

School Accountability Report Card San Diego High School

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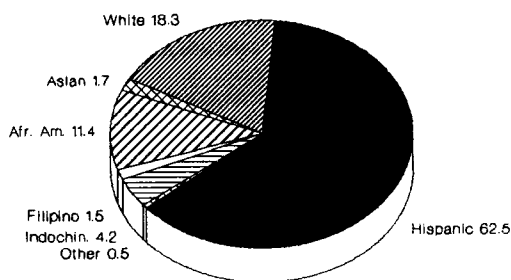
(619) 525-7455

School Profile

San Diego High School (SDHS), with over a century of history and tradition, it is located on the edge of the downtown area. The school staff is committed to providing the best education for a diverse, multiethnic population of students in grades 10-12. The school offers a comprehensive program with two special magnets, the Writing Academy and the International Baccalaureate. These magnets give students opportunities to improve their communication skills, explore writing as a profession, and participate in an internationally recognized college preparatory program. Students who want special academic help may sign up for Advancement Via Individual Determination (AVID), Nova Net, or tutorial assistance programs. Drama, academic decathlon, mock trial, and interscholastic athletics are just a few of many extracurricular activities offered.

Many of the 1,500 students at San Diego High come from all parts of San Diego to experience its rich academic environment. Its excellent programs have been awarded numerous city, state, and national honors, including identification as a National Center for Excellence in English Education. Because of its central location, many of San Diego's programs also stretch well beyond the boundaries of the campus. This allows teachers and students to take field trips to Balboa Park museums, theaters, businesses, government agencies, community colleges, and other excellent community resources near the school.

Student Racial/Ethnic Composition
1991-92



Percentage of Total Enrollment

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:

Report Card Meeting, Information

Date: March 19, 1992
Time: 5:30 p.m.
Place: San Diego High School Library

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 San Diego High's policies, programs, and progress. A meeting will be held March 19 at 5:30 p.m. to discuss the report card and answer questions.

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

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Our staff firmly believes that *all* students can show academic gains every year, so we try to provide options to meet every student's needs. We believe in the uniqueness, individual dignity and worth of all students, and we want to prepare them for life's situations and choices through a comprehensive, quality education.

Therefore, we provide:

- A safe, orderly environment for teaching and learning
- Recognition of student successes
- Parent and community involvement in students' educations
- Individualized learning opportunities to encourage good attendance
- Flexible academic options to provide a well-rounded education
- High citizenship standards
- Understanding and respect for social and cultural differences
- Extracurricular activities to enrich students' social and academic lives
- Strong leadership to promote teaching and learning
- Support of the district's and superintendent's educational objectives

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?

San Diego High School encourages academic success and progress toward becoming literate, thinking adults. Test scores are one measure of student progress toward these goals.

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

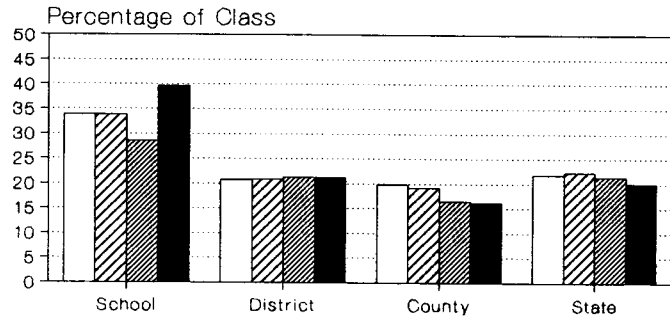
- The California Assessment Program (CAP) tests for students in grades 4 and 5, 8, and 10 in reading, language, mathematics, and other selected areas (grades 4, 5, and 10 are being piloted this year; in past years students were tested in grades 3, 6, 8, and 12; last year, due to budget cuts, the state did not conduct CAP tests)
- The Abbreviated Stanford Achievement Tests (ASAT) of competencies in basic skills for students in grades 5 and 7

Last time San Diego High students took CAP tests, they showed great improvement in the area of writing skill. Our CAP writing scores were in the top four percent in the state for schools with enrollments similar to ours. Teachers continue to stress reading, editing, and math skills, with the goal of raising scores in those areas to equal the gains in writing.

