SCHOOL ACCOUNTABILITY REPORT CARD
Issued Spring 2007 for Academic Year 2005–06
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What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data in this SARC are from the 2005–06 school year or the two preceding years (2003–04 and 2004–05). Graduation, dropout, and fiscal data are from 2004–05. Single-year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC (available at the California Department of Education Web site at *www.cde.ca.gov/ta/ac/sa/definitions06.asp*) are consistent with State Board of Education guidelines

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at *studata.sandi.net/research/sarcs/*.

Mission Bay High School

School Description and Mission Statement

Mission Bay High School is located in the middle-class community of Pacific Beach, which borders the Pacific Ocean and Mission Bay. The school sits on a 55-acre site with extensive athletic fields, 84 classrooms, including 30 permanent bungalows, a gymnasium, a new library, a small theater, a 790-seat auditorium, landscaped green areas, and student and faculty parking lots. At the beginning of the 2005–06 school year, Mission Bay had an enrollment of 1,676, with over 80 percent living outside the resident community. Approximately 16 percent of the student population is comprised of English learners whose primary language is Spanish. In 2005–06, 64 percent of our students were eligible to receive free or reduced-priced lunch; thus, Mission Bay High School is a Title I school. Mission Bay offers a comprehensive curriculum with a magnet focus on global studies and technology. Our mission is to create a learning environment that meets the needs of students of all ability levels, maintains high standards, enhances self-esteem, and provides a broad range of educational experiences so that all students may become literate and ethical citizens who are prepared to enter higher education and the workplace in a changing global society.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Mission Bay's parents and community members volunteer in classrooms, offices, and the library, chaperone at school events, and support extracurricular activities. They serve on various committees, such as the Buc Leadership Team (BLT), the School Site Committee (SSC), English Learner Advisory Committee (ELAC), and the Western Association of Schools and Colleges (WASC) Accreditation Committee. They also participate in a foundation, Friends of Pacific Beach Secondary Schools (FOPBSS).

If you want to get involved, please contact Emma Martinez at (858) 273-1313, Ext. 102.

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

Grade Level	Enrollment on September 30, 2005
9	472
10	486
11	427
12	270
Ungraded Secondary	19
TOTAL	1,674

Student Enrollment by Group

Racial/Ethnic Subgroup	Number of Students	Percentage of Enrollment
African American	242	14.5
Asian	24	1.4
Filipino	23	1.4
Hispanic	876	52.3
Indochinese	119	7.1
Native American	13	0.8
Pacific Islander	8	0.5
White (Not Hispanic)	369	22.0
Socioeconomically Disadvantaged	912	54.5
English Learners	275	16.4
Students with Disabilities	188	11.2

* As of May 2006

Average Class Size and Class Size Distribution

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

Subject	2004				2005				2006			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	27	21	27	24	30	5	22	20	33	5	18	29
Mathematics	28	20	14	25	31	9	15	27	30	8	23	18
Science	33	2	15	30	34	1	14	29	34	2	14	28
History–Social Science	31	3	14	17	37	2	3	20	36		9	19

SCHOOL CLIMATE

School Safety Plan

Last Review/Update: September 2006 **Last Discussed with Staff:** September 2006

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, specific school-building security procedures are implemented by the school staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

School Discipline Practices

Counseling staff members meet regularly with failing and at-risk students, as well as their parents. These meetings and alternative programs have resulted in decreasing the dropout rate. Mission Bay continued to have a lower dropout rate (2.4) than the district (2.8) and state (3.1) in 2005. Parents are asked to contact their child's counselor if they know their child is a potential dropout, or has a poor attendance record.

Mission Bay has a dean of students who works proactively with attendance issues. Tutoring for core academic subjects is available three days a week after school. Parents are informed about school activities and programs through the parent newsletter, The Cutlass, which is mailed home six times a year. Parents also receive information concerning school via the automatic dial machine.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to **have identical enrollment numbers per grade, schools will have different district comparison rates.**

		2004		2005		2006	
		School	**District**	**School**	**District**	**School**	**District**
Suspensions	Number	178	12,174	289	14,103	361	14,418
	Rate per 100 students	10.34	11.10	17.15	13.61	21.57	13.64
Expulsions	Number	14	429	8	545	18	611
	Rate per 100 students	0.81	0.41	0.47	0.57	1.08	0.70

Attendance

Percentage Actual Attendance indicates the total number of days students attended divided by the total number of days students were enrolled, multiplied by 100.

