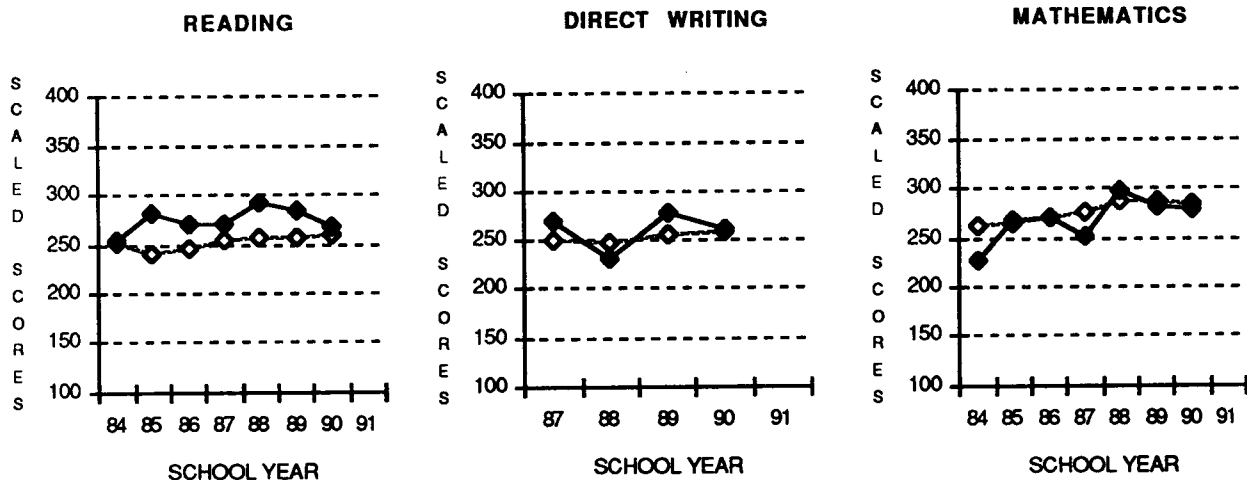
Students in San Diego City Schools take two sets of standardized tests:

- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language,

CALIFORNIA ASSESSMENT PROGRAM
DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
1980-81 THROUGH 1990-91
GRADE 6

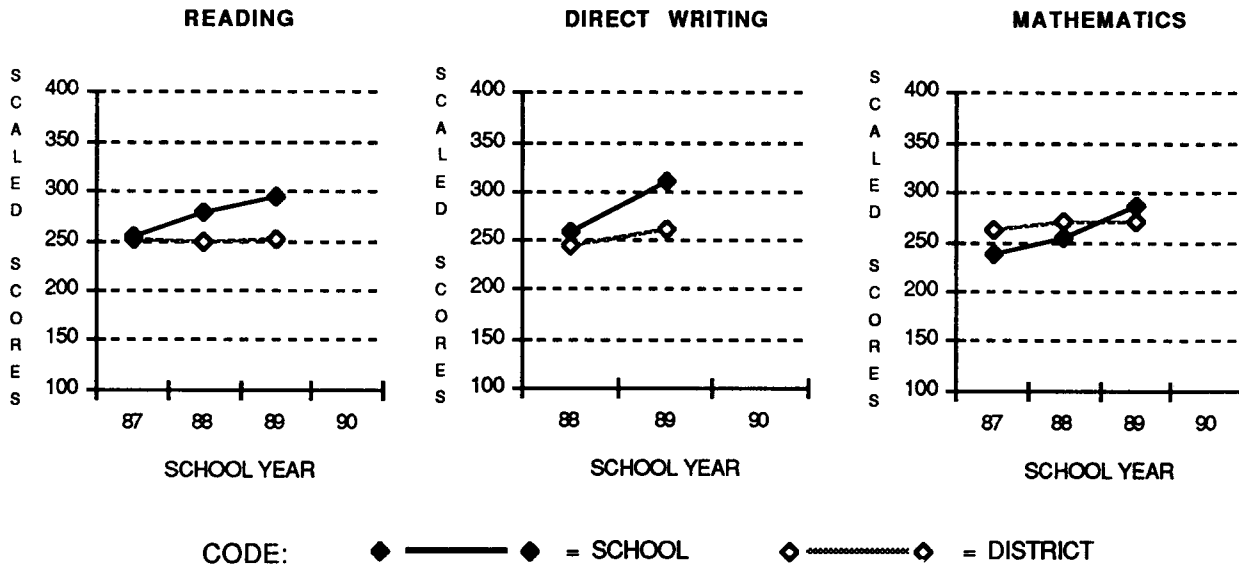


GRADE 8
1983-84 THROUGH 1990-91



CODE: ◆ —◆ = SCHOOL ◆ —◆ = DISTRICT

**CALIFORNIA ASSESSMENT PROGRAM
 DISPLAY OF SCHOOL AND DISTRICT SCALED SCORES
 1987-88 THROUGH 1990-91
 GRADE 12**



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

SCPA has consistently scored above the district on the CAP test at grades 6, 8, and 12. This was true in 1989-90 except in eighth grade math and science. The eighth grade teachers have implemented curricular changes addressing these areas. Students improved in some areas over 1988-89. The sixth graders were higher than the district in reading, written language, and math. The eighth graders were higher than the district in reading, history, and writing assessments. Senior CAP writing scores were the highest in the district for 1989-90.

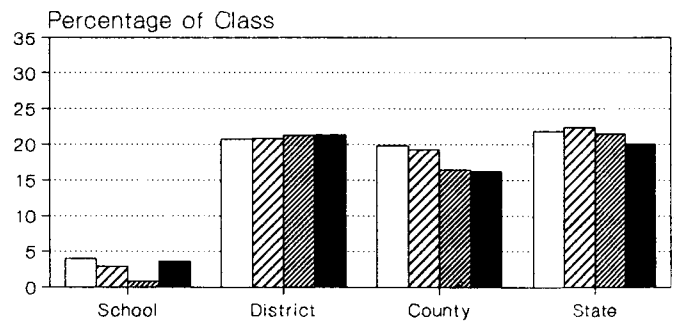
The ASAT was administered for the first time in 1990-91 to fifth and seventh graders. SCPA seventh graders scored above the district in reading, language, and math. Fifth graders scored below the district in reading, language, and math. Individual ASAT test scores are available in the school office. If you have not seen your student's test scores, ask your student's counselor. These scores are for current sixth and eighth graders only.

SCPA students are encouraged to attend college, but recent trends show mixed results:

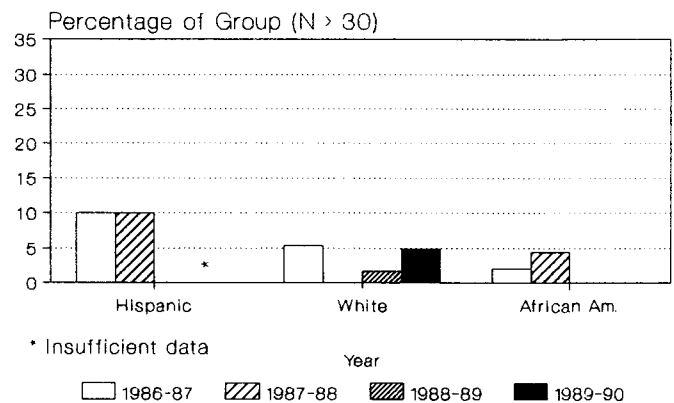
- Nine fewer students took the Scholastic Aptitude Test (SAT) in 1990-91. However, the number of students taking the American College Test (ACT) has gone up with the result that the total number of seniors and juniors taking college entrance exams is about the same as in 1989-90.
- Fewer students took Advanced Placement Exams in 1990-91 and the percentage receiving scores of 3, 4, or 5 fell to 24 percent in 1990-91

- The percentage of students enrolling in two- and four-year colleges decreased from 93 percent in 1990 to 80 percent in 1991. This was our largest graduating class ever.

