

Chapter III: Progress Report

Note: Each Key Issue summary in this chapter ends with references to our old Annual Action Plans (AAP) and to the new Single Plan for Student Achievement (SPSA).

Key Issue 1: Increased staff interaction and collaboration in the areas of decision making, professional commitment, and accountability.

Decision Making: There are several layers of decision-making groups at Serra, all of them focused on building success for students. Staff teams work together in decision-making, and many teams include student participants as well.

- There is regular communication between the special education case manager and a special education student's regular teachers for students with an Individual Education Plan (IEP).
- For students experiencing trouble in more than one area, Student Study Teams, consisting of teachers, the school psychologist, resource specialist, counselors, administrators, and health personnel, meet to plan interventions.
- The School Site Council, which includes staff as well as students and parents, meets monthly to discuss general policies and specific plans for school improvement.
- Up until 2002 the Instructional Council, composed of all department chairs, met monthly with the principal. The council dealt with the actual teaching/learning concerns of the school. In recent years the Instructional Council voted to institute first semester finals and also authorized Serra's reading period.
- Beginning in 2002-03 the newly-formed Instructional Leadership Team meets monthly to advise the principal on academic and operational matters. On the Instructional Leadership Team are representatives from every academic department, classified staff, counselors, administrators, and students.
- The School Climate Committee, which includes staff, students, and parents, sets policies for student behavior and discipline at the school.
- Beginning in 2003-04 a selected group of students meets monthly with the principal to discuss improving programs and school spirit. This group of 10 to 15 students is called the Principal's Forum. In addition, once a month individual students may meet with the principal on a walk-in basis.

- Monthly meetings called “Second Cup of Coffee” provide an opportunity for the principal and parents to discuss mutual concerns and issues. Ten to fifteen parents are invited randomly each month. Others may attend by calling to reserve a spot.
- Once weekly Administrative Council meets to discuss the calendar for the upcoming week and any operational or academic events that will be taking place.
- The Student Senate is made up of elected students from each third period class. They meet monthly with Associated Student Body (ASB) officers to become informed on student issues. Discussions focus on improving communication and awareness of school events in an effort to increase participation in student affairs.

It needs to be noted that both the Instructional Leadership Team and the School Site Council currently function in lieu of the Governance Team that was active at the time of our previous self-study. When the SB1274 grant funds were discontinued and the school did not have the funds for release time for the Governance Team chair, efforts were made to hold the team together on a part-time, after-school basis. Because there was a School Site Council which had many of the same responsibilities, the Governance Team subsequently voted to disband.

Professional Commitment: Teachers at Serra are highly qualified in their areas of expertise. Ninety-three percent of the teachers teach in their major or minor fields. Approximately 64 percent of the faculty have masters degrees or higher. One teacher has earned her National Board Certification. All Advanced Placement (AP) teachers have a Gifted and Talented Education (GATE) credential, and most attend district training each year. All teachers have been involved in additional training and workshops both on and off site to keep current in teaching methods for improving literacy and mathematics skills. In the summer of 2003 an interdepartmental team attended a week-long Advancement Via Individual Determination (AVID) summer institute. The AVID teacher attends monthly workshops to discuss curriculum and recruitment. The district provides training during the summer and follow-up training during the school year for teachers who are teaching new courses instituted as part of the district’s *Blueprint for Student Success*. These *Blueprint* courses are English Literacy Block, Algebra Explorations, and Active Physics.

With the loss of the state-sponsored Mentor Teacher Program, Serra now has five fully trained Beginning Teacher Support and Assessment (BTSA) support providers who work with first and second year teachers in completing the requirements of California Formative Assessment and Support System for Teachers (CFASST). Serra’s literacy administrator, hired in 2002-03, works with teachers in the English Department to provide intensive training in teaching reading and teaching a standards-based curriculum.

In 1999-00 the entire staff was involved in the Harry Wong training program, *How to Be An Effective Teacher: The First Days of School*. Wong’s book and video served as springboards for discussion among teachers and the implementation of several of the recommended strategies. In addition, the staff has read and discussed other educational literature including *I Read It But I Don’t Get It* by Cris Tovani.