	2004	**2005**	**2006**
Percentage Actual Attendance	92.76	96.85	93.40

SCHOOL FACILITIES

School Facility Conditions and Improvements

Mission Bay High's school grounds are clean. Our school has received upgrades thanks to Proposition MM, the $1.51 billion bond measure that is funding modernization of 165 existing schools and construction of 12 new and 3 rebuilt schools throughout San Diego. At our school, Proposition MM funds have resulted in a more attractive campus with new floors, ceiling tiles, paint, heating system, carpeting, and bathroom facilities for the athletic fields. Because some classes meet across Lee Street, speed bumps and crosswalks have been installed so students can safely cross to their classes in the bungalows. Four supervision aides and a school police officer keep the school grounds safe. Additional significant facility upgrades for Mission Bay have been completed. A new library opened in fall 2003, and the former library wing and existing science labs were transformed into eight state-of-the-art science classrooms, creating four additional science labs. In addition, a new electrical and fiber-optic network system was installed to bring our technology up-to-date. School facilities provide adequate space for students and staff. In the summer of 2006, access ramps were added to the Building 300 bungalows. A scheduled maintenance program is administered by the district to ensure that all classrooms and facilities are maintained to a degree of adequacy that provides for good learning.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status. The data are not comparable with previous years' summaries, which cited only "emergency needs."

Inspection Date: 11/1/2006

Item Inspected	**In Good Repair?**		**Repair Needed and Action Taken or Planned**
	Yes	**No**	
Gas leaks	✓		
Mechanical systems	✓		
Windows/doors/gates (interior and exterior)	✓		
Interior surfaces (walls, floors, and ceilings)	✓		
Hazardous materials (interior and exterior)	✓		
Structural damage	✓		
Fire safety	✓		
Electrical (interior and exterior)	✓		
Pest/vermin infestation	✓		
Drinking fountains (inside and out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds	✓		
Other	✓		

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

Number of Teachers	School			District
	2004	2005	2006	2006
Full credential and teaching in subject area	63	57	55	5,351
Full credential but teaching outside subject area	17	14	7	516
Without full credential	5	7	13	625
Total	**85**	**78**	**75**	6,492

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the 20th school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2007, the most current data are reported.

	2005		2006		2007	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Misassignments of Teachers of English Learners	0	0	0	0	0	N/A
Total Teacher Misassignments	0	0	0	0	0	N/A
Vacant Teacher Positions	0	0	0	0	1	N/A

Core Academic Courses Taught by No Child Left Behind (NCLB)-Compliant Teachers (2006)

The NCLB Act requires all teachers of core academic subjects to be "highly qualified" no later than the end of the 2005–06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject to be taught by the teacher.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at *www.cde.ca.gov/nclb/sr/tq/*.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB-Compliant Teachers
This School	83.6	16.4
All Schools in District	82.0	18.0
High-Poverty Schools in District	79.0	21.0
Low-Poverty Schools in District	87.0	13.0

Substitute Teacher Availability

The district maintains a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. The Human Resources Services Division aggressively recruits additional substitutes throughout the year to ensure that an adequate, qualified pool is available to cover for teacher illnesses, as well as for planned absences for professional development. Recruitment efforts include an online application process available at any time, as well as working closely with principals and teacher union representatives to develop and implement strategies for attracting and retaining quality substitute teachers.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

Teacher Evaluation Process

School site administrators (principals and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's area superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who have "unsatisfactory" in any of the first four areas of their evaluation and an overall evaluation of "less than effective" must participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher who assists them with improving their teaching practice. The consulting and participating teachers meet regularly and discuss plans for assistance, which includes classroom observations, verbal and written feedback, in-the-moment coaching, demonstration of effective instructional strategies, and any other support as appropriate.