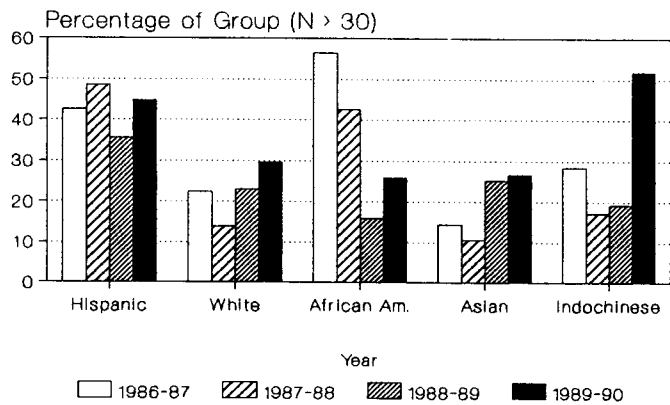
Students did not score well last year on the ASAT, especially in reading. But it is important to realize that tests sometimes do not measure the same information students have been taught. For this reason, the California State Department of Education is currently working to develop a set of tests which will be carefully aligned with the curriculum. Scores will show improvement when the goals of the state frameworks and the test goals are more aligned with each other.

Test scores are available in the counseling office. If you would like to discuss your child's scores, contact the school.

Estimated Three-Year Dropout Rate Grades 10-12



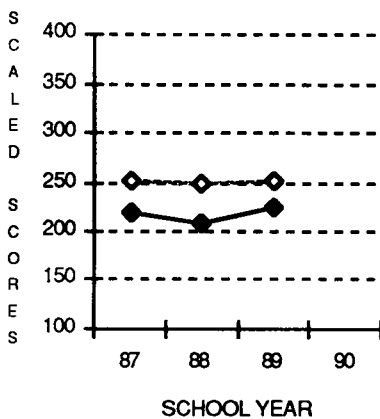
by Racial/Ethnic Group



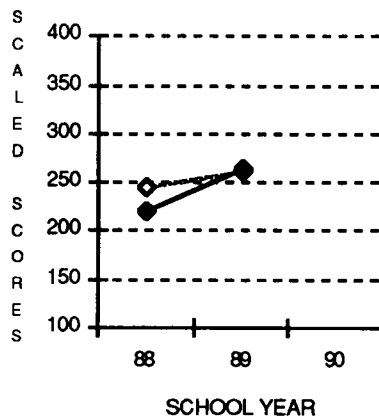
Parents are encouraged to talk to teachers and counselors to get a clear understanding of their child's academic progress.

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

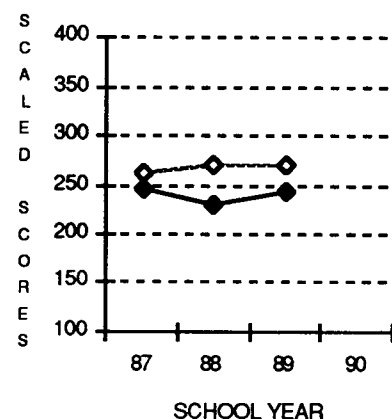
READING



DIRECT WRITING



MATHEMATICS



CODE: ◆ —◆ = SCHOOL ◆ —◆ = DISTRICT

Class Size Distribution					
Subject Area	1-10	11-20	21-30	31-40	40+
Art		1		7	
Computer Ed.		2	2	3	
Drama/Theater			1	2	1
English		14	35	24	
Foreign Language		8	14	8	
Health Ed.	2	1	1	4	
Mathematics	3	9	32	15	
Music			1		1
Physical Ed.				18	15
Science			20	19	
Social Science		2	9	10	
Vocational Ed.		4	15	10	
Other					
Special Ed.	13	15	1		

students may work off the debt or pay for replacements. Besides textbooks, teachers use computers, calculators, encyclopedias, dictionaries, maps, and other resource materials.

The school's library/media center is the focal point of many educational activities. It has a library of over 24,000 volumes, an extensive media lab, and a broadcast-quality video production facility with television studio and state of the art graphics capabilities. Conference rooms, computers, and tutoring are available for students from 7 a.m. to 3:30 p.m.

The generous grant from Federal Magnet Assistance funds allowed us to make some badly-needed improvements in our library. For example, we are currently installing a new computerized system to manage both the library collection and the textbooks. We have also recently acquired an exciting on-line data base searching system which will allow students access to many different data bases in dozens of subject areas. The data base searching system will also be installed in our writing center, so this sophisticated research tool will be available to a large number of students simultaneously.

