

SCHOOL ACCOUNTABILITY REPORT CARD

MISSION BAY HIGH SCHOOL

Mr. Tom Yount
Principal

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San Diego, CA 92109
(858) 273-1313

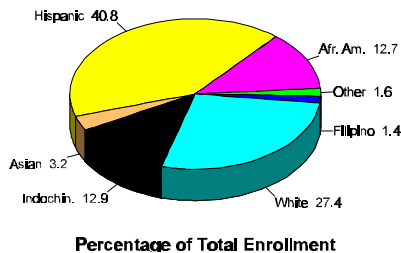
MARCH 2001
San Diego City Schools

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, 72 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 2000–01 school year with 1,609 students.

Student Racial/Ethnic Composition
2000-01



MISSION AND GOALS

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

San Diego City Schools' Institute for Learning focuses on instruction and learning. The Institute helps schools improve student

achievement by improving instruction. Teachers and administrators engage in ongoing professional development in literacy and mathematics instruction.

In Spring 2000, the district introduced the *Blueprint for Student Success in a Standards-Based System*, a comprehensive plan focusing the entire district on teaching and learning for all students.

The *Blueprint* established districtwide assessments and performance expectations in literacy and mathematics to ensure that district students are held to the same standards and receive support if they fall below grade level. *Blueprint for Student Success* strategies of prevention, intervention, and retention/acceleration are directed toward providing all students with the best teaching, the richest learning environment, and time and support to meet high standards.

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 read, write and speak clearly and effectively and who listen attentively and critically
- **Critical thinkers** who analyze, synthesize and evaluate information to solve problems and who apply math concepts in everyday situations and in the workplace
- **Quality producers** who create intellectual, artistic and practical products in a professional manner and who use technological tools effectively in all areas
- **Collaborative workers** who develop working relationships in diverse settings and who work effectively as members of teams

REPORT CARD MEETING INFORMATION

Date: May 3, 2001

Time: 7 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 3 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.

- **Self-directed planners** who understand their strengths and weaknesses; develop academic, personal and professional goals; and utilize organizational and time management skills
- **Responsible citizens** who understand and participate in the American democratic process, who contribute their time and talents to improve the quality of life in the school and community, and who develop their physical potential and practice habits of health and safety.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are Mission Bay students doing?

San Diego City Schools students in grades 2–11 take the Stanford Achieve-

ment Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners en-

rolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Ba-

sic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas. 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 enroll in a two- or three-hour Genre Studies literacy block with a reduced class size of 20 at 9th grade. Tenth grade students who read below grade level or significantly below grade level are placed in a two-hour literacy block with a reduced class size of 24. Students who read below grade level are also encouraged to enroll in an extended-day reading class. Ninth grade students needing additional help are also encouraged to enroll in an extended-day reading class. Ninth grade students needing additional help in algebra enroll in a one- or two-hour Algebra Exploration class and use Accelerated Math to master skills. Algebra Exploration and ninth grade algebra classes have a class size of 20. After-school tutoring in all academic subjects, especially English and math, are available to all students, regardless of ability level, four days a week.

For information about college entrance

Attendance		
Year	Number of Absences	% Actual Attendance
1995-96	18,742	92.2
1996-97	15,256	93.8
1997-98	16,267	93.9
1998-99	16,170	94.1
1999-00	16,599	94.1

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. Over half of the certificated staff have been educators for 20 years or more. The teacher attrition rate is low, with most teachers leaving at retirement.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two

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 1999-2000 dropout rate was 0.9 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 (858) 273-1313.

DISCIPLINE AND CLIMATE FOR LEARNING

What do we 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
1995-96	10.9	3
1996-97	10.0	3
1997-98	11.7	8
1998-99	13.4	7
1999-00	10.6	4

* Suspensions per 100 Students.

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.

