SERRA HIGH SCHOOL

5156 Santo Rd

San Diego, CA 92124

San Diego Unified School District

November 13 - 16, 2016

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Chair
Library Media Teacher (retired)

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Laguna Beach High School

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Montebello High School

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Southwest High School

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TOSA
Palos Verde High School

Ms. Pamela J. Wright
Assistant Superintendent
(retired)

Junipero Serra High School
5156 Santo Rd.
San Diego, CA 92124
http://serra.sandi.net

Administrative Staff

Mary Castleberry	Interim Principal
John Arguilez	Vice Principal
Tara Howell	Vice Principal
Jeffrey Thomas	Site Operations Specialist

Department Chairs

English	Lynda Lavine
Mathematics	Tonia Brooks
Naval Science (NJROTC)	Judith Vanderwaal
Physical Education	Jonn Pisapia
Science	Ralf Uebel
Social Science	John Turner
Special Education	Caroline Jackson
Visual and Performing Arts	Ruth Howell
World Languages	Ken Colbert
Business	Michael Pedersen

Counseling Staff

Traci Shenault,	Head Counselor
Margerita Ibarra	Counselor
Claire Bobis	Counselor
Dr. Elva Mora	Counselor

Support Staff

Bridgette Brunetto, Supervising Administrative Assistant
Carlos Gaines, Plant Operations Supervisor
Tom Gray, School Police
Nicholas Melesko, School Nurse
Joe Schmidt, Dean of Students
Craig Pendergrass, Network Systems Support
Hiedi Hall, ALD teacher & Professional Learning Coach

Staff By Department

Bold indicates Department Chair

Business Department
Michael Pedersen
Joe Schmidt

English
Hiedi Hall
Lynda Lavine
Marisa Churchwell
Linda Nelson
David Stebbins
Paul Runge
Lisa Smith
Tami Thoro
Elizabeth Ward
Cindy Zoltan
Lauriann Stanley
Katherine Amos

Mathematics
Tonia Brooks
Marian Marshall
Jarod Martin
Meredith Quicho
Franz Wrasidlo
Keith DeVore
Chuck Giles
William Adams
Drew Smith
Stephen Cripps
Evelyn Fernandez

NJROTC
Jeff Feehley
Judith Vanderwaal D'Orozco
John Prior

Physical Education
Lorene Dabney
Kristina Knight
Jonn Pisapia
Chris Herrin
Chuck Giles

Science
Robert Dyson
Kent Tartt
Denise Litt
Kevin Trombley
Jerry Niehaus
Sarah Moynes
Carlie Spears
Ralf Uebel
John Warlop

Social Science
Harlan Bleecker
Jason Demendonca
Glenn Nankil
Elizabeth Griego
Peter Oskin
John Turner
Tommy Cotner

Special Education
Mary Cratsa-Wilhelm
Nick Cincotta
Alison Middleton
Mary Barrett
Doug Grant
Meijse Webb
Wendy Fransk
Scott Reiche
Caroline Jackson
Gary Richeal

Visual and Performing Arts
Brad Pulverenti
Ruth Howell
Marc Thomas
Michael Crossman
Maria Ceravolo
Effran Villanueva

World Language
Simone Brooks
Ken Colbert
Stephen Jackson
Dovie Kilmer
Thais Garcia
Sally Holbrook

Librarian
April Gilbert

Classified Staff

Custodial
Carlos Gaines
Todd Maloney
Kathy Topete

Special Education Assistants
Tami Irvine (SEA)
Frank Gonzales (SEA)
Jessica Gonzales (SEA)
Charles Parkman (SEA)
Kelly Reiter (SEA)
Ellen Lawson (SEA)
Meredith Downs (SEA)
Luz Belmudez (SEA)

Library/Media Center
Hemalatha Challa

Nurse Technician
Josefina Martinez

Office
Beatriz Beraud
Bridgette Brunetto
Cruzanne Conrique
Guille Olivares
Georgina Palacio
Lissi Peretta
Chi Hae Seo
DeAnn Valdos

Supervision
Erick Gonzalez
Richard Tato
Adrian Vazquez

WASC INSTRUCTIONAL LEADERSHIP TEAM
2016-2017

Ruth Howell	Visual and Performing Arts
John Arguilez	Vice Principal
Tonia Brooks	Mathematics
Judith Vanderwaal D'Orozco	NJROTC
John Turner	Social Science
Tara Howell	Vice Principal
Caroline Jackson	Special Education
Mary Castleberry	Interim Principal
Ken Colbert	World Languages
Georgina Palacio	Classified Representative
Jonn Pisapia	Physical Education
Joe Schmidt	Dean of Students
Ralf Uebel	Science
Traci Shenault	Head Counselor
Jeffrey Thomas	School Site Operations Specialist
Lynda Lavine	English
Chris Pedersen	Business Education
Bridgett Brunetto	Classified Representative

WASC Focus Groups

(Focus Group Leaders In Bold)

Group A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources.

Claire Bobis	Counseling
Bridgette Brunetto	Administrative Assistant
Hemma Challa	Library Technician
Nick Cincotta	Special Education
Maria Ceravolo	Visual And Performing Arts
Marissa Churchwell	English
Lorene Dabney	Physical Education
Carlos Gaines	Support
Theresa Garnier	World Languages
Heidi Hall	English
Chris Herrin	Science/Physical Education
Kristina Knight	Physical Education
Glenn Nankil	Social Science
Peter Oskin	**Social Science**
Michael Pedersen	CCTE/Business
John Prior	Navy ROTC
Brad Pulverenti	Visual and Performing Arts
Scott Reiche	Special Education
Gary Richeal	Special Education
Dru Smith	Mathematics
Jeffery Thomas	School Site Operations Specialist
John Warlop	Science

Group B: Standards-based Student Learning: Curriculum

Katherine Amos	English
Harlan Bleecker	Social Science
Tommy Cotner	English/Social Science
Mary Crasta-Wilhelm	**Special Education**
Michael Crossman	CCTE/Art
Jason Demendonca	Social Science
Evelyn Fernandez	Mathematics
Thais Garcia	World Languages
Ruth Howell	Visual and Performing Arts
Lynda Lavine	English
Denise Litt	Science
Alison Middleton	Special Education
Sarah Moynes	Science
Jerry Niehaus	Science
Margarita Perez-Ibarra	Counseling
Paul Runge	English
Lauriann Stanley	English
Marc Thomas	Visual and Performing Arts
Ralf Uebel	Science
Franz Wrasidlo	Mathematics

Group C: Standards-based Student Learning: Instruction

William Adams	Mathematics
Mary Barrett	Special Education
Beatriz Beraud	School Clerk
Tonia Brooks	**Mathematics**
Kacey Caputo	Social Science
Maria Ceravolo	Visual and Performing Arts
Keith DeVore	Mathematics
Elizabeth Griego	Social Science
Sally Holbrook	World Languages
Joseph Galm	Science
Theresa Lambert	Social Science
Josefina Martinez	Health Technician
Elva Mora	Counseling
Linda Nelson	English
John Pisapia	Physical Education
Craig Pendergrass	Network Support Systems
Madilyn Schneider	Science
Carlie Spears	Science
Tami Thoro	English
John Turner	**Social Science**
Judith Vanderwaal D'Orozco	Navy ROTC/Physical Education

Group D: Standards-based Student Learning: Assessment and Accountability

Laura Alcaraz	Special Education
Ken Colbert	World Language
Cruzanne Conrique	Site Technician
Stephan Cripps	Mathematics
Jeff Feehley	Navy ROTC
Wendy Fransk	Special Education
Doug Grant	Special Education
Caroline Jackson	**Special Education**
Stephen Jackson	World Language
Jarod Martin	**Mathematics**
Guille Olivares	Attendance Clerk
Meredith Quicho	Mathematics
Lissi Perretta	School Clerk
Traci Shenault	Counseling
David Stebbins	English
Kent Tartt	Science
Kevin Trombley	Science
Effran Villanueva	Visual And Performing Arts
Yoshi Wright	School Registrar

Group E: School Culture and Support for Student Personal and Academic Growth

Simone Brooks	World Language
Stacy Chiles	Youth Development Coordinator/SAY
Robert Dyson	Science
Daniel Roggensees	Mathematics
April Gilbert	Librarian
Chuck Giles	Math/Physical Education
Dovie Kilmer	World Language
ChiHae Lee	Financial Clerk
Marian Marshall	**Mathematics**
Angela Martin	Special Education
Georgina Palacio	Principal Secretary
Joseph Perez	Social Science
Lisa Smith	English
Joe Schmidt	**Business**
DeAnn Valdos	School Clerk
Adrian Vazquez	ARC
Elizabeth Ward	English
Meisje Webb	English
Cindy Zoltan	English

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Self-Study Report:

Chapter One:

Student/Community Profile

GEOGRAPHIC BOUNDARIES:

Junipero Serra High School (SHS/Serra) was opened by San Diego Unified School District (SDUSD) in 1976 and is situated in Tierrasanta, which is a community that is mostly dominated single-family households. The area has a few businesses, mostly service industry that surround SHS. However, to the west, across the 15 freeway, is a large business/commercial sector and to the North, is a large Military base known as Marine Corps Air Station Miramar.

Junipero Serra High School accommodates the children from the Tierrasanta bedroom community and military housing. Junipero Serra High School is also fortunate to have two community groups supporting its efforts towards academic and school-wide improvement: a Parent Teacher Organization (PTO) and a Parent/Community Foundation.

The Serra Foundation is a nonprofit organization with a primary emphasis on raising money for academic, athletic, and general campus improvements. Serra's English Language Advisory Committee (ELAC) has also been a resource on School Site Council (SSC), helping Serra address the needs of its English Learners.

FACILITY UPGRADES:

On November 4, 2008, San Diego voters passed Proposition S, a facility bond initiative, bringing to the SDUSD schools 2.1 billion dollars. As a result of new facility funds to the district, the Superintendent and School Board saw a strong need to upgrade and enhance technology capabilities in schools. Portions of the set-aside 2.1 billion funds have been allocated to fund an i21 program for schools. Classrooms in the content areas of math, English, social studies, world language and science are equipped with Promethean Boards and sound systems with microphones, as well as student electronics tablets/iPads to enhance and engage student learning.

Year 2 and Year 3 i21 classrooms will be refreshed with Chromebooks during the 2016/2017 school year. The new Chromebooks can be synced with Active Directory. Active Directory files and folders from a Chromebook allow students to use their district Google Drive accounts to work on projects or lessons created by teachers.

In 2011, Junipero Serra High School was awarded 18 million dollars of the voter-approved funds for school improvements. The first phase of the use of these funds was the creation of a new stadium which includes adding air conditioning units in every classroom,

synthetic turf, scoreboard, new lights and a rubberized track.

Our school also received upgrades thanks to Proposition MM, including a new science building to house four additional science classrooms, replacing damaged ceiling tiles and damaged or worn flooring, and repairing existing heating, ventilating, and air-conditioning systems.

The community is excited about the upgrades and how the new stadium facility will support the school and community needs. Over the summer of 2014, the majority of the campus was repainted to reflect our school colors, brown and gold. Currently, Prop S expenditures for the school are being used to complete air conditioning units in every classroom and upgrades to the baseball and softball fields.

There are future plans to construct a new building and remove the existing school bungalows on the south side of the campus. In addition to the plans for the new classroom, there is ongoing discussion regarding renovations to the theater, improvements to existing infrastructures already on campus, beautification of campus and redesign to the front of the school to present a more curb appeal environment.

Another improvement, although not part of Prop S, will be occurring during the summer of 2019, at which time solar panel structures will be constructed in the Serra High School parking lots, to provide shade for vehicles while reducing the cost of energy for the school. In addition to providing a reduction in costs for energy, the facility enhancement has improved the overall look of the school.

STUDENTS:

In addition, to Prop S funding, the San Diego Unified School District received a $1.5 million grant from the Department of Defense Educational Activity (DoDEA) and through Operation: Aim High (OAH) money from DoDEA has been allocated to improve college readiness for military dependent students within the Junipero Serra High School Cluster for the following schools:

- Junipero Serra High School
- DePortola Middle School
- Farb Middle School
- Miller Elementary School
- Vista Grande Elementary School

OAH grant goals are to provide training for teachers in the Advancement Via Individual Determination (AVID) College Readiness system which enables Junipero Serra High School to establish AVID classes and begin to implement school-wide AVID strategies. OAH assists in the interview and selection process at the local middle schools to sign up high school students for the AVID offered courses and provides tutorial support for students in the AVID elective.

In addition to AVID, OAH supports Project Lead the Way (PLTW) Science, Technology, Engineering, Math (STEM) curriculum and a Robotics Summer Program. OAH

also includes funding towards increasing the level of social and emotional support for military dependent students and their families. OAH offers times to train staff on issues specific to military families. OAH also helps in providing transitioning military families with one-on-one support, as well as transition workshops.

To augment existing military support services, DoDEA established the Military and Family Life Counselor program (MFLC) to provide non-medical, short term, situational, problem-solving counseling services to address issues that occur across the military lifestyle and help service members and their families cope with the normal reactions to the stressful/adverse situations created by deployments and reintegration. The MFLC Program utilizes Child and Youth Behavioral MFLCs in its ongoing efforts to enhance the MFLC program and to better meet the needs of service members and their families.

SHS's population is comprised of 1689 students (as of May 8, 2016). Students come from local residential neighborhoods as well as from other parts of the city. Roughly one-third of the students come from Tierrasanta community, another third come from the Murphy Canyon Naval Housing District, and the final third that attends SHS comes from across the city through the Choice Program or the Voluntary Ethnic Enrollment Program (VEEP). Due to the budget crisis dating back to five years ago, the Board of Education found it necessary to adopt a budget that unfortunately caused a reduction in transportation services to the VEEP and Magnet Programs. Space-available eligibility is determined in mid-October of each school year. Parents who are not eligible for the free and reduced lunch program must pay $500.00 a year for their first child and $250.00 for additional siblings to ride the bus. The Choice program is designed for students who wish to attend a school other than their neighborhood school. The school Choice program offers students the option of applying to San Diego Unified School District schools outside of their neighborhoods. Parents of Choice students must provide or make transportation arrangements. VEEP and Choice students make up 46.5%.

Although the community surrounding SHS is relatively affluent, 42% of SHS students participate in the free and reduced lunch program. In Fall of 2014, SHS became a Title 1 school. Title 1 funds allocated to SHS focus on our low-income students and are utilized to design programs that work towards improving educational achievements for our at-risk student population.

The largest ethnic group in the Serra school population is Hispanic students 45.4%; followed by Caucasians 28.4%; Asian Americans make up 10.9%; followed closely by African American 9.4%; Filipino American students 4.6%; Pacific Islander students .9% and Native American students at .4%.

Gradual changes in demographics at Serra High School have required additional programs based on student academic need and interest. English as a Second Language (ESL) SEI and MEC (SEI=Structured English Immersion and MEC=Mainstream English Cluster) classes are provided within the core class for those students acquiring the English Language. However, some students do not follow the expected timelines of English Acquisition and find themselves remaining as EL's long after enrolling in US schools. Serra High School offers an Academic Language Development (ALD) course that supports these

students. The course supports students to acquire and become comfortable using the academic language and discourse expected to be successful with the demands of Common Core State Standards.

Additionally, the district English Learner Support Teachers support our EL Coordinator with testing and monitoring of SHS's EL's. The ELST's also support struggling EL's by conferencing with them and advocating for them when necessary. ELST's also support staff by providing timely data and offering support with lesson design with EL's at the forefront.

In order to further improve instruction, during the school year 2015-2016, grade-level course prep periods were established to provide additional collaboration and planning time. In addition to grade-level prep periods, Professional Learning Communities (PLCs) were formed by a committee of teachers known as Serra High
School's capacity builders and through this committee they developed the Serra High School PLC manual (see annex).

The PLCs that were created had two different types of formats: WASC Focus group (made up of classified and certificated staff) and Department PLCs (grouped by subject-area and grade-level teams). The staff of 2015-2016 decided that the PLCs for the school year would shift a bit to allow for greater department focus. The staff felt that there was not enough time spent within departments in prior years, especially among teachers teaching the same courses or grade levels. For 2015-2016, in early-out Wednesdays were comprise of whole-staff meetings, WASC focus groups, and the rest were PLC subject-area/grade-level meetings that focused on designing curriculum, lesson planning, common assessments and looking at student work.

SHS teachers have begun to read the book *Teach Like a PIRATE*, by Steve Burgess in June of 2016. At PLC meetings and whole staff meetings, staff will be encouraged to discuss the strategies and techniques explained in the book during the 2016-2017 school year. In addition to looking at these strategies, teachers will be encouraged to discuss what will be witnessed when observing other PLC members' classrooms, and shared student work, along with their own professional learning during the 2016-2017 school year. To further support this process, SHS has hired a PLC teacher coordinator for the 2016-2017 that will further provide professional learning to SHS teachers in each department.

Students with Individual Education Plans (designated Special Education) are given extra support from Special Education co-teachers and Para Educators in their English and math classes, along with some other core classes. These co-teachers/Para Educators assist Special Education students individually and in small groups, in order to support their academic needs. Co-teachers/Paras also provide extra accommodations for certain assignments and during some testing situations. SHS also provides educational and social services to non-diploma bound students who have severe social/physical or learning disabilities, in both small group and integrated classroom environments. Also, to prepare special need students for college and the workplace, specially designed transition classes were created in 2012.

SHS's Advancement Via Individual Determination (AVID) program works closely with teachers and students so that students traditionally underrepresented at colleges and universities can be successful taking advanced, Honors and AP classes. Students and staff agree that the AVID program at Serra High benefits students greatly.

SHS offers a variety of Career College and Technical Education courses, creating a Design Engineering pathway that begins in Fall of 2016 with incoming 9th graders. SHS has also established a Navy JROTC program in 2012 which strives to instill values such as citizenship, service and personal responsibility. The program continues to grow on campus and is a source of pride and honor for the school. Over 200 students participate in the cadet program. Students in ninth and tenth grade receive PE credit and other students receive elective credit for the program. The program has vibrant after-school activities that give participating students opportunities to develop leadership and teamwork skills. JROTC teams practice and compete against other JROTC programs in events such as drill, physical fitness, and academics. Students also learn about volunteerism and patriotism. SHS now has a color guard that presents the national flag at a wide variety of important school and civic events.

SHS has added a new course for Fall 2016 called Introduction to Ethnic Studies, this college-preparatory course presents an interdisciplinary study of history of the United States of America through a social justice lens and will be offered to the incoming 9th grade population. This will satisfy a "g" credit and will be part of our History Department's course offerings. In addition to this new course, SHS will be partnering up with UCSD CREATE and work on establishing an AP Computer Programing course for the Fall of 2017.