**Estimated Three-Year Dropout Rate
 Grades 10-12**



by Racial/Ethnic Group



Attendance/Dropouts

Do SCPA students attend and stay in school?

The administrative and counseling staffs provide a strong support system for students at risk of failing or dropping out of school. They constantly meet with students and monitor their academic progress. This support and the alternative programs available at SCPA result in the lowest dropout rate in the district.

These alternative programs include Intervention Council, Advancement Via Individual Determination (AVID), the African American male program Empowering Black Males, the African American female program African American Young Women, the Hispanic student organization Movimiento Estudiantil Chicano de Aztlan, the Hispanic Female Achievement Program, parent support group, student support group, student helpers assigned to math classes, peer counseling, personalization of instruction, full-time tutoring center, small-group counseling, and classroom instruction by administrators and counselors.

SCPA has a dean of students and fine support staff who help to monitor and achieve high student attendance. 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 0.5 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.

Teaching Quality

Teaching Assignments

Do we have qualified teachers?

SCPA has 61 full-time, credentialed teachers who are teaching in their credential subject areas. Seventy-four percent of SCPA teachers have a master's degree or higher. Teachers in specialized areas often simultaneously practice their arts in the community while doing an excellent job of classroom management.

Teacher and Administrator Evaluation

How are teachers and administrators evaluated?

The principal and vice principals 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 identifies specific areas which need improvement and develops a program for improvement with the teacher.

The principal 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 *Facts for Parents* sent home with every student at the beginning of the school year. If you have a concern regarding a teacher, you are welcome to contact the principal, Mrs. Florence Johnson, or call the School Services Division, as appropriate, to discuss this subject at any time.

Attendance Rates

Year	% Absences Unexcused	% Actual Attendance
1986-87	14.6	92.5
1987-88	13.5	92.7
1988-89	14.3	92.6
1989-90	14.6	92.5
1990-91	17.9	92.9

State school funding is largely based on the attendance reported to the state (actual attendance plus excused absences). The attendance accounting is important to the total educational program, both in terms of instruction and funding.

Discipline and Climate for Learning

Does SCPA maintain a positive climate for learning?

SCPA has a well-ordered and positive climate for learning. The school provides a strong discipline code, including a dress code, which is made clear to parents and students and is consistently enforced. Students are also given the opportunity for extra support and help through our peer counseling program and after-school student support groups. The climate for learning is enhanced by strong parent involvement. This relationship of discipline and trust between the school, students, and parents has resulted in high attendance rates and the lowest dropout rate in the district.

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. However, every effort is made to place substitute teachers in their area of expertise. Last year, most classrooms were staffed for illness and workshop absences by credentialed substitute teachers.

Quality of Instruction and Leadership

How good is it?

SCPA offers a balanced arts and academic curriculum to a diverse student population. The curriculum is aligned with state-adopted frameworks and guidelines. A district core curriculum for all students is in place at SCPA. The visual and performing arts curriculum includes courses in vocal music, instrumental music, visual art, dance, drama/theater arts, graphic arts, television production, and technical theater. We customize and personalize education for our students and constantly monitor plans to ensure all students receive a quality education. Three mentor teachers use their experience, leadership abilities, and superior teaching expertise to help other teachers improve skills. Two teachers (one elementary and one secondary) in 1991-92 were recognized as districtwide Teachers of the Year. As chief instructional leaders, administrators are committed to restructuring for equal access to higher learning for all students.

Training and Curriculum Improvement

What are we doing to improve staff?

All members of the SCPA staff are encouraged to become involved in ongoing professional growth activities to fulfill the requirements of the common core curriculum. The principal supports opportunities for teachers to attend conferences, workshops, etc. The strategies learned are implemented to assure student success. Through in-depth workshops provided by the county's school leadership center, staff members devote quality time to training and awareness in accountability, assessment, vocational education, math, dropout and recovery, and personalization. Instructional and teacher aides receive training opportunities to support teachers and provide tutorial assistance for students.

