

SCHOOL ACCOUNTABILITY REPORT CARD

YOUTH OPPORTUNITIES UNLIMITED SECONDARY SCHOOL

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San Diego City Schools

SCHOOL PROFILE

Youth Opportunities Unlimited (YOU) Secondary School is an alternative school focusing on literacy skills and school-to-work-transition. YOU provides students in grades 7–12 with a challenging and balanced education. The school-to-career component is emphasized through active interdisciplinary school and work-based experiences, leading towards a multitude of postsecondary options.

650 students. The WINGS and CAS programs are located in a new campus at 1485 Sixth Avenue, San Diego.

YOU students receive a variety of supportive services in job training, job placement, health, and social counseling. An infant care center is available for infants while their parents study at our school. In addition, the center trains students using a practical, hands-on approach to parenting.

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.

REPORT CARD MEETING INFORMATION

Date: May 14, 2001

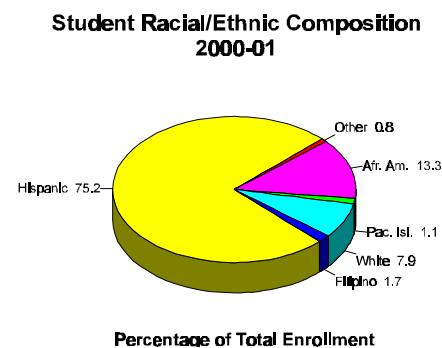
Time: 4:45 p.m.

Place: YOU Main Campus Library

All public schools in California must provide information about themselves to the public through a School Accountability Report Card. This report card examines YOU School's policies, programs, and progress. At the meeting on May 14 at 4:45 p.m. parents can discuss the report card and ask questions.

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

YOU's mission statement is as follows: the YOU/CAS staff, in collaboration with parents/guardians and the community, will provide every student with purposeful standards-based instruction in a caring, safe, positive environment that increases literacy in all subject areas, enhances technology skills, closes the achievement gap, allows every student the opportunity to earn a high school diploma leading to a multitude of post-secondary educational and career options and promotes a community of lifelong learners and productive citizens.



YOU Secondary School is in southeast San Diego where some families have lived for several generations, while others are new to the area. The school is located on a former district health services site in Logan Heights and was specially redesigned to house an alternative secondary school.

Students are referred to YOU from all areas of the San Diego Unified School District. There are four programs at the school: two regular day programs, WINGS (Working Independently Necessitates Goal Setting) Independent Studies students, and the City-As-School (CAS) Program. The total enrollment of YOU is

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Test Performance. Standardized tests

are one of many ways to measure student progress in all areas of performance. Parents are encouraged to meet with their children's counselor and teachers to ob-

tain a complete picture of their progress.

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 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.

Also, fluent English speakers in grades 7–9 are administered the Stanford Diagnostic Reading Test (SDRT). The Language Assessment Scale (LAS) is administered to English learners (ELs) in grades 5–11.

Portfolios, which include literacy- and standards-based artifacts, are maintained in each classroom. Beginning this year ninth graders will be taking the High School Exit Examination (HSEE) in May.

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Students at YOU have been exposed to various career fields through interdisciplinary school-to-career curriculum and senior exhibition.

CAS students all participate in internships, around which the curriculum is designed.

YOU staff prepare students for the world of work by incorporating the fol-

lowing in their lessons: guest speakers, field trips, work-based projects at job sites, job-shadowing, pre-employment classes, and internships.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Teachers, counselors, attendance office personnel, and support staff, call homes to reach parents of students who are not regularly attending classes. The counselors and other staff visit the homes of students who do not attend, even after phone calls have been made and letters have been sent home. Counselors, attendance aides, staff, and parents work together to resolve the situation. YOU offers so many alternatives to a traditional education that we can usually accommodate the special needs of a family or student. Additionally, our career component can be an incentive to attend school. It connects what the students are learning in class to what they would be doing in a career.

The following proactive strategies are currently part of the YOU programs:

- Tardy Policy program
- Students of the month luncheons
- Class rewards
- Period 1 calls home to students
- Daily journal activities.

YOU takes the following measures to ensure good attendance:

- Teachers and support staff make phone

calls home to students who have been absent.

- Students with good attendance can be selected to be part of the student monitor pool.
- Those students who have been coming to school on a regular basis can be placed in work experience programs.

Additionally, the school's involvement with community agencies can help parents resolve problems that are getting in the way of the child's education.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

YOU is an excellent place to learn due to the high adult-to-student ratio. Quality relationships are developed between staff and students. We have a supervision aide on site and a security schedule for staff to supervise the campus. In addition, job readiness skills and career awareness training help students learn work ethics. All staff members work collaboratively to ensure an appropriate learning environment.

Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1995–96	1.5	2
1996–97	0.9	0
1997–98	4.6	10
1998–99	5.8	7
1999–00	9.6	0

* Suspensions per 100 Students.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Thirty YOU teachers are teaching in their subject area or are providing resource assistance. Fifteen have a master's or higher degree. YOU staff also participates in the Beginning Teacher Support and Assessment program.

TEACHER AND 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.

SUBSTITUTES

Do we have qualified substitutes?

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent.

By state law, a credentialed teacher may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. Last year, all classrooms were staffed by credentialed substitute teachers when regular teachers were absent.

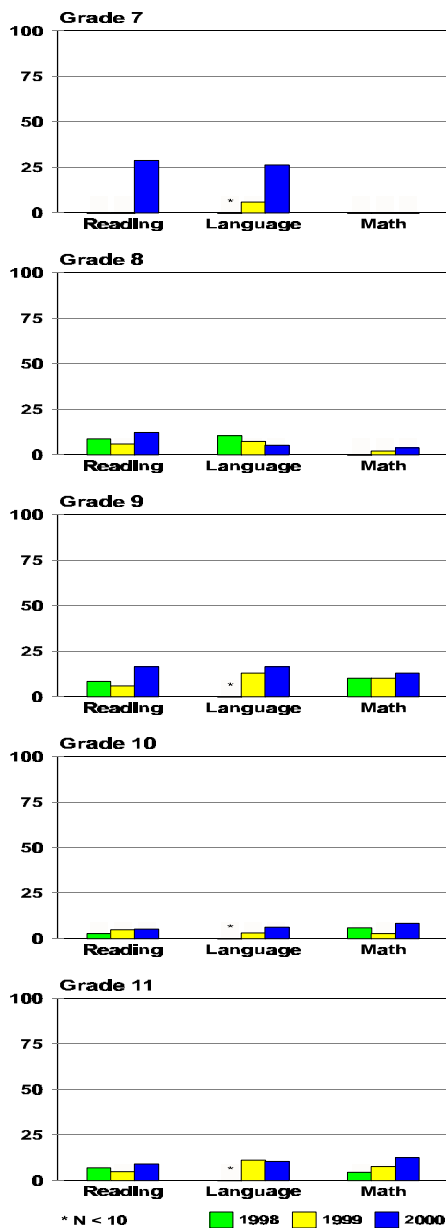
INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

YOU Secondary School's academic program focuses on vocational skills, training, and interdisciplinary literacy-based instruction. A variety of research-based teaching methods are used to meet the needs of students. Students participate in the three components of the YOU program:

