

SCHOOL ACCOUNTABILITY REPORT CARD

SAN DIEGO HIGH SCHOOL

Tony Alfaro
Principal

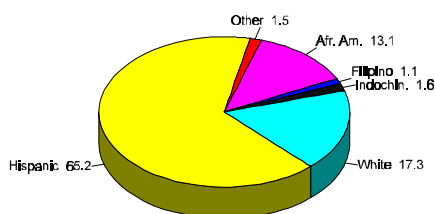
1405 Park Boulevard
San Diego, CA 92101
(619) 525-7455

MARCH 2001
San Diego City Schools

SCHOOL PROFILE

San Diego High School's students come from all parts of the city to participate in its rich academic program. Located on the edge of the downtown area, the school offers exceptional college and career preparation through the Writing Academy (WA), International Baccalaureate (IB), and Language Immersion magnet programs. Current enrollment is at 2,017.

**Student Racial/Ethnic Composition
2000-01**



Percentage of Total Enrollment

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 instruc-

tion. 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.

San Diego High's mission is to *Motivate, Educate and Graduate all students*. We believe that all students can show academic gains every year.

Therefore, we provide:

- A safe, orderly environment for teaching and learning
- Recognition of student successes
- Parent and community involvement
- Individualized learning opportunities to encourage good attendance
- High citizenship standards

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

San Diego High School (SDHS) encourages academic success and progress through our Expected Schoolwide Learning Results (ESLRs): that all students are effective communicators, problem solvers, technology users, collaborative workers, and self-directed learners.

Our goal is for average test scores to

improve consistently from one year to the next, although tenth grade students are low compared to eleventh and twelfth grade students. Our scores also reflect the fact that many students are still learning academic English. SAT 9 scores for San Diego High are displayed on page 3.

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

REPORT CARD MEETING INFORMATION

Date: April 20, 2001 (Spanish)
May 11, 2001 (English)

Time: 8 a.m.

Place: Library in Parent Center

All public schools in California must 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. At meetings on April 20 and May 11 at 8 a.m. parents can discuss the report card and ask questions.

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

- 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.

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 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.

Test scores are available in the counseling office. If you wish to discuss your child's scores, contact the school. Parents should talk to teachers and counselors to understand their child's academic progress.

We continue to focus on helping students who have not been successful academically and further encouraging those who are already doing well.

- Scholastic Aptitude Tests (SATs) show student success; 42 percent of seniors took the SAT with an average score of 485 verbal and 491 math.
- Students continue to receive national recognition; this year there were four National Merit finalists. In addition, one student went to the International Science and Engineering Fair where she took first place in her category. She also competed in New Zealand.
- Challenging courses are featured and students respond. Thirty (30) percent are enrolled in International Baccalaureate (IB) classes; 45 percent are enrolled in College Prep/Bilingual College Prep classes. Our students have an 84 percent pass rate on IB exams and 82 percent pass rate on IB/AP exams, the highest scoring rate of AP achievement

Attendance		
Year	Number of Absences	% Actual Attendance
1995-96	25,377	91.1
1996-97	24,088	91.9
1997-98	25,859	91.5
1998-99	20,446	93.5
1999-00	25,854	92.2

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Our teachers are fully credentialed and teach in their qualified subjects. Most have master's or higher degrees. Our school has five National Board certified teachers, more than any other in the district.

The English as a Second Language (ESL) 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 and projections for the next several years indicate that our staffing needs in this area will continue to grow.

for college-bound students in the district (for district index, AP and IB exam scores are combined).

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Teachers in several departments give students opportunities to learn about career possibilities. In addition, a School-to-Career grant provides a systemic approach to opening career opportunities by increasing awareness, work place exposure, and a rigorous and applied classroom curriculum. A Federal Magnet Assistance grant also provides for increased career opportunities. The Career Center assists students so that they can find and keep jobs.