As part of our restructuring process, a site planning team is investigating ways to develop interdisciplinary approaches to better meet the needs of students. Our curriculum follows the state-adopted framework and state guidelines.

Counseling and Support Services

What kind of support does SCPA offer students?

SCPA has four full-time counselors, a career counselor, and a career aide. The head counselor provides college and scholarship counseling and works with students in the Gifted And Talented Education (GATE) programs. Specialized counseling is provided for students with hearing and speech needs. The Intervention Council works with students with special counseling concerns. The social concerns counselor working on-site handles a variety of problems including substance abuse, home, and social problems.

SCPA has a very active Empowering Black Males (EBM) program which works with the African American males in all grades to help them optimize their potential for success. The African American Young Women (AAYW) program is in the formative year, focusing on needs and exploring history. The Hispanic Female Achievement Program (HFAP) is also in its formative year. It is a program designed to raise academic performance, self-esteem, and cultural awareness as well as to provide home/school interaction. Movimiento Estudiantil Chicano de Aztlan (MEChA) is an Hispanic student organization providing opportunities for students to participate in cultural events, socioeconomic status awareness, and educational activities.

Due to budget constraints, SCPA no longer has the services of a district counselor. Those duties are handled by the site counselors whose student load is about 450 each. The career counselor is available only one day per week this year rather than two.

Concern has been expressed by some students about difficulty in getting to see their counselors. This is probably a communications breakdown brought about by not reminding all students that the best way to reserve a time to see a counselor is to come to the Students Services Center and sign up for an appointment. This has been corrected by bulletin notices and an announcement in the school newsletter.

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 by a committee of teachers, administrators, and parents. This year schools will begin using newly-adopted textbooks and materials in visual arts, music, health, and computers. Our instructional programs use a variety of resource materials in addition to textbooks, including workbooks, encyclopedias, dictionaries, maps, charts, computers, calculators, and audiovisual equipment.

All of our text and library books are cataloged on computer and are individually issued to the students. Students have access to an electronic card catalog to find library books by author, title, subject, or key-word search. They may use Macintosh computers to write their papers. There are two sets of encyclopedias using the compact disk format.

All students have access to the school library through regularly scheduled classroom visits, passes to the library, and on their own time during lunch or after school. The library has about 19,000 fiction and non-fiction books to serve the fourth- through twelfth-grade population. A full-time school librarian and support staff assist students and teachers in use of the library, textbook selection, and teaching library skills.

Class Size

Are classes too large?

The staff at SCPA recognizes that class size is an important variable in educational quality; however, because class size is a budget issue at the district and state levels, there is little we can do directly to lower the size of classes. Severe budget cuts in 1991 resulted in the loss of staffing for the instructional and counseling programs. Instructional aides and teacher assistants are hired to augment our credentialed staff and enrich our adult-to-student interaction.

SCPA had the following class sizes on September 27, 1991:

Class Size Distribution					
Subject Area	1-10	11-20	21-30	31-40	40+
Art		2	3	10	
Computer Ed.			1	3	
Drama/Theater		1	6	9	1
English	3	7	14	17	1
Foreign Language		3	6	12	
Health Ed.				1	
Mathematics		2	13	20	
Music		6	8	5	2
Physical Ed.		2	17	15	5
Science		3	7	14	
Sign Language			2		
Social Science		5	14	13	
Vocational Ed.	2	2	3		
Other		2	3		

School Facilities and Safety

How clean, safe and orderly is our school?

The SCPA school site is in its second year of operation and consists of 13 permanent buildings and 21 relocatables. Much attention has been given to plant and equipment security. The school is wired for security and security screens have been placed over windows in rooms where expensive

equipment is located. The library/media center has a state-of-the-art book detection/security system.