SHS continues to have a strong advanced study program including many Advanced, Honors and AP courses. The success of the program routinely places the school in the top 15% for *Washington Post* and *US News and World Report* Top High Schools category. 60% of our SHS students who took AP exams last Spring scored with a 3 or above and 93% of our first-time AP students, when surveyed, want to go to college. Because of the research showing an increased success rate of students in college who have taken at least one AP course, the school and District continue to maintain a goal of having as many graduating seniors as possible take at least one AP course before exiting high school.

During the 2015-2016 school year, SHS has established a cohort of teachers known as "capacity builders" and are comprised of teachers in all core content areas. The "capacity builders" along with the principal attended workshops throughout the 2015-2016 school year to focus on John Hattie's research of student centered evidence based learning strategies.

Equal Opportunity School

Serra High School was selected in 2015 as an Equal Opportunity School. SHS has become part of 77 other high schools with this distinction and will receive match-funded technical assistance and capacity building support to close our AP participation gaps and raise student success in AP courses as well as provide more students with access to AP

courses. This AP focus is known as EOS's AP/IB Equity and Excellence program and strives for success in AP course completion for low-income students and students of color. EOS partnership is focused on working with SHS to upgrade learning, work to close achievement gaps, and transform student lives. Part of this process includes surveys that EOS generates for students and staff related to identifying students for enrollment of AP classes for the upcoming school year.

EOS compiles the recommendations along with GPS, test scores and considerable student level data from the student surveys to create lists of students at Serra High School for counselors to consider enrolling in AP courses. Staff are asked to participate in a survey keeping students in mind to be sure all students have access to the AP courses before they graduate. Staff are also encouraged, under EOS, to advocate for students in any subject in order to match them with the courses of their interest which may improve their overall success rate in the AP course.

Gold Ribbon School

The California Department of Education (CDE) seeks to recognize outstanding educational programs and practices. The California Gold Ribbon Schools Award was created to honor schools while the California Distinguished Schools Program is on hiatus as California transitions to new assessment and accountability systems. Last year, we recognized 193 middle schools and 180 high schools as Gold Ribbon School Award recipients.

Serra High School was recognized by the California Department of Education in 2015 as a Gold Ribbon School. SHS's Gold Ribbon status was a result of demonstrating high expectations in academic standards, providing excellence and creativity in teaching as well as establishing a positive school climate.

Another point of recognition was our gains in implementation of academic content and performance standards adopted by the State Board of Education. These include, the California for English Language Arts and Mathematics, California English Language Development Standards, and Next Generation Science Standards.

In addition to being chosen as a Gold Ribbon School, SHS was given an additional honor of being an Academic Achieving Title 1 school based on SHS's dedication to working on meeting the educational needs of students living at or below the poverty line.

WASC HISTORY:

Junipero Serra High School's last full accreditation process resulted in six-year with a midterm report. Three years ago, Junipero Serra High School submitted its midterm review in March of 2013. The midterm review provided new recommendations (Critical Areas for Follow-up) for future growth and adjustments. As a result, a new Action Plan was created using the recommendations, along with the School Wide Learning Goals (now called Student Learner Outcomes), Single Plan for Student Achievement (SPSA) document and staff input. The Action Plan is revisited each year at which time it is analyzed for results and necessary adjustments. It is a true living document.

Critical Areas:

SHS is working to improve student achievement, quality of instruction and success amongst all subgroups and therefore has broken down the 2015/2016 and subsequent following years into four learning cycles:

1. SHS staff will develop an academic, social and physical environment worthy of student learning.
2. SHS staff will create classrooms that are alive with collaborative conversations.
3. SHS staff will create the learning conditions that maximize the potential that lies within the variability of all learners.
4. SHS staff will develop students who take an active stance in their own learning and the learning of others.

WASC Action Plan/SPSA

Staff meetings, department meetings, parent meetings, early-out Wednesday PLCs and Staff Development days have been used to address aspects of the Action Plan' four learning cycles. Professional Learning Communities analyze student data to monitor student progress towards these areas. Staff members have worked in School Site Council, individually and as a whole school to plan and implement elements of the four learning cycles. SHS Focus on Learning groups created in the spring of 2015 to begin preparing for the 2016 WASC visit and work on the current Self Study.

School Purpose:

District Mission Statement:

San Diego Unified School District Mission:
All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

Mission Statements:

The Mission Statement for SHS from the last WASC visit has been changed to incorporate Student Learner Outcomes as well. The prior mission statement was not aligned to San Diego Unified School District Mission. Therefore, the Focus on Learning committees, established for this upcoming WASC visit, with staff input, combined mission and SLOs to reflect Serra High School's pursuit to see students and staff unified in providing a rigorous, relevant, standards-based curriculum that will prepare our students to be productive members of the twenty-first-century workforce.

School Mission Statement and Student Learner Outcomes:

Scholarship
Students and staff will realize academic, vocational, and personal growth is the goal of education through the use of a rigorous, relevant curriculum that provides high standards and expectations.

Perseverance
Students and staff will strive to consistently practice and model steadfastness in their work and studies.

Integrity
Students and staff will respect themselves, others and Serra High School through academic honesty, forthrightness, service to their community, and professionalism.

Respect
Students and staff will work together to promote acceptance, embrace diversity, emphasize commonalities, and celebrate community.

Innovation
Students and staff will combine technology, active learning and creativity to become inventive, collaborative and intuitive.

Teamwork
Students will work collaboratively with fellow students, staff and community members in an effective, constructive, and compassionate manner.

The "SPIRIT" of Serra High School fuses its mission and student learner outcomes together for quicker recall by students, staff and community. In addition to "SPIRIT", during the Spring of 2016, the administration cabinet felt the need to include some additional student expectations to work towards encouraging SHS students to focus on academics, student agency and success.

Serra High School's new mission and student learner outcomes: "SPIRIT" was introduced to the staff in June of 2016. Staff approved new school mission/student learner outcomes with expectations that students, staff and community will now have a clearer understanding of SHS's commitment to excellence.

STAFF:

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

Data from CA Dept. of Education

Teacher Credentials

Number of Teachers	Serra High School			District
	2013-14	2014-15	2015-16	2015-2016
With full credential and teaching in subject area	84	71	67	4,609
With full credential but teaching outside area of competence	3	0	6	243
Without full credential	0	4	0	0
Total	87	75	73	4,852

Core Academic Courses Taught by Teachers in Compliance with NCLB (2014-15)

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Serra High School	98.89	1.11
All schools in SDUD	97.69	2.31

Serra High School maintains a continuous rate of highly qualified teachers which means that they must have a bachelor's degree, a state credential and have demonstrated subject-matter competence for each core subject that they teach. In addition, the instructional materials that are utilized come from SDUSD lists obtained from the State of California and consist of standards-aligned textbooks and other instructional materials that are adopted by SDUSD.

Climate Surveys:

Limited survey data is available due to low staff responses, however in 2015-2016, Equal Opportunity Schools (EOS) conducted several Equity Pathway surveys and issued a report. The Equity Pathways report included surveys on the following indicators: 1) Students' College and Career Aspirations; 2) Staff Perspectives on AP; 3) Student Perspectives on AP; 4) EOS Partnering with SHS to Close Equity Gaps; 4) Barriers to AP Access; 5) Staff Perspectives on Learning Mindsets; 7) Students' Learning Mindsets and Skills; 8) Take a Closer Look at Each Student; 9) Take Action; and 10) Support Student and Teacher Success (See Appendix).

STUDENT ENROLLMENT:

The number of non-residential students attending SHS has remained relatively consistent. This is also true for residential students, but SHS projects an increase in the future related to an increase in military families that are moving into Tierrasanta community. The programs from which SHS has received students over the last few years have changed, though, due to the fact that SHS is no longer a receiving school for Program Improvement students. Those students already attending through Program Improvement may continue attending SHS, but no new students are being enrolled. The number of students attending through the Choice program has dramatically decreased due to the District's shift to encouraging students to attend their neighboring high school. As a result of the elimination of No Child Left Behind legislation, it is unclear what impact there may be on enrollment growth for the school in coming years.

The AVID program at SHS has seen an increase in numbers due to the popularity of the program and student desire to increase their academic competitiveness. The Navy JROTC program is very popular on campus and the number of students involved continues to increase.

Student Enrollment by Grade Level

Serra High School's enrolled peaked in the 2008-09 school year at 2190. Since then we have experienced a steady decline, dropping over 150 students each consecutive year. The reason for the student enrollment decline is due to the number of charter schools that have been opened across SDUSD over the last 4 years, movement of military families, and SDUSD's movement in keeping students that are bussed at their neighborhood schools.

Data from CA Dept. of Education

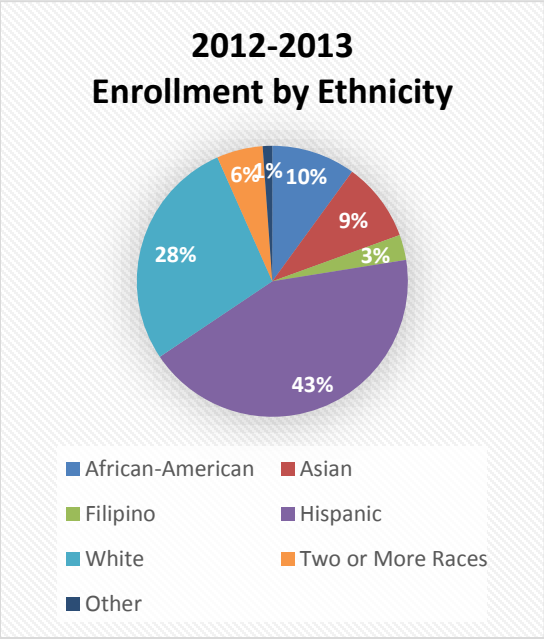
Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total	2038	2011	1927	1852	1796	1762
Grade 9	633	653	591	513	521	500
Grade 10	537	512	505	508	413	465
Grade 11	488	440	434	426	442	379
Grade 12	380	406	397	405	420	418
Female	990	979	963	910	873	852
Male	1047	1031	960	942	923	910

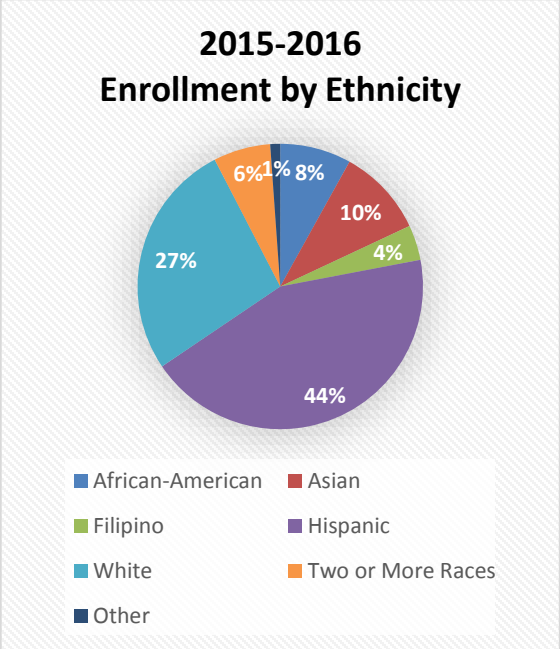
Enrollment by Ethnicity

The following table and charts document the recent history of Serra's enrollment by ethnicity. The two pie graphs accentuate the changes between the present and the 2013 WASC midterm report.

Data from CA Dept. of Education

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
African American	209	197	193	157	128	136
Asian	151	182	182	176	184	168
Filipino	64	61	58	64	63	67
Hispanic	883	866	831	797	787	734
White	626	583	535	518	492	453
Two or More Races	79	96	106	119	116	109
Other	26	26	22	21	26	19

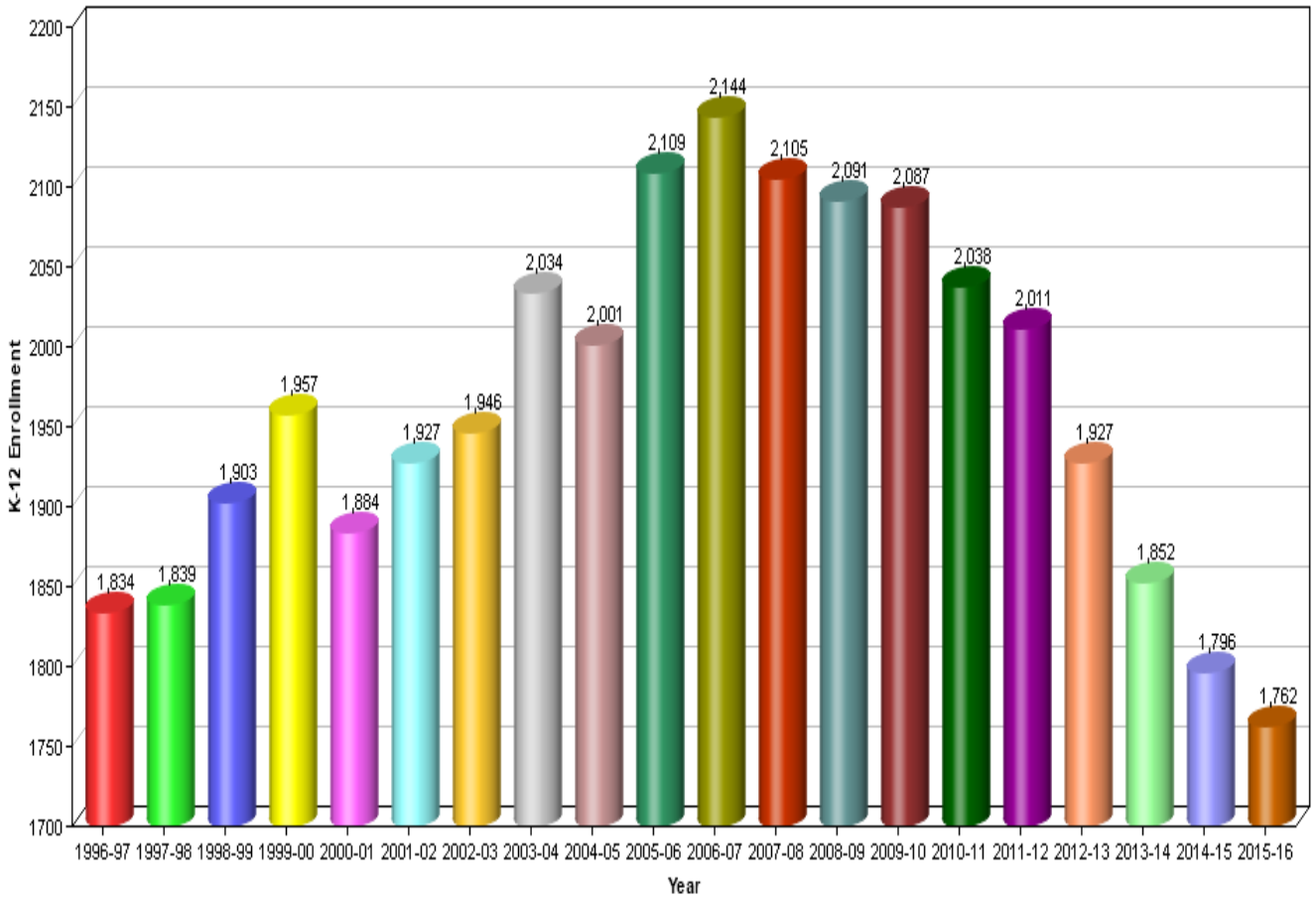




Based on the above pie chart data, the demographics of students at Serra High School since the last WASC interim report of 2013 to current 2016 report indicated minor changes in the ethnicity subgroup populations. As with most schools across the San Diego Unified School District, there is a slight increase in percentage of Hispanic students attending Serra High School, this population still maintains the majority amongst all subgroups in numbers attending Serra High School.

Time Series: Public Enrollment, Serra High School

Data from CA Dept. of Education



Enrollment Changes:

Enrollment since the last WASC Self Study has steadily declined by roughly 100 students or more per year. Other than a few percentage points up or down, there have been no statistically significant changes to SHS's demographics, the military families that enroll their children at Serra are consistently mobile due to military assignments.

The school's demographics have changed as the Hispanic and ELL populations have increased slightly, however there have been no significant changes in other student population categories. The only other major variable that has significantly changed is that there has been a slow loss in the number of Choice students and the loss of VEEP/Program Improvement students. This is the main reason for declining enrollment at Serra because of the District changes in wanting students to remain at their neighborhood schools.

Student Mobility:

	Enrolled	Enters	Leaves	Index	Rank
2010-2011	2,348	120	134	12.11	36
2011-2012	2,127	58	127	10.10	32
2012-2013	1,974	51	118	9.21	30
2013-2014					
2014-2015	***unavailable at the time of publication**				

Explanation: Student mobility represents the degree of movement by students in and out of a school during the school year relative to the school's enrollment (enters and leaves during the school year per 100 students enrolled). It provides some indication of school educational disruption stemming from the coming and going of students which are primarily due to our military population as well as the relative administrative burden placed on a school by student mobility.

Chart: The enrolled column should be the Census Day counts of the total school enrollment. "Enters" indicates the number of students who entered the school during the school year, and "Leaves" the number of students who left during the school year. The rank is comparing how SHS ranks compared to other schools in the District; the lower the number, the better.

Student Stability:

	Stable	Mobile	Other	Stab. Rate	Rank
2010-2011	2,038	113	35	94.01	8
2011-2012	2,011	112	41	93.89	6
2012-2013	1,927	105	35	94.27	4
2013-2014					
2014-2015					

***unavailable at the time of publication**

Explanation: The stability rate represents the degree to which students maintain continuous enrollment at a single school during the school year. It is the percentage of students starting the school year at a school who remain enrolled at that same school until the end of the school year.

Chart: The stable column represents the number of students who did not leave the school during the school year. The rank is comparing SHS to other schools in the District; the lower the number, the better.

Student Attendance

Data from SDUSD

Average Daily Attendance:	% Present
2011-2012	95.71%
2012-2013	95.56%
2013-2014	95.97%
2014-2015	95.85%
2015-2016	95.80%

SHS posts an average daily attendance rate averaging above 95%. The percentage exceeds the district average for high schools and is currently rising due to a unified effort among the school's attendance staff, the administration, the teachers, and the parents. To support the school's effort to hold students accountable for both being on time to class, and for clearing unexcused absences, SHS has a loss of privileges policy (LOP). Student with an excessive number of tardies or Unexcused Absences during any 6-week grading period will receive a LOP Point.