Integration and Diversity

Race and Human Relations

Do students get along with each other?

San Diego High School is almost as culturally diverse as the United Nations, yet students relate positively in classrooms and on campus. Mixed ethnic groups are seen in clubs and in the Rondalla, our instrumental music group specializing in Mexican music. A certified teacher student advocate has been released for one period daily to hear students' race and human relations concerns. MEChA and the African American Student Union are two clubs that enjoy extensive student

Shared Decision-Making

Community Involvement

How are parents and community involved at San Diego High?

As an integral part of the downtown community and San Diego's history, San Diego High School makes special ef-

Class Size

How large are classes?

San Diego High School's staff realizes that class size is important to educational quality, so we make many efforts to reduce class size. We try to give students the assistance they need to be successful in school, so we have many tutors and teacher assistants to give students additional individualized help. In our writing center, writers' assistants give help to all students who need it on various writing projects. The adjoining table shows the class sizes San Diego High had on September 27, 1991.

School Facilities and Safety

How clean, safe, and orderly is our school?

Teachers, counselors, administrators, and security personnel work to provide a safe and orderly environment for learning. To ensure safety on campus, a school police officer is assigned to the site and six full-time campus supervision aides assist him in monitoring the school grounds. A new dropoff zone in front of the school makes this area safer for students in spite of the heavy traffic on Park Boulevard.

Since our school is the most heavily used of any in the district by outside organizations, the need for maintenance of buildings is constant. Graffiti continues to be a problem. Our enrollment is growing, so we are also struggling with a shortage of classrooms and budget cuts have kept us from replacing items such as worn carpets. We hope that increased funding can be found to alleviate some of these problems.

Overall, the campus is very calm. Visitors frequently comment on its peaceful, positive atmosphere. Because of their pride in San Diego High, teachers and other staff members frequently enroll their own children in its excellent programs. San Diego High School has also won nine Campus Beautiful awards for its well-maintained site.

membership and popularity. This year, the race/human relations committee arranged a presentation about how we can help African American male students succeed in school. Two other workshops for staff are planned on similar topics related to race and human relations. An extremely popular and successful human relations activity is the all-school picnic, a yearly tradition which provides a chance for students to come together on the campus for an informal day of food, games, dance, and intercultural communication. Based on current population trends, San Diego High appears to be a model for the ethnically diverse California school of the 21st century.

forts to have strong parent and community involvement, including:

- A site council of parents, teachers, administrators, and students to budget special funds from the state for educational programs

- A Parent Teacher Student Association and an active International Baccalaureate support group
- A partnership program with Moscow School 23 which includes cultural exchanges and visitations
- An Athletic Booster Club which supports both boys' and girls' teams
- Community partnerships with Central City Association, Downtown Breakfast Rotary Mentor Program, Kiwanis Club, National Naval Officers Association, Junior League, and San Diego High School Alumni Association

Finances

Expenditures and Services Offered

Where does it all go?

Major budget decisions are made at district offices. Because San Diego High has magnet programs, we receive special integration funding which is used to support the Writing Academy and the International Baccalaureate. This funding is used for special textbooks, equipment, additional teacher training, and other programs related to the needs of the magnet. We also receive funding from the federal government's Chapter 1 program which pays for special help for students who have low scores in math and reading.

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.

The adjoining budget chart shows the major areas of district funding for San Diego High and other district high schools. It includes all budgeted monies from the general fund except those for transportation, maintenance and operations, district administration, and central support.