A site security program is presented to the staff at the beginning of each school year. To promote safety on campus, procedures for emergencies and safety are continually reviewed with staff and students. Grounds/supervision aides monitor the school grounds along with administrators and teachers. We also receive assistance from a school police officer and a task force from the San Diego Police Department.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

Our magnet school philosophy supports racial balance. SCPA's race and human relations program is instrumental in promoting an understanding and an appreciation of the racial, cultural, social, and ethnic diversity of students and

staff. A dedicated administration, staff, student body, and parent group have built a family feeling in a racially-balanced, integrated setting where the individual is highly valued. Multicultural education is infused throughout the academic and arts curriculum so that students may learn to accept and respect themselves and others.

Shared Decision-Making

Community Involvement

How are parents and community involved in SCPA?

SCPA has several parent involvement programs including:

- An active School Site Council/Booster Club
- Community partnerships with Longs Del Mar, Starlight Musical Theater, California Ballet, and Old Globe Theater
- A parent booster club for music programs
- A comprehensive performance calendar for parent support and appreciation
- Parent representation on the Site Based Management Team
- African American male parent meetings
- Community-oriented classes on campus from the Educational Cultural Complex
- Cadet teacher programs with local universities
- A school newsletter published regularly

- The school newspaper, *The Production*
- Race and human relations committee
- School Improvement Program
- Gifted/seminar committee
- Staff, students, and parents participate in community and civic affairs which include art exhibitions, school productions, festivals, and concerts

Parent attendance at School Site Council (SSC) meetings has been strong with elected council members. The parents voted to unite the Booster Club with the SSC as a joint effort. Parents have expressed concerns related to communication. As part of the restructuring action plan, we have focused on the area of home/school communication and parents are encouraged to support and assist with the study skills program and the homework plan. SCPA's open house is held twice a year to introduce parents and others to the school and its staff. About 500 persons can be expected to attend.

Finances

Expenditures and Services Offered

Where does it all go?

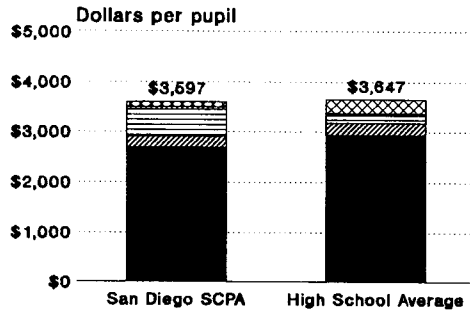
All major budget decisions are made at district offices. SCPA staff is able to determine use of funds in several categories. The budget chart on the facing page shows the major areas of district funding for SCPA and other district schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, district administration, and central support.

Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Recent budget cuts have had an impact on the SCPA instructional support program. SCPA has been able to raise additional funds through the diligent efforts of various student clubs, the ASB, and ticket sales for productions and performances. The money has been used to support student activities such as concerts and festivals, costumes, production costs, royalties, study tours, and special theatrical equipment.

SCPA receives special funding in a number of categories to support student academic and artistic success. Special funds include GATE; special education classes; second language education; magnet program; site discretionary funds; counseling; common core curriculum; site maintenance; AVID instructional support; vocational education; basic skills supplementary program; Reading Is Fundamental; magnet

School Budget, 1990-91



Category	San Diego SCPA	High School Average
External Funding	\$112	\$282
Gifted and Talented	\$51	\$30
Integration	\$531	\$171
Special Education	\$219	\$234
Regular Education	\$2,684	\$2,930

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:

Maggy Broderick, parent
 Roberta Herron, head counselor
 Jene Hubbard, administrative assistant
 Florence Johnson, principal
 Ole Kittleson, resource teacher
 Debbie Luce, instructional aide
 Therese Madden-Connor, parent
 Linda Muñoz-Kimbell, parent
 Judi Quiett, teacher
 Jeanne Reeves, parent
 Don Robinson, teacher
 Jim Sullivan, teacher
 Donna Vehar, teacher
 Jeanie Wolf, teacher
 peer counselors, students

schools assistance; School Improvement Program, serving grades four through eight; and State Instructional Materials. SCPA students receive a wide range of services to support achievement.

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.

SAN DIEGO CITY SCHOOLS
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