

SCHOOL ACCOUNTABILITY REPORT CARD

ZAMORANO

FINE ARTS

ACADEMY

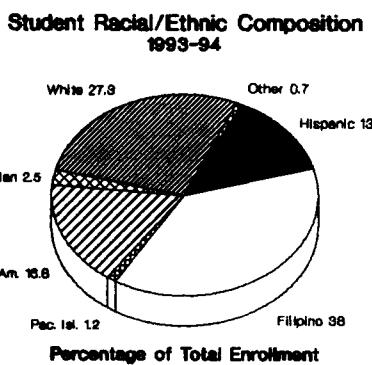
Dr. Jeannie Steeg
Principal

2655 Casey Street
San Diego, CA 92139
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MARCH 1994
San Diego City Schools

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 23 percent of the 1,420 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 was recognized as a 1993 California Distinguished School. Zamorano features art instruction in all subjects including painting, drawing, three dimensional design, photography, textile design, architecture, graphic arts, and television/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 100 children are enrolled as non-resident magnet students. Attendance is excellent with about 96.3

percent average daily attendance. Enrollment at the school is stable, with a 88.1 percent stability rate.

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

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 child to become a productive member of a global society.

Our goals for this year are to:

- Increase the student's level of reading.
- Raise the achievement test scores of the students who are below the 50th percentile level

REPORT CARD MEETING, INFORMATION

Date: May 19, 1994

Time: 7:00 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. At a PTA meeting on May 19 at 7 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Zamorano Elementary. 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.

- Utilize student portfolios
- Develop standards for reading and writing
- Increase parent involvement

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

The ASAT was given to grades four through six in April 1993. Parents received an individual ASAT profile for their child during the fall 1993 conferences. If you did not see your child's ASAT scores, please contact the teacher.

As noted, our student's scores increased in reading and declined slightly in language and math. A priority for Zamorano is to increase the teachers' awareness of skills found in the contents of textbooks and to increase reading abilities.

TEACHING QUALITY

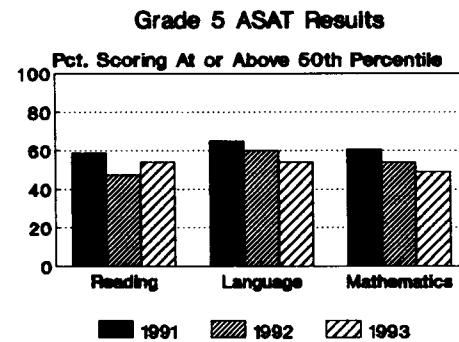
TEACHING ASSIGNMENTS

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 five enriched English and 15 cluster classes. Each teacher holds or is working on 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



Attendance Rates		
Year	% Absences Unexcused	% Actual Attendance
1988-89	14.4	94.6
1989-90	5.7	95.1
1990-91	5.7	95.5
1991-92	3.1	95.4
1992-93	7.7	96.3

DISCIPLINE AND CLIMATE FOR LEARNING

Does Zamorano provide a positive atmosphere?

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 parent handbook was distributed to parents which included a discipline plan. Weekly consultation team meetings provide opportunities for teachers, parents, and other district personnel to share information about 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.

ATTENDANCE/DROPOUTS

How is the attendance of our students?

Teaching students the value of good attendance is a primary goal. Actual daily attendance averaged 96.26 percent last year. 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.

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

their needs. Each teacher holds a GATE certificate.

TEACHER/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 not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher.

Principals and vice principals are also evaluated every two years: 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 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.

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, 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 does Zamorano measure up?

Zamorano offers a balanced curriculum which is aligned with the state- and district-adopted frameworks and guidelines. 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 continue the Dragon Reading Club. This club is a cross-age tutoring program and is designed to increase reading fluency and comprehension of students in grades one through three.

The library media center augments instruction. Weekly library visits are scheduled for students. Computer lab time is scheduled on a weekly basis.