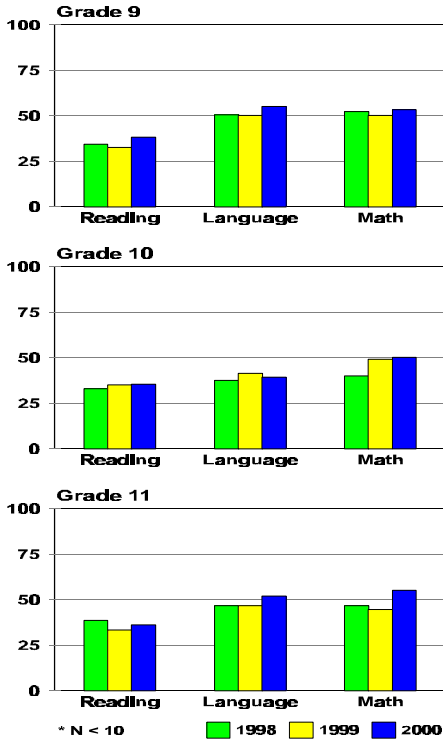
INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Fourteen teachers at Mission Bay are current mentors or mentors emeritus. Three teachers were selected as San Diego City

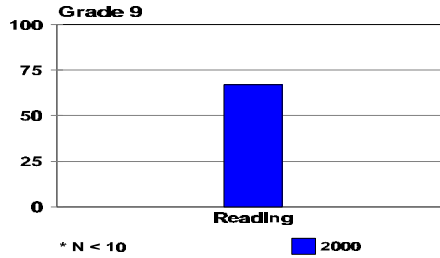
SAT 9 Results

Pct. scoring at or above 50th percentile



District Assessments

Pct. scoring near, at, or above grade level

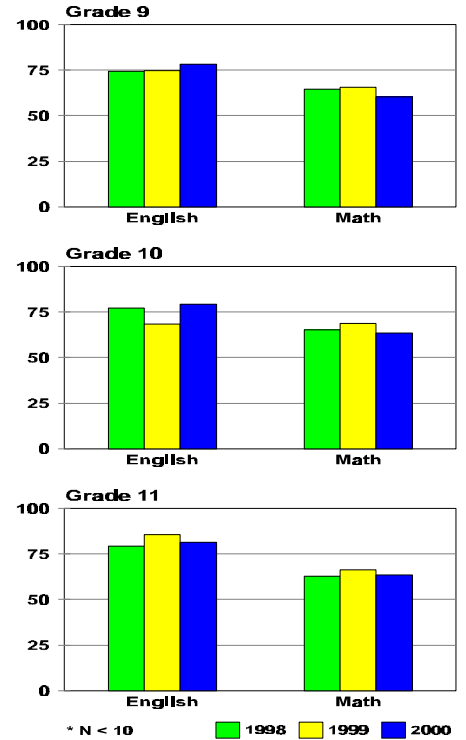


Grade 10 Not Tested

Grade 11 Not Tested

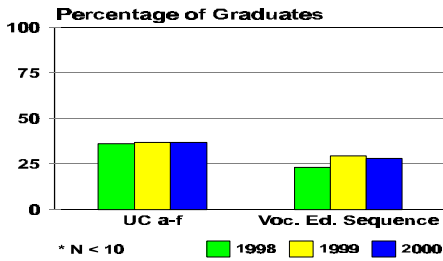
Grade Results

Pct. achieving at or above C



Advanced Course Completion

Pct. grads completing course requirements

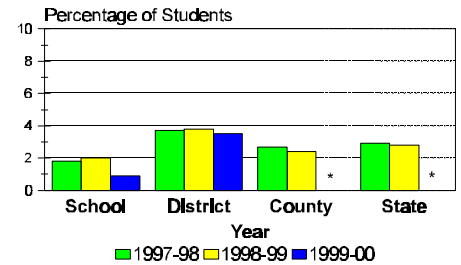


ACADEMIC PERFORMANCE INDEX

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance level. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of SAT 9 test performance for each school and for the school's numerically significant subgroups

One-Year Dropout Rate

Pct. students, grades 9-12



SAT Participation and Scores			
Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1997-98	50.9	463	467
1998-99	47.9	473	483
1999-00	46.0	468	476

2000 API Summary	
Category	Result
Schoolwide API	625
Growth from Prior Year	26
State Decile Rank	5
African American API	530
Asian API (incl. Indochinese)	636
Filipino API	—
Hispanic API	555
White API	757
Economically Disadvantaged API	579
Met All Targets?	No

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			

Class Size Distribution, 2000–01					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art			4	9	
Computer Ed.	1	1	7	3	
Drama/Theater			2	1	
English		14	23	20	1
Foreign Lang.		4	16	6	
Health Ed.					
Mathematics		6	12	5	
Music		2			1
Physical Ed.		9	10	4	12
Science		5	15	10	
Social Science		1	11	12	1
Vocational Ed.		18	18	12	1
Other		4	5		
Special Ed.	27	4			

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1998–99	71	62	0	0	9
1999–00	68	59	0	0	9
2000–01	78	76	1	0	1

Schools Teacher of the Year with one becoming County 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, seven minimum days are being used: three for WASC accreditation work, three for year-end final exams, and one for the school's Senior Exhibition.