Students are also encouraged to participate in a districtwide career fair and in projects with our community partners.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Because we strongly believe that every student should stay in school, we have initiated several innovative programs to lower the dropout rate. Teachers teach in teams; this improves attendance by increasing student involvement in their classes and allowing teachers and students to know each other better.

Another alternative includes "Jump Start," which allows students to progress at their own pace and make up missing credits. The High School Diploma Program is also available to help students

who fall behind in credits.

We know that our efforts are working. Our dropout rate continues to descend each year. The staff will continue to work with students and families to lower it still further. 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.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

The staff have decided on policies for tardiness, disciplinary concerns, and a dress code. These policies have been explained in the daily school telecasts for staff and students and in our parent newsletters.

Suspensions and expulsions are kept to relatively low rates through early intervention and mediation.

The school also 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.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995-96	6.2	0
1996-97	8.2	1
1997-98	10.4	13
1998-99	8.2	7
1999-00	10.8	2

* Suspensions per 100 Students.

TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principals formally evaluate tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher.

The principal and vice principals are evaluated every year: the principal by a central office supervisor and the 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

should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

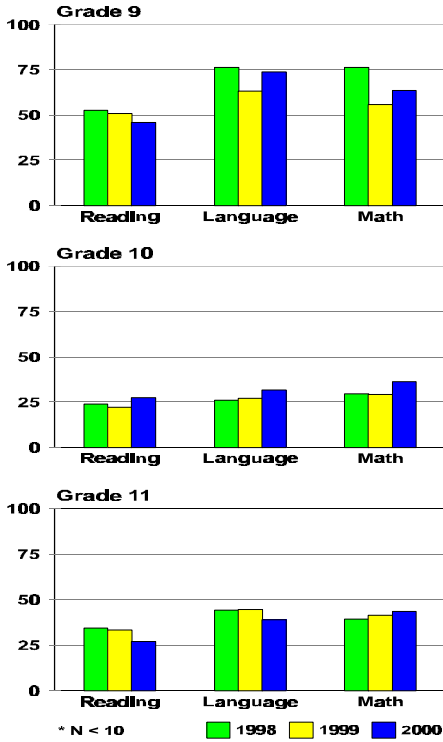
REPORT CARD COMMITTEE

The following parents and staff developed this report card:

- Tony Alfaro, *principal*
- Eulene Cienfuegos, *vice principal*
- Ron Gallegos, *vice principal*
- Karen de Laurier, *IB coordinator*
- Leo Lopez, *site tech*
- Barbara Rascon, *school secretary*
- Marilyn Robbins, *librarian*
- Walter Scranton, *head counselor*
- Sue Taber, *administrative assistant*

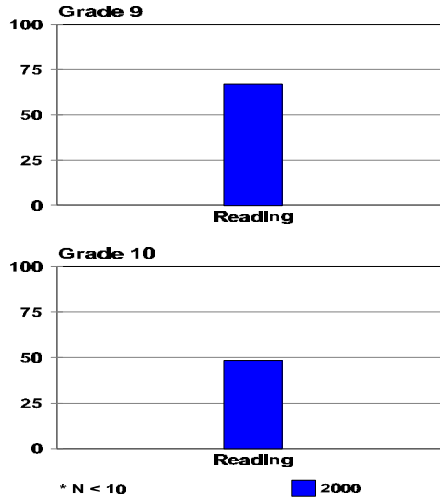
SAT 9 Results

Pct. scoring at or above 50th percentile



District Assessments

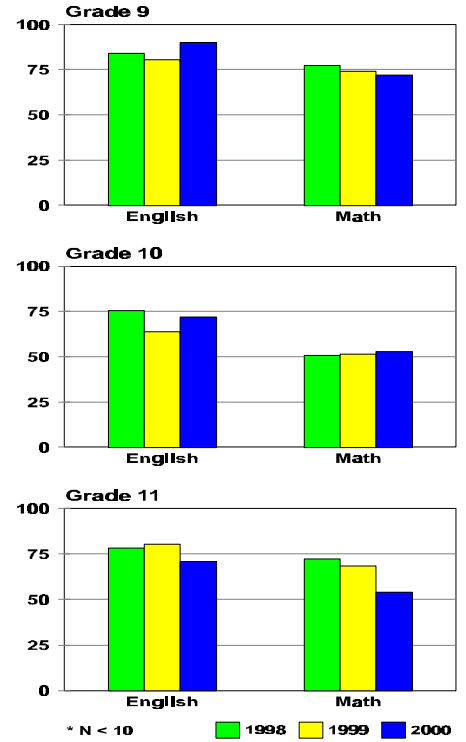
Pct. scoring near, at, or above grade level