If a student has one or more LOP Points they are placed on the "Loss of Privileges (LOP)" list. Students on the LOP List are restricted from ALL extra-curricular activities including but not limited to: Band, ASB, Athletics, Dances, Drama, NJROTC, Pep Rallies, special vents/activities, sporting events, and field trips. Students can be removed from the "loss of privileges" list by attending Saturday School. Saturday Schools remove full day absences first. Once all full day absences have been cleared, then every Saturday School will clear one LOP point. Through Saturday School, SHS students can make up missed learning and the school can recoup missing attendance dollars.

Student Suspension and Expulsion

SHS has worked to decrease the number of suspensions and expulsions by incorporating restorative justice practices and enlisting support from various after school and in school programs. As a result of Serra's application of restorative justice practices (in Fall of 2014), SHS has seen a dramatic decrease in suspension and expulsion rates, well below SDUSD and State averages.

Serra High Report 2014-2015

Data source: http://dq.cde.ca.gov/dataquest

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Serra High	3730173	1,796	1,869	53	2.8	2	0.1

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
San Diego Unified Total	3768338	129,779	139,506	5,124	3.7	78	0.1
San Diego County Total	37	503,848	529,029	15,707	3.0	347	0.1
State Total	00	6,235,520	6,418,044	243,603	3.8	5,692	0.1

Serra High Report 2013-2014

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Serra High	3730173	1,852	1,942	102	5.3	7	0.4

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
San Diego Unified Total	3768338	130,303	140,861	5,966	4.2	131	0.1
San Diego County Total	37	503,096	529,970	18,266	3.4	482	0.1
State Total	00	6,236,672	6,405,954	279,383	4.4	6,611	0.1

Serra High Report 2012-2013

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Serra High	3730173	1,927	2,030	128	6.3	3	0.1

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
San Diego Unified Total	3768338	130,270	148,182	7,162	4.8	211	0.1
San Diego County Total	37	499,850	541,115	22,091	4.1	684	0.1
State Total	00	6,226,989	6,497,749	329,370	5.1	8,266	0.1

Serra High School is constantly working on various ways to improve school safety. The presence of one full-time school police office and three campus security assistants on campus contributes greatly to the school's safety. In addition, the Dean of Students and administrators supervise the campus during lunch. Having four electric carts allows security personnel to move quickly and respond to any disturbances in a timely manner. In 2010-11 Serra High School contracted for use of trained drug dogs to reduce the incidents of drug and alcohol use on campus. The drug dog makes a series of visits throughout school years. Additional security cameras have also come online in spring of 2016.

SCHOOL PERFORMANCE DATA:

This section reports on Serra's status to Federal accountability measures found in the Academic Yearly Progress (AYP) reports. We feature state and district accountability, including Academic Performance Index (API), Advanced Placement (AP), California State Testing (CST) and Smarter Balanced Assessment Consortium (SBAC) results later in this chapter.

AYP CRITERIA AND RESULTS:

Data from CA Dept. of Education

	Criteria	2008-09	2009-10	2010-11	2011-12	2012-13
School-wide	**Made AYP?**	**No**	**No**	**No**	**No**	**No**
	Criteria Met	19	15	17	15	13
	Criteria Possible	22	22	22	22	22
	ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes	Yes
	ELA Proficiency	No	Yes	Yes	No	Yes
	Math Proficiency	No	No	Yes	No	No
	API	Yes	Yes	Yes	Yes	Yes
	Graduation Rate	Yes	Yes	Yes	Yes	Yes
African American* (under 100 tested)						
	ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes	Yes
	ELA Proficiency	N/A	N/A	N/A	N/A	N/A
	Math Proficiency	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino						
	ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes	Yes
	ELA Proficiency	No	No	No	No	No
	Math Proficiency	Yes	No	No	No	No
White						
	ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes	Yes
	ELA Proficiency	Yes	Yes	Yes	No	Yes
	Math Proficiency	Yes	Yes	Yes	Yes	No
Socioeconomically Disadvantaged						
	ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes	Yes
	ELA Proficiency	Yes	No	No	No	No
	Math Proficiency	Yes	No	Yes	Yes	No
English Learner						
	ELA Participation Rate	Yes	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes	Yes
	ELA Proficiency	No	No	No	No	No
	Math Proficiency	No	No	No	No	No

Black/African-Americans, Asians, Filipino, and Two or More Races do not have data available in AYP criterions because population of students tested continued to remain under 100 students.

AYP results were based upon our Hispanic/Latino, White, Socioeconomically Disadvantaged and English Learner student populations. While across some years, Serra High School's White subgroup met ELA and math proficiencies, overall the other subgroups continued to struggle to meet AYP proficiencies from year to year. As result, Serra High School remained listed as a Program Improvement school.

LCCF Serra High School: Snapshot 2015-2016

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in existence for roughly 40 years. For school districts and charter schools, the LCFF establishes base, supplemental, and concentration grants in place of the myriad of previously existing K–12 funding streams, including revenue limits, general purpose block grants, and most of the 50-plus state categorical programs that existed at the time.

SHS relies on the Local Control and Accountability Plan or LCAP which is a critical part of California's Local Control Funding Formula (LCFF). It is a three-year, district-level plan that is updated annually. The plan describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

SHS utilizes the district model for LCFF and LCAP to develop a budget based on data collected from LCFF and through School Governance and School Site Council work to establish a school wide budget that allocates money towards programs that will improve various student subgroup populations both academically as well as supports for social and emotional wellness.

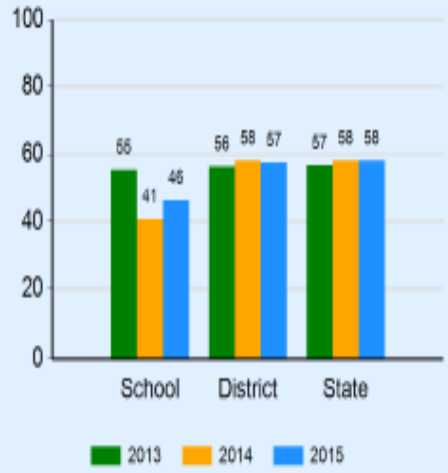
Data from CA Dept. of Education

Local Control Funding Formula (LCFF)
State Priorities Snapshot
2015–16 Reporting
Serra High

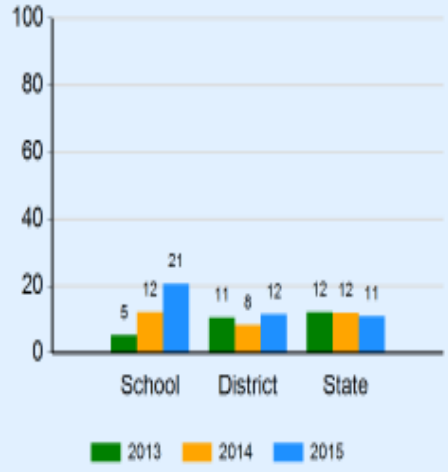
Address: 5156 Santo Rd., San Diego, CA 92124
Grades Offered: 9-12
County-District-School Code: 37-68338-3730173

Student Achievement

Percent of English Learner (EL) Students Who Made Progress Toward English Proficiency

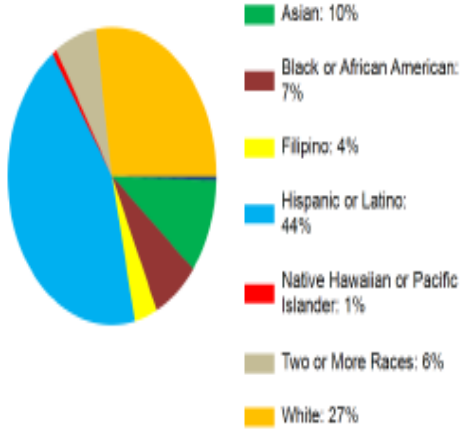


Percent of EL Students Who Were Reclassified



Enrollment (1,796)

2014-15 Enrollment by Race/Ethnicity

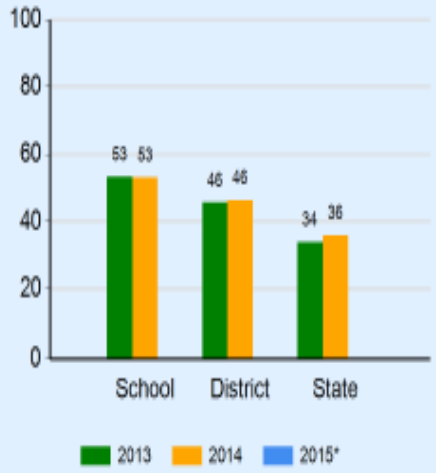


2014-15 Enrollment by Program Eligibility

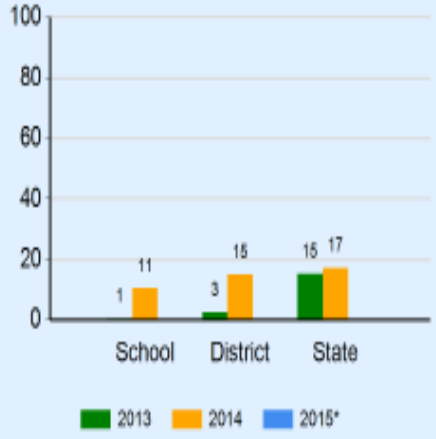
English Learner (EL)	113 (6%)
Foster Youth (FY)	2 (0%)
Socioeconomically Disadvantaged (SED)	1,037 (58%)
Students With Disabilities (SWD)	185 (10%)

Student Achievement

Percent of 4-Year Cohort that Completed "a-g" Requirements



Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway



California Department of Education (CDE)
Report (1.1h) Generated: May 27, 2016

Tom Torlakson
State Superintendent of Public Instruction

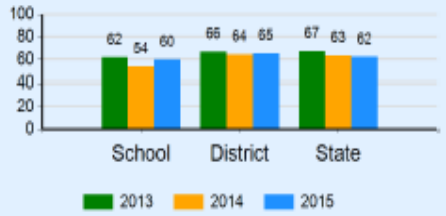
* Data will be available in May, 2016
Please visit the following web page for more information: http://www.cde.ca.gov/ta/ac/sp/snapshot

Page 1

(Serra High)

Student Achievement: Schoolwide

Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

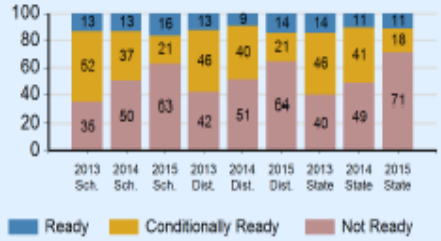
2013	2014	2015
1,349 (29.7 %)	1,347 (38.5 %)	1,275 (35.4 %)

Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)

Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

2013	2014	2015
434 (99.3 %)	426 (95.3 %)	415 (95.4 %)

EAP College Readiness Results for Mathematics

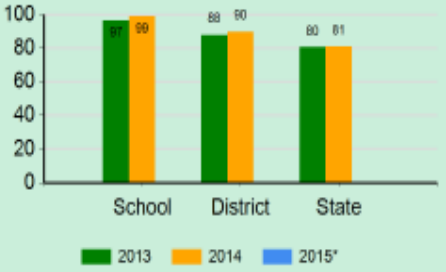


Grade 11 Enrollment and Percent of Students Who Took the EAP Math

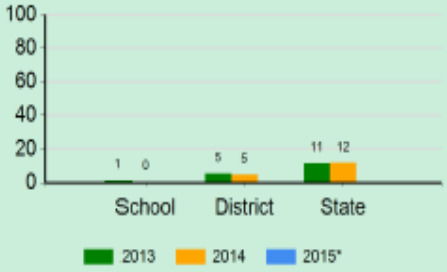
2013	2014	2015
434 (58.1 %)	426 (69.0 %)	415 (95.2 %)

Student Engagement: Schoolwide

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate



Middle Grade Dropout Counts and Rate

Not Applicable

School Climate

Number and Percent of Students Suspended

Level	2013	2014	2015
School	128 (6.3%)	102 (5.3%)	53 (2.8%)
District	7,162 (4.8%)	5,966 (4.2%)	5,124 (3.7%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)

Number and Percent of Students Expelled

Level	2013	2014	2015
School	3 (0.15%)	7 (0.36%)	2 (0.11%)
District	211 (0.14%)	131 (0.09%)	78 (0.05%)
State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

California Department of Education (CDE)
Report (q1h) Generated: May 27, 2016

Tom Torlakson
State Superintendent of Public Instruction

* Data will be available in May 2016
Please visit the following web page for more information: http://www.cde.ca.gov/ds/ad/ot

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Results above indicate that SHS's AP scores have shown a dramatic improvement over the past 3 years. This is in part a result of a $714,000 5-year grant, awarded 2010 with the National Math and Science Institute (NMSI). This grant has enabled SHS to offer AP Saturday tutorial sessions with consultants from NMSI in math, science, English and social studies. Students attend the Saturday sessions by going to the NMSI online website and sign up for the Saturday sessions aligned to their AP course. Currently, Serra has submitted a matching grant in hopes to bring back the NMSI program for 2017, 2018 and 2019 school year.

Serra High School continues to focus on additional supports to improve academic success for Hispanic and Africa-American populations. For example, in 2015-2016 school year, math and English teachers attended several Professional development days with District Resource teachers to strengthen instruction.

STUDENT PERFORMANCE DATA:

Serra High has improved in every subgroup since the last WASC visit. Our API has increased 39% in the last three years. We have met all but five of our growth targets since the last report. Four of the five targets were missed in 2011; Schoolwide, English Learners, Hispanics, and Socio Economically Disadvantaged.

Intensive intervention on these targeted students resulted in all of these subgroups rebounding in 2012. The fifth missed target was Students with Disabilities in 2012. Our most significant growth has been with African Americans (81 Points) while our English Learners have demonstrated the slowest rate of growth (16 points). The API data shows that while our improvement isn't accelerating at the rate we would like; we are still making strong progress in all areas.

Serra High has continued to look at our Hispanic and Socio Economically Disadvantaged populations along with our African-American students and improve more equal opportunities in the selection of courses. As a result, Serra High School has removed a few courses in the 2016-2017 school year in favor of courses in English Language Arts that provide more scaffolding. For example, Serra High School will not be offering Contemporary voices but will focus on ERWC (English Reading Writing Comprehension) classes as the capstone for the majority of our Seniors. This was a result of feedback from Miramar Community College and Grossmont Community College after reviewing 2015-2016 senior writing samples and expressing concerns in their ability to respond specifically to the writing prompts.

Serra High school has also established a strong collaborative effort over the past year with District English Language Resource teachers, who provide Serra with additional support on improving instruction with our English Language Learners. The two District English Language Resource teachers have enabled Serra to be effective and identifying ELL students. Once identified, those that need additional English support, are enrolled in our Academic Language Development (ALD) course that is taught by an English teacher.

EOS surveyed over 1,600 students and established a portfolio for SHS with comparisons in the report based on 183,306 students across 123 High Schools. One of their findings included the percentage of low income students that qualify for free and reduced lunch, 62% of the 1,600 surveyed qualified.

EOS was successful in surveying our staff members and used their responses to develop a staff portfolio with comparisons based on 11,824 staff across 29 schools. The survey showed that 55% of staff felt equity to AP access should be Serra High School's top priority and 41% of staff were willing to help do the work necessary to create equitable AP opportunities for students at SHS. As a result, our master calendar for the 2016-2017 school year will be utilizing this report to identify AP potential students. Students that meet the EOS criterion will be encouraged to enroll in one AP course that mirrors their areas of strength in science, math, history or English.

API Growth, Targets, and Results

**For the sake of consistency, the growth that is reported in this chart is pulled from the October CDE– API Growth and Targets Met School Reports. In the noted cases the API reported in the later year is different from what was reported in the prior year.*

Subgroup		2008-09	2009-10	2010-11	2011-12	2012-13
School	Score	734	761	763	772	781
	Target	5	5	5	5	5
	Growth	-3	26*	1*	11*	9*
	Make?	**No**	**Yes**	**No**	**Yes**	**Yes**
African American	Score	677	701	713	758	734
	Target	6	6	5	5	5
	Growth	-11	22*	8*	45	-25
	Make?	**No**	**Yes**	**Yes**	**Yes**	**No**
Asian	Score	813	882	861	858	867
	Target	A	A	A	A	A
	Growth	5	69	-20	-3	9
	Make?	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**
English Learners (EL)	Score	622	632	615	638	643
	Target	8	9	9	9	8
	Growth	-9	9	-15	25	-3
	Make?	**No**	**Yes**	**No**	**Yes**	**No**
Hispanic	Score	680	704	700	715	728
	Target	6	6	5	5	5
	Growth	-4	22	-2	17	12
	Make?	**No**	**Yes**	**No**	**Yes**	**Yes**
Socio-Economically Disadvantaged	Score	695	719	717	723	743
	Target	5	5	5	5	5
	Growth	-1	23	-3	7	20
	Make?	**No**	**Yes**	**No**	**Yes**	**Yes**
Special Ed (Students with disabilities)	Score	501	528	546	544	551
	Target	12	15	14	13	13
	Growth	-53	28	18	-3	-7
	Make?	**No**	**Yes**	**Yes**	**No**	**No**

Subgroup		2008-09	2009-10	2010-11	2011-12	2012-13
White	Score	797	818	834	828	833
	Target	4	2	A	A	A
	Growth	1	20	10	-4	5
	Make?	No	Yes	Yes	Yes	Yes

	2010-2011		2011-2012		2012-2013			
Group	**State**	**Site**	**State**	**Site**	**State**	**Site**	**State**	**Site**
Total	742	763	752	772	757	781	(+15)	(+18)
African American	650	713	665	758	666	734	(+16)	(+21)
Asian	867	861	875	858	876	867	(+9)	(+6)
Filipino	824	834	834	869	833	842	(+9)	(+8)
Hispanic	687	700	701	715	709	728	(+22)	(+28)
White	810	834	817	828	819	833	(+9)	(-1)
English Learners	640	615	650	638	651	643	(+11)	(+28)
Socio Econ Disadv	684	717	696	723	707	743	(+23)	(+26)
Special Education	502	546	518	544	532	551	(+30)	(+5)

Data from CA Dept. of Education

In all three years, SHS outperformed the state in six of its eight subgroups and the subgroups that demonstrated the most significant improvements were the African-American and Hispanic populations. Both outperforming the state across three consecutive years. Over the last three recorded years, from 2010-2011 to 2012-2013, the school's overall API exceeded the growth rate of the state by three points. SHS' biggest concerns are the English Learners, Whites, Asian, Filipino and Special Education students.