Accountability: Each fall all teachers at Serra turn a course syllabus in to the principal that details the instructional program and explains learning expectations for students in the

course. Teachers also must list course standards and ESLRs on the syllabus. Most teachers distribute these syllabi to parents via students. In addition, copies of the final exam for each class must be on file with the principal's secretary the week before finals.

Administrators conduct regular observations in classrooms. Up until 2003-04 these observations took place mostly in *Blueprint* classrooms such as English Literacy Block, Algebra Explorations, and Active Physics classes. Forms were developed so that feedback could be provided to teachers in an attempt to enhance instruction. More and more, administrators began observing teachers of **all** classes. In the fall of 2003 observers are gathering information about how frequently they observe known effective teaching techniques to provide a snapshot of the quality of teaching at Serra. Results are announced at Staff Conferences. In October of 2003 teacher leaders were invited to join administrators in conducting these observations in an effort to spread understanding of the scope and purpose of these visits.

Teachers are evaluated formally under the provisions of the Stull Bill. Objectives are mutually agreed upon by the teacher and the evaluator and must focus on improved student outcomes. In 2002-03 teachers were asked to create at least one objective in the area of either professional study, monitoring of students, professional leadership, or communication with parents/guardians.

In addition, all teachers are required to assist in the administration and management of schoolwide assessments such as California Achievement Test Sixth Edition (CAT/6). The Literacy Portfolio was another schoolwide assessment required by the district, but this Portfolio is no longer collected and scored districtwide. The standards that it assessed were district-developed Language Arts standards. California State Standards have now supplanted district standards as tools for measuring student achievement.

The study of student outcome data is still an important focus at Serra. Academic Performance Index (API) data, the new Adequate Yearly Progress (AYP), and other achievement data is shared and studied at meetings. Beginning in 2002-03 teachers were able to access specified individual student records through Web AERIES, a web page established by the Serra technology team and supported by district records. In 2003-04 the District-Wide Application (DWA), a new student data system, will be introduced to all staff.

- Reference:** AAP '97-98 Governance and Collaboration
ESLRs 1.1, 1.2, 1.4, 2.2 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
"Students have access to quality teaching/learning experiences and receive the support needed for improved achievement."
- SPSA 2002 Goals #1 and #2 for Improving Student Achievement
Specific Action 5: *Staff development and professional collaboration*
Specific Action 8: *Monitoring program implementation and results*

Key Issue 2: Continuation of effort to encourage more interdepartmental communication in order to facilitate the development of interdisciplinary/cross-cultural programs.

One result of the emphasis in the area of interdepartmental and/or interdisciplinary communication has been the continuation of the Senior Exhibitions. Many staff members have served as mentors to senior students preparing for their Senior Exhibition. Each senior student is responsible for planning, developing, and delivering a brief presentation highlighting an important learning opportunity he or she has had at Serra and his or her growth and improvement throughout high school. Each presentation is assessed according to a rubric. Classified staff, along with parents and community members and selected junior-class students, serve on the panels which evaluate the student presentations. Written evaluations are attached to students' portfolios and returned via English teachers.

With the emphasis on improved literacy, all teachers have been trained to teach reading skills and encourage literacy in their content areas. Additionally, there has been staff development in literacy strategies such as shared reading and accountable talk. In 2003-04 the entire faculty will be trained in the use of reciprocal reading techniques. Additionally, all teachers will be required to include literacy, particularly writing, in their curriculum and to keep a portfolio of student work showing development of students' skills over time.

Teachers serve inter-departmentally on a number of committees which have various functions: the School Site Council oversees the School-Based Coordinated Program; the School Climate Committee sets policy in matters of discipline; and the Instructional Leadership Team advises the administration on matters relating to instruction and classroom concerns.

One very successful interdisciplinary program at Serra is the Academy of Information Technology (AoIT). The Academy was built upon the foundation of an already strong business and technology program. Perkins Grant funds support this unique program, which is one of only 15 in the state. Seven teachers representing five departments instruct selected 10th and 11th grade students for half of their school day. All seven teachers involved in AoIT recently attended a three-week summer training during which they wrote project-based curriculum crossing all departments and all grade levels in the Academy. Each interdisciplinary unit is aligned with state standards and with Serra's ESLRs. (You will read more about the Academy of Information Technology in Key Issue #4, which deals with technology.)