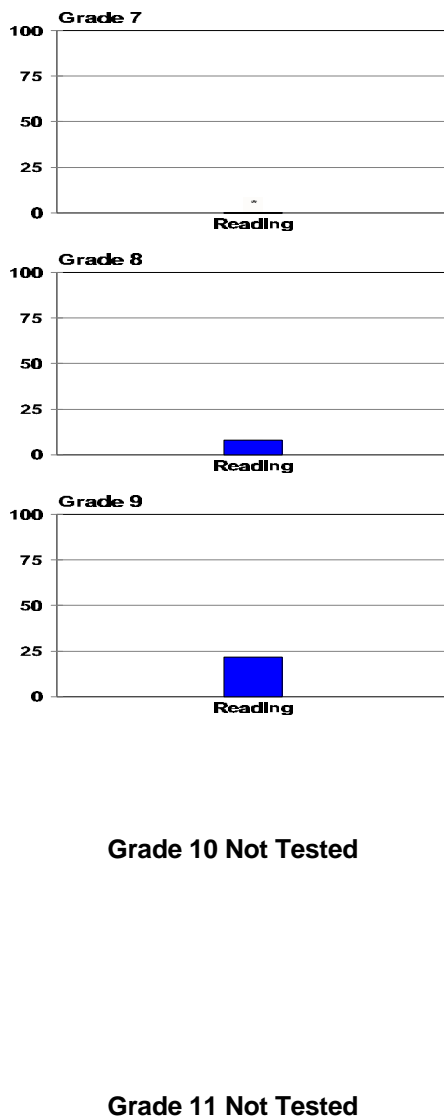
SAT 9 Results

Pct. scoring at or above 50th percentile



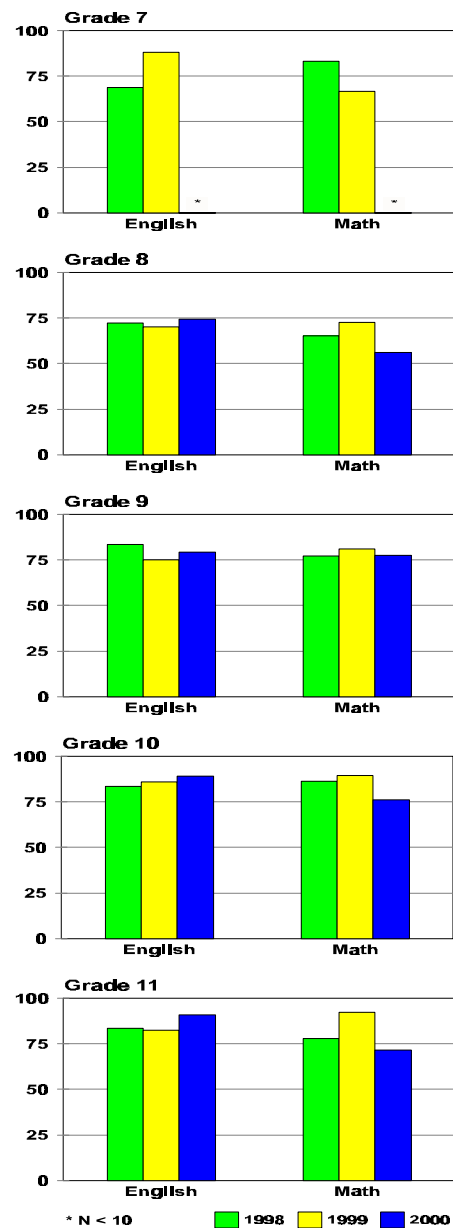
District Assessments

Pct. scoring near, at, or above grade level



Grade Results

Pct. achieving at or above C



Class Size Distribution, 1998–99

Subject Area	1–10	11–20	21–30	31–40	41 +
Art		2	2		
Computer Ed.		2			
English		12			
Mathematics		6	6		
Science		2	10		
Social Science		3	9		
ESL	3	3	6		
Exp. Work Exp.					

Class Size Distribution, 1999–2000

Subject Area	1–10	11–20	21–30	31–40	41 +
Student Gov.		1			
Office Service	2				
Reading		6	8		
ESL	3	4	1		
Parent/Infant Dev			1		
Parent/Infant Lab	4				
Decision-Making		2	3		

Class Size Distribution, 2000–01

Subject Area	1–10	11–20	21–30	31–40	41 +
Art		2			
Computer Ed.		3			
English		28			
Mathematics		10			
Science		7			
Social Science		8			
Vocational Ed.		3			
Special Ed.		4			
ASB		2			

SAT Participation and Scores

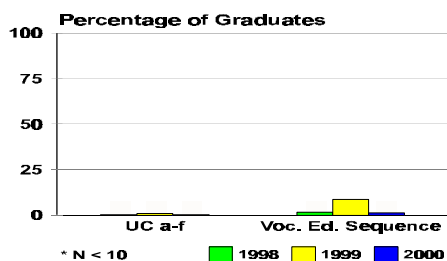
Year	Pct. Seniors Tested	Mean Scores	
		Verbal	Math
1997–98	0.0	0	0
1998–99	4.8	460	357
1999–00	0.0	0	0

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	22	16	2	0	4
1999–00	28	24	1	0	3
2000–01	23	21	0	0	2

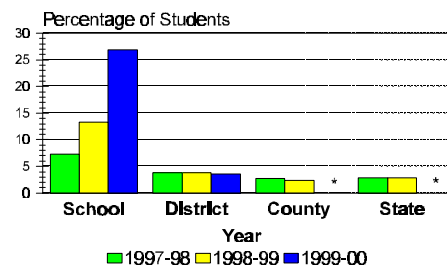
Advanced Course Completion

Pct. grads completing course requirements



One-Year Dropout Rate

Pct. students, grades 9–12



- School-based learning: Students are assigned district-required core courses. Career fields are integrated with the academic subjects.
- Work-based learning: Guests speak about career opportunities, field trips, work-based projects, and pre-employment training.
- Connecting Activities: Students are offered business and community mentors, paid and non-paid internships, and job shadowing.

All content areas incorporate literacy instruction using the San Diego Literacy Framework.

YOU has two extended-day reading classes for selected students. Students attend an additional four and a half hours of school per week.

■ INSTRUCTIONAL TIME

How much time is there for instruction

All district schools meet or exceed state requirements for annual instructional minutes.

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

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 YOU. 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.