SUPPORT STAFF

Academic Counselors and Other Support Staff (2006)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	421.3
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)	1.5	
Psychologist	1.0	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (Non-Teaching)	1.0	
Resource Teacher	2.5	

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2006)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient, standards-aligned textbooks and/or other instructional materials for all students in the subject areas of reading/language arts, mathematics, science, history–social science, world languages, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in science laboratory courses in Grades 9–12.	0
Mathematics		0
Science		0
History–Social Science		0
World Language		0
Health		0
Science Laboratory Equipment (Grades 9-12)		0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2006)

All textbooks and instructional materials come from state or district lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
English Language Arts	9	English 1,2	*The Language of Literature, Grade 9,* McDougal Littell	2002–03
English Language Arts	9	English 1,2	*Bridges to Literature,* McDougal Littell	2002–03
English Language Arts	10	English 3,4	*The Language of Literature, Grade 10,* McDougal Littell	2002–03
English Language Arts	10	English 3,4	*Bridges to Literature,* McDougal Littell	2002–03
English Language Arts	10	English 3,4 Advanced	*The Language of Literature, World Literature,* McDougal Littell	2003–04
English Language Arts	10	English 3,4 Advanced	*World Literature,* Glencoe	2002–03
English Language Arts	11	American Literature 1,2	*The Language of Literature, American Literature,* McDougal Littell	2003–04
English Language Arts	11	American Literature 1,2 Honors	*The Language of Literature, American Literature,* McDougal Littell	2003–04
English Language Arts	11–12	Contemporary Voices in Literature 1,2	*Contemporary Reader,* Prentice Hall	2003–04
English Language Arts	11–12	World Literature 1,2	*The Language of Literature, World Literature,* McDougal Littell	2003–04
English Language Arts	12	English Literature 1,2	*Timeless Voices, Timeless Themes—The British Tradition,* Prentice Hall	2004–05

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
Health & Drivers Ed	10–12	Health & Driver Ed 1	*Health: Guide to Wellness,* Glencoe	1997–98
Health & Drivers Ed	10–12	Health & Driver Ed 1	*Responsible Driving,* Glencoe	1997–98
Mathematics	8–10	Advanced Geometry 1-2	*Geometry: Reasoning, Measuring, Applying,* McDougal Littell	2004–05
Mathematics	8–12	Geometry 1-2	*Discovering Geometry,* Key Press	2003–04
Mathematics	10–12	Intermediate Algebra 1-2	*Algebra 2,* Harcourt	2005–06
Mathematics	10–12	Adv. Intermediate Algebra 1, 2	*Algebra 2, California Edition,* Glencoe	2005–06
Mathematics	11–12	Honors Precalculus 1,2	*Precalculus: Graphical, Numerical, Algebraic, 6th Ed.,* Prentice Hall	2004–05
Mathematics	11–12	Precalculus 1,2	*Precalculus, 2nd Edition,* Prentice Hall	2004–05
English Lang Dev	9–12	ESL Newcomers 9th-12th	*Word by Word Basic Picture Dictionary,* Longman	2002–03
English Lang Dev	9–12	ESL 1-2	*High Point Level A & The Basics,* Hampton	2003–04
English Lang Dev	9–12	ESL 3-4	*High Point Level B,* Hampton	2003–04
English Lang Dev	9–12	ESL 5-6	*High Point Level C,* Hampton	2003–04
World Language	9–12	French 1-2 & French 3-4	*Bon Voyage 1,* Glencoe/McGraw-Hill	2001–02
World Language	9–12	French 5-6	*Bon Voyage 2,* Glencoe/McGraw-Hill	2003–04
World Language	9–12	French 7-8	*Bon Voyage 3,* Glencoe/McGraw-Hill	2004–05
World Language	9–12	German 1-2	*Deutsch Aktuell 1,* EMC	2001–02
World Language	9–12	German 3-4	*Deutsch Aktuell 2,* EMC	2001–02
World Language	9–12	German 5-6	*Deutsch Aktuell 3,* EMC	2002–03
World Language	9–12	Japanese 1-2	*Adventures in Japanese, Level 1,* Cheng & Tsui Co.	2004–05
World Language	9–12	Japanese 3-4	*Adventures in Japanese, Level 2,* Cheng & Tsui Co	2005–06
World Language	9–12	Spanish 1-2	*¡En Español 1!,* McDougal Littell	2001–02
World Language	9–12	Spanish 3-4	*¡En Español 2!,* McDougal Littell	2002–03
World Language	9–12	Spanish 5-6	*¡En Español 3!,* McDougal Littell	2003–04
World Language	9–12	Spanish 7-8	*Conexiones: Comunicación y Cultura, 2nd Edition,* Prentice Hall	2004–05
Science	9–12	Physics 1,2	*Active Physics,* It's About Time	2001–02
Science	9–12	Advanced Physics 1,2	*College Physics,* Thomson	1999–00
Science	10–12	Chemistry 1,2	*Living By Chemistry,* Key Press	2003–04
Science	10–12	Chemistry 1,2	*Chemistry,* Addison Wesley	2003–04
Science	10–12	Honors Chemistry 1,2	*Chemistry: Principle and Reactions,* Thomson	2004–05
Science	11–12	Biology 1,2	*BSCS Biology: A Human Approach, 2nd Edition,* Kendall Hunt	2004–05
Science	11–12	Advanced Biology 1,2	*Biology: Concepts and Connections,* Pearson Prentice Hall	2005–06
History–Social Science	10	World History and Geography 1,2	*Modern World History: Patterns of Interaction,* McDougal Littell	2002–03
History–Social Science	10	Advanced World History and Geography 1,2	*World History: Modern Times, California Edition,* Glencoe	2005–06
History–Social Science	11	U.S. History & Geography 1,2	*The Americans, Reconstruction to the 21st Century,* McDougal Littell	2002–03
History–Social Science	12	Economics 1	*Economics: Principles In Action,* Prentice Hall	2003–04
History–Social Science	12	Government 1	*United States Government: Democracy in Action,* Glencoe	2003–04
History–Social Science	12	Am. Gov't in World Affairs	*World Politics in the 21st Century,* Prentice Hall	2004–05

