

SCHOOL ACCOUNTABILITY REPORT CARD

MISSION BAY HIGH SCHOOL

Mr. Tom Yount
Principal

2475 Grand Avenue
San Diego, CA 92109
(858) 273-1313

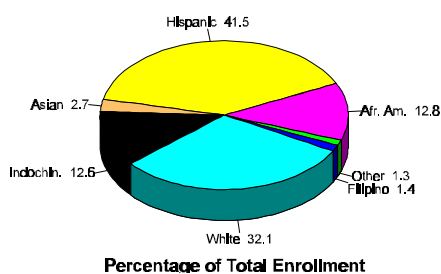
MARCH 2000
San Diego City Schools

SCHOOL PROFILE

Mission Bay High School, a California Distinguished High School, is located in the residential beach community of Pacific Beach. It sits on a spacious site with extensive athletic fields, 67 classrooms, landscaped green areas, and student and faculty parking lots. Established in 1953, the school has seen dramatic demographic changes, particularly in the last ten years. The school serves both residents of Pacific Beach and students who choose to participate in three programs designed to improve integration.

Mission Bay opened the 1999–2000 school year with 1,561 students.

**Student Racial/Ethnic Composition
1999-2000**



MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are Mission Bay students doing?

San Diego City Schools students in grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has focused on literacy for the past two years. The San Diego Literacy Framework has been developed to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully. Next year mathematics will be a parallel focus of the Institute. Mathematical proficiency will be achieved through a standards-based curriculum, research-based instructional strategies, high quality professional development, and appropriate assessments.

In addition to supporting the district's goals, Mission Bay has established its own set of expectations for students.

Mission Bay graduates will be:

- **Effective communicators** who articulate ideas in standard English clearly, creatively, and effectively
- **Critical thinkers** who analyze, synthesize, and evaluate information to solve problems and use math concepts required in everyday situations and in particular professions
- **Quality producers** who create intellectual, artistic, and practical products using current technology
- **Collaborative workers** who use effective skills to maintain relations within a culturally diverse setting and who work together
- **Self-directed planners** who assess their strengths and weaknesses; pursue academic, personal, and professional goals; and develop their physical potential and habits for health and safety
- **Responsible citizens** who contribute their time and energy in the school and community.

skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving

REPORT CARD MEETING, INFORMATION

Date: May 9, 2000
Time: 7:00 p.m.
Place: The Cafeteria

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines Mission Bay High School's policies, programs, and progress. At a meeting on May 9 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 Mission Bay High School. We invite parents to come to Mission Bay High to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas.

To assess reading and writing skills, a

site-developed pre-and post-test is administered to all students in grades 9–12, as well as the SAT 9. We believe our period three Sustained Silent Reading Program, along with our twenty-five book reading requirement for all students, has improved students' reading skills. Students who need further training in reading are assigned to a reading class in place of an elective.

Mission Bay provides a positive learning environment for students with different abilities, needs, and backgrounds.

All students are encouraged to take challenging courses and to select courses which provide college preparation and/or school-to-work transition. Two Advancement Via Individual Determination (AVID) classes are offered to provide academic support and preparation for Scholastic Assessment Test (SAT) exams for students from groups underrepresented in the University of California (UC) system. The Subject A exam required of UC-bound students shows that the pass rate of MBHS students is 41 percent which is three percent higher than the average for San Diego County high schools.

SAT scores for Mission Bay students changed only slightly from 1998 to 1999. The SAT is a test taken by many college-bound students. Fifty-five percent of our senior class took the college entrance exams.

Attendance		
Year	Number of Absences	% Actual Attendance
1994–95	15,596	93.6
1995–96	18,742	92.2
1996–97	15,256	93.8
1997–98	16,267	93.9
1998–99	16,170	94.1

For information about college entrance requirements, scholarships and financial aid, and application deadlines, or your student's test scores, ask our counselors.

SCHOOL-TO-CAREER TRANSITION

How are our students being prepared for the world of work?