White students declined in improvement by minus 1 point over the three years, increasing in 2010-11 but falling back down in 2011-12. This is a subgroup that needs some focus along with our Filipino students that also showed an increase 2011-2012 but falling back down in 2012-2013. Special Educations students displayed some significant improvements which may be connected to the school's use of a co-teaching model (where general education teachers and Special Education teachers collaborate to develop curriculum and support students) however more work needs to be done to support Special Education students in general education classes.

Serra High School has also created multi-skills labs/classes where students with IEPs get additional one on one or small group instruction with the Special Education teacher and case manager in order to build academic skills that they can apply to their general education classes.

Serra High School continues to offer various tutorial programs after school and at lunch are also provided to all students that seek additional support with their core courses. Some teachers will offer tutorial services to their students in the morning, at lunch or afterschool.

The following graphs chart Serra's progress on the California Standards Test for the past 10 years. The green bar represents the students at the Advanced level. The blue bar is for Proficient; yellow is Basic, orange is Below Basic and red is Far Below Basic. The blue line is to compare the current number of student at or above proficient to past years.

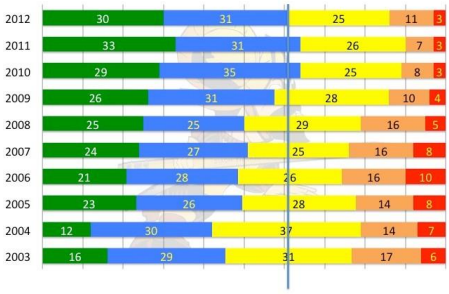
CST DATA:

The California Standards Tests that were utilized demonstrated improvement across the board. Every subject area had an improvement in percentage of students who scored in the Advanced category. Since 2009, most core department has improved in the percentage of students scoring at least Proficient (4-5% increases in the overall percentages).

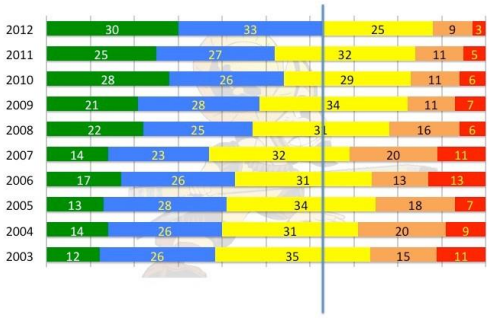
English Language Arts

The last four years of ELA data has demonstrated some minor setbacks, but on the whole the data shows and overall trend of improvement.

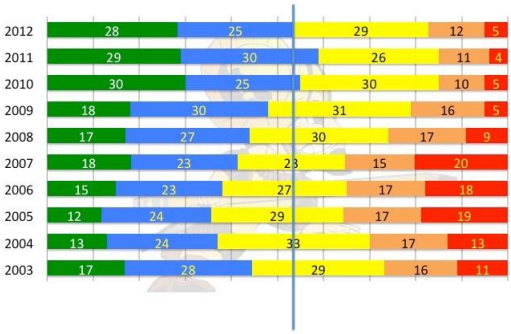
SERRA – ELA 9



SERRA- ELA 10

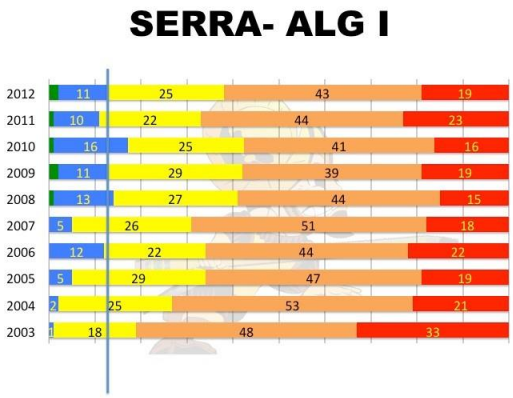


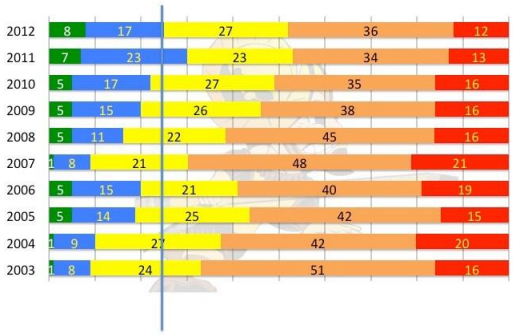
SERRA- ELA 11

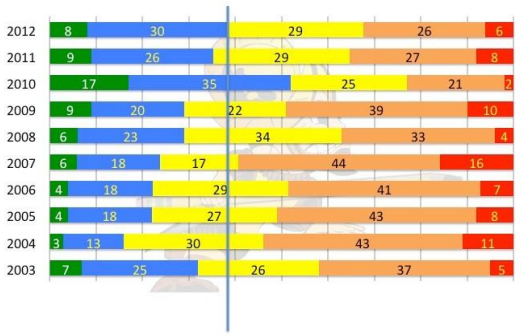


Mathematics

Algebra I continues to be an area of concern. The proficiency rate has not increased much since and the number of students at Far Below Basic has increased. Algebra II on the other hand has shown both consistent growth of the students above the proficiency level and a decrease in the percentage of students Far Below Basic. Geometry had an unusual jump in 2011, as did Summative Math in 2010 and both dipped slightly in the following year. However, if those abnormal years are taken out, a gradual improvement can be seen. With the exception of Algebra, I, all the math scores are better than the data presented in the last WASC report.

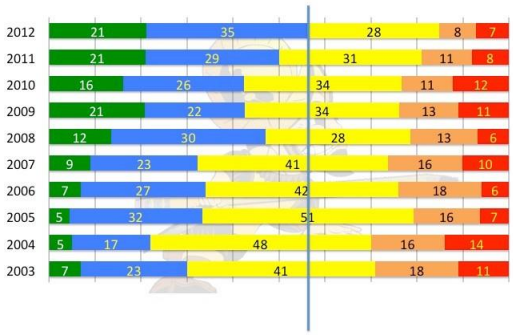


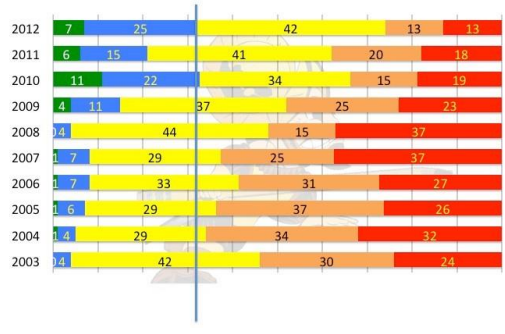




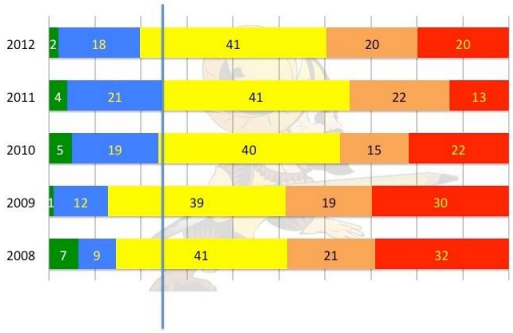
Science

The science data sends a mixed message. The last three years have shown impressive gains in Biology and Chemistry but a gradual decline in Physics. Earth Science had slight growth in 2011 but took a big step backwards in 2012. Once again, it should be noted that all the sciences have shown growth since the data presented in the last WASC report.

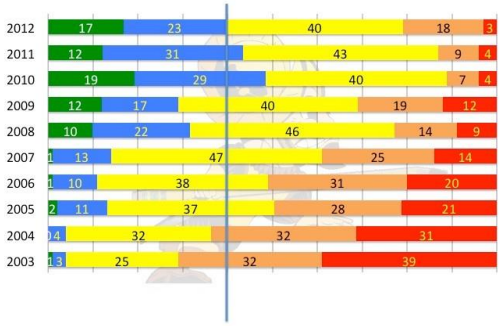




SERRA- EARTH SCIENCE



SERRA- PHYSICS

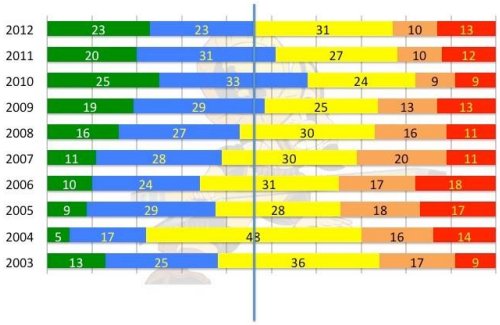


Social Science

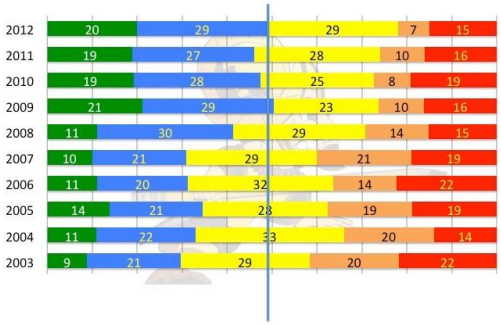
The last three years have not been the best for our Social Science scores. US History had some impressive gains in 2010 but they have been followed up with two straight years of losses.

World History dropped two years in a row and had a slight rebound last year. This is the only content area in which our scores have decreased since our data was last presented to WASC.

SERRA- US HISTORY



SERRA- WORLD HISTORY



CAHSEE RESULTS:

According to the CAHSEE data, proficiency continued to improve in both math and English. Significant growth occurred in 2013-2014. Both numbers are far above District and state numbers. All subgroups have improved, with Hispanic and African American students in math showing the greatest improvement. SHS has also demonstrated that there was approximately a 50% increase in English proficiency scores for English Learners. Also the school had a 25% increase in Math proficiency even though they are one of the smallest population subgroups on campus. This test is no longer a graduation requirement and so is no longer given.

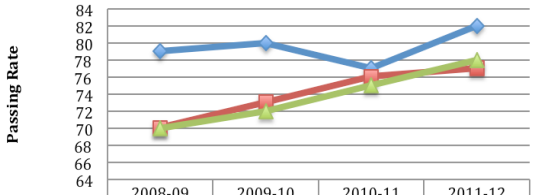
Percent Passing

Data from CA Dept. of Education

	2011-2012		2012-2013		2013-2014	
	Math	**English**	**Math**	**English**	**Math**	**English**
State	79%	78%	85%	84%	90%	88%
Districtwide	82%	79%	82%	78%	83%	80%
Serra High School	85%	84%	79%	82%	80%	78%
By Subgroups						
	2011-2012		**2012-2013**		**2013-2014**	
	Math	**English**	**Math**	**English**	**Math**	**English**
African American	82%	83%	76%	84%	84%	81%
Asian	91%	86%	96%	88%	98%	90%
Filipino	95%	95%	100%	93%	100%	95%
Hispanic	79%	77%	80%	84%	85%	82%
White	90%	93%	90%	94%	95%	95%
Special Ed	47%	43%	28%	37%	44%	50%
English Learners	51%	34%	43%	30%	56%	44%
Socio. Disadvantaged	79%	79%	80%	79%	87%	83%

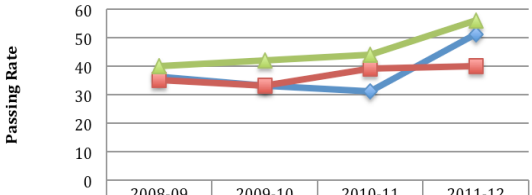
In graphs below, significant growth did occur in 2010-2011 and 2011-2012 for English and math. Both numbers were above District and state numbers. There was a 10% increase in English proficiency scores for Socially-Disadvantaged and Special Education students at SHS in 2011-2012.

CAHSEE- ELA (Soc Disadv)



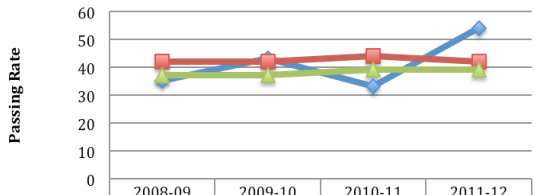
	2008-09	2009-10	2010-11	2011-12
Serra	79	80	77	82
District	70	73	76	77
State	70	72	75	78

CAHSEE - ELA (ELs)



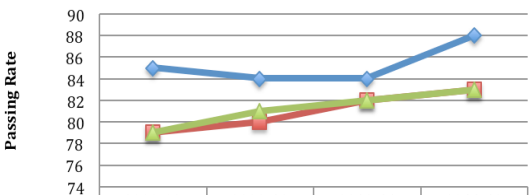
	2008-09	2009-10	2010-11	2011-12
Serra	36	33	31	51
District	35	33	39	40
State	40	42	44	56

CAHSEE - ELA (Sp Ed)



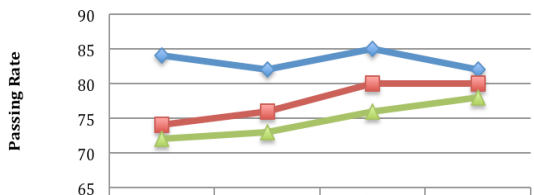
	2008-09	2009-10	2010-11	2011-12
Serra	35	43	33	54
District	42	42	44	42
State	37	37	39	39

CAHSEE - ELA (All)



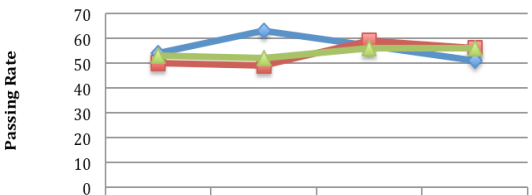
	2008-09	2009-10	2010-11	2011-12
Serra	85	84	84	88
Distict	79	80	82	83
State	79	81	82	83

CAHSEE- Math (Soc Disadv)



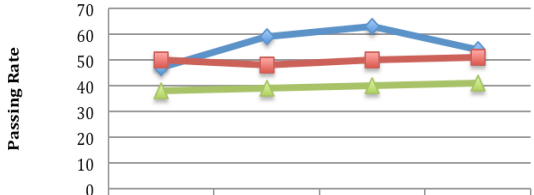
	2008-09	2009-10	2010-11	2011-12
Serra	84	82	85	82
District	74	76	80	80
State	72	73	76	78

CAHSEE -Math (ELs)



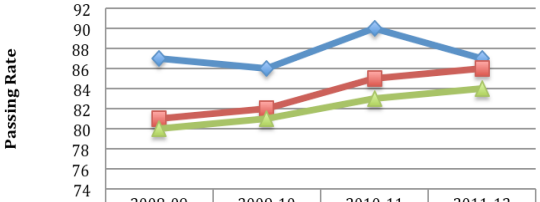
	2008-09	2009-10	2010-11	2011-12
Serra	54	63	57	51
District	50	49	59	56
State	53	52	56	56

CAHSEE - Math (Sp Ed)



	2008-09	2009-10	2010-11	2011-12
Serra	47	59	63	54
District	50	48	50	51
State	38	39	40	41

CAHSEE- Math (ALL)



	2008-09	2009-10	2010-11	2011-12
Serra	87	86	90	87
District	81	82	85	86
State	80	81	83	84

CELDT Testing:

Data from CA Dept. of Education

Year	Total	Adv.	Early Advanced	Intermediate	Early Intermediate	Beginning
2010	191	18	78	71	16	8
2011	166	6	45	90	19	6
2012	171	15	58	73	14	11
2013	142	11	58	52	16	5
2014	125	9	40	49	20	7
2015	117	7	40	51	16	3

The California English Language Development Test (CELDT) assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the State Board of Education (SBE). The CELDT results are reported by the following performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. The CELDT results show the overall English performance level attained by students.

SHS has enrolled a consistent number of English Language Learners for the past four years. Increased diversity in the number of student primary languages in the English as a Second Language (ESL) class continues to add challenges to the ESL program. The range of proficiency in this class is from very Beginning to Intermediate. Most ELL students have moved up one proficiency level each year. However, SHS continues to have a population of long-term English Learners at the Intermediate and Early Advanced proficiencies.

Graduates meeting UC/CSU Entrance Requirements:

Data from CA Department of Education

	2011-2012			2012-2013			2013-2014			2014-2015		
	Total	Rate	Dist.	Total	Rate	Dist.	Total	Rate	Dist.	Total	Rate	Dist.
African Amer.	14	30.4%	36.8%	12	30%	39.2%	20	52.6%	37.6%	9	40.9%	42.9%
Asian	28	73.7%	65.2%	30	83.3%	60%	25	67.6%%	63.1%	40	75.5%	68%
Filipino	10	71.4%	54.6%	5	55.6%	55.2%	11	57.9%	54%	8	66.7%	56.5%
Hispanic	72	43.6%	31.1%	60	39.2%	38.4%	74	45.7%	35.7%	58	35.6%	43.9%
White	69	55.6%	59.8%	86	74.1%	64.1%	68	56.2%	63%	60	60.6%	65.6%
Other	8	61.5%	59.1%	13	59.1%	59%	20	74.1%	63%	10	41.7%	60.1%
Male	97	48.3%	41.8%	100	54.3%	44.1%	105	48.8%	42.8%	85	45.5%	49.1%
Female	107	52.2%	49.5%	110	55.8%	55.3%	114	59.1%	52.6%	104	54.2%	56.8%
Soc. Disadv	102	41.8%	36.3%	103	44.8%	41.3%	92	44.7%	38.4%	96	41.7%	44.1%
Total	**204**	**50.2%**	**45.8%**	**210**	**55.1%**	**49.8%**	**219**	**53.7%**	**47.9%**	**189**	**49.9%**	**53%**

In 2014 and 2015, SHS students in most subgroups had graduates that met UC/CSU entrance requirements. The data indicates overall improvement in the African American student populations across four years. SHS is working to address how to continue to improve the African American and Hispanic student populations through AVID and other support programs. In addition, there seems to be a slight gap between male and female students. In 2013 and 2014, compared to the district, the socioeconomically disadvantaged students at SHS graduated having met UC/CSU entrance requirements at a far higher rate.

Dropouts and Graduation Rates:

	Serra Dropout %	Grad Rate	State	Grad Rate	District	Grad Rate
2009-2010	4.7 %	93.20%	16.6%	74.7%	8.3%	82.2%
2010-2011	.5%	94.80%	14.7%	77.1%	6.3%	85.3%
2011-2012	1.7%	95.50%	13.1%	78.9%	10.1%	79%
2012-2013	1.3%	96.50%	11.4%	80.4%	5.2%	87.9%
2013-2014	.2%	98.80%	11.5%	81%	4.5%	89.7%
2014-2015	2.5%	92.50%	11.8%	83%	4.2%	89.9%

Data from CA Department of Education

SHS shows a very high graduation rate, which has surpassed state and district graduation rates over the last six years. Dropout percentages reflect seniors only and not students who continue their education elsewhere. The Credit Recovery Program and Summer School have allowed students to recover missing credits in time for graduation.