Note: Adoptions prior to school year 1999–2000 are "pre-standards" (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004–05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at *www.cde.ca.gov/ds/fd/ec/* and *www.cde.ca.gov/ds/fd/cs/*.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$5,247	$1,457	$3,790	$54,601
District	—	—	$5,273	$53,948
Percentage Difference: School Site and District	—	—	-28.1	1.2
State	—	—	$4,743	$57,560
Percentage Difference: School Site and State	—	—	-20.1	-5.1

Types of Services Funded

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2004–05)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at *www.cde.ca.gov/ds/fd/cs/* and *www.cde.ca.gov/ta/ac/ sa/salaries0405.asp*.

	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$34,517	$37,540
Mid-Range Teacher Salary	$52,449	$59,426
Highest Teacher Salary	$70,179	$73,925
Average Principal Salary (Elementary School Level)	$94,629	$96,377
Average Principal Salary (Middle School Level)	$96,936	$100,144
Average Principal Salary (High School Level)	$99,557	$109,130
Superintendent Salary	$199,500	$185,251
Percentage of Budget for Teachers' Salaries	37.6%	40.9%
Percentage of Budget for Administrative Salaries	4.8%	5.3%

STUDENT PERFORMANCE

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at *star.cde.ca.gov*.

Percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
9	32.3	39.4	34.1	38.9	45.9	43.7	37	43	44
10	30.9	31.9	32.9	35.5	36.9	37.9	35	36	37
11	27.0	34.7	36.6	35.3	38.5	37.5	32	36	36

CST – Mathematics

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
9	5.4	8.8	8.0	13.0	17.0	16.8	21	23	25
10	3.8	5.8	7.2	9.2	11.1	11.4	17	19	20
11	4.0	6.3	3.7	8.4	10.5	10.5	14	16	17

CST – Grade-Level Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
10	NA	NA	7.3	NA	NA	17.2	NA	NA	35

CST – End-of-Course Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
9	3.8	4.0	3.3	8.9	12.3	13.0	26	28	29
10	2.9	3.5	2.4	10.3	9.9	12.1	25	26	28
11	21.1	19.4	19.9	21.1	25.6	30.1	26	25	27

CST – History–Social Science

Grade Level	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
10	23.3	24.7	20.0	26.6	27.7	28.5	27	31	30
11	31.1	36.8	32.7	34.3	38.6	34.3	32	37	35