Mission Bay was awarded the prestigious Golden Bell Award by the California School Boards Foundation for our Senior Portfolio and Exhibition Project, which is a graduation requirement for all seniors. The portfolio includes job and college applications, a resume, an autobiographical or college essay, one letter of recommendation, four samples of the student's best work with reflections on each, a letter of introduction/cover letter, and a section showcasing student accomplishments. All seniors participate in the senior exhibition. They talk about their career or college plans, exhibit their best works, and answer questions before a panel composed of a teacher, a business person, a parent, and an eleventh grade student. This prepares them for job interviews and college presentations.

All Grade 10 students receive a career profile showing the relationship between their abilities, values, and interests and possible career choices.

ATTENDANCE/DROPOUTS

What are we doing to keep students in school?

For an urban school, our student stability is high; our dropout rate has declined since 1988–89. Recent dropout rates are

less than half the district average; our 1998–99 dropout rate was 2.0 percent.

Improving attendance is a top priority at Mission Bay. A computerized telephone system is used to monitor and enforce attendance. Staff members contact students and parents regarding unexplained absences.

An after-school High School Diploma Program is available for students to complete graduation requirements. Parents are notified of low grades and/or poor attendance and are invited to conferences to help develop a plan for success.

If your student is thinking of dropping out or has poor attendance, call your child's counselor immediately at 271-1313.

DISCIPLINE AND CLIMATE FOR LEARNING

What does our school do to promote ethical and responsible behavior by students?

In addition to individual classroom activities, we have implemented schoolwide activities to encourage responsible citizenship: the tardy sweep policy, video-taped lessons on sexual harassment among teens, and activities that promote appreciation of cultural diversity. We continue to provide after-school detention and Saturday school as alternatives to suspension.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1994–95	9.5	1
1995–96	10.9	3
1996–97	10.0	3
1997–98	11.7	8
1998–99	13.4	7

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

All Mission Bay teachers are credentialed and are teaching within their subject areas; most of our staff have a master's degree or higher. Ten teachers are current mentors or mentors emeritus, and one was selected as San Diego City Schools Teacher of the Year. The teacher attrition rate is low, with most teachers leaving at retirement.

Mission Bay needs more staff fluent in both English and Spanish. Increasing numbers of English learners make hiring bilingual teachers, college student workers, and teachers with special credentials a priority.

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 plan for improvement with the teacher.

The principal and vice principals are also evaluated every year in a similar manner: the principal by a central office super-

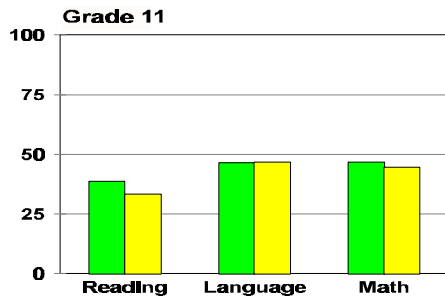
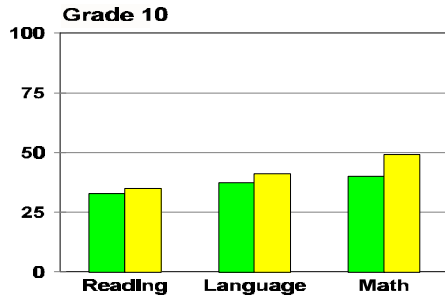
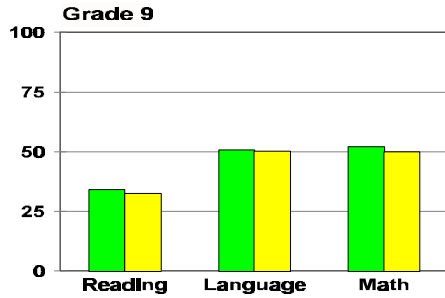
visor and vice principals by the principal.

As part of our site-based decision-making process, a committee of teachers designed an alternative evaluation system for teachers instead of the traditional evaluation by objectives. This includes surveys distributed to parents and students to evaluate teaching performance. Many teachers choose this alternative method. A site-designed evaluation form is also used by teachers to evaluate administrators.

