

## SCHOOL ACCOUNTABILITY REPORT CARD

# HENRY CLAY ELEMENTARY SCHOOL

Edward McFadd  
Principal

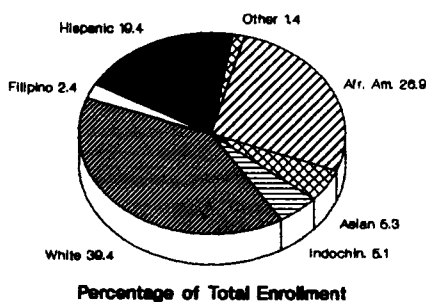
6506 Solita Avenue  
San Diego, CA 92115  
(619) 583-0690

MARCH 1994  
San Diego City Schools

## SCHOOL PROFILE

Clay Elementary School is located in the Rolando area of San Diego. The neighborhood is made up of single-family homes, apartments, and small businesses. A large number of the 490 students at Clay come from single-parent families or have both parents working. As a result of on site and nearby day care, as well as our commuting students from the Voluntary Ethnic Enrollment Program, students come to us from throughout the city. Our population is ethnically mixed, providing rich cultural diversity.

Student Racial/Ethnic Composition  
1993-94



## 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

Programs and activities at Clay are designed to focus on the district mission and the school vision.

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

## REPORT CARD MEETING, INFORMATION

**Date:** March 24, 1994

**Time:** 7:00 p.m.

**Place:** Clay 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 Clay Elementary's policies, programs, and progress. At a PTA meeting on March 24 at 7:00 p.m. parents can discuss the report card and ask questions.

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

improving the school by meeting the goals we have set.

## STUDENT LEARNING

### STUDENT ACHIEVEMENT

#### *How are students doing?*

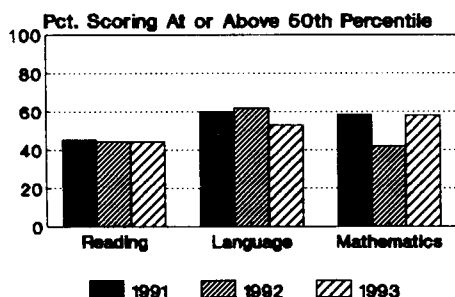
Student academic achievement at Clay Elementary is measured in a variety of ways, including standardized tests, student portfolios, classroom performance, and parental judgment. Our staff is developing better methods to assess progress and needs of students. We urge parents to talk with their children's teachers to review progress and get a total picture of student achievement.

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

- The California Learning Assessment System (CLAS) tests for students in grades 4 and 5, 8, and 10 in reading, writing, mathematics, social science/history, and science
- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Clay's fifth grade students who participated in the ASAT improved their scores from the previous year. In language the students showed the greatest gains. In reading and math our efforts to reduce the gap between high achieving and low achieving students have been only partially successful. We have instituted a team teaching approach for fifth graders in an effort to focus instruction in core subjects.

## Grade 5 ASAT Results



ASAT scores are available to parents from the school office. If you haven't seen your child's test scores, ask your child's teacher.

We will concentrate our efforts on closing the achievement gap for all students who scored below the 50th percentile. We also will work to provide challenging academic tasks for those whose scores are in the highest range.

### ATTENDANCE/DROPOUTS

*Do students attend and stay in school?*

Attendance is a very important part of the educational process at Clay Elementary. An important goal is to keep students in school. Our 1992-93 rate was 93.22 percent.

This is our plan to reduce unexcused absences: we will call you to verify all absences; we will send forms home for

your signature if we cannot reach you by telephone; we may schedule home visits. We hold special awards assemblies for perfect attendance; and we will counsel students and parents if necessary. We also make home visits of chronic truants.

Clay Elementary School has gradually had an increased percentage of unexcused absences over the last five years. We are concerned about the disturbing trend and have more staff working on the problem.

Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1988-89	3.3	92.9
1989-90	4.4	93.5
1990-91	7.4	93.1
1991-92	9.3	93.9
1992-93	15.0	93.2

### DISCIPLINE AND CLIMATE FOR LEARNING

*Is Clay a safe, orderly, and positive place to learn?*

Clay Elementary uses a variety of methods to assure that students maintain an academic focus. Our discipline plan is signed by parents at the beginning of the year or upon enrollment. The plan involves providing blue slips for good behavior and pink slips for inappropriate behavior. At our monthly awards assem-

blies students are recognized for good citizenship as well as academic progress. Also, we have a monthly drawing of blue slips at which time 15 students are randomly selected to receive ice cream. For students who receive pink slips a variety of interventions occur including detention and parent meetings when three pink slips are given. Additionally, each classroom has a discipline plan.

Clay encourages a positive climate and uses a multidisciplinary approach to meet the guidance needs of students. We provide support services and develop intervention plans. We use the consultation team process facilitated by our district counselor to analyze the special needs of individual students. In this process the child's teacher, school counselor, nurse, principal, and resource specialist meet to discuss methods to help specific children. The team meets weekly.

Leadership to the Clay School community is provided by our partners, the Sunrise Optimist Club, which sponsors programs. On Wednesdays after school we have several clubs that meet on campus including Girl Scouts, and a tutoring club.

Parents are encouraged to help by reviewing the discipline plan with the child at the beginning of the school year and by contacting the teacher, counselor, or principal as problems occur.

## TEACHING QUALITY

### TEACHING ASSIGNMENTS

*Do we have qualified teachers?*

We have 20 classroom teachers. Of these, seven have been at Clay three years or longer. All teachers at Clay are properly credentialed to teach in their present assignment and most have master's degrees. In addition to classroom teachers, we have part-time credentialed staff in the following areas: counseling, speech therapy, and psychology.

### TEACHER/ADMINISTRATOR EVALUATION

*How are teachers and administrators evaluated?*

The principal formally evaluates tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated yearly. If a teacher's performance is not effective, the principal identifies areas requir-

ing improvement and develops a program for improvement with the teacher. The principal is also evaluated every two years by a central office supervisor.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division 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, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise.

### INSTRUCTIONAL AND LEADERSHIP QUALITY

*How good is it?*

Clay Elementary is a designated restructuring school, which means that it has elected to revise the teaching and learning activities so that your child will have the best learning opportunity possible. We focus on our vision and reexamine our policies and practices to meet that vision. We encourage parents to visit classes.

Our first grade students are intensively focused on the new language arts curriculum. Several primary grade (K-2) classes are using a "developmental" approach to instruction. Emphasis is on matching instruction to the developmental levels of children. Also, children participate in selecting activities for learning. This approach increases motivation and success.

Leadership at Clay is a shared venture among staff, students, and parents. The school site council (SSC), which is composed of staff and parents, has a major voice in monitoring and directing activities at Clay. The site governance team has developed a charter which defines how decisions are made.

## ■ TRAINING AND CURRICULUM IMPROVEMENT

### *What are we doing to improve staff?*

Our school site council gives direction for staff development and approves days set aside for improving teaching skills. Our focus is on language arts.

Clay Elementary will have four staff development days so that teachers and aides can learn more about such subjects as learning styles, addressing the needs of a multicultural student population, ways to involve parents in their children's education, improving critical thinking, and other helpful subjects. Our faculty continues to develop teaching skills through participation at conferences and workshops throughout the year.

## ■ COUNSELING AND SUPPORT SERVICES

### *What support does Clay offer students?*

The student center is the heart of our developmental and preventive guidance

## REPORT CARD COMMITTEE

*The following parents and staff developed this report card:*

Lucinda Bartek, *parent*  
Lupe Gutierrez, *secretary*  
Marie Leaverton, *teacher*  
Ed McFadd, *principal*  
Judy Thomas, *teacher*  
Jim Williams, *parent*

efforts. All children receive services designed to develop self esteem and grow in understanding self and others. The student center provides rewards, guidance groups, group counseling, and time out and operates student leadership efforts such as the student council and games leader programs.

Our school needs more support services than our funds allow. We have a counselor two days a week. Our school nurse is available two days a week. We have a part-time speech therapist and school psychologist one day per week.