2006 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	32.9	35.8	4.5	42.7	27.9	43.5	14.5	36.6
10	28.4	37.6	2.9	38.8	23.3	45.2	6.4	36.2
11	32.9	40.5	5.9	40.5	31.7	41.0	6.9	39.8

2006 CST Subgroups – Mathematics

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	9.3	6.3	0.9	10.1	4.2	13.7	1.8	8.9
10	5.2	9.2	0.0	8.5	6.4	8.2	0.0	8.1
11	5.3	2.0	0.0	4.2	2.1	5.1	0.0	4.0

2006 CST Subgroups – Grade-Level Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
10	5.6	9.0	1.5	8.4	5.4	9.7	6.4	7.4

2006 CST Subgroups – End-of-Course Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
9	4.7	1.4	0.9	4.0	2.1	5.1	1.9	3.5
10	1.9	2.9	0.0	2.8	1.7	3.3	2.2	2.4
11	20.0	19.9	2.9	22.1	17.5	22.0	7.4	21.2

2006 CST Subgroups – History–Social Science

Grade Level	Gender		English Learner?		Economically Disadvantaged?		Students with Disabilities?	
	Male	Female	Yes	No	Yes	No	Yes	No
10	22.3	17.7	1.5	23.5	17.2	23.8	6.5	21.7
11	34.8	30.4	0.0	36.8	25.9	38.8	10.3	35.0

2006 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	36.7	—	—	24.2	58.8	—	—	54.5
10	27.1	—	—	23.5	45.2	—	—	55.4
11	31.0	—	—	22.3	57.1	—	—	54.3

2006 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	1.8	—	—	0.8	0.0	—	—	9.0

2006 CST Racial/Ethnic Groups – Grade-Level Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	1.7	—	—	3.9	16.1	—	—	14.3

2006 CST Racial/Ethnic Groups – End-of-Course Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	1.7	—	—	1.3	11.8	—	—	4.1
10	0.0	—	—	0.4	13.3	—	—	4.5
11	16.4	—	—	10.2	52.4	—	—	25.0

2006 CST Racial/Ethnic Groups – History–Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	15.0	—	—	14.6	22.6	—	—	33.0
11	25.9	—	—	19.2	52.4	—	—	51.9

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at *star.cde.ca.gov*.

THIS SECTION DOES NOT APPLY TO THIS SCHOOL

Local Assessment Results

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The algebra End-of-Course Exam (EOCE) is a district-developed, standards-based assessment for students in the second semester of algebra, usually Grade 8 or 9 students. This exam was first administered in 2004 and is used to establish the effectiveness of the algebra curriculum, ensure algebra course content is focused on state standards, and help identify students who need additional help to meet graduation requirements. The algebra EOCE score and the end-of-year algebra grade determine the student's performance level and guide placement decisions in mathematics courses for the following year.

To protect student privacy, "—" is used in the following table instead of the percentage when the number of students tested is 10 or less in that category. There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics		
	2004	2005	2006	2004	2005	2006
9	47.9	N/A	N/A	52.8	56.4	0.1
10	59.3	N/A	N/A	***No district-mandated mathematics test for this grade level***		

California Physical Fitness Test Results (2006)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at *www.cde.ca.gov/ta/tg/pf/*.

Grade Level	Percentage of Students Meeting Fitness Standards
9	12.9

ACCOUNTABILITY

Academic Performance Index (API)

The API is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide API performance target of 800. Detailed information about the API can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ap/*.

API Ranks—Three-Year Comparison

This table displays the school's statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar-schools rank of 1 means that the school's academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school's academic performance is in the highest 10 percent of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	4	3	3
Similar Schools	4	5	2

API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, "B" means the school did not have a valid 2005 API Base and will not have any growth or target information, and "C" means the school had significant demographic changes and will not have any growth or target information.