If you are concerned about a teacher, principal, administrator, or other staff member, you should discuss your concerns with the principal. You may then call the district Support Systems office for assistance.

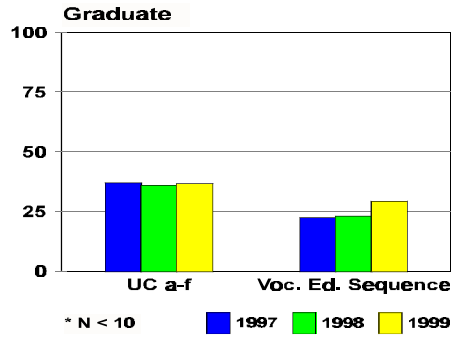
SAT 9 Results

Pct. Scoring at or above 50th Percentile

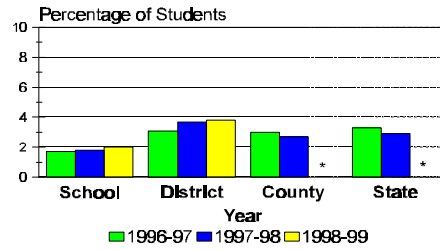


Advanced Course Completion

Pct. Grads Completing Course Requirements

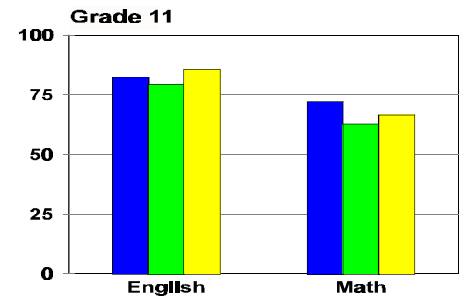
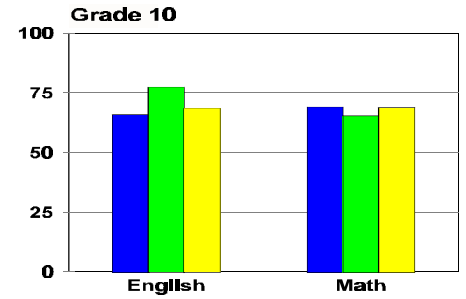
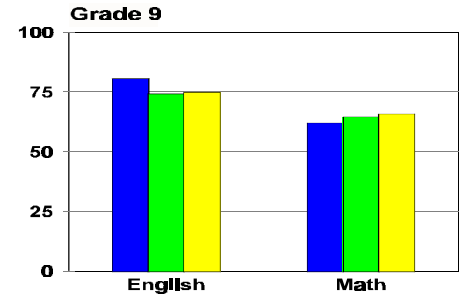


One-Year Dropout Rate Grades 9-12



Grade Results

Pct. Achieving at or above 'C'



Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1996-97	50.7	468	476
1997-98	50.9	463	467
1998-99	47.9	473	483

Class Size Distribution, 1997–98					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			4	10	
Computer Ed.			9	9	
Drama/Theater				2	
English			31	21	
Foreign Lang.		2	14	10	
Health Ed.			1		
Mathematics		7	24	21	
Music			3	1	1
Physical Ed.		2	10	10	5
Science			7	13	
Social Science		2	24	17	
Vocational Ed.	4	3	6	3	
Other	1	2	2	8	
Special Ed.	22	3			

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			1	9	
Computer Ed.			4	3	
Drama/Theater			1	1	
English		14	24	15	
Foreign Lang.		3	10	15	
Health Ed.				1	
Mathematics	1	2	20	22	1
Music	1	1		1	1
Physical Ed.			2	6	11
Science		3	17	10	
Social Science			13	16	
Vocational Ed.		1	11	13	
Other					
Special Ed.	5	19			

Class Size Distribution, 1999–2000					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			1	12	
Computer Ed.			5	3	
Drama/Theater			1	1	
English		27	16	18	
Foreign Lang.			17	19	
Health Ed.			1		
Mathematics		7	23	24	
Music		1			2
Physical Ed.			2	6	11
Science			11	18	
Social Science	1	2	9	23	
Vocational Ed.		1	12	13	
Other		5	2		
Special Ed.	5	19			

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1997–98	65	58	1	0	0
1998–99	71	62	0	0	9
1999–00	68	59	0	0	9

■ 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?