Instructional Minutes, 2000-01		
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.

Last year, Mission Bay High held three staff development days on reading and literacy. This year, the school is involved in another year of self-study prior to a visit by the WASC Visiting Committee in November 2001. As part of the WASC self-study process, three staff development days focusing on an analysis of the effectiveness of the school's programs in improving school achievement were held before the start of this school year. Departmental Home Groups met throughout the fall to analyze student work and assess how well the school is doing in meeting the two Expected Schoolwide Learning Results (ESLR) we are focusing on this year: Effective Communicator (Literacy) and Critical Thinker (Mathematics). During the spring semester, interdepartmen-

tal focus groups will collect evidence that shows the effectiveness of our programs.

No staff development days are held on school days. For the last two years there have been three staff development days held before the school year began. Two years ago there were two such staff development days.

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. Three counselors and the Magnet Program coordinator 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.

All of our student organizations encourage enrollment from students of all ethnicities and genders. These clubs include our African-American Student Union, LLAMA, MECha, and Gay-Lesbian Alliance. All our clubs provide activities and services which support student success at Mission Bay High School.

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, senior high school teachers and students are using newly adopted textbooks and materials in AP English, Advanced English, English Literature, Advanced Biology, AP Biology, Biology, Keyboarding and Computer Literacy, Clothing and Design, Family Studies, graphic arts, photography, Latin, Pilipino, Applied Math, Applied Science, Functional Social Studies, AP Art Studio, Beginning Guitar, Jazz Ensemble, Music Appreciation, and chorus.

State funds specifically designated for library materials and equipment were provided again this year to update our library media collections. We have been able to renew our library collection with current, appealing, and challenging materials, including fiction, non-fiction, multi-media, and reference materials, to meet the curriculum and literacy needs of our students.

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 and Algebra Exploration 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?

All district schools have developed a comprehensive school safety plan that meets state requirements. The safety plan includes disaster procedures, procedures for safe entry and exit of pupils, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, any school dress codes, and school discipline policies.

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

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 di-

versity. Students in the peer counseling program not only offer emotional support to troubled students but are trained by the district's life skills teacher to provide information to classes on AIDS awareness and relationship violence. All classes are ethnically balanced. Racial conflicts be-

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.

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 1 students. Parent attendance at these meetings, although low, has been improving.

- The Grad Night Committee sponsors a safe and sober graduation party.
- 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.

REPORT CARD COMMITTEE

Parents and staff developed this report card.

tween students are rare. The ASB supports activities that encourage integration. 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.

- 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 and Kiwanis clubs work with student groups and provide yearly scholarships.

To get involved, call PTSA Co-Presidents, Mrs. Sarah Chipman (858-270-6648) or Mr. John Sprague (858-274-2885).

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 \$482,700 to support student achievement through the application of technology, and was one of three district high schools to be awarded a \$534,000 state grant to improve student performance and provide accountability to the community.

Mission Bay will again receive grant money of about \$60,000, for school-to-career activities and projects through a Perkins Grant. This year's efforts will focus on the World Press project of multimedia publishing of student work.

The adjoining budget chart shows the ma-

School Budget, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,909	3,679
Special Education	413	365
Integration	167	138
Gifted and Talented	54	49
Special Projects	475	548
Total	5,019	4,779

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 gen-

Salary and Budget Data, Teachers and Administrators, 1998–99

Position	Unified Districts (20,000+ ADA)	San Diego (129,630 ADA)
	Annual Salary (\$)	
Beginning Teacher	31,680	29,663
Midrange Teacher	49,481	45,074
Highest Teacher	59,895	60,311
School Principal Avg.	78,145	81,184
Superintendent	137,350	185,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.8	4.0
Teacher	43.7	41.4

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

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