One area of communication that has proved vital to our students is the development of a uniform procedure for research papers. Initially, the English Department created a guide for writing. The Business Department assisted by creating the format for Internet citations. Teachers in other disciplines have utilized the research format and have found it to be a valuable resource. In 2003-04 the school librarian will provide assistance and instruction to teachers and students in research techniques.

- Reference:** AAP '97-98 Governance and Collaboration
ESLRs 1.1, 1.2, 1.4, 2.2 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
"Students have access to quality teaching/learning experiences and receive the support needed for improved achievement."
- AAP '98-00 Professional Development, 3
ESLRs 3.1, 3.2, 3.3, 3.4 (See Serra's pre-2001 ESLRs on the last page of this chapter.)

Key Issue 3: Improvement of literacy skills for all students.

In the self-study conducted in 1996-97, the Serra community recognized the need to improve the literacy skills of our students. Literacy is at the core of many of our ESLRs and is, of course, the foundation for building understanding in all content areas. Upon the arrival of Superintendent Alan Bersin in 1998, literacy has been identified as a critical concern for the entire school district. Serra's literacy efforts have been supported by district programs implemented to improve literacy.

In 1999 Serra instituted a daily Reading Period. Lasting for 17 minutes, this "period" is attached to period 3 and is set aside for either Independent Reading (individual silent reading) or a Read-Aloud conducted by the teacher. The Reading Period is still currently in place. During the first year of the Reading Period, the librarian sponsored a book drive which ultimately yielded a classroom library for every 3rd period teacher, and the school district also helped with a community-based book drive called San Diego Reads, distributing books to teachers at all grade levels. Through the efforts of the literacy administrator and using both state and site funds, every English teacher was able to significantly add to his or her classroom library in 2002-03. Continuing into 2003-04, books are being offered to teachers through retired teachers, books no longer needed by the library, and community donations.

San Diego City Schools' *Blueprint for Student Success*, introduced in 1999, is a plan for addressing the district's literacy needs. At Serra and all high schools, 9th and 10th graders who are reading two or more years below grade level as determined by the Stanford Diagnostic Reading Test (SDRT), a district assessment, are placed in a two-hour literacy block. Formerly called Genre Studies, then Workshop, this course is now known as English Literacy Block, and it employs readers' and writers' workshop methods of teaching. Both the 9th and 10th grade Literacy Block classes are limited in size to 25 students. Teachers receive intensive training in methodologies for assisting students to attain grade level reading capabilities. Once students attain grade level capabilities in reading, they exit the Literacy Block class and enter regular English for the next school year.

In the past intensive training in literacy approaches was provided centrally through the district, and teachers left campus to attend these inservices. Beginning 2002-03 this kind of training is now organized through the literacy administrator at each site. Teachers from

across the district and at all levels are instructed in literacy approaches including questioning, making personal connections to text, and strategies for vocabulary acquisition.

Another key component of the district's and Serra's literacy focus is Staff Development. Serra has been committed to providing professional reading materials to staff. The following books have been read and discussed by teachers at Serra: *Questioning the Author* by Beck, McKeown, Hamilton and Kucan; *Teaching Reading in the Content Areas* by Billmeyer and Barton; *How to Be An Effective Teacher: The First Days of School* by Harry and Rosemary Wong; *Mosaic of Thought* by Keene and Zimmerman; *Strategies That Work* by Stephanie Harvey; *Who Moved My Cheese?* by Spencer Johnson; and *I Read It But I Don't Get It* by Cris Tovani. These books have been discussed at faculty meetings in small groups, at pre-school meetings held before the school year begins, and, in some cases, by small discussion groups using the Literature Circle model or Discussion Protocol, both of which are strategies that can be used in our classrooms as well.

Our literacy administrator continues to train teachers in effective reading strategies. She has demonstrated to the English Department the techniques known as shared reading, guided reading, and accountable talk and has worked with administrators to demonstrate these techniques at faculty meetings. Her main focus is on training teachers to work with struggling readers and creating units of study within the English Department that are tied to standards.