Ten teachers at Mission Bay are current mentors or mentors emeritus and one was selected as a San Diego City Schools Teacher of the Year.

All content areas are studying how to improve literacy instruction through the San Diego Literacy Framework.

■ INSTRUCTIONAL TIME

How much time is there for instruction?

All district schools meet or exceed state requirements for annual instructional minutes. This year, six minimum days will be used for year-end final exams, and one for the school's senior exhibitions. Three staff development days on reading and literacy were held before the start of this school year and two last year. Previously, Mission Bay held eight staff development days during the school year.

Instructional Minutes, 1999–2000		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9–12	64,825	64,800

■ TRAINING AND CURRICULUM IMPROVEMENT

Are we improving the curriculum and developing staff skills?

In the spring of 1995, after a year-long study, Mission Bay was awarded a maximum six-year term of accreditation by the Western Association of Schools and Colleges (WASC). Based upon the WASC Visiting Committee's recommendations and our own Action Plan, our school improvement efforts focus on four areas: increasing student achievement across the curriculum, using diversified teaching strategies, improving the school's learning climate, and

selecting and implementing an assessment system for student performance.

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Mission Bay. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

■ COUNSELING AND SUPPORT SERVICES

How do we support our students?

Mission Bay has four full-time counselors, a district counselor, and a Magnet Program coordinator. Five counselors speak Spanish. An outreach worker for substance abuse is available one day a week. Each counselor has special assignments such as college, financial aid, and scholarship counseling. Counselors work with Gifted and Talented Education (GATE), English as a Second Language (ESL), and special education students, and students in the High School Diploma Program.

We are fortunate to have a full-time nurse on campus to counsel students about teen health issues such as pregnancy and child abuse, teach sex education, and supervise AIDS instruction. She conducts vision screenings, administers immunizations for students and tuberculosis skin tests for staff and students, and attends home JV football games.

This year, Mr. Emmitt Dodd, a history teacher, and ASB advisor has volunteered to serve as the advisor for our African Student Union club. Ms. Tellez, Mr. Carbajal, Ms. Pelaez, and Mrs. Slomanson continue to work with LLAMA and MECHA, clubs on campus which support Hispanic students. All of our student organizations encourage enrollment from students of all ethnicities and genders.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our texts and other materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in senior high schools will use newly adopted materials in Advanced Physics 1–2, Algebra 1–2, American Government

REPORT CARD COMMITTEE

Parents and staff developed this report card.

in World Affairs 1,2 (replacement), AP French 9–10, AP Spanish 7–8 and 11–12, Applied Reading Development 1,2,3, ESL senior high, Japanese 7–8, Marketing 1,2,3,4, and Spanish for Spanish Speakers 1–2, 3–4, 5–6, and 7–8.

This year we have had the opportunity to update our library media collections through use of state funds specifically designated for library materials. We have been able to renew our library collection with current, accurate, appealing, and challenging materials to meet the curriculum and literacy needs of our students.

Last year Mission Bay received a grant by the state. The school leadership team (BLT), the PTSA, and the Technology Committee decided that the money would be spent to implement our long-range plan of installing wiring for computers in every classroom and procuring at least one computer for each classroom. Title I and other school funds also have been used to support the Technology Plan.

■ CLASS SIZE

How are class sizes determined?

Mission Bay High's class sizes for the last three years are shown on page 4.

Class sizes follow district guidelines, and staffing is based upon district formulas. Course offerings reflect students' requests and needs. We try to match students' goals and interests with their course selections. Class sizes in grade 9 English classes have been reduced to 20 students. Although some class sizes are larger than we would like, surveys show that students and staff like the block schedule and the Study/Activity period.