The Visual Arts Magnet Program is the highlight of the school. Students benefit from the artistic talents of classroom teachers, professional artists, one art resource teacher. 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 developing standards and outcomes in reading, language arts and writing. We are in our second year of the Leadership and Development (LAD) Program that focuses on student assessment and accountability.

The principal encourages staff to attend conferences, workshops, observe teachers, and visit 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:

- A four day counselor providing a comprehensive preventive guidance program
- A full-time guidance/attendance aide and speech and language teacher
- A school nurse who serves Zamorano students five days a week and a six-hour-per-day health aide
- A basic skills aide providing instruction to students needing extra assistance
- Three full-time resource specialists serving 90 students with active Individual Educational Plans (IEPs)
- Two physical education teachers providing weekly instruction to our students
- One art resource teacher
- Part-time teachers providing weekly instructional services in adapted PE, and instrumental music
- A seven-hour per day library technician and a full-time instructional aide to oversee all media-library activities
- Instructional aides to assist students with reading and language

■ 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).

Our instructional programs use a variety of materials in addition to textbooks. All classrooms are equipped with a com-

puter and appropriate educational software. All classrooms have videos available for classroom use plus a closed circuit television system. We are currently 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 eight 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 19 portable classrooms. Our school facilities remain crowded. Ten teachers are without permanent classrooms resulting in their classes moving to other rooms every three weeks (flexing) when teachers go off track. The district is working with our school to solve overcrowding.

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

■ CLASS SIZE

Is classroom enrollment too large?

Zamorano was built for a student enrollment of 550. The table below shows sizes Zamorano's class sizes on October 1, 1993.

Despite this tremendous growth, all class sizes are maintained at legal levels established by the state, with primary classes K-3 averaging 28-31 and upper grade classes averaging 30-33.

Class Size by Grade Level														
K	K-1	K-2	1	1-2	2	2-3	3	3-4	3-6	4	4-6	5	6	
33	31	32	30	31	31	29	28	30	20	30	32	30	34	
34	31	31	32		28	32	30	33		28		28	28	
32	33		29		30	30	32	30		27		30	32	
	32		31		26					32		31	35	
										27		28	29	
												28	33	

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

Zamorano staff feels that our students 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 grad-

ers. Students get along well in this multi-ethnic 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 parents, meet monthly and oversee site programs/decisions.

The Zamorano staff is committed to increasing community and parent involvement in our school. The PTA sponsored our second opening-of-the year potlucks. Our Halloween Carnival drew over 2,000 parents and students. The PTA board meetings and unit meetings are held at night to accommodate parent

needs. We also have a Grandparent's Day for each track so grandparents may visit the school. The PTA provides school programs for students and parents. We also have a Winter Program, parent education classes, Family Art, Family Math, career fairs and jog-a-thons.

Here's how you can get involved:

- Join the PTA and attend its meetings.
- Volunteer to help out. For more information call the school office at 267-8007.

Parents assist with fund raisers, school programs, and classroom volunteers. The school enjoys a partnership with McDonald's Corporation.

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Dennis Adams, teacher
Darcy Birkeland, teacher
Karen Grooms, parent
Micheal Higginbotham, parent
Earle Krepelin, vice principal
Staci Monreal, teacher
Maria Munoz, parent
Randy Perez, teacher
David Rodriguez, parent
Jeannie Steeg, principal

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

The adjoining budget chart shows the major areas of district funding for Zamorano Fine Arts Academy and other district schools. It includes all budgeted monies 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.

Zamorano receives additional funding which supports the instructional programs and pays for paraprofessional assistance, instructional supplies and materials, field trips, assemblies, art program costs, and permanent equipment. The PTA assists by conducting major fund-raisers every year.

School Budget, 1992-93		
Budget Category	Dollars per Pupil	
	School	Elem. Avg.
Regular Education	2,089	2,186
Special Education	105	392
Integration	225	201
Gifted and Talented	21	18
External Funding	191	336
Total	2,631	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 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.