

SCHOOL ACCOUNTABILITY REPORT CARD

UNIVERSITY CITY HIGH SCHOOL

Anne Bolton
Principal

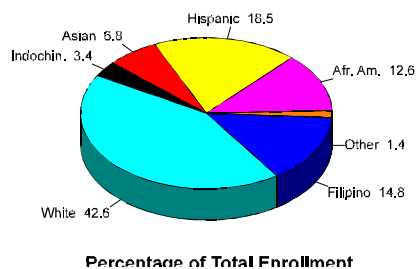
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MARCH 1997
San Diego City Schools

SCHOOL PROFILE

Our school is located in the University City area of San Diego. Its proximity to the University of California San Diego, University Towne Centre, and Costa Verde Center helps to foster resources and employment for students and entry-level training programs for Regional Occupational Program (ROP) students in graphics, business, and child development. The community is closely united and actively participates in decisions which affect the school.

**Student Racial/Ethnic Composition
1996-97**



The student population of University City High School (UCHS) is 1,612. About 37 percent of the students have chosen to attend UCHS through the Voluntary Ethnic Enrollment Program (VEEP) and about 16 percent attend through the Choice program. Our diverse student body includes students from 51 foreign countries.

After 14 years as a three year high school, we added ninth graders in the fall of 1995. In August 1996 we welcomed our new freshmen at Centurion Camp, a one-day orientation and esteem-building activity. Students, staff, PTA, community sponsors, and partners in education generously supported Centurion Camp.

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

Our primary goal at UCHS is to help students realize and attain their full potential through quality education and high expectations. In order to achieve our goal, we emphasize meeting the academic, social, and personal needs of our students. We were very pleased that in spring of 1991 we received a full six-year accreditation from the Western Association of Schools and Colleges (WASC).

The goals for University City High School are to:

- Provide every student with a balanced curriculum emphasizing basic skills development in all subject areas
- Promote a positive school climate by maximizing student integration and participation
- Provide a variety of stimulating and progressive learning experiences utilizing maximum classroom instructional time augmented by carefully planned

REPORT CARD MEETING, INFORMATION

Date: April 15, 1997

Time: 7:00 p.m.

Place: Media Center

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 University City High School's policies, programs, and progress. At a PTSA meeting on April 15 at 7 p.m. parents can discuss the report card and ask questions.

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

homework assignments and teacher expectation of high-level student achievement

- Initiate and actively involve parent and community members to provide input in decision-making, planning, and implementation of programs

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

Are students doing well?

Students and staff at UC High School strive for academic excellence. We offer an intense college preparatory course of study with a limited vocational education program.

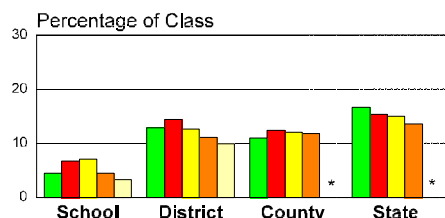
San Diego City Schools English-speaking students in grades 2 through 10 take the Abbreviated Stanford Achievement Test (ASAT) to measure their academic progress in basic skills (reading, mathematics, language, and spelling). Students whose classes are taught in Spanish take *Aprenda*, the Spanish Language Achievement Test measuring the same skill areas.

UCHS strongly encourages students to attend post-secondary schools following graduation and actively prepares students to do so. Some measures of success follow.

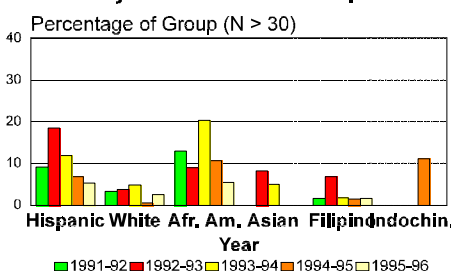
- Last year 191 students took 283 Advanced Placement exams in eleven subjects. Sixty-five percent earned a passing grade of three or higher.
- Six students were semifinalists for the 1996 National Merit Scholarship. There were only 1,500 semifinalists in California and 15,000 in the nation.
- Of the 349 graduates in 1996, 80 percent pursued a post-secondary education, with 41 percent of the college-bound attending a four-year college or university.
- The class of 1996 sent 55 students to University of California campuses and 57 to California State University campuses. Twenty-one others went to private or out of state universities.