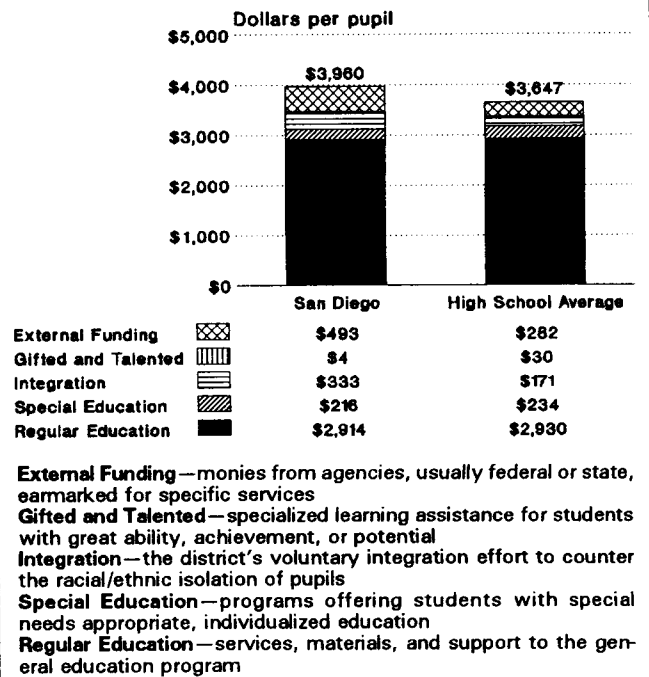
Recent legislation has required school districts to report salary comparisons. The salary table below compares salaries in San Diego City Schools with average salaries paid for comparable positions in California unified school districts of 1,500 and 25,000 or more students, respectively. The data are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

Report Card Committee

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

Dr. R. L. Amparan, principal
 John Brockman, head custodian
 Pamela Chidgey, administrative assistant
 Eulene Cienfuegos, vice principal
 Shirley Davis, teacher
 Emilio Diaz, community aide
 Penny Patten, resource teacher
 Karen Quon, resource teacher
 Marilyn Robbins, librarian
 Leslie Rolph, teacher
 Walter Scranton, head counselor
 Linda Sierra, school clerk
 Deanna Spehn, parent
 Bob Weiss, resource teacher
 Tom Yount, vice principal

School Budget, 1990-91



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.

Attendance/Dropouts

Do students attend and stay in school?

At San Diego High, we strive to keep students in school. The Project Succeed program monitors student attendance. Teachers teach in teams; this improves attendance by increasing student involvement in their classes and allowing teachers and students to know each other better. Staff members also make home visits to encourage improved attendance. Other alternatives, such as the computer-assisted Nova Net classes, allow students to progress at their own pace. The High School Diploma Program is also available to help students who fall behind in credits. Decision-making classes help students adjust to school and improve attendance. New-comer classes are provided for students from other countries who have not had the opportunity to attend school regularly.

Our dropout rate continues to be a major concern, so staff members work with students and families to lower it. *If you feel that your child has poor attendance or may drop out of school, call the school immediately (525-7455) and ask for your child's counselor.*

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 6.7 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?

Our teachers are fully credentialed and teach in their qualified subjects. Four of five teachers have completed the equivalent of master's or higher degrees. In the last four years, San Diego High teachers in several subjects have been selected as mentor teachers because of their exemplary teaching. These mentor teachers use their experience and skills to help other teachers develop and improve their own teaching.

The English as a Second Language Department is growing rapidly because of the large number of students from other countries who come to San Diego High. Many classes are also taught by bilingual teachers. Projections for the next several years indicate that our staffing needs in these areas will continue to grow.

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.

Attendance Rates

Year	% Absences Unexcused	% Actual Attendance
1986-87	29.9	90.9
1987-88	23.0	89.8
1988-89	23.3	89.4
1989-90	29.2	89.9
1990-91	39.9	90.8

Discipline and Climate for Learning

Is this school a good place to learn?

The staff has decided on policies for tardiness, disciplinary concerns, and a dress code. These policies have been explained in the daily school bulletins for staff and students and in our parent newsletters. Reducing suspensions is a high priority at San Diego High. Because of a large increase in enrollment, we no longer have a room available for in-school suspension, but we do continue to have detention after school.

The school promotes extracurricular activities such as clubs and sports to encourage more student cooperation and learning. Many of our clubs and groups have received awards, and our excellent athletic teams have also won numerous league and CIF championships.

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

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.

Last year, all classrooms were staffed by credentialed substitute teachers when necessary.

Quality of Instruction and Leadership

How good is it?

We believe our curriculum is excellent at San Diego High School. Because one of our goals is to raise achievement by eliminating non-college preparatory courses, tutoring and specialized study courses are available to assist students to succeed in these higher level classes. The district is also developing recommendations for helping students make the transition from school to work, either after high school or after college.

We are prouder than ever of the school's two magnet programs, the Writing Academy and the International Baccalaureate (IB).