Our parent support program involves a few evening meetings a year with the counselor and an evening program demonstrating home read-aloud techniques.

We are very fortunate to have a core of devoted volunteers who support our library staff, help in classrooms, and assist with special projects such as the jog-a-thon. We are also fortunate to have students from San Diego State University one day a week as our after school tutors. You can call our school (583-0690) to volunteer. We need more help.

## ■ TEXTBOOKS AND 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 use newly adopted textbooks and materials in social studies and English as a Second Language (ESL).

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

To supplement our new language arts curriculum in the early years we utilize the "Animated Alphabet" program which teaches students how to convert the printed word to speech (phonics). This program is used in many schools and its creator, Jim Stone, is a faculty member at Clay.

Each year a small portion of district funds as well as proceeds from PTA fundraising efforts are allocated to purchase the technological hardware of teaching and learning. Overhead projectors, VCRs, and computers come from these funds. We need more computers.

## ■ SCHOOL FACILITIES AND SAFETY

### *How clean and secure is our school?*

Considering the age of our school and limited playground space, we have made adjustments and the children have adapted and work together to make this an enjoyable and safe environment. Also, in cooperation with the city the school has access to the adjacent park. Our "games leader" program gives upper graders an opportunity to learn leadership skills as they help younger children at recess.

Adult supervision is provided before school beginning at 8:50 a.m., during recess, and when students are released for the day.

## ■ CLASS SIZE

### *Are classes too large?*

On October 1, 1993, Clay had the following class sizes:

Class Size by Grade Level									
	K	1	2	3	3-4	4	4-5	5	Sp Ed
31	31	27	31	29	31	30	33	10	
30	31	24	30				32		
31	31	28							

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. The creation of combination classes helps to minimize overcrowding and to regulate class size.

## INTEGRATION AND DIVERSITY

### ■ RACE AND HUMAN RELATIONS

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

To help our students in this area we are first teaching them to understand and appreciate the cultures of the many ethnic

groups in our community. This is accomplished in our student center where children explore relationships with students of diverse cultures and traditions. Our social studies curriculum includes lessons on cultural diversity and how to appreci-

ate that diversity. Our staff attends several workshops each year to improve skills in meeting the needs of a culturally diverse population of students. Our school has a strong reputation for strength in race and human relations.

# SHARED DECISION-MAKING

## COMMUNITY INVOLVEMENT

### *Does Clay welcome parent and community involvement?*

Clay's strong commitment to increase parent and community involvement can be seen in our site vision. Our active PTA participants recruit assistance for major projects, expend tremendous energy to assist the children, and have solid admin-

istrative support. We need to involve more parents and community members to maintain the quality of schooling our children deserve.

The SSC is a governing body for the school. It meets monthly to develop and evaluate school programs, curriculum, and budgets. Members are elected in the spring. Meetings are open to parents and staff. There are parents and staff on the

SSC. Our PTA and SSC work together to improve our school.

We have a governance charter which involves shared decision-making by all members of the school community. The local Optimist Club, College Center at 63rd shopping mall, USS *Wadsworth*, and SDSU Emerging Leaders Program are "Partners in Education" and provide programs and tutors at Clay.

## FINANCES

## EXPENDITURES AND SERVICES OFFERED

### *here does it all go?*

The adjoining budget chart shows the major areas of district funding for Clay Elementary and other district schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, and district administration.

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

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, 1992-93		
Budget Category	Dollars per Pupil	
	School	Elem. Avg.
Regular Education	2,338	2,186
Special Education	319	392
Integration	87	201
Gifted and Talented	0	18
External Funding	161	336
Total	2,906	3,132

**Regular Education**—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

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

## Salary and Budget Data, Teachers and Administrators, 1991-92

Position	Unified Districts (20,000+ ADA)	San Diego (120,879 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,139	24,881
Midrange Teacher	40,375	39,136
Highest Teacher	51,103	48,546
School Principal	65,164	69,086
Superintendent	107,492	125,663
Salary Category	Pct. of Budget	Pct. of Budget
Administrative	5.5	3.9
Teacher	44.2	41.7

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