Serra's efforts to improve the students' scores in reading have led to noticeable improvement. In 1999, 48.4 percent of 10th graders scored at the 50th percentile or higher in Reading on the SAT 9 test compared to 43.7 percent of 10th graders the year before. Reading scores for 10th graders in 2003 improved dramatically, with 64 percent now reading at or above the 50th percentile as indicated on the new CAT/6 test. Ninth grade reading scores reached 63 percent reading at the 50th percentile or higher. In 2002-03, 9th and 10th grade English Literacy Block students improved their reading scores an average of two to two and one-half years based on the SDRT. Considering that our goal in 1999 was to see 50 percent of our students scoring at the 50th percentile or higher by 2004, Serra has made marked improvements and continues its efforts toward increased proficiency in reading for all students.

- Reference:** AAP '97-98 Excellence in Learning Outcomes: Language Arts
ESLRs 1.1, 1.3, 3.2, 3.3, 3.4 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
"Students respond to nonfiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes and produce work in at least one genre."
- AAP '97-98 Excellence in Learning Outcomes: Social Studies
ESLRs 1.1, 1.3, 2.3, 2.4, 3.1, 3.3 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
"The student produces evidence that demonstrates an understanding of the literal meaning of a historical passage."

Excellence in Learning Outcomes: Science
ESLRs 1.1, 1.2, 3.1, 3.3, 3.4 (See Serra’s pre-2001 ESLRs on the last page of this chapter.)
“The student identifies problems, proposes and implements solutions, and evaluates the accuracy, design, and outcomes of investigations.”

AAP ‘98-00 Reading, I-V
ESLRs 3.1, 3.2, 3.3, 3.4 (See Serra’s pre-2001 ESLRs on the last page of this chapter.)

SPSA 2002 Goal #1 for Improving Student Achievement
Specific Action 1: *Alignment of instruction to content standards*
Specific Action 2: *Improvement of instructional strategies and materials*
Specific Action 3: *Extended learning time for targeted students*
Specific Action 4: *Increased educational opportunity for targeted students*
Specific Action 5: *Staff development and professional collaboration*
Specific Action 6: *Involvement of staff, parents, and community*
Specific Action 7: *Auxiliary services for students and parents*
Specific Action 8: *Monitoring program implementation and results*

Key Issue 4: Continued integration of technology into curriculum for student use.

Since Serra High School received Digital High School installment grant funds during the 2001-02 school year, the role of technology in the classrooms has changed significantly. The monies were used for the purchase of new computers, improvement of the infrastructure and network wiring, and training of staff and students. Students had to demonstrate proficiency in at least three of the following six computer skills: Microsoft Word, PowerPoint, e-mail, Course Ware, Internet research and retrieval, and electronic publishing. In fact, in the most recent Senior Exhibitions (2003) nearly 100 percent of seniors showed proficiency in using PowerPoint for their presentations.

Using funds from the SB1274 Restructuring Grant, the site was completely “wired” in 1998. In 2001-02, with the Digital High School (DHS) improvements which included wireless technology, we can now boast that every all classrooms, even temporary classrooms, have network connections and computers that are capable of transmitting and receiving electronic mail and browsing the Internet.

In addition to the classroom computers, the site has one fixed computer lab for general use and seven mobile labs. Student and staff work that is created in these labs is stored centrally on a document server. Lab access is scheduled centrally to ensure equity and maximize usage. The computers in the fixed lab and the seven mobile labs are all new as of September of 2001. The old computers that they replaced have been distributed to classrooms.

In the current school year technology at Serra has suffered some setbacks. A power outage occurring during the summer caused files to be irretrievably lost. Complicating matters is the fact that it has not yet been possible to permanently replace the network administrator who left for another job. Until the position is filled students will be unable to access their accounts and, teacher access remains intermittent.

Subject-related software applications such as “Inspiration,” used by the Language Arts Department, are deployed efficiently through the use of a sophisticated network operating system. In addition to these subject-specific applications, all computers provide students with the most recent versions of productivity tools, such as Microsoft Office.