■ SCHOOL FACILITIES AND SAFETY

How safe, clean, and orderly is our school?

A school police officer and three supervision aides provide campus supervision daily. Walkie-talkies are highly effective in improving campus security. Our supervision aides are competent in dealing with student problems on campus.

The district's closed campus policy is implemented at Mission Bay. Twenty-two supervisors, including administrators, counselors, school police, student teachers, and teachers cover all of the

campus. Students have adjusted to the closed campus very well, with only occasional complaints about the food served.

Surveys show that parents feel the school is a safe and clean place to learn and students feel connected to the school.

Graffiti are removed immediately, thanks to our excellent custodial staff, and graffiti problems on campus have lessened.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

What are we doing to produce responsible citizens and to improve the quality of life at the school?

Mission Bay High School emphasizes

respect for and acceptance of cultural diversity. We offer courses in peer counseling and child development. All classes are ethnically balanced. Racial conflicts between students are rare. The ASB supports activities that encourage integra-

tion. The ASB also has representation from all major ethnic groups on campus. The PTSA newsletter and other letters and flyers of interest to parents are translated into Spanish.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

How are parents and community involved at Mission Bay?

Our parent and community involvement groups continue to make significant contributions at Mission Bay:

- Our PTSA sponsors dances, Senior Grad Night, and scholarships. It publishes a newsletter, hosts luncheons, dinners, and a new student Pride Night each winter.
- Our School Advisory Committee (SAC)/English Language Learners Advisory Committee (ELAC) helps focus on the educational goals of our English learners and Title I students. Parent attendance at these meetings, although

low, has been improving.

- The Grad Night Committee sponsors a safe and sober graduation party.
- The Mission Bay High School Community Foundation, a parent/community/alumni group, continues to raise money to make improvements at Mission Bay. Call Mrs. Barbara Moncrieff, at 270-1749, to contribute time or money to the Foundation.
- The Community Advisory Committee for the Marketing, Management, Graphics, and Design Magnet program, a business community committee, assists our magnet classes.
- Booster clubs in athletics and music

raise funds for activities and awards.

- Business partnerships with the San Diego County Bar Association, UCSD Natural Reserve System, Papa John's, San Diego Sportfishing-the Rod and Reel Club, Bank of America, and Solar Turbines provide scholarships, trophies, awards, tutorial support, guest speakers, tours for students, and job shadowing experiences.
- Pacific Beach Rotary, Kiwanis, and Soroptimists clubs work with student groups and provide yearly scholarships.

To get involved, call PTSA Co-Presidents, Mr. Scott Chipman (270-6648) or Mrs. Debbie Bailey (483-1035).

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does the money go?

All major budget decisions are made at the district offices. 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.

Mission Bay was awarded a Digital High School grant in the amount of \$500,000 to support student achievement through the application of technology, and was one of three district high schools to be awarded a \$500,000 state grant to improve student performance and provide accountability to the community.

Mission Bay, through the continuing efforts of Mr. George Furuya, will again receive grant money of about \$50,000, for school-to-career activities and projects.

This year's efforts will focus on the World.com project of multi-media publishing of student work.

The adjoining budget chart shows the

School Budget, 1998-99		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,416	3,308
Special Education	360	319
Integration	187	125
Gifted and Talented	49	43
Special Projects	400	344
Total	4,413	4,139

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

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

major areas of district funding for Mission Bay and other district high schools. It includes all monies budgeted from the

Salary and Budget Data, Teachers and Administrators, 1997-98		
Position	Unified Districts (20,000+ ADA)	San Diego (131,593 ADA)
	Annual Salary (\$)	
Beginning Teacher	30,521	28,670
Midrange Teacher	47,729	43,565
Highest Teacher	57,429	57,863
School Principal Avg.	75,942	78,293
Superintendent	129,993	185,000
Salary Category	Pct. of Budget [†]	Pct. of Budget [†]
Administrative	4.8	4.1
Teacher	43.2	42.1

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

general fund except those for transportation, maintenance and operations, district administration, and central support.