Dropout rates at SHS continue to be below the state and district percentages and SHS continues to work on outreach, counseling and keeping parents informed regarding students at risk of dropping out of high school. For example, counselors sometimes make home visits to check on seniors that may be displaying multiple absents and sudden decline of grades. SHS is working to further address dropout percentages and finding ways to maintain student engagement in school.

SDUSD Percentages of Ds and Fs by Cluster*

Data from SDUSD

2014-2015 School Year

	%Ds	%Fs		%Ds	%Fs
Clairemont	**10**	**12**	**Mira Mesa**	**7**	**5**
Crawford	**5**	**16**	**Mission Bay**	**7**	**9**
Henry	**7**	**6**	**Morse**	**13**	**13**
Hoover	**10**	**17**	**Other**	**5**	**5**
Kearny	**5**	**10**	**Point Loma**	**6**	**6**
La Jolla	**5**	**4**	**San Diego**	**5**	**15**
Lincoln	**11**	**22**	**Scripps Ranch**	**4**	**2**
Madison	**9**	**7**	**Serra**	**8**	**6**
			University City	**4**	**4**

***Communities, including elementary, middle and high schools**

Sometimes an abundance of Ds and Fs can be attributed to a particular program or even a particular teacher, but nonetheless, ninth and tenth graders are of greater concern when it comes to Ds and Fs at SHS. The staff at SHS realize that some decrease in the amount of Ds and Fs among upperclassmen may be due to attrition, but there seems to be a need to focus on underclassmen. The AVID Program and the after-school tutorial support programs, along with the Credit Recovery program, are three ways SHS has been working towards decreasing the amount of Ds and Fs.

Overall, when comparing the SHS Cluster to other High School Clusters, Serra High School Cluster has some of the lowest rates of Fs and Ds. This may be due to the entire Cluster embracing AVID strategies with the over goal for the Cluster is to have most elementary schools, middle schools and Serra High School instruction steeped with AVID strategies over the next five years.

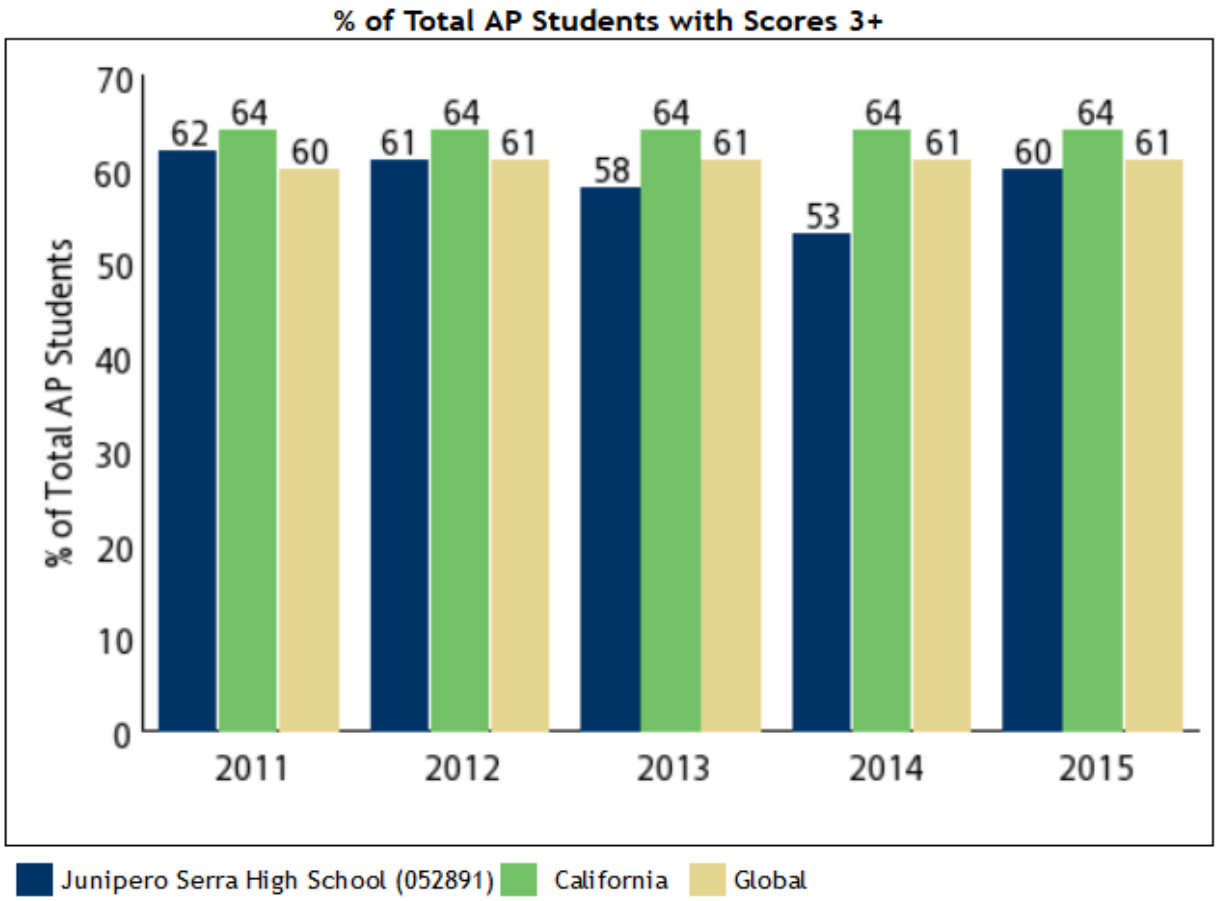
ADVANCED PLACEMENT:

One of the recommendations from the WASC visiting team was that Serra address our low pass rate on AP exams. The data and charts presented below indicate an increase in passing rates since the last visit. The percentage of students with a score of three or higher has dramatically increased and is more in line with the global AP pass rate. SHS continues to work towards improving AP pass rates and most teachers have attended one or more AP trainings in recent years to keep up to date on new instructional shifts in AP courses.

One reason for the improvement in AP pass rates could be the relationship that Serra High School develop over the last 5 years with the National Math and Science Initiative (NMSI). Serra High School was awarded a $714,000.00 grant that enabled students enrolled in AP courses to have consultants provide five hour tutorial instruction every Saturday beginning in October on different AP content areas. These AP Saturdays focused on a different content areas every Saturday and addressed Math, English, Science, History and Foreign Language. In addition to these tutorial Saturdays, AP teachers were able to attend additional trainings through NMSI. The workshops that some AP teachers attended enabled them to gather new insights on instructional strategies and content for the AP courses they taught during the school year.

Data from: AP College Board

	2011	2012	2013	2014	2015
Junipero Serra High School (052891)					
Total AP Students	352	402	419	520	452
Number of Exams	726	870	836	1,170	995
AP Students with Scores 3+	218	246	241	278	273
% of Total AP Students with Scores 3+	61.9	61.2	57.5	53.5	60.4
California					
Total AP Students	301,505	321,501	338,891	354,227	372,506
Number of Exams	555,057	594,959	635,596	668,479	707,523
AP Students with Scores 3+	191,999	207,367	215,233	227,801	237,063
% of Total AP Students with Scores 3+	63.7	64.5	63.5	64.3	63.6
Global					
Total AP Students	1,982,133	2,106,843	2,225,625	2,352,026	2,497,188
Number of Exams	3,475,395	3,714,079	3,955,410	4,199,454	4,516,115
AP Students with Scores 3+	1,193,662	1,295,051	1,354,800	1,442,136	1,515,274
% of Total AP Students with Scores 3+	60.2	61.5	60.9	61.3	60.7



SBAC DATA:

The 2015 and 2016 results reflect the first and second year of SBAC testing. SHS results do demonstrate a large area for improvement in both English Language Arts and Math. The students, staff, parents and community are encouraged by the first-year assessment results as it has identified areas of weakness and where SHS can work to improve. The second year testing demonstrates considerable improvements in English Language Arts and continual work towards improving Math comprehension.

Out of 327 students (11th graders), 43% met or exceeded the performance level standards in English Language Arts. In English Language Arts, students in the Asian population 61% met or exceeded the performance level standards, White 68% and 2 or more races 71% that met or exceeded the performance level standards. In 2015, 43% out of 328 students (11th graders) met or exceeded the performance level standards in the Mathematics section. Students of particular concern in both English and math are Hispanic/Latino students, English Language Learners and Special Education students. African-American students' scores are also of concern. Due to the small sample size, a difference of a few students can affect the scores significantly.

The SDUSD made a concerted effort to prepare teachers to teach the Common Core state standards. All teachers employed at SHS attended whole-staff training on various Common Core strategies in 2014-2015, including reading and writing across the curriculum, annotating articles, creating tests that mirror the SBAC test and creating lessons. English and math teachers also attended four mandatory Common Core trainings in 2014-2015. During 2015-2016, the district provided trainings for two math and two English teachers in order that they might come back to their departments and train teachers on campus.

Over the last three years, SHS's PLCs have focused on Common Core strategies. SHS has also provided students the opportunity in 2015-2016 to engage in some practice exams, including exams created by both the District and SBAC.

Some SHS's teachers have tried to emphasize the importance of the test with their students, not only in terms of how the test results make the school look, but also in terms of the students' individual scores and what those scores might reflect about the student. SDUSD schools benefited from District-created interim exams for both math and English, starting in 2014-2015. Those exams were created not only to get students used to online testing, but also to guide instruction, and to get students used to the types of questions they would find on the SBAC test.

SBAC results in 2016, demonstrate marked gains in English Language Arts out of 288 students tested, 60% met or exceeded the performance level standards in English Language Arts. In English Language Arts, students in the Asian population 85% met or exceeded the performance level standards, White 77%, 2 or more races 67%, and Hispanic 43% met or exceeded the performance level standards. In 2016, 44% out of 288 students (11th graders) met or exceeded the performance level standards in the

mathematics section. Students of particular concern in both English and math are Hispanic/Latino students, English Language Learners, African-Americans and Special Education students. Although these students remain a school-wide focus, it is important to note that African-American students had a 43% improvement from 16% in 2015 to 23% in meeting performance level standards in 2016 SBAC mathematics section.

It is also important to note that due to the small sample size, a difference of a few students can affect the scores significantly across subgroups. The SBAC results demonstrate that SHS will continue to develop programs and interventions to improving comprehension of ELA and math across all grade levels. One focus that is being strongly advocated this current school year is Serra High School's movement towards implementing more AVID strategies. This strong AVID focus is connected to the DoDEA grant partnership with Serra High School Cluster. SHS teachers believe that by incorporating more AVID strategies across content areas, students' study skills may improve and better performance results will be evident on future SBAC tests. In addition, to this focus, Math and the 9th/10th grade ELA teachers during the 2015/2016 school year attended full day of professional development activities, guided by District Math and District English Resource Teachers, to plan on improvements in aligning curriculum to Common Core Standards.

ENGLISH LANGUAGE ARTS 2015

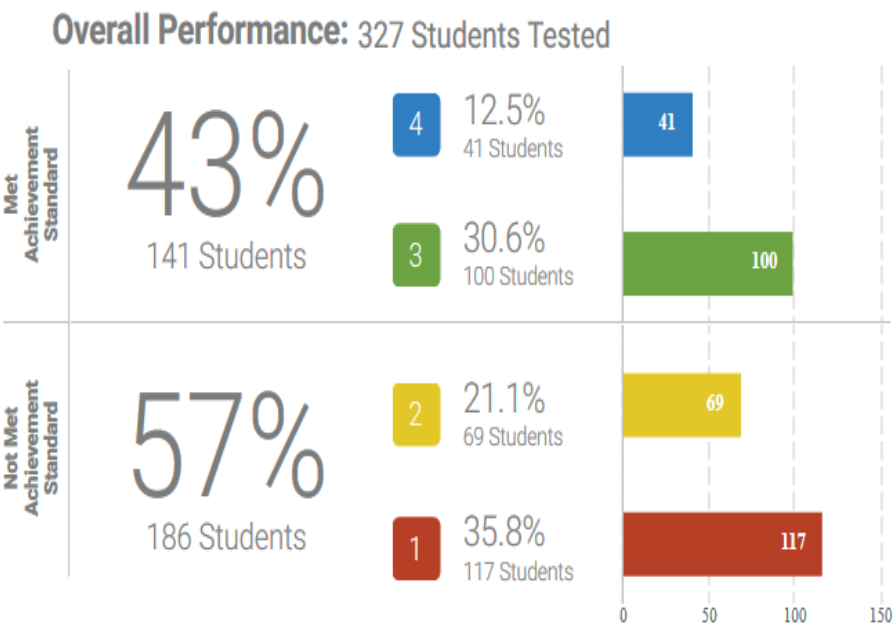
Data retrieved from illuminate Education SDUSD

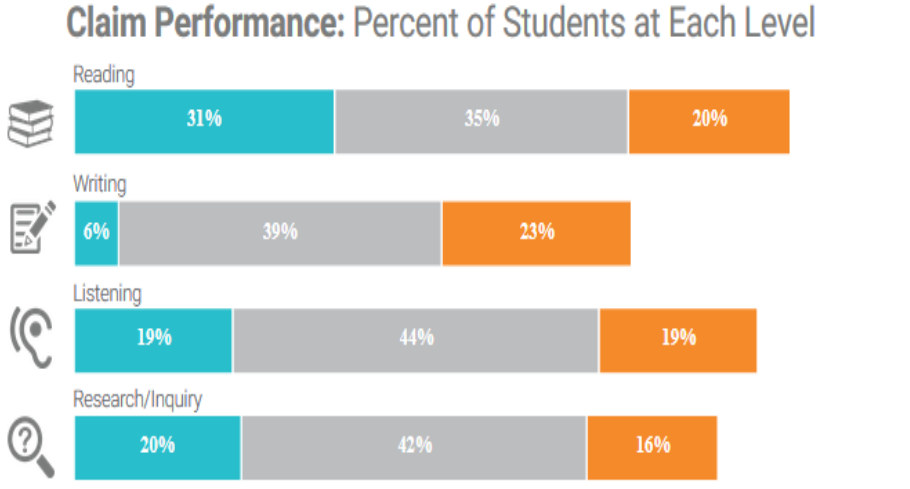
Smarter Balanced
Performance Summary

2015: Grade 11 ELA

Site: **Serra High**
Roster Date: **Control Panel (05-22-2016)**
Grade Levels: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.





ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Classes: **All Classes** Students: **All Students** Addl Student Group: **All Students**

Overall Score Levels
- 4 Exceeded the Standard
- 3 Met the Standard
- 2 Nearly Met the Standard
- 1 Has Not Met the Standard

Claim Score Levels
- Above Standard
- At / Near Standard
- Below Standard

Generated on 05/22/2016 by Illuminate Education™

Smarter Balanced Subgroup Summary

2015: Grade 11 ELA Summative (Final)

Site: **Serra High**
Department: **All**
Teacher: **All**
Grade: **All**

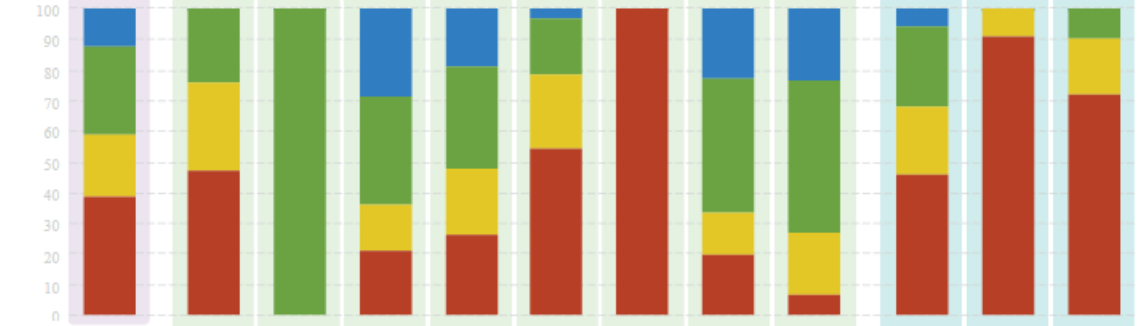
Roster Date: **Control Panel (05-22-2016)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly. State accountability (Academic Performance Index - API) incorporates all performance levels, whereas Federal accountability (Adequare Yearly Progress - AYP) involves the percent of students scoring Proficient & Advanced and does not examine lower performance levels.