In the fall of 2001 the AoIT began at Serra with 60 ninth grade students interested in careers in computers and technology. They are enrolled in mathematics, English, social studies, and computer applications classes together. This interdisciplinary approach gives the feeling of a “small community” and provides integration of curriculum. The Academy is sponsored by the National Academy Foundation (NAF), which has committed itself to providing experiences for the students such as high-tech courses, business mentorships, job shadows, guest speakers, industry tours, and paid internships. The Academy, now in its third year, currently serves 10th and 11th grade students.

Reference: AAP ‘97-98 Excellence in Learning Outcomes: Mathematics
ESLRs 1.1, 2.2, 3.1, 3.4 (See Serra’s pre-2001 ESLRs on the last page of this chapter.)
“Students evaluate and analyze formulas and functions of many kinds, using both pencil and paper and more advanced technology.”

Excellence in Teaching Practices
ESLRs 1.1, 1.2, 1.4, 2.2 (See Serra’s pre-2001 ESLRs on the last page of this chapter.)
“Staff Development is a vehicle for professional growth and renewal and includes participation in activities such as collegial support teams, curriculum development, study groups, and subject matter projects.”

Key Issue 5: Development of learning opportunities and teaching strategies to meet the needs of all students.

Since 1998 staff meetings have focused on staff development in addition to the dissemination of information. Staff has been inserviced on a number of subjects including: district literacy

standards, Senior Exhibitions, reading instruction (Guided Reading, Read Alouds, Shared Reading, etc.), teaching strategies for special populations, and examining student work in our focus groups to better align our curricula with the California Standards and examine our current practice. Attendance at these meetings is mandatory; absentees attend make-up sessions and complete any work prior to the following month's meeting.

Learning opportunities for Serra faculty have taken on many forms, including books and videos. In the fall of 1999 every faculty member received more than 20 hours of training in Harry Wong's methods for classroom management as outlined in his book, *The First Days of School*. Every teacher was given a copy of his book. They studied his strategies for classroom design, management, and teaching to reach all students. Several hours of video training, as well as workshops using his book, motivated teachers to begin the school year in a very positive direction. Review sessions took place during faculty meetings in the fall. In the fall of 2000 each staff member received a copy of the book *Who Moved My Cheese?* by Spencer Johnson. This easy-to-read book was used to stimulate discussion on change. The Harry Wong materials, in particular, have had a lasting impact on the way teachers establish their classroom environment.

Also, in the last few years technology has changed the way lessons are taught in order to meet the needs of all students. Twenty-three Desktop Projectors and three Smart Boards, used only for Regional Occupation Program (ROP) classes, allow teachers to use computers and related peripherals during direct instruction. Several computer labs, both stationary and portable, ensure maximum usage and provide Internet access for all students. Students have their own electronic files where work can be stored and accessed from any lab on campus. In 2003 three sections of ROP Multimedia Productions have been added to the master schedule.

Since 1996 Serra has offered Success School, which is essentially "summer school" during the regular school year. Classes meet after school for six-week sessions covering core academic disciplines. Approximately 400 students complete at least one Success School class every year. This program is one reason why Serra has the lowest nongraduation rates in the district. For example, in 2001 only 3 out of 421 seniors at Serra failed to graduate. In 2003 every senior in the class graduated from Serra High School.

The Special Education Department has been restructured to comply with federal, state, and district guidelines. Several staff inservices on teaching strategies and information about IEPs were offered during staff meetings. Administrators were also required to attend a series of meetings. Teachers are required to attend IEP Team meetings for their students and to read the IEP of any student enrolled in their classes. IEPs are located centrally in the Counseling Office. The Special Education Department now provides the following programs and services: 65 percent of special education students are Resource Specialist Program (RSP) students, meaning that they are supported for less than half of their day in their regular education classes in collaboration and/or by being in the Learning Center, which provides instruction in basic reading and writing skills at a student-to-teacher ratio of 4:1; 15 percent of special education students are Special Day Class Non-Severe (SDC NS) students who receive specialized instruction for more than half of their school day; 10 percent of special education students are Special Day Class Emotionally Disturbed (SDC ED) students who

may be placed either in regular classrooms or in a special day class, depending on their needs and the determination of their IEP team; 4 percent of special education students are in the Integrated Life Skills (ILS) program and are generally nondiploma bound. They may be in regular classes with special education support or in special education programs and in Community Based Instruction. Serra also offers services to students with special needs by providing the following programs, usually on a pull-out basis: Deaf and Hard of Hearing, Speech and Language, and Adapted Physical Education. In addition to the teachers and aides who provide instruction and support to special education students, there is a full-time site-based diagnostic resource teacher who coordinates services for students, assists in maintaining compliance with state and federal regulations, and supports staff in an effort to increase the quality of instruction.