Student participation shows great support for the athletic program. During the 1995–96 school year, 525 students tried out for 25 athletic teams.

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



by Racial/Ethnic Group



SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

UCHS tries to expand the career possibilities open to students and to give them some of the skills required for today's workplace. We have increased efforts to counsel students about career goals. Two career interest surveys are available to our students—the Career Occupational Preference System (COPS) and the Armed Services Vocational Aptitude Battery (ASVAB).

Our students continue to enroll in two-hour career related Regional Opportunity Program (ROP) courses offered at UCHS and throughout the district. Enrollment has increased in the ROP courses offered on our campus: Business Information Systems, Child Development Aide, Sales and Merchandising, and Printing and Graphics Technology. In the fall of 1996, we continued to offer five classes of

Transportation Technology on our campus taught in partnership with the San Diego Community College District.

ATTENDANCE/DROPOUTS

What efforts are made to keep students in school?

Our site plan aims to increase attendance and decrease the dropout rate. The plan has two major components: early identification of students with severe attendance problems, and counselor/administrator conference with student and parent.

Attendance Rates

Year	% Absences Unexcused	% Actual Attendance
1991–92	17.8	94.8
1992–93	19.1	95.0
1993–94	24.1	95.1
1994–95	22.8	94.7*
1995–96	31.4	92.5*

* Does not include staff development days.

DISCIPLINE AND CLIMATE FOR LEARNING

How do we promote a positive learning environment?

UCHS has a strong and fair discipline code that is routinely reviewed by staff, parents, and students to ensure consistent, equitable treatment for all. Discipline code guidelines require students to attend school regularly and on time, participate in classroom activities and assignments, respect the authority of adults responsible for the school operation and program, behave so as not to interfere with the rights of other students and staff participating in the educational process, and follow the dictates of the academic honesty policy and zero tolerance policy.

TEACHING QUALITY

TEACHING ASSIGNMENTS

How qualified are our teachers?

All 58 full-time and eight part-time teachers are fully credentialed and teach in their subject areas. Half have supplementary credentials in counseling, administration, or gifted education; half have more than 20 years of experience; 90 percent have master's degrees and four have doctorates.

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 requir-

ing 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

How qualified are our 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

What is the measure of faculty expertise?

UCHS offers a wide range of excellent instructional programs. Advanced Placement courses for college credit are offered in chemistry, physics, biology, art history, European history, United States history, English, Spanish, and French. The Gifted and Talented Education (GATE) program addresses the needs of gifted and talented students. The school also offers specialized courses in marine science and Advancement Via Individual Determination (AVID). In addition the resource specialist provides individualized assistance to students identified and certified by the special education site team.

INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. UCHS will have three minimum days used for final exams at the end of the year. UCHS will also have eight non-student days used for staff development.

Instructional Minutes, 1996-97		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9-12	65,474	64,800

TRAINING AND CURRICULUM IMPROVEMENT

How are we enhancing our professional skills?

In an attempt to improve our curriculum and methods, and to prepare for

WASC accreditation in the Spring of 1997, the entire staff participated in eight staff development days. As part of the accreditation process, the staff developed a schoolwide action plan. The staff also established a follow-up process to measure progress. Departments were given time to work together on curriculum development.

Eighty-five percent of our teaching staff attended professional and educational conferences last year. Presently 80 percent of our faculty belong to professional organizations.

Our mentor teachers, selected for their outstanding teaching talents, assist individual teachers in curriculum and methods as well as provide staff in-service training on needs particular to UCHS.

Nearly half of our faculty members take continuing education classes, sit on textbook adoption committees, and assist in district curriculum writing projects. We continue to work to implement the state-mandated framework through departmental workshops.

COUNSELING AND SUPPORT SERVICES

What support do we offer students?

UC High has five cross grade counselors and one part-time district counselor. They offer their expertise in academic, college, career, and personal/social counseling to all UCHS students. We have a career technician and nurse practitioner. Resource personnel for students with special needs (hearing handicapped, visually handicapped, etc.) are provided by the district.