Our innovative approach to teaching writing in the all-school Writing Academy has helped both the school as a whole and individual students to win local, state, and national honors and awards. This program includes writing in all subjects, and our teaching staff goes beyond just assigning writing. They work to teach students on how to communicate ideas clearly. Entire classes work with professional writers such as poets from the Poets in the Schools program and playwrights from the Playwrights Project. Students have many opportunities to see their writings in class booklets, classroom displays, the school newspaper, and the school magazine. Many have won scholarships and cash awards for their writing.

There is a nationally recognized need to educate US students about the entire world, not only about the western world. As a result, colleges and universities are internationalizing their curricula. Through the International Baccalaureate (IB) program, SDHS is already offering students an international education as well as preparing them extremely well for higher education. SDHS students are not shocked by the demands of college. Our students are strongly recruited by such schools as Yale and University California San Diego (UCSD). The IB offers advanced study in all subject areas—mathematics, science, languages, literature, social sciences, art, theatre arts, and computing. Students can take up to six IB classes a year and may sit for one or more international examinations to earn possible college credit or advanced standing. If a student chooses, he/she may work to receive the prestigious International Baccalaureate Diploma. While a small number of students choose to fulfill the requirements for this full IB diploma, nearly one third of SDHS students take at least one IB course. We had a 100 percent pass rate this past year for our IB Diploma candidates, compared to the national/international pass rate of 74 percent. In addition, for 1991 we had an 87 percent pass rate on all 135 exams taken, plus 17 perfect "7" scores!

We are very excited about changes which have made our magnets better. Last year, we submitted grant proposals requesting funds from the federal government to improve magnet offerings. Fortunately, our request was granted and we were able to upgrade the writing center, the library's research capabilities and the science department facilities. Books and computer software for foreign language and other departments offering IB courses also were purchased. Every student at the school benefits from these improvements.

The magnet programs are not the only ones which help meet the needs and interests of our students. The English as a Second Language program, which serves over 500 students, has an excellent staff whose goal is to help students achieve proficiency in English so they can move into regular English classes. With only one exception, all ESL teachers have some form of special certification indicating successful completion of coursework in the teaching of English as a second language.

Special education students make up another student population. The goal of teachers in this department is to work with students so they learn new skills and are integrated into the total school environment.

Training and Curriculum Improvement

What are we doing to improve staff?

The two strong magnet programs at San Diego High, the International Baccalaureate and the Writing Academy, require that teachers maintain high standards. Because the rigorous IB program is so challenging, teachers working with IB students regularly receive supplemental training in teaching strategies, assessment, and curriculum enrichment.

Staff believe that teachers should have opportunities to learn about programs at other schools and to discuss common problems. To help them remain enthusiastic about teaching and learning, San Diego High encourages teachers to attend professional conferences to keep informed about current issues, changing technologies, and new teaching strategies. Many teachers take the opportunity to attend conferences.

The importance of writing is also stressed. Teachers receive special training for teaching specific types of writing, especially the six types assessed by the CAP test. Teachers regularly meet after school in a group called Writers' Forum to share information about developing effective lessons in the teaching of writing in all classes across the curriculum.

Counseling and Support Services

What kind of support does San Diego High offer students?

San Diego High has four counselors, a district counselor, two social workers, a nurse, a bilingual aide, and two community aides. Our counseling team also includes a career counselor, a full-time career technician, and peer counselors from local community colleges. Colleges and universities also provide personnel to present students options for education after high school. When needed, the school district provides additional assistance from school psychologists.

Many other support staff and services are available on campus. Our librarian helps students with research in our library/media center, where tutors and computers are available. The writing center's well-trained staff—a resource teacher, college writing consultant, and writers' assistants—work with students on writing projects for all classes. Students can use our new computer lab in the writing center before and after school, at lunch, and during regular class periods.

There is also a resource teacher to coordinate the Achievement Goals Program, English as a Second Language and Chapter 1 and 2 programs. The IB resource teacher assists students who wish to attempt this challenging honors/Gifted and Talented Education (GATE) level curriculum.

Textbooks and Other Instructional Materials

How current are our materials and library services?

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.

At San Diego High, textbooks are issued directly to students through the library/media center and accountability is maintained by the library staff. If materials are lost or stolen,