Teachers annually attend Advanced Placement workshops to enhance their pedagogy in teaching these classes and preparing students to take these challenging classes and exams. AVID teachers and teachers in the Academy of Information Technology attend yearly trainings, as well.

In the spring of 1999 the site's staff developer/peer coach taught a reading skills unit to every freshman English student in anticipation of standardized tests. The unit included the following reading skills: context clues, word attack skills, story detail, main idea, and inferential thinking. Test taking strategies and speed reading skills were also covered. The literacy administrator now continues these efforts.

In the fall of 1999 the English Literacy Block classes were established as part of the district's literacy program, the *Blueprint for Student Success*. Students in these ninth and tenth grade classes had scored more than one year below grade level in reading on the SDRT. These block classes utilize pedagogy developed by the district's Institute for Learning following a Readers'/Writers' workshop model. Ninth grade English Literacy Block classes have received district funding for level-appropriate classroom reading materials. Tenth grade English Literacy Block courses also have received new classroom libraries. I-Book Mobile Labs are available for use in each of the English Literacy Block classrooms, providing each student with a wireless laptop computer.

The English Learner (EL) program, formerly English as a Second Language (ESL), has been restructured to ensure that all students identified as English Learners are receiving appropriate services in classrooms with teachers who are Specially Designed Academic Instruction for English Learners (SDAIE) or Cultural Language Acquisitions Development (CLAD) certified. All students are now appropriately placed by proficiency level to ensure optimum English Language development. With ongoing professional development, teachers will implement SDAIE/CLAD strategies to reach all students.

Not only does the school district's *Blueprint for Student Success* focus on literacy, it also extends to improving student achievement in mathematics and science. Ninth graders who score below the 50th percentile in mathematics are enrolled in a course titled Algebra Explorations. Each class is limited to 25 students, includes standards-based instruction, and is designed to better prepare students for the demands of Geometry. Beginning in the fall of

Serra High has one permanent computer lab for student use and seven mobile labs. The computers in all of these labs are connected to Serra's server so that students may access their accounts from any computer on campus.

Serra Success School, in its fifth year, continues to offer students the opportunity to remediate Ds or Fs in core subjects. The success of this program is seen in Serra's high graduation rates.

The district's Charter School program has opened many branches in San Diego. The charter school closest to Serra provides an alternative for students who find the atmosphere of a large, comprehensive high school difficult. It is the only gender based charter school in San Diego, with boys attending Tuesday and Thursday with a male instructor, girls on Monday and Friday with a female instructor. Wednesday is devoted to field trips and other school-related activities. On their off day students do independent study at home. This school provides an opportunity for Serra students to receive an alternative type of education if they are unsuccessful in the large-school setting of Serra High School.

At the time of the last self-study, Serra had an active peer mediation program. That program no longer exists, but it has been replaced with a peer mentorship program called Link Crew. This program links upperclassmen called Link Leaders with incoming freshmen in an effort to help the freshmen make a smooth transition to high school and to ensure their success. Link Leaders and freshmen meet at Freshman Orientation before school starts. They tour the campus and share ideas for making wise choices in high school. Link Leaders invite their freshmen to the first school dance and the first home football game, both of which are free events for all freshmen. Selected staff members receive training in coordinating and encouraging the mentoring skills of the Link Leaders with whom they work.

All students participate in the Life Skills Education program. Ninth grade students receive instruction in healthy relationships and the prevention of domestic violence; they also receive three days of tobacco-use prevention education in their history class. Tenth graders discuss HIV/AIDS, sexually transmitted diseases, and adolescent sexuality. In the eleventh grade the focus is on acquaintance/date rape. Seniors receive alcohol information and education.