Group	Actual API Change			API Score
	2004	2005	2006	2006
All Students at the School	-7	25	10	657
African American	-43	84	-21	621
American Indian or Alaska Native				
Asian			-10	775
Filipino				
Hispanic	2	27	33	619
Indochinese				
Pacific Islander				
White	-9	13	-8	725
Socioeconomically Disadvantaged	5	26	19	631
English Learners	—	—	25	593
Students with Disabilities	—	—		

State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- At minimum of a 95 percent participation rate on the state's standards-based assessments in English language arts (ELA) and mathematics
- A certain percentage of students who scored proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator (i.e., the school must show growth of at least one point for 2005–06 or have a 2006 API Growth score of at least 590)
- Graduation rate (for secondary schools only, the school must have a 2006 graduation rate of at least 82.9, show improvement in the gradua-

tion rate from 2005 to 2006 of at least 0.1, OR show improvement in the average two-year graduation rate of at least 0.2)

Detailed information about AYP, including participation rates and percentage proficient results by student group, can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ay/*.

AYP Overall and by Criteria (2006)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate—English Language Arts	No	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	Yes	Yes
Percentage Proficient—Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ay/*.

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	N/A	—
Year in Program Improvement	N/A	—
Number of Schools Currently in Program Improvement	—	52
Percentage of Schools Currently in Program Improvement	—	27.4

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates (per 100 students) and graduation rates for the most recent three-year period. The formula for the one-year dropout rate is Grade 9–12 dropouts divided by Grade 9–12 enrollment, multiplied by 100. The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates, multiplied by 100. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at *dq.cde.ca.gov/dataquest/*.

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Dropout Rate (one-year)	1.9	3.6	2.4	4.8	4.2	2.8	3.2	3.3	3.1
Graduation Rate	93.7	90.7	86.7	83.4	80.9	82.4	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2005–06 school year in the 12th grade, this table displays by student group the percentage of students who met all state and local graduation requirements for Grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at *www.cde.ca.gov/ta/tg/hs/*. Note: A blank means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	93.7	90.2	—
African American	94.1	85.9	—
American Indian or Alaska Native	100.0	97.4	—
Asian	100.0	94.5	—
Filipino	100.0	97.9	—
Hispanic or Latino	90.4	83.6	—
Indochinese	95.6	93.4	—
Pacific Islander	N/A	101.5	—
White	96.3	94.7	—
Socioeconomically Disadvantaged	86.1	80.7	—
English Learners	81.4	72.7	—
Students with Disabilities	112.0	72.8	—

NOTE: Percentages may be greater than 100 due to changes in enrollment between the beginning of school and graduation.

Career Technical Education Programs

In the 2005–06 school year, students had opportunities to participate in the following ROP classes: Computer-Assisted Drafting; Cabinet Making; Desktop Publications and Electronic Presentation; Sales and Merchandising; and Printing and Graphics Technology. These classes are available to any student age 16 and older. These courses articulate to subsequent courses at the community college level.

For additional information, contact the district office or speak with the school principal.

Career Technical Education Participation (2006)

Data reported are intended to measure the performance of the school's career technical education (CTE) programs. "Number of pupils" is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year. "Percentage of pupils completing a CTE program and earning a high school diploma" is the number of students who earned a high school diploma during the most recently completed school year and who had completed a CTE program at some time during their high school years divided by the total number of students who earned a high school diploma during the most recently completed school year. "Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education" is the number of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education divided by the total number of all CTE courses offered by the school.

Measure	CTE Program Participation
Number of pupils	562
Percentage of pupils earning a high school diploma who also completed a CTE program	14
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	31

Courses for University of California (UC) and/or California State University (CSU) Admission (2006)

This table displays for the most recent year two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at *dg.cde.ca.gov/dataquest/*.

Indicator	Courses Required for UC/CSU Admission
Number of Students Enrolled in Courses	62
Percentage of Graduates Who Completed All Courses	32

Advanced Placement Courses (2006)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percentage of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at *dg.cde.ca.gov/dataquest/*.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science		—
English	2	—
Visual and Performing Arts	1	—
World Language	2	—
Mathematics	2	—
Science	2	—
History–Social Science	4	—
All Courses	13	6

College Admission Test Preparation Course Program

Mission Bay utilizes the Kaplan test preparation program schoolwide during advisory period. Students receive instruction in test-taking strategies and take practice exams. A SAT prep course is offered in the fall for juniors and seniors.