Smarter Balanced Subgroup Summary

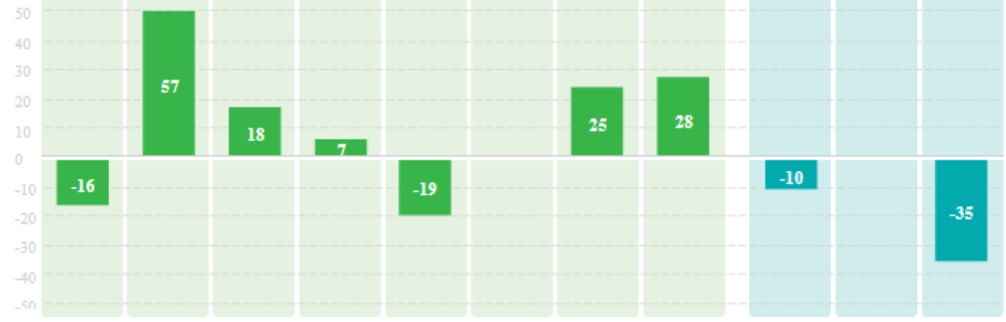
2015: Grade 11 ELA Summative (Final)

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Percent of Students Scoring at Each Performance Level												
Count	323	18	1	44	22	149	2	73	14	179	17	23
Exceeded or Met Standard	43%	28%	100%	61%	50%	24%	0%	68%	71%	34%	0%	9%
Exceeded Standard	13%	0%	0%	27%	18%	3%	0%	25%	21%	6%	0%	0%
Met Standard	31%	28%	100%	34%	32%	21%	0%	44%	50%	28%	0%	9%
Nearly Met Standard	21%	28%	0%	16%	23%	26%	0%	15%	21%	24%	6%	22%
Not Met Standard	35%	44%	0%	23%	27%	50%	100%	16%	7%	42%	94%	70%



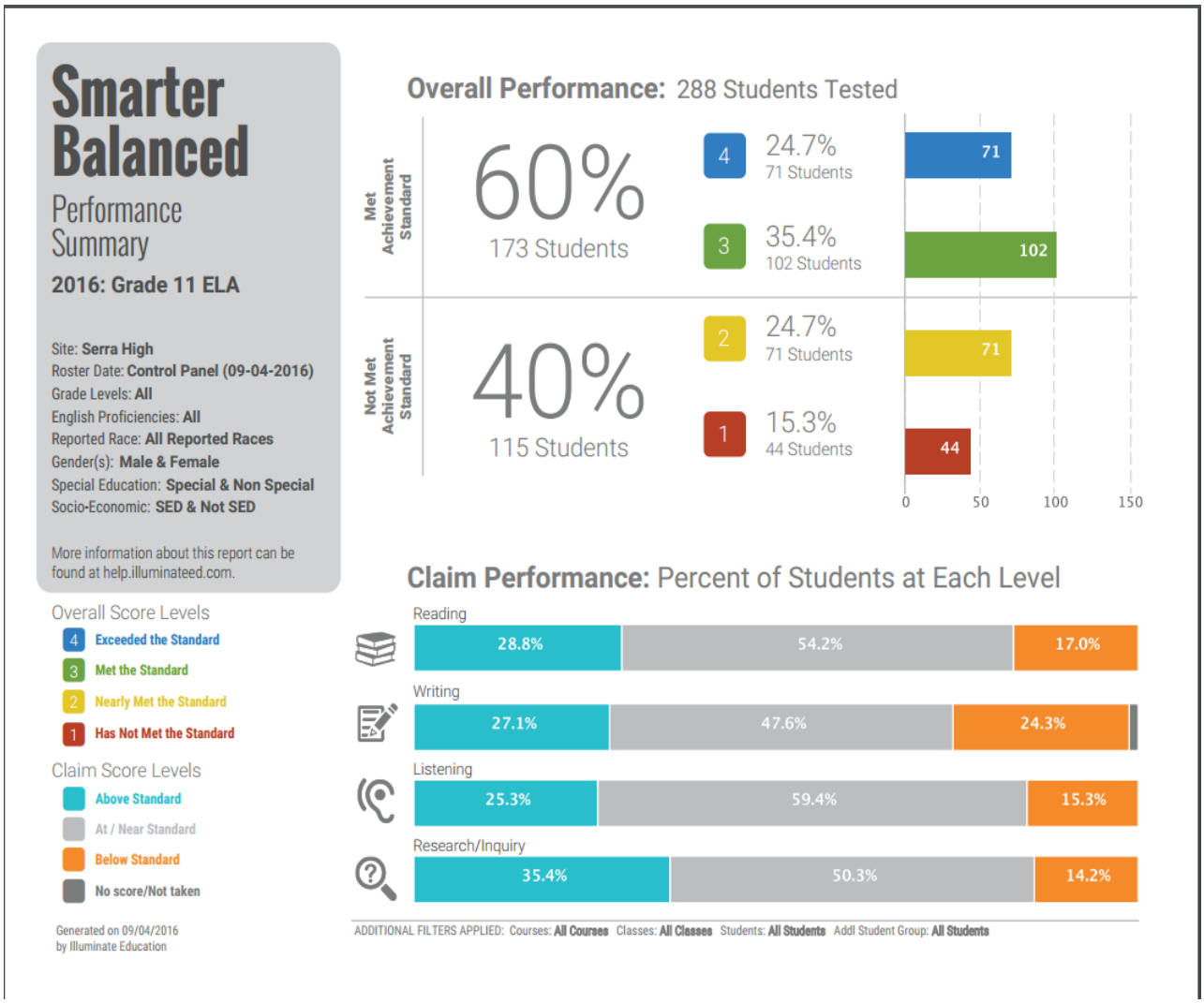
Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	18	1	44	22	149	2	73	14	179	17	23
Gap	-16%	57%	18%	7%	-19%	-43%	25%	28%	-10%	-43%	-35%



ENGLISH LANGUAGE ARTS 2016

Data retrieved from illuminate Education SDUSD



Smarter Balanced Subgroup Summary

2016: Grade 11 ELA Summative (Final)

Site: **Serra High**
Department: **All**
Teacher: **All**
Grade: **All**

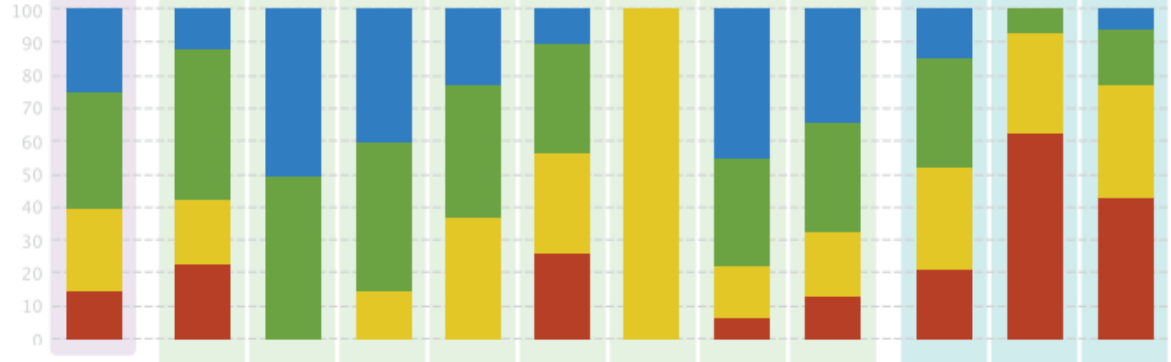
Roster Date: **Control Panel (09-04-2016)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly. State accountability (Academic Performance Index - API) incorporates all performance levels, whereas Federal accountability (Adequare Yearly Progress - AYP) involves the percent of students scoring Proficient & Advanced and does not examine lower performance levels.

Smarter Balanced Subgroup Summary

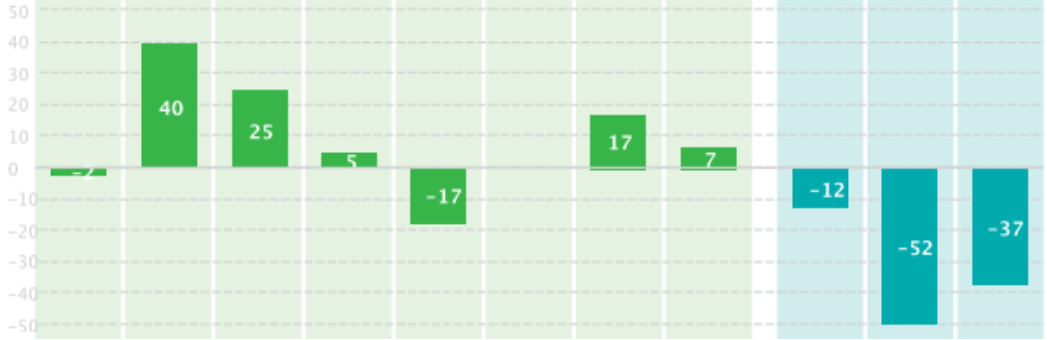
2016: Grade 11 ELA Summative (Final)

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Percent of Students Scoring at Each Performance Level												
Count	288	26	4	27	17	117	3	73	21	168	13	35
Exceeded or Met Standard	60%	58%	100%	85%	65%	43%	0%	77%	67%	48%	8%	23%
Exceeded Standard	25%	12%	50%	41%	24%	10%	0%	44%	33%	15%	0%	6%
Met Standard	35%	46%	50%	44%	41%	32%	0%	33%	33%	33%	8%	17%
Nearly Met Standard	25%	19%	0%	15%	35%	32%	100%	16%	19%	31%	31%	34%
Not Met Standard	15%	23%	0%	0%	0%	26%	0%	7%	14%	21%	62%	43%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	26	4	27	17	117	3	73	21	168	13	35
Gap	-2%	40%	25%	5%	-17%	-60%	17%	7%	-12%	-52%	-37%



MATHEMATICS 2015

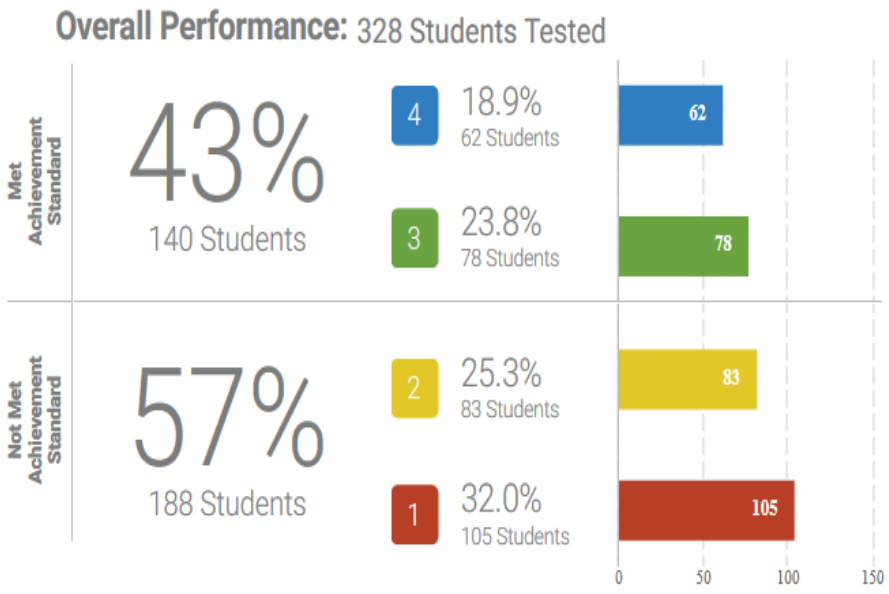
Data retrieved from illuminate Education SDUSD

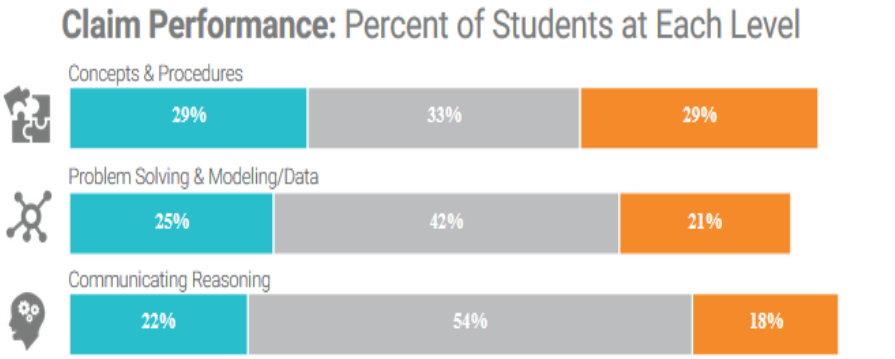
Smarter Balanced
Performance Summary

2015: Grade 11 Math

Site: **Serra High**
Roster Date: **Control Panel (05-22-2016)**
Grade Levels: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **Male & Female**
Special Education: **Special & Non Special**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.





Overall Score Levels
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Claim Score Levels
- Above Standard
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Generated on 05/22/2016 by Illuminate Education™

ADDITIONAL FILTERS APPLIED: Courses: **All Courses** Classes: **All Classes** Students: **All Students** Addl Student Group: **All Students**

Smarter Balanced Subgroup Summary

2015: Grade 11 Math Summative (Final)

Site: **Serra High**
Department: **All**
Teacher: **All**
Grade: **All**

Roster Date: **Control Panel (05-22-2016)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

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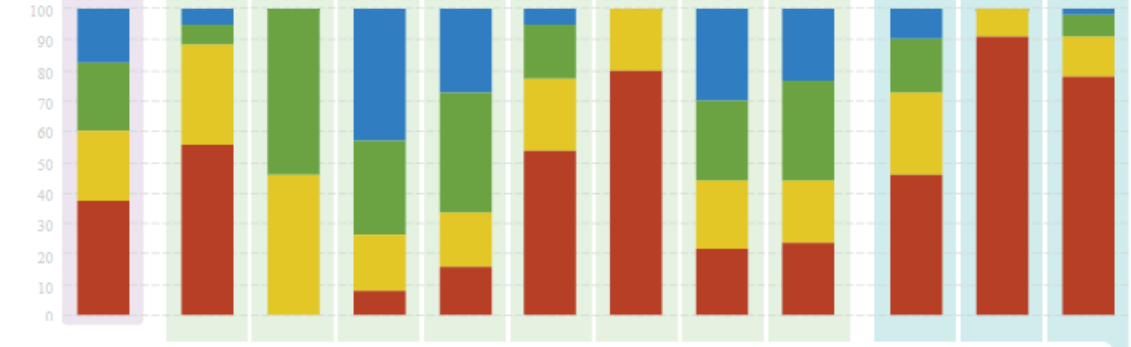
Smarter Balanced Subgroup Summary

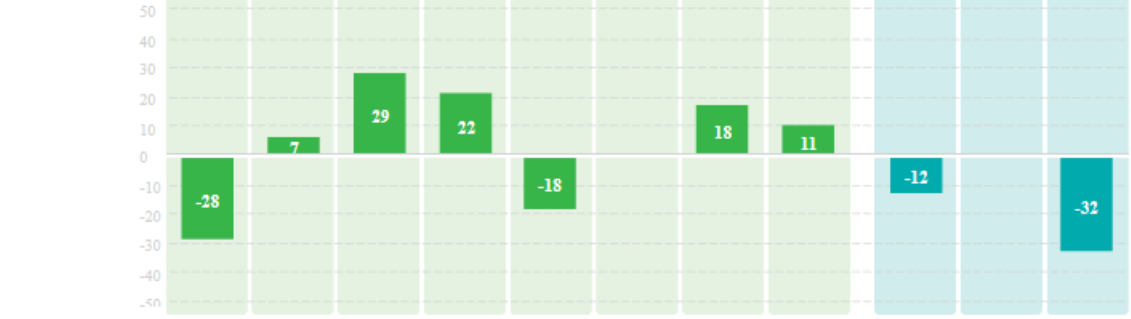
2015: Grade 11 Math Summative (Final)

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Percent of Students Scoring at Each Performance Level												
Count	323	19	2	43	23	145	3	75	13	181	17	26
Exceeded or Met Standard	43%	16%	50%	72%	65%	26%	0%	61%	54%	31%	0%	12%
Exceeded Standard	19%	5%	0%	42%	26%	6%	0%	35%	23%	10%	0%	4%
Met Standard	24%	11%	50%	30%	39%	20%	0%	27%	31%	20%	0%	8%
Nearly Met Standard	25%	42%	50%	19%	17%	29%	33%	19%	23%	30%	18%	12%
Not Met Standard	32%	42%	0%	9%	17%	46%	67%	20%	23%	39%	82%	77%



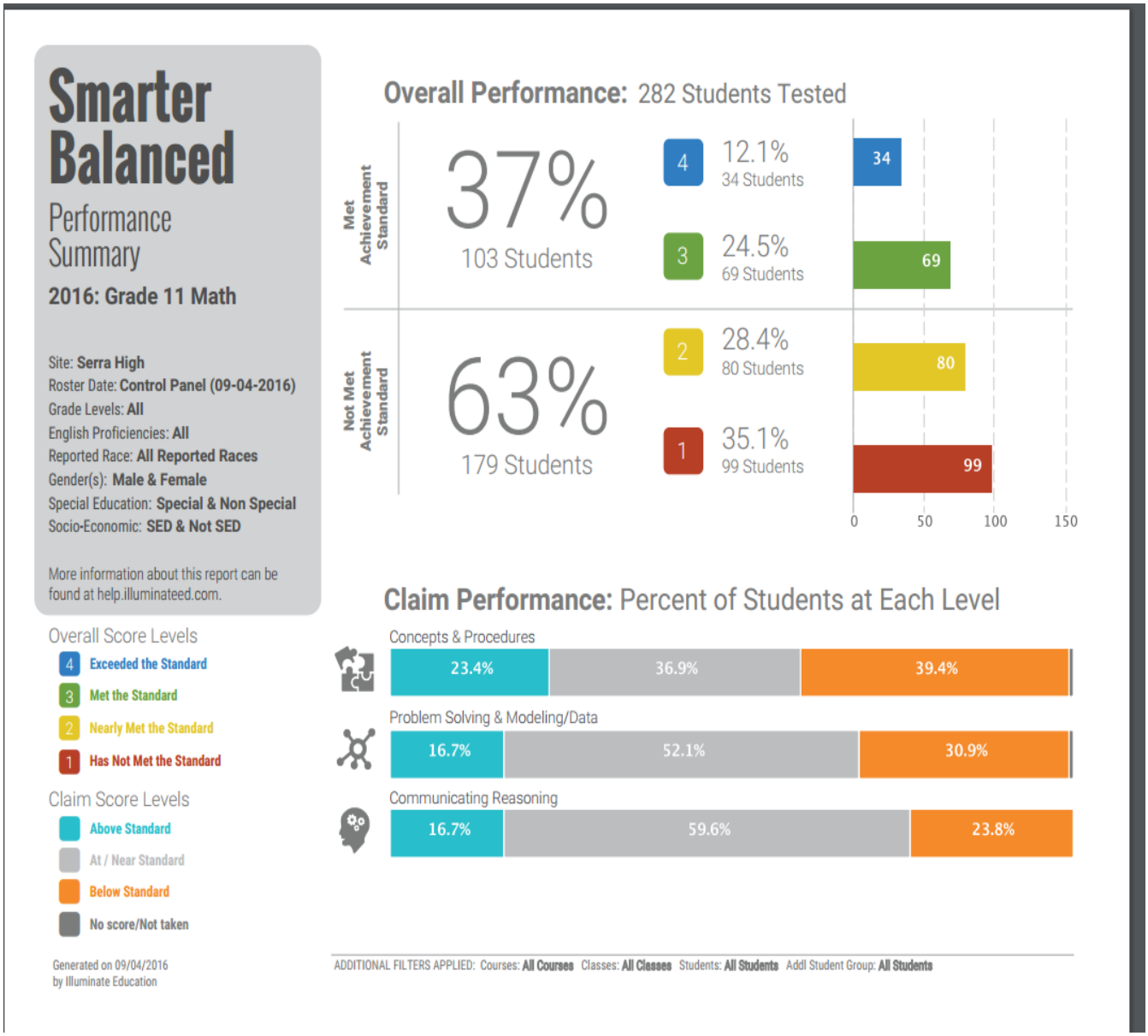
Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Count		19	2	43	23	145	3	75	13	181	17	26
Gap		-28%	7%	29%	22%	-18%	-43%	18%	11%	-12%	-43%	-32%



MATHEMATICS 2016

Data retrieved from illuminate Education SDUSD



Smarter Balanced Subgroup Summary

2016: Grade 11 Math Summative (Final)

Site: **Serra High**
Department: **All**
Teacher: **All**
Grade: **All**

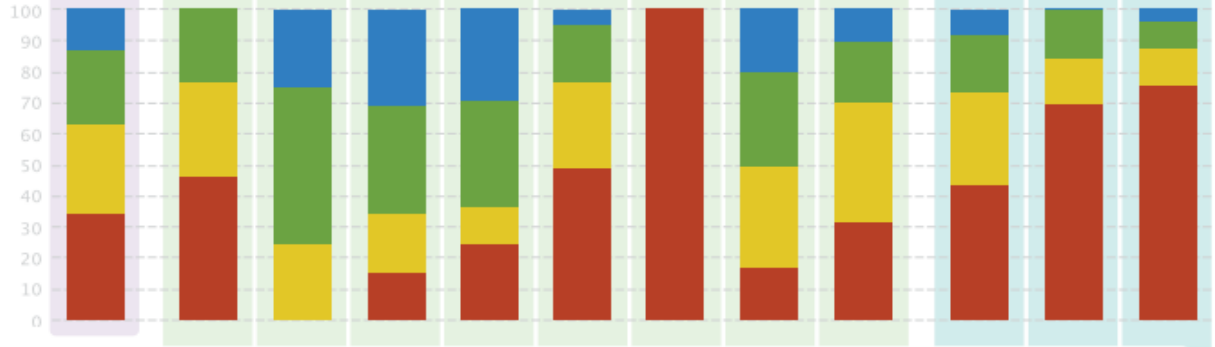
Roster Date: **Control Panel (09-04-2016)**
Gender(s): **Male & Female**
Reported Race: **All Reported Races**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**
English Proficiencies: **All**

Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly. State accountability (Academic Performance Index - API) incorporates all performance levels, whereas Federal accountability (Adequare Yearly Progress - AYP) involves the percent of students scoring Proficient & Advanced and does not examine lower performance levels.