Additional support for all students is provided in the following ways:

- Serra's Healthy Start program, Real Connections, offers a variety of programs for all students, including stress management and tutoring. In 2001-02 small group counseling has been added to the services being offered.
- Every senior may choose a faculty mentor to offer assistance in meeting the graduation requirements, including the senior exhibition, community service, and the portfolio.
- There is a 17 minute reading period each day.
- In the fall of 1999 the staff received training to assist them in enhanced classroom management techniques. The primary source of training was the materials developed by Harry Wong. This training was well received and immediately implemented.
- Serra's peer coach/staff developer had worked with all teachers in their subject areas in order to raise the students' literacy levels. Now the literacy administrator works

with all Language Arts teachers to improve methods of instruction in literacy and bring about improved student achievement.

Finally, a number of clubs on campus support the achievement of distinct ethnic groups at Serra. The Serra Men of Quality (SMQ) and the Distinguished Ladies of Quality (DLQ) both promote academic and extracurricular success of African-American students. Los Hispanos Unidos and Si Se Puede support Hispanic students, and the Pan Asian Club supports Asian students. Anyone may join any of these clubs, but the focus of each one is in promoting understanding and successful academics and citizenship among groups traditionally disenfranchised.

The site continues efforts in the area of support for students of all groups. Expectations are to raise test scores, especially of those students in the lower Quartiles, by analyzing SAT 9 data and reports and determining appropriate interventions. Our API for 1999-00 indicated that all ethnic groups had met their target scores; however, in 2000-01 only Asian Americans met or exceeded their target. All other subgroups fell short of their goal, especially African Americans and socioeconomically disadvantaged students. In 2002 African American, White, and socioeconomically disadvantaged students fell short of their targets. Finally, in 2003 our API scores indicated a turn-around. All subgroups met and exceeded their targets!

San Diego City Schools' Administrator for High School Reform, Mr. John DeVore, came to the district in 2003 with a solid reputation in the area of closing the achievement gap. He spoke to the Serra faculty on August 28, 2003, and issued the challenge of high school reform in San Diego Unified: all students graduating from high schools will be qualified to attend a four-year college or university. As the district leadership makes decisions this year to improve student achievement and move toward this goal, Serra High School will be exploring ways to close its own achievement gaps for good.

- Reference:**
- AAP '97-98 Excellence in Learning Outcomes: Language Arts, Math, Social Studies, and Science
ESLRs 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
 - AAP '98-00 Professional Development, 1-2
ESLRs 3.1, 3.2, 3.3, 3.4 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
 - SPSA 2002 Goals #1 and #2 for Improving Student Achievement
Specific Action 3: *Extended learning time for targeted students*
Specific Action 4: *Increased educational opportunity for targeted students*

Key Issue 7: Expansion of efforts to recognize and empower students from all ethnic/cultural/gender groups so that all students can be successful and feel included and connected to the school.

There is growing involvement at Serra in the clubs on campus, including AVID Club, Pan Asian Club, Distinguished Ladies of Quality, Distinguished Men of Quality, New Horizons, and Key Club. In the fall of each year the Club Rush Day is a tremendous success, with a large number of students seeking membership and participation in campus clubs.

Serra's Healthy Start program, Serra Real Connections, is in full operation, offering services to Serra students and their families. Real Connections focuses on youth development through a variety of services including tutoring, counseling, home visits, small group counseling, peer mentoring/leadership, and recreational activities. They also offer a Parent Network, providing referrals and resources for Serra families. Real Connections assists new students with their assimilation into Serra through the Student Orientation Leadership (SOL) program. Student SOL members are trained to provide assistance and friendship to freshmen and new students throughout the year.

The Life Skills program has been operating for three years. It is a district program which targets 9th and 10th grade students for instruction by a specialist employed by San Diego City Schools

Link Crew is a program in its second year at Serra with the goal of forming connections for incoming freshmen. Students in 11th and 12th grades are selected to be trained as mentors. Many of these mentors are students who themselves had felt disconnected as freshmen and later became involved in campus life.

With regard to students being involved in school and community life, one of the primary goals of Serra's ASB is to have every student participate in some aspect of campus activities. The ASB oversees over 40 student clubs representing a wide variety of cultural, academic, and athletic interests. With the enormous amount of club activity, coupled with the athletic events, ASB and class sponsored dances, and specialized course such as Navy Junior Reserve Officer Training Corps (NJROTC), graphic arts, and business technology, it is estimated that only a very small percentage of students simply attend classes without otherwise participating in school life.