Grade 11 Not Tested

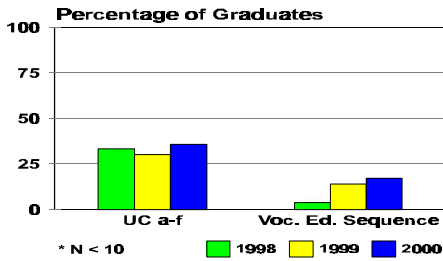
Grade Results

Pct. achieving at or above C



Advanced Course Completion

Pct. grads completing course requirements

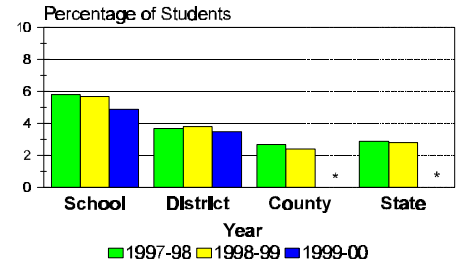


ACADEMIC PERFORMANCE INDEX

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	41.4	484	491
1998-99	34.5	489	484
1999-00	43.1	475	481

2000 API Summary

Category	Result
Schoolwide API	564
Growth from Prior Year	26
State Decile Rank	3
African American API	510
Asian API (incl. Indochinese)	—
Filipino API	—
Hispanic API	493
White API	793
Economically Disadvantaged API	524
Met All Targets?	No

Class Size Distribution, 1998-99					
Subject Area	1-10	11-20	21-30	31-40	41 +
Art		2		9	1
Computer Ed.		2		3	1
Drama/Theater	5	1	1		
English	8	21	46	13	
Foreign Lang.	9	13	4	11	
Health Ed.			1	2	
Mathematics	8	13	26	20	
Music	2	1	2		
Physical Ed.	2	1	4	6	8
Science	4	7	20	20	
Social Science	5	17	14	20	
Vocational Ed.	6	8	4		
Other	18	21	10	2	1
Special Ed.	13	1	1		

Class Size Distribution, 1999-2000					
Subject Area	1-10	11-20	21-30	31-40	41 +
Art	1	1	8	8	1
Computer Ed.	2	1	1		
Drama/Theater	6	1	1	1	
English	9	11	59	23	
Foreign Lang.	10	6	10	13	
Health Ed.	2				
Mathematics	1	9	24	26	
Music	1	2	1	1	
Physical Ed.		4	3	11	
Science		6	12	29	
Social Science		8	19	15	
Vocational Ed.	4	3	9	3	
Other	6	3	10		2
Special Ed.	20	18	4		

Class Size Distribution, 2000-01					
Subject Area	1-10	11-20	21-30	31-40	41 +
Art		1	1	9	
Computer Ed.			2	4	
Drama/Theater	6	3		1	
English		18	44	11	
Foreign Lang.		5	25		
Health Ed.	1			2	
Mathematics		5	27	24	
Music			4		
Physical Ed.		3		10	9
Science		10	21	21	
Social Science	1	10	15	21	
Vocational Ed.	10	4	8	1	
Other					
Special Ed.	23	20	2		

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	89	69	4	0	16
1999-00	85	73	1	0	11
2000-01	80	61	3	0	16

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

■ INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

We believe our curriculum is excellent at San Diego High School. To raise achievement by eliminating non-college preparatory courses, we offer tutoring and specialized study courses to assist students in these higher level classes to succeed.