We staff a tutoring center where students may receive assistance both during and after school in the areas of English, math, science, social studies, and foreign languages.

We are fortunate to have an outstanding support staff which includes an administrative assistant, technicians, secretaries, custodians, gardeners, and cafeteria workers. These people are an integral part of our support services to students, staff, and parents.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Do we have new 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 in geometry, journalism, AP European history, contemporary voices, and transportation technology.

SCHOOL FACILITIES AND SAFETY

Is our school clean and safe?

We have made gains over the past year with our climate and traffic control systems. The troublesome air conditioning system is improving. The district has installed two new air conditioning compressors. We have improved our traffic pattern by moving the drop-off point for the buses to the end of the 100 building.

Our new science wing opened in September 1994 and five portable classrooms were added to accommodate our increased student population. Our campus remains attractive with the help of an excellent maintenance crew.

CLASS SIZE

What are our class sizes?

The staff at University City High School 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, we can do little directly to lower it. To augment our credentialed staff and enrich our adult-to-student interaction, we have 8 instructional aides and 16 teacher assistants.

On December 20, 1996, UCHS had the following class sizes:

Class Size Distribution					
Subject Area	1-10	11-20	21-30	31-40	41+
Art			7	8	
Computer Ed.			4	3	
Drama/Theater				3	
English		1	2	48	
Foreign Lang.		1	9	19	
Health Ed.				2	
Mathematics			13	31	2
Music			3		
Physical Ed.			1	10	10
Science			12	28	
Social Science			5	29	
Vocational Ed.		9	9	9	
Other			2	6	

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

How do students interact?

Our student body interacts without racial tension and with a high degree of cross-cultural understanding. Our student

government, athletic teams, and cheerleading squad include people of all races. Our staff exhibits equal expectations from all students. We count on the high caliber of our student organizations—ASB, jour-

nalism and yearbook staffs, drama, band, and chorus, sports programs, and class councils—to provide a variety of activities.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

How involved are we?

- Family Involvement
 - SAC (School Advisory Committee to principal)
 - PTSA
 - Booster Club
 - Centurion Football Booster Club
 - Grad Nite '97 Committee
 - Centurion Foundation (tax-exempt)
 - Governance Team
 - UCHS Scholarship Foundation
- Student Involvement
 - ASB government of 36 students
 - CSF of 207 students
 - Journalism, yearbook and newspaper staffs

- 20 clubs on campus
- 25 athletic teams
- Band and chorus

Community Sponsors

- Lucky
- Ralph's
- Kiwanis
- Pepsi
- Rotary Club
- Round Table Pizza
- UCSD
- Vons

Partnership in Education

- Mycogen

The Governance Team is composed of 10 certified teachers, two classified employees, four parent/community members, four students, and the principal. The

team's working groups are the Staffing Committee and the following task forces: School Climate, Budget, Facilities, Technology, and Instructional Innovation.

REPORT CARD COMMITTEE

The following parents and staff developed this report card:

Anne Bolton, *principal*
 Yvonne Dyson, *head counselor*
 Bob Frain, *teacher*
 Mary Kay Hewitt, *parent*
 Carolyn Lacey, *counseling secretary*
 Kathy Salkin, *librarian*
 Ron Schmidt, *teacher*
 Barbara St. John, *teacher*

FINANCES

EXPENDITURES AND SERVICES OFFERED

How is the money used?

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.

We are fortunate to be the recipients of financial support from several parent groups. The Centurion Foundation, the Booster Club, and the PTSA contributed funds to support our school programs.

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

School Budget, 1995–96		
Budget Category	Dollars per Pupil*	
	School	H.S. Avg.
General Operations	3,005	2,954
Special Education	114	278
Integration	107	167
Gifted and Talented	10	30
External Funding	115	359
Total	3,349	3,788

General Operations—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 (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1994–95		
Position	Unified Districts (20,000+ ADA)	San Diego (124,545 ADA)
	Annual Salary (\$)	
Beginning Teacher	27,337	24,881
Midrange Teacher	42,801	39,136
Highest Teacher	49,804	48,546
School Principal Avg.	67,179	68,600
Superintendent	111,308	140,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	5.2	4.2
Teacher	43.7	41.6

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