Looking ahead, the plan is to continue and to increase the efforts to provide all students with the means for success in school by supporting them in their academics, providing extracurricular activities that are culturally relevant, and providing outreach activities for parents and community members.

Reference: AAP '97-98 Excellence in Integration: Race/Human Relations
ESLRs 1.1, 1.2, 1.4, 2.1, 2.2 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
"Students develop skills and attitudes to understand and respect human differences; and instruction provides knowledge and understanding of the diversity of cultural, racial, ethnic, linguistic, physical, gender, and educational differences in curricular and extra-curricular programs."

Key Issue 9: Identification of additional means by which assessment results can be communicated to all stakeholders.

Every teacher at Serra has a telephone in his or her room with a voice mail system so that parents and other staff can leave messages during times a teacher is inaccessible. Perhaps a more effective means of communication is e-mail, to which every staff member has access with at least one computer in his/her classroom.

Communication between teacher and parent has been enhanced by the use of the newest versions of MicroGrade, the grading program used by most Serra teachers. It allows for the e-mailing of grades directly from teacher to parent(s). Any e-mail addresses which have been provided by parents are already included in the MicroGrade files each teacher receives from the technology coordinator at the beginning of the semester.

Serra has a fully operational web-site. This site has been developed and maintained by site staff and key students. It provides an excellent way to communicate a wide variety of information to the community at large, from class offerings to school test results to an updated schedule of campus events. It also provides access to homework, homework help, grades (secure access through student ID numbers), and teacher e-mail and other contact information.

In 2002-03 teachers were given access to Web-AERIES. This site allows teachers to view, from their computers, students' contact information, class grades for the current year, attendance records, and test scores beginning in grade 7. This information allows teachers to provide necessary support for students who need it. Soon staff will be learning the new student data system, DWA or District Wide Application.

Student achievement data is disseminated often to staff, PTSA, the School Site Council, and to parents and community members through the *Serra Spirit*. At our monthly full-staff conferences, the principal explains how the scores are derived and what they mean in terms of student achievement at Serra. Increasingly, department and schoolwide inservice opportunities focus on analysis of data and test scores for the purpose of changing instruction and/or designing programs to improve student achievement.

- Reference:** AAP '97-98 Governance and Collaboration
ESLRs 1.1, 1.2, 1.4, 2.2 (See Serra's pre-2001 ESLRs on the last page of this chapter.)
"Students have access to quality teaching/learning experiences and receive the support needed for improved achievement."
- AAP '98-00 Professional Development, 1-2
ESLRs 3.1, 3.2, 3.3, 3.4 (See Serra's pre-2001 ESLRs on the last page of this chapter.)

SPSA 2002 Goals #1 and #2 for Improving Student Achievement
Specific Action 6: *Involvement of staff, parents and
community*
Specific Action 8: *Monitoring program implementation and
results*

**Junipero Serra High School
Expected Schoolwide Learning Results (pre-2001)**

These ESLRs were adopted by Serra in March of 1996 and were in place when we wrote our Annual Action Plan in 1996-97, which became Chapter V of our self-study report that year. As explained in Chapter II of this current report, the ESLRs were reformatted in the fall of 2001. They are included in Chapter II.

Vision

Junipero Serra High School is a learning community dedicated to educating all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning. It is our intention that Serra students will demonstrate responsibility, respect, and excellence.

1. Responsibility

- 1.1 Take responsibility for decisions and actions
- 1.2 Maintain mental and physical health
- 1.3 Make career plans
- 1.4 Take part in school and community life

2. Respect

- 2.1 Show respect for individual and cultural diversity
- 2.2 Cooperate with others to solve problems
- 2.3 Know the history and values of our democratic nation
- 2.4 Consider thoughtful moral and ethical solutions to local, national, and world issues.

3. Excellence

- 3.1 Produce quality work in all areas
- 3.2 Develop effective communication skills (reading, writing, speaking, and listening)
- 3.3 Know how to access information and integrate knowledge
- 3.4 Utilize technology as tools for learning