We take great pride in the school's magnet programs, the WA, the IB, and the Language Immersion. These have helped students to succeed academically and win honors and awards. Through the IB, students have a rigorous program to prepare them for higher education, a goal which is furthered by the Language Immersion program.

The ESL program, serving over 400 students, has an excellent staff whose goal is to help students achieve proficiency in English so they can move into regular English classes. All ESL teachers have special certification in teaching English as a second language.

Special education teachers work with students so they learn new skills and are integrated into the total school environment.

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. San Diego High has eight minimum days this year for race and human relations activities, staff development, and final exams.

Instructional Minutes, 2000-01		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9-12	64,897	64,800

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

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 do so.

This year, five modified days permit afternoon staff development. Teachers learn about new developments in curriculum and other educational areas and work together to assess student progress, adjust programs to meet student needs, and make site decisions affecting the direction of the school. A peer coach assists us with literacy strategies and administration daily visit classes.

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 San Diego High. 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

What kind of support does San Diego High offer students?

San Diego High has eight counselors, a district counselor, a nurse, a community aide, and an outreach consultant. Our counseling team also includes a full-time career technician and peer counselors from community colleges. Colleges and universities also provide personnel to present students options for education after high school. A district school psychologist provides additional assistance. Our school has the lowest counselor-to-student ratio in the district.

We have a Career Center with a staff of four. Our librarian helps students with research in our library/media center, where

tutors and computers are available. The writing center's staff work with students on writing projects for all classes. Students use the writing center during regular class periods, at lunch, and after school. We are a Digital High School and have over 800 computers on campus.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials and library services?

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.

The library/media center issues textbooks directly to students. If materials are lost or stolen, students may work off the debt or pay for replacements. Teachers also use computers, calculators, encyclopedias, dictionaries, maps, and other resource materials.

The 26,000-volume library/media center is the focal point of many educational activities. Conference rooms, computers, and tutoring are available for students from 6:45 a.m. to 6:30 p.m.

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, multimedia, and reference materials, to meet the curriculum and literacy needs of our students.

■ SCHOOL FACILITIES AND SAFETY

How clean, safe, 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.

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 three full-time campus supervision aides assist him in monitoring the school grounds.

Since our school is the most heavily used of any in the district by outside organizations, the need for maintenance of

buildings is constant.

Overall, the campus is calm. Visitors frequently comment on its peaceful, positive atmosphere. Because of their pride in San Diego High, teachers and other staff members often enroll their own children in its excellent programs. Our police chief, Tom Hall, has named San Diego High School the safest in the district.

■ CLASS SIZE

How large are classes?

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

Class size is important to educational quality, so we make many efforts to reduce class size.

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 class-

rooms and on campus. Mixed ethnic groups are seen in clubs and athletics. Cultural and motivational assemblies and ASB activities show participation by all groups. Staff and students trained in mediation techniques are called upon to help

students resolve interpersonal problems before they escalate.

Based on current population trends, San Diego High will be a model for the ethnically diverse California school of the 21st century.

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 efforts to have strong parent and community involvement, including:

- A School Governance Team
- A site council of parents, teachers, administrators, and students to budget state special funds for educational programs
- An on-campus Parent Center
- A Parent Teacher Student Association
- An IB/WA parent group with works to support activities for all students and

teachers through the magnet programs

- I.N.S. and computer learning programs
- The Parent Institute
- Community partnerships with Cal Western School of Law, U.S. Attorney's office, Monsanto-KelCo, Doubletree Hotel, Financial 21 Credit Union, NBC 7/39 TV, and San Diego Lifeguard 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 WA and the IB. 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 Title I program which pays for special help for students who have low scores in math and reading.

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.

The adjoining budget chart shows the major areas of district funding for San Diego 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, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	S. H. Avg.
General Operations	3,603	3,679
Special Education	432	365
Integration	351	138
Gifted and Talented	26	49
Special Projects	869	548
Total	5,282	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.

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.