SAT Reasoning Test

This table displays the percentage of the school's Grade 12 students who voluntarily take the SAT Reasoning Test for college entrance and the average verbal, math, and writing scores of those students. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results, and comparisons of these average schools to the district and state levels, can be found at the CDE Web site at *www.cde.ca.gov/ds/sp/ai/*. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Grade 12 Enrollment	322	333	270
Percentage of Grade 12 Enrollment Taking Test	42.5	36.6	47.8
Average Verbal Score	466	465	476
Average Math Score	467	449	480
Average Writing Score	—	—	464

INSTRUCTIONAL PLANNING AND SCHEDULING

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Area/assistant superintendents train, coach, support, and evaluate principals. They also provide professional development for principals in a variety of ways (for example, instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their sites through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

Tom Yount was the principal of Mission Bay High School through January 2006. Cheryl Seelos assumed the position after serving as principal of Kearny High School for four years. In addition to the principal, the administrative leadership team includes two vice-principals. The administrative team involves parents and staff in decision making through the Friends of Pacific Beach Secondary Schools (FOPBSS), the School Site Council (SSC), and the Buc Leadership Team (BLT), as well as informally in instructional council and department meetings, conferences with small groups and individuals, and various parent advisory committees.

The BLT comprises representatives from every department, the FOPBSS, and the Associated Student Body (ASB). Anyone who wishes may attend the monthly meetings, held on the last Monday of the month, and everyone present has a voice. Decisions are made by consensus.

Mission Bay has many programs to meet the needs of a diverse student body. Students have access to different programs that help them realize their potential and meet the state standards and expected schoolwide learning results. Some of the programs are:

- Advanced Placement (AP), which encompasses the sciences, humanities, and mathematics;
- Gifted and Talented Education (GATE) program classes, including seminar, at each grade level in core subject areas;
- Two-hour literacy block classes with reduced class size for ninth and tenth graders reading below grade level;
- One- or two-hour algebra exploration classes with reduced class size for ninth graders who are deficient in math;
- English language development (ELD) and sheltered classes for non-native English speakers;
- Special education classes with resource specialist support;
- Integrated Learning Skills (ILS) for students who are severely handicapped;
- Successful Transition Achieved with Response Support (STARS) program for special education students with multiple identified needs;
- Advancement Via Individual Determination (AVID) program to encourage more college-bound students; and
- High School Diploma Program (HSDP), which enables students to make up credits after the regular school day.

After-school tutoring is available three days a week with credentialed teachers to provide assistance in core subjects. Summer school classes are offered for D and F make-up, for California High School Exit Exam (CAHSEE) preparation, for literacy and math skill development, and for enrichment.

The process for monitoring student performance and progress toward standards includes analyzing the state's Academic Performance Index (API) and the results of the California standards-based tests in language arts, social studies, science, and mathematics, as well as individual progress in each teacher's class as indicated by semester grades. Results of the standards-based tests, as well as progress reports and report cards, are mailed home to parents and students. Test results are studied in department and general staff meetings and are also reported to the community through the newspaper and on the district's Web site.

School funds have been used to reduce class size, to purchase mobile computer labs for use throughout the school and software to enhance learning in core subjects, to build and increase class libraries, to provide after-school tutoring, and to hire technology support. The goal for expending these funds has been to improve curriculum and instruction and, therefore, student outcomes. Mission Bay has been recognized by the district as a leader in instructional improvement.

Professional Development

The district's five Area Superintendents, the Assistant Superintendent for High Schools, and the Executive Director, Office of Secondary School Innovation provide direction for the focus of professional development in the district. The Curriculum and Instruction Division supports this direction through ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social science, visual and performing arts, physical education, health, educational technology, and Gifted and Talented Education. Sites conduct large and small group staff conferences and provide job-embedded professional development at the school site to further improve instructional practice.

The Director of Leadership Development and the Executive Director of Teacher Preparation and Student Support coordinate additional professional growth opportunities for administrators and teachers who are along a continuum from aspiring and new to experienced.

Instructional Minutes (2006)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
9	65,210	64,800
10	65,210	64,800
11	65,210	64,800
12	65,210	64,800

Minimum Days in School Year

In 2005–06, Mission Bay High had 11 minimum or shortened days for students. The extra time on those days was used for staff development, parent conferences, and teacher planning. Shortened days are also used for the Senior Exhibition and final exams.