Teachers receive extensive training on a weekly basis in standards-based literacy instruction.

Our teaching strategy requires teachers to work in teams, through regularly scheduled team meetings.

Staff development and curriculum improvements focus on promoting literacy and meeting the school's Expected School-wide Learning Results (ESLRs) which were developed by the YOU community:

- All students will communicate effectively.
- All students will plan responsibly for the future.

- All students will be critical thinkers.
- All students will practice responsible and healthy lifestyles.

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.

This year staff development has focused on literacy and standards-based instruction.

■ COUNSELING AND SUPPORT SERVICES

What kind of support does YOU offer students?

YOU has a total of five counselors. Each program of the YOU School (House A, House B, WINGS, and CAS) has a counselor assigned to work with the students. House A includes tenth to twelfth graders. House B includes seventh to ninth graders. CAS includes ninth to twelfth graders and WINGS includes eighth to twelfth graders. All issues regarding academics and behavior are handled by the appropriate counselor.

In addition to the five counselors, we have two attendance aides to assist in attendance-related assignments.

■ TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our 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 middle level schools are using newly adopted textbooks and instructional materials in social studies, photography, Latin, Pilipino, music, band, and chorus. 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

REPORT CARD COMMITTEE

The following staff developed this report card:

Jim Curtis, *vice principal*
 Joanne Dunn, *teacher*
 Earle Krepelin, *vice principal*
 Duncan Macdonald, *principal*
 Elva Mora, *staff developer*
 Kim Myron, *librarian*
 Arleen Reich, *teacher*
 Grace Stell, *teacher*
 Jose Sandoval, *counselor*

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.

We have opened a new library and computer laboratory at the new CAS campus.

Last year, a full-time librarian was added to the staff. The librarian and library tech. work collaboratively to meet the needs of staff and students.

The library has been in full operation since February 1995. We continue to expand the volumes of materials in the libraries and in the instructional media lab.

We require all of our students to be computer literate. Our computer classroom is equipped with 20 iMac computers. Students who are not taking a computer class are welcome to use these computers, as well as the computers in the library to complete special projects.

■ SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

YOU was recently painted and re-landscaped. A new CAS campus was opened at 1485 6th Avenue, San Diego.

Strict and consistent enforcement of the revised school discipline policy has eliminated most graffiti.

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.

The safety of our students, visitors, and staff is a priority at our school. We have one full-time ground supervision aide. The principal, counselors, and support staff supervise the grounds before and after school, at lunch, and during

passing periods to ensure that a safe, secure learning climate is maintained. We also have an emergency back-up system with the district police and San Diego City Police.

■ CLASS SIZE

Are classes too large?

YOU's class sizes for the last three years are shown on page 4.

INTEGRATION AND DIVERSITY

■ RACE AND HUMAN RELATIONS

Do students get along with each other?

The goal of YOU Secondary School is

to promote acceptance and encourage positive attitude toward diversity—social, racial, cultural, linguistic, physical, or educational. This has been achieved by creating a positive school environment

through specially designed activities. Schoolwide activities and classroom discussions promote the understanding of diverse cultures and ethnicities.

SHARED DECISION-MAKING

■ COMMUNITY INVOLVEMENT

How are parents and community members involved in YOU?

Parents and community members are involved at YOU in the following ways:

- Participating in school site council (SSC)/governance meetings
- Participating in the parent involvement committee
- Parent/community luncheons

- Implementation of learning contracts
- Serving as officers on the ELAC
- Serving on interview panels and Senior Exhibitions
- Attending DELAC meetings
- Attending parent/student orientations
- Participating in partnerships with the Laborer's Community Agency, the Lynch foundation, San Diego Defense

Lawyers, the Hob Nob Restaurant, and the San Diego Optimist Club.

As part of our restructuring effort, we encourage parents to join school committees which make important decisions for YOU. If you have any questions, please contact the school at (619) 525-7372.

In the coming year we will continue to increase the attendance of parents at school meetings as well as parent participation on decision-making committees.

FINANCES

■ EXPENDITURES AND SERVICES OFFERED

Where does it all go?

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

All major budget decisions are made at district offices. With few exceptions, little latitude is offered to YOU to determine use of funds. Each school receives an instructional budget based on its enrollment and programs and on formulas which are set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies. Site Title I funds are utilized for staff professional development and enhancement of classroom libraries.

School Budget, 1999–2000		
Budget Category	Dollars per Pupil*	
	School	Atypical Avg.
General Operations	3,815	4,086
Special Education	266	307
Integration	649	483
Gifted and Talented	0	20
Special Projects	298	257
Total	5,027	5,153

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.