Smarter Balanced Subgroup Summary

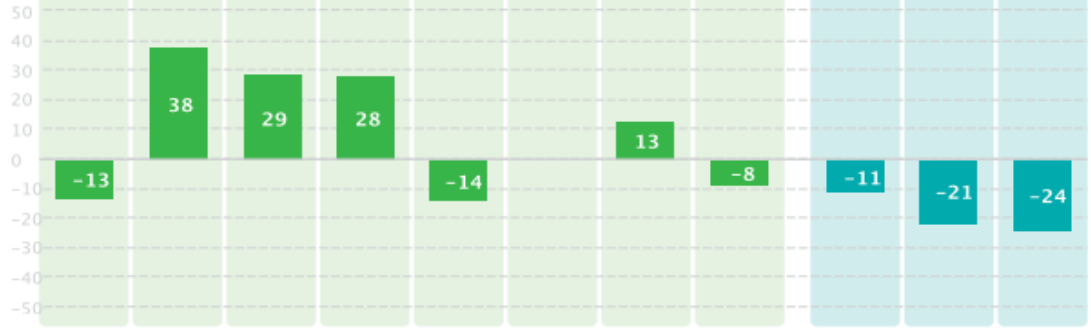
2016: Grade 11 Math Summative (Final)

	All Students	Black / African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Native Hawaiian / Pacific Islander	White	2 or More Races	Socio-economic	English Learner	Students with Disability
Percent of Students Scoring at Each Performance Level												
Count	282	26	4	26	17	116	3	69	21	166	13	33
Exceeded or Met Standard	37%	23%	75%	65%	65%	22%	0%	49%	29%	26%	15%	12%
Exceeded Standard	12%	0%	25%	31%	29%	4%	0%	19%	10%	8%	0%	3%
Met Standard	24%	23%	50%	35%	35%	18%	0%	30%	19%	18%	15%	9%
Nearly Met Standard	28%	31%	25%	19%	12%	28%	0%	33%	38%	31%	15%	12%
Not Met Standard	35%	46%	0%	15%	24%	49%	100%	17%	33%	43%	69%	76%



Gaps in Each Subgroup's Difference from 'All Students' % Met & Exceeded Standard

Count	26	4	26	17	116	3	69	21	166	13	33
Gap	-13%	38%	29%	28%	-14%	-37%	13%	-8%	-11%	-21%	-24%



FACILITIES:

Serra High School site covers 110 acres, with 49 acres utilized for buildings and athletic fields. Although district budget cuts have forced the loss of members of the custodial and gardening teams, Serra's grounds are clean and custodial crew is among the best in the district. One example is the tireless work in removal of gum from the concrete, so that it has never built up in large amounts (as is evident at many other schools). Staff and students also make an effort to maintain the school.

In 2012, Serra High School was awarded 18 million dollars of voter- approved funds for school improvements. The first phase of the use of these funds was the creation of a new stadium which includes synthetic turf, new lights and a rubberized track. Another improvement, although not part of Prop S, will be occurring during the summer of 2017, at which time solar panel structures will be constructed in the SHS parking lots, to provide shade for vehicles while reducing the cost of energy for the school. In addition to providing a reduction in costs for energy, the facility enhance- ment will improve the overall look of the school. During the summer of 2015, all classrooms became equipped with air conditioning units.

Data from www.cde.ca.go/dataquest

Item Inspected	2014-2015 Repair Status			
	Exemplary	Good	Fair	Poor
Systems: Gas, mechanical, sewer		X		
Interior: Interior surfaces		X		
Cleanliness: Overall, pest/vermin		X		
Electrical: Interior/exterior				
Restrooms/fountains			X	
Safety: Fire safety/hazardous materials		X		
Structural: Damage, roofs		X		
External: Playground, gates, fences		X		

The District's Physical Plan Operations department has noted the repairs needed in this category and has scheduled the necessary corrections

	Exemplary	Good	Fair	Poor
Overall Summary				
96.11%		X		

CHAPTER TWO:

Significant Developments

District Leadership Changes:

There have been two superintendents for the San Diego Unified School District since the last WASC self-study. Superintendent Bill Kowba served as interim superintendent on two separate occasions before officially being named San Diego Unified School District's Superintendent in 2010. Through the years of 2010-2013, Superintendent Kowba and the Board of Trustees developed what is now termed as "Vision 2020." In essence, this vision is to create strong school schools in every neighborhood. With this vision came new area superintendents who became supervisors for each area cluster of schools and had new central office roles. During Mr. Kowba's first year, each cluster area began to hold monthly meetings at their respective high school. Each cluster developed a constitution and bylaws for how to address the needs and common direction for area cluster schools. A separate area superintendent was appointed for each area to oversee and support the schools in that cluster. Since that time, community members have been encouraged to become more involved in their local schools and take on greater leadership roles. The District leadership, with board direction, has developed a 12-step plan for each cluster regarding what quality schools should look like as well as ways in which schools should reach out to their stakeholders. Many of the 12 goals mirror the WASC Critical Areas for Follow Up, including the need for a "most rigorous course of study," to "improve student achievement," and for "quality instruction."

During these three years under Mr. Kowba's helm, the District, like the state, faced serious economic challenges. Site budgets and District central staffing were seriously reduced. Mr. Kowba brought stability to the District as there had been a number of superintendent turnovers prior to his leadership with the board. During his three years, with Mr. Kowba's Navy background, his focus was to get schools in order and get them to follow District procedures and protocols.

With the retirement of Mr. Kowba, the Board of Trustees announced that the new superintendent for San Diego Unified School District would be the principal from Central Elementary School, Ms. Cindy Marten. Ms. Marten has led the District since July of 2013. Ms. Marten has proven herself to be a leader who greatly values the need to improve instruction for student learners and embraces the creation of learning centers where parents and community members are welcomed and are seen as major collaborators in improving schools.

When Ms. Marten took over as District leader, her direction was to first stabilize the District by hiring back all area superintendents to ensure stability within the District. As Ms. Marten began her leadership as superintendent, the state economy began to

improve, which allowed for more District funding. While the funding has improved since the lows of 2011 and 2012, the funding gained back by the District through the Local Control Funding Formula has not matched what the District received in 2007. There remains in the District a lack of funds to support a variety of needs of students and schools. As a result of the Local Control Accountability Plan (LCAP), at each board meeting the superintendent shares data related to the eight areas designated by the state as accountability measures for schools as well as data results in relation to the Board of Trustees' 12 Indicators for quality schools in every neighborhood.

From 2013-2016, Superintendent Marten has increased central office staffing in the area of instruction and support. With the hiatus of overall CST testing in 2014 and 2015, the state allowed Districts to use targeted funds to pay for teacher professional development in the core content areas. As a result, each school site received professional development dollars to attend central office training in Common Core. Each site, including SHS, sent key staff members to numerous off-site trainings designed to bring greater rigor, problem solving and analytical approaches to learning in classes. In addition, since 2013, each principal in the District began attending professional development meetings known as the Principals' Institute. Sessions are held every other month and include classroom walk-throughs at sites, as well as all-day trainings at the University of San Diego. The trainings are focused on developing the Learning Cycles:

A. How do we develop an academic, social and physical environment worthy of our children?
B. How do we create classrooms that are alive with collaborative conversations?
C. How do we create the learning conditions that maximize the potential that lies within the variability of all learners?
D. How do we develop students who take an active stance in their own learning and the learning of others?

Moving into 2016-2017, the District continues to focus on these primary themes and provides professional development for administrators to continue to keep these learning cycles present at their school sites.

Since 2010, the District has restructured the direct supervision of schools through means of area superintendents. Area superintendents oversee schools in their area from grades K-12. With a steady rotation because of retirements, SHS has had three different area superintendents since 2010. Currently, the Area Superintendent is Mr. Bruce Bivins and SHS is happy that he has served as the school's supervisor since 2014.

Site Leadership Change/Staffing Changes and Reductions:

Administration

There have been some major staffing changes since the last full WASC visit six years ago. In the summer of 2010 Serra's Vice Principal allocation was reduced from three to two. Vice Principals Lauren Basteyns, Eric Burtson, and Kathy Lorden all left Serra leaving two Vice Principal vacancies. Jon Robell and Julie Nydam were brought on to fill the vacancies at the end of the summer of 2010.

During the Spring of 2014 Principal Jimenez received a SDEA climate survey created by the SHS staff due to several incidents that created discourse amongst the community and teachers. As a result of the climate survey, SDUSD did a national search to identify a new principal for Serra High School and replaced Principal Jimenez in the Fall of 2014.

The District hired Vincent Mays, a long time administrator from New Jersey, who started his tenure in Fall of 2014, replacing a interim Principal. Principal Mays experience in education and his firm belief in equity has supported Serra High School in the recognition and receipt of the Gold Ribbon Award and partnership with Equal Opportunity School program. However, there still remains some discourse, mainly mistrust, amongst some staff members as a result of administrative changes. This has been documented when Principal Mays also received a vote of no confidence from SHS staff in November of 2015 and a SDEA climate survey in Spring of 2016. As a result of the continued discourse between staff and Principal, the District is in the process of hiring a new principal for the 2016/2017 school year. Therefore, at the writing of this WASC report, Serra High School is currently working with an interim Principal, Mary Castleberry.

The Vice Principals' Jon Robell and Julie Nydam left during the Spring of 2015 for positions at the SDUSD offices. Two interim administrators were brought in by the District until a post and bid for the Vice Principal positions occurred in Summer of 2015. The continual revolving door of the Vice Principal positions has made some staff struggle with building trust and relationships with all administration.

The hiring process for two new Vice Principals enabled Serra High School to hire John Arguilez and Valerie Jurado-Mueller. John Arguilez came from the Sweetwater district while Valeria Jurado-Mueller from SDUSD. However, in December of 2015, Valerie Jurado-Mueller was offered a Principal position at a K-8 school and left to pursue her new position. Serra High School operated with an interim Vice Principal until the hiring of Tara Howell (also from SDUSD) in March of 2016. The only remaining administrator from the prior WASC visit is School Site Operations Specialist Jeffrey Thomas.

In the fall of 2010 the Instructional Leadership Team, who oversaw the last WASC process. was disbanded in favor of a new ILT organizational structure. The membership of the new ILT was in flux for two years then the team ceased to exist in 2013. At the staff's request a Site Governance Team was created in replacement of the ILT.

The Site Governance Team continues to perform its operational duties however a new ILT is being planned for the coming 2016/2017 school year. The ILT will consist of department chairs from each content area.

The School Site Council remains intact and is now the primary custodian of Serra's Single Plan for Student Achievement.

Staffing

Throughout the current and prior administration, some staff continue to test the principal, however the majority of the staff focus their efforts on the students.

The California budget crisis hit Serra hard in the spring of 2012. While Serra managed only to cut a few teaching positions bumping caused over thirty of our teachers to receive termination notices for the 2012-13 school year. A last minute deal was struck between the teachers' union and the district in the summer of 2012. The union agreed to forego promised raises and face furlough days based on the results of the November ballot initiatives, most notably Proposition 30.

As a result, all teacher termination notices were rescinded. However, many staff members had already moved on to other positions. This combined with declining enrollments and cuts to the district's Human Resources department created a very chaotic opening of school in terms of staffing. By the time everything fell into place in October we lost three teaching positions due to declining enrollment. This loss in staffing required a reworking of our master schedule and numerous class changes several weeks into the school year.

Declining enrollment continues to be a major issue for Serra High School and some teachers may be excessed at the close of the 2015-2016 school year. This may result in some class course offerings and changes for the 2016-2017 school year. Even with the loss in staffing that has occurred since the last full WASC visit, three new support positions were gained through means of school and District funds to support teaching, students and parents.

To explain these positions and their roles over time:

- After the various changes in administration, during Fall of 2014 some school funds were used to add a **Dean of Students** to the SHS staff. SHS's ASB advisor took on the position while still teaching ASB and a marketing class. The Dean of Students has two class periods off along with a teacher prep period to work directly with students having behavioral issues, as well as check and monitor attendance referrals, and provide campus supervision. Currently this position will continue in 2016-2017 school year, with a decrease in the number of courses to be taught and more time to assist students having behavioral issues.

- One **Cal-SOAP Counselor** joined SHS in 2012 and their work continues today. Funded by the District, they are on campus three days a week to provide information about postsecondary education and financial aid for high school students seeking to enter college. Cal-SOAP is committed to providing services to students from any of the following backgrounds: students from low-income families, students from families in which they would be the first to attend college, students from schools with documented low college eligibility or participation rates, and students from geographic areas with documented low college eligibility or participation rates.

- During the upcoming 2016-2017, a **Professional Learning Coach** position has been created and SHS teachers were encouraged to apply for the position. An English teacher was selected and their roll will be to assist Serra High School's PLCs and provide additional support to core departments on instructional strategies. Their job will also include teaching the ALD course and will be expected to continue to support the entire staff with the adoption of the book: *Teach Like a PIRATE* by Dave Burgess. This book offers instructional strategies that are engaging and encourages teachers to create a more active learning environment. The PLC coach will also be expected to attend workshops or professional trainings centered around Common Core and Next Generation Science Standards.

The classified side of the staff was hit the hardest by the budget since the team's last visit. The Employment Outreach Specialist position was eliminated from the district. Serra filled the void by hiring a halftime Parent Support Liaison. This position was cut in 2014 due to the budget crisis. We also lost a half time clerk in the front office, reduced the Library Clerk II's hours and we now share our Network Systems Media Support Technician with another school site. Our Supervision staff has not increased and remains since the last visit, from 5 security members to 3 (not including our School Police Officer).

Advisory Program

In the spring of 2010, a team from Serra explored the possibility of creating a student advisory/mentoring model based on the highly successful intervention program at La Serna High School. Team members visited La Serna and local schools that had created the program. Based on a staff vote to implement the program and institute an alternate bell schedule, the WIT (Whatever it Takes) program was born at Serra in the Fall of 2011.

Whatever It Takes (WIT) is a school wide systematic approach of interventions, support systems, and enrichments designed to target and address individual student's

needs, and increase student achievement. WIT is a program to improve student learning and behavior. The program consists of a prevention program for grade nine students, an intervention program for tenth, eleventh and twelfth grades and an incentive program for tenth, eleventh and twelfth grades.

Incoming ninth graders are randomly grouped into classes of 20 to 25 students. The program exists to help incoming ninth grade students transition from middle to high school and to provide support their first year of high school. Link Crew works with the ninth grade advisory classes to assist with homework, tutoring, mentoring, encouragement and accountability. Ninth grade students needing additional support receive it in a program known as Guided Studies.

Fifty students were enrolled in the first year of Guided Studies classes and results were impressive. All of the students enrolled in the program entered high school with a GPA of 2.0 or below. At the end of the first semester, 38 had a GPA of 2.0 or higher with 16 of those with a 3.0 or higher. The number of referrals these students received dropped from 304 in middle school to 15 in 9th grade. 10 of those 50 referrals were given to just 3 students. Based on these gains, Guided Studies classes were added in 2012-2013 for 10th graders. The staff voted to have Advisory again for this school year, but only two days a week. This program was not continued into the 2013-2014 school year due to the continual loss of staffing as a result of declining enrollment.

Serra High School worked to seek out other programs to help provide mentoring for Serra High School students, in Spring of 2014 SHS received 250,000 federal grant to provide After School safety and Enrichment for teens, known as ARC, programs. The ARC program rolled out in Fall of 2014 and remains a strong program that offers students an array of safe, structured range of supervised activities designed to encourage learning and development outside the typical school day.

In addition to this program, Serra partnered with Serra Real Connections in 2014, which is a Healthy Start site and includes projects with SAY San Diego, SRC is located on the campus of SHS. Serra Real Connections provides various programs and/or services on-campus and off-campus and all free of service to students located on the campus of SHS. Some of these various programs include one-to-one mentoring, boys and girls mentoring programs, and other services which include parent outreach. Over the summer, the Serra Real Connections center continues to organize Parent Connection groups, Parent Cafes, and provide one-on-one support to families in our cluster. They provide a SAY San Diego's SOS Parenting Program flyer and referral form for military and Tierrasanta families to stay connected to Serra if their child is enrolled at SHS.

SAY and ARC remain strong programs on Serra High School's campus and are utilized extensively by administration and other staff members to help students that may be struggling academically or behaviorally.

Collaborative Leadership/Partnership:

In Fall of 2014, Serra High School established a set of core instructional capacity builders for each core department to focus of EOS and equity workshops. In addition to the capacity builders, department chairs became the lead on creating new Professional Learning Communities. Here is an overview of the collaborative process that took place.

- **Department Leaders:** At the end of the 2015-2016 school year, Principal Mays announced that core subject department chairs' responsibilities would increase and change. He asked for volunteers who would be willing to take on leadership roles and become coaches. Teachers in each department that were selected to be the chairpersons, were given the responsibility of working with administration and Serra's new professional learning coach to develop professional development opportunities within each department. The goal is to implement the continual four learning cycles of improvement by each department through analyzing student data and closely monitoring grades being earned by students.

- **Professional Learning Communities (PLCs**): At the start of the 2015 calendar year, staff organized in departments and at staff meetings to draft and develop a schoolwide PLC manual to be implemented in the Fall of 2016. This manual provides the format and expectations that are to be followed during any form of professional development at Serra or during professional learning committee meetings. (See the Annex for a copy of manual)

- **Professional Learning Communities (PLCs**): The current structure of PLCs at Serra High School are by core departments and by grade level. Each grade level has a common prep which also enables cross-curricular collaboration at times as well as grade-level content area teachers improving curriculum and lesson designs. At the end of each year a survey is conducted based on the guidelines from SSC on the structure for the following year related to PLCs at SHS.

- **Community Cluster meetings:** From 2010 until the present, the monthly cluster meetings have been held at SHS. Principals from all eight Tierrasanta schools, at least one staff member from each school, the Board member representing the area, the area superintendent and all guests meet to discuss unified improvements and celebrations. The area cluster meetings allow all attendees to participate in defining and shaping the direction for the schools.

- **Parent Teacher Organization:** Serra's PTO meets monthly and is a large and influential entity on campus. Board members and volunteers routinely volunteer at schools and work in partnership to support the mission and goals of the school.

- **Parent Room**: SHS will be establishing in 2016/2017 school year, a parent center on campus that will be used to give more access to parents related to school programs and provide courses on parenting skills and other services to help parents better understand their child's needs and help them be more successful in school.

Instructional Focus and Changes:

As an area of concern, the WASC visiting committee from six years ago felt there was no real instructional focus in place. To address this area of need, the following actions took place:

- **The Four Learning Cycles:** In an effort to put an increased focus on instruction in 2015-2016, Principal Mays introduced the SDUSD's learning cycle focus. The four learning cycles were broken up throughout the school year to build on student capacity and improvement student achievement. This instructional focus continues into the 2016-2017 school year and is part of SHS's SPSA.

- Another change during 2015-2016 is the schoolwide adoption to the book by Dave Burgess, ***Teach Like a Pirate*****.** In the late Spring of 2016, all staff received a professional development introduction to the book by Dave Burgess. Teachers in PLCs will be encouraged to utilize the book in development of lessons in the coming years with the continual support of additional professional development by Dave Burgess.

- **The completion of "A-G" requirements** by students was a concern raised by the last WASC visiting committee. Teachers were encouraged to educate their students about the requirements. Starting with the class of 2016, all students, in order to earn a high school diploma in the SDUSD, have to complete all courses required for admissions to all California UCs and CSUs. Over time, the school has adjusted what it offers to students, via the master schedule, to meet the new graduation requirement expected of all students.

- In 2015-2016, Serra High School's commitment to improving instruction result in the hiring of a teacher for 2016-2017 school year to be the professional learning coach. The **PLC coach** will work closely with administration to strengthen

the PLC calendar throughout the year and will be a resource to all teachers to assist in furthering professional development by departments. The PLC coach will be expected to work closely with department chairs and support the four learning cycles that are imbedded in Serra High Schools instructional focus.

- In 2015, students were surveyed through **Equal Opportunity Schools** (EOS) to determine student sentiment regarding accessibility of Advanced Placement (AP) courses. Staff were also surveyed to recommend potential students to be considered for Advanced Placement curriculum. The goal of the partnership with EOS is to increase the number of students taking AP courses. As part of the survey, students were asked to identify one or more teachers who were strong advocates for their academic and career interests. The data has been collected and SHS staff are working to see how the results might affect student enrollment in AP courses in the fall and discuss instructional focus in next year's PLCs.

New Student Information System Starts

In 2013-2014, San Diego Unified School District replaced Zangle with a new student information system called PowerSchool. It took some time for staff to learn the new technology management system. Even more challenging was the opening of school in 2013, when counselors had to learn how to program classes and to navigate its use for student scheduling. The transition to the new system made for a challenging start, but at this time, the vast majority of staff now know how to use PowerSchool to support student/parent/staff needs.

In 2014-2015, San Diego Unified School District replaced Data Director with a new data and assessment system called Illuminate. However, limited professional development opportunities have been offered by SDUSD and most SHS staff are still struggling with how to navigate this program and fully utilize all the various data sources that can be applied to assessing student academic progress.

New "A-G" Graduation Expectations

Beginning with the class of 2016, all students in San Diego Unified School District schools (SDUSD) must meet the University of California's "A-G" course requirements in order to graduate from a SDUSD high school. This change has caused more students to need to take and pass world language classes and higher level of math. While the District does not adhere to the no "D" or "F" policy expected of students eligible for a UC or CSU school, students must pass the same "A-G" courses to earn a high school diploma. The increased expectation for all students to meet UC and CSU expectations is a valid need; it is, however, a challenge on a number of levels, as students have fewer elective options.

Technology Advancements:

Technology use has greatly expanded since the last full WASC visit at SHS. Almost all core classes have classroom tablets or iPads and two new computer labs exist on campus for student use.

Promethean Boards and Netbooks/iPads can be found in all math, English, social studies, world languages, and now all science classes. When the WASC team visited six years ago, only math teachers had the i21 packages. This technology can be used in many ways. The District provides continual training for teachers throughout the year and during the summer. As teachers take more and more trainings, their capabilities increase and the use of the technology better serves teaching and learning.

The Promethean Boards provide interactive experiences with the use of a document camera, two "styluses" and a large touch screen. They can be used for everything from editing, to brainstorming, to *Jeopardy*, along with enabling programs such as Active Engage, which allows students to vote/answer multiple choice questions instantaneously, providing immediate feedback to the teacher. The Lanschool program for the netbooks allows teachers the ability to see every students' desktop screen at the same time on their teacher-table laptops in order to monitor student learning, limit Internet access to particular sites, monitor students' online behavior and send messages via the laptops to all or individual students while they are working in class.

Site-based data analysis had been done through means of **DataDirector.** However, in 2014, this system was updated with the new system, **Illuminate**. Much of the data used for the last two WASC self- studies had been accessed through DataDirector and through the discontinuation of the program, the result has left some previously accessible data inaccessible. DataDirector was first introduced in 2008- 2009, and many teachers learned how to create their own tests using the program, which allowed them to gather data on their own tests and compare results from year to year or with other teachers using common assessments.

Illuminate is now in place and the SHS staff is in the process of learning how to make tests, use easy-scoring capacities, etc. The District has also implemented Interim assessments for ELA and Math through Illuminate so that all stakeholders (including students and parents) can access student data. Teacher-wide, school-wide and District-wide data on these tests can be accessed to inform teachers and help them to prepare students for Smarter Balanced testing.

APEX Credit Recovery Program and iHigh: Credit Recovery is a course for students who have received a D or F in a class and make up their credit through

an online system. From 2010-2015, students took classes through the APEX program to make up credits. Starting in the fall of 2015, the new District-adopted online program has switched to a new provider called Edgenuity. Also from 2010-2015, via APEX and now Edgenuity, students can take courses not offered at the school for first- time credit via an online method.
In 2010, a satellite school was created in the District that allows students to take iHigh classes, while still staying enrolled in their primary high school. Very often, students take these courses because they have come to SHS from another state and are credit deficient or are seeking to accelerate their credit options by completing more required classes more quickly.

Class periods for Credit Recovery and iHigh are available during the school day and during seventh period, after school. All students enrolled may work on the APEX/Edgenuity class at home as an option as well. Between the years of 2010-2015, over 500 course credits have been made up and another 53 classes earning new course credit for students.

Naviance, a computer-based program designed for students to receive information on course work, colleges, careers, and individual academic data, was piloted by SHS counselors in 2009. It is a database with information regarding students' personal academic history and applications to post-secondary schools. Students began to complete their college applications through Naviance in 2010 and, therefore, teachers submitted many of their letters of recommendation using Naviance. A glitch in the enrollment system meant that students and teachers could not complete applications through Naviance in 2014-2016, but the school plans to be back on board in the fall.

PowerSchool is the student information system adopted by the District in 2013. The system, in addition to tracking student demographic information, is also used for taking attendance, as a gradebook and for posting grades. Both students and parents have access to PowerSchool. It is an important tool for parents to obtain knowledge about their student's completed work and grades. Because PowerSchool is a modern program, many parents and students have downloaded the app to their phones and are able to access grades instantaneously at any time.

Serra High School Website has been under upgrades and continues to provide important information about the school's activities and events. Routinely, monthly PTO meetings/Daily Conquistador mentions related to school events, upcoming events, important deadlines, and graduation information are posted for all stakeholders. Parents and community members can also keep track of School Site Governance and School Site Council meeting notes, which are posted on the website. Important curricular information is also provided, as teachers have

submitted their course syllabi, and many have links to their own webpages, which provide learning tools and homework assignments. Parents and students can easily access teacher email addresses and extensions, and teacher office hours, in order to know when most teachers are available for one-on-one help for their students.

Programs Gained and Lost:

- From the years of 2010-2014, the District dropped the availability of summer school for all students except seniors. Taking away this option for students meant that most students who need to make up credits had to do so during the academic school year, either by retaking classes or through Credit Recovery. With the new "A-G" graduation requirements, in the summer of 2015 the District freed up funds to allow all students, not just seniors, to take summer school classes. However, the courses offered during summer school are for credit recovery only.

- Seeking to do something about the continual academic gap that exists for African American students in our country, state and District, the Board of Trustees approved a plan called Blueprint to Accelerate the Achievement of African American and African students. In the plan, schools were asked to develop strategies to help African-American and African students to become more successful. SHS has developed a partnership with **ASCEND**, a program sponsored by The Epsilon Xi Omega chapter of Alpha Kappa Alpha Sorority, Incorporated, which has a long and decorated history of serving San Diego county. ASCEND is designed to motivate, engage and assist African-American high school students in reaching their maximum potential. The program's focus on Achievement, Self-Awareness, Communication, Engagement, Networking and Developmental skills. Students in ASCEND Program have an opportunity to receive academic enrichment and life skills training to support their journey to college or vocational employment.

- Starting in the fall of 2010, SHS adopted a **Navy Junior Reserve Officer Training Corps (NJROTC)** program. The response has been tremendous and students from the full spectrum of the student body have signed up for the program. Students in ninth and tenth grade receive PE credit and other students receive elective credit for the program. NJROTC is designed to help prepare students for life after high school and may also positively contribute to retention rates.

  The program has vibrant after-school activities that give participating students opportunities to develop leadership and teamwork skills. NJROTC teams practice and compete against other NJROTC programs in events such as drill, physical fitness, and academics. Students also learn about volunteerism and patriotism.

SHS now has a color guard that presents the national flag at a wide variety of important school and civic events.

- **SAY San Diego** (Social Advocates for Youth) has been part of Serra's campus since 2012. Say-Serra Real Connections/Health Start Center primarily functions as Serra High School's school-based family resource center. It is located on the campus and seeks to enhance the lives of students and families through implementing programs designed to provide high quality education and supportive services. Some of the services it provides includes: support groups for our students to help them through any problems, social, emotional or academic. SAY also provides access to health care, substance abuse prevention, before and after school programs, juvenile delinquency prevention and mental health counseling.

- **SOS Parenting Program**, this is offered through Serra's Real Connection/Health Start Center (SAY) and supports parents year around since 2013. The SOS Parenting Program includes organizing and facilitating parent connections groups, parent cafes (book clubs) and provides one-on-one support to famies in the Serra Cluster. Some of the topics that these various parent programs address include: positive discipline, preparing military families for spouse deployment, age-appropriate play, behavrioral and developmental delays in children and stress management.

- In Fall of 2012, SHS wanted to be committed to providing an array of comprehensive programs and services that support the recruitment, retention, transition and academic success of its students. In collaboration with our instructional colleagues, "**Count Me in**", was created and is a program to provide a challenging academic environment, while supporting students in their academic pursuits. We are devoted to ensuring that our student support services represent the diverse needs and broad interests of our campus populations.

- Since the fall of 2014, **Career Technical Education (CTE)** courses have been offered at SHS. SHS has extensive offerings of CTE courses and career pathways including Arts, Media, and Entertainment; Business and Finance; Marketing, Sales, and Services. Serra High School, starting in fall of 2016, will be offering our newest pathway implemented with the addition of our Data Center, Information and Communication Technologies.

- In Fall of 2013, SHS established a **"Come to school with your student day**." This program offers parents an opportunity to attend all their child's classes and observe their child's interactions in class and the types of instructional strategies Serra High

School teachers implement. Additionally, parents may observe any other time by appointment.

- In Fall of 2015 SHS established a program that enables our Special needs students to have hands on experiences working in a “Store”. ASB works with the special needs students on learning the operational expectations a store requires to function such as stocking shelves, maintaining inventory and selling products. This program works in conjuction with a Work Incentives class that is taught by a Special Education teacher. This program is planning to expand by creating a clothing/Serra spirit merchandise store in the coming school year.

- In Fall of 2016, SHS will be establishing a **Wellness Center**. The primarily purpose of this center is to provide social and emotional supports for students.

- In the 2016/17 school year, SHS will offer a **Math Support Program** to 10th grader that failed Integrated Math I or Integrated Math II as a freshman. Placement in the classes, taught by a Serra High School Math Teacher, will be based on students that did not complete their summer school or did not attend summer school to make up their grade. The class will provide instructional supports to ensure students have the knowledge and comprehension to earn credit for completing Integrated Math I or Math II. In addition, the math teacher will collaborate with the Math Department chair to provide other math support for students in other math courses based on need.

- **National Math and Science Intiative** grant that expired in Fall of 2015, offered Serra High School an opportunity to obtain a 3 year matching grant. Serra High School applied and was awarded the 3-year grant. The program, which offers AP tutorial Saturday sessions throughout the school year and some AP professional development for teachers, will now continue forward for the next three years, 2016-2019.

Implementation and Monitoring of School Wide Action Plan and Single Plan for Student Achievement (SPSA)

As soon as the school received the Identified Critical Areas for Follow Up from the Visiting Committee, the outgoing Principal and Leadership Team prepared a tentative new Action Plan/SPSA Plan for the 2010-2011 school year. Believing that improved instructional practices are key to maintaining "a high achievement level of identified sub populations" and developing "strategies to close the achievement gap of low performing sub populations," the team has made these areas a focus for Critical Area/Goal one. The Action Plan/SPSA Plan created for the first year after the WASC visit, revised by the incoming principal, goes into detail as to what goals are specific to each core department individually, as well as those expected school wide.

After the visit, the Action Plan/SPSA Plan was revised annually by the principal and SSC using ongoing data results. Each year, the Action Plan/SPSA was adjusted to keep in place practices and programs showing success, as well starting new actions that would better support the achievement desired by students. At the start of each school year, new actions and outcomes are defined and identified for each coming school year.

As part of the cycle of improvement for the annual Action Plan/SPSA Plan, student achievement data (CST, CAHSEE, EAP, AP and now SBAC scores) is routinely shared at staff meetings, Administrative Council meetings, School Site Council meetings, School Governance, Department Meetings and PTO meetings. At all gatherings, data is used to both inform and to gather feedback on what to keep doing or what to consider changing to meet the needs of students. Each spring, a formal process is in place for submitting the school's SPSA. Goals are developed and are in alignment with both the Action Plan and goals established by the District.

SHS voted to continue having early-out Wednesdays all six years and designated those days as whole staff, departmental, PLC or WASC-related days. Many of these meetings, whether in small or large groups, were related to the implementation and monitoring of the Action Plan/SPSA. Core departments spent their time working on the task of improving instruction. Some core teachers are working on being trained in AVID strategies this summer and it is expected more will go through AVID summer training in summer of 2017. Any additional professional development trainings related to strategies completed by SHS's "capacity builders" are shared and in course-alike meetings.

In order to keep all stakeholders informed about what discussions and actions are taking place at early-out PD days, meeting minutes from many of the PD days are collected and will begin to be posted on the SHS website in 2016-2017 school year. Additionally, most School Site Council and site Governance Team minutes are also posted on the website, to keep all stakeholders informed.

WASC Follow up from 2013 Interim visit

Goal 1: Academic process, increase rigor by aligning core courses to content area standards with common units of instruction, curricular maps, and assessments.

Fall 2013 – Fall 2014: In the math and English departments, teachers used the activities and practice tests provided by the state to prepare students for the new Common Core State Standards (CCSS) exam in order to compare and interpret data and make informed decisions about instruction. Professional Learning Communities (PLCs) focused on the instructional strategies. Where written assessments already existed, core departments implemented common assessment exams created by the site or District in order that teachers could gauge student mastery of standards.

The results from the assessments were used by teachers to self-examine their instructional strategies and also, if necessary, reteach concepts to students needing more skill development.

In addition to utilization of common assessments, there has been several professional development opportunities at Serra for teachers to focus on raising the level of questioning using both Bloom's taxonomy and Costas' level of questioning.

Fall 2014 – Fall 2015: Core department teachers worked with course-alike colleagues at Department Meetings and in PLCs to develop common curriculum and assessments meant to determine the degree of student learning in their courses. Core departments also used Department Meeting time to compare data, determine the degree to which students are learning and guide their decisions about teaching and learning**.** Core departments have also created curricular maps and there continues to be development of curricular maps for elective courses. Core departments have continued to implement common assessment exams created by the site and District. The results were used to determine where reviewing and re-teaching was necessary. Student grade results in all content areas were evaluated during the year to determine growth and/or areas of needed support.

Goal 2: Increase schoolwide expectations to ensure all students, including all subpopulations, will be prepared to enter and complete a four-year college or university after graduation.

Fall 2013 – Fall 2014: Counselors encourage all students to take four years of mathematics and three years of foreign language as most class offerings at Serra meet UC/CSU a-g requirements. The counselors present a-g requirements to students at every

grade level during matriculation and to parents at parent nights. In addition, Serra has increased access to AP courses by allowing any student to select an AP course without restrictions and teachers discuss course selection with students encouraging those that demonstrate AP potential.

Fall 2010-Fall 2015: Serra High School received a $714,000 National Math and Science Institute grant to assist Serra students to be successful in AP math and science courses as well as success on taking and passing math and science AP exams. The five year grant enabled teachers in math and science that taught AP classes to attend professional development towards improving their instructional strategies and content knowledge in the courses that they taught. In addition to professional development for staff, students in AP English, Math, History, and Science courses were given opportunities for five hour tutorial clinics on Saturdays up until the AP testing in May. Every other Saturday was a different AP content area focus and NMSI consultants would teach students on Saturdays testing strategies as well as content to improve their comprehension of the AP material.

Fall 2014-Fall 2015: Serra High School continues to strengthen its AVID program and students enrolled in AVID are expected to be enrolled in at least one advanced or AP course. The AVID program has lower and upper grade courses that are taught by two teachers who work closely with the AVID coordinator that visits all feeder schools in Serra Cluster. SHS continues to have teachers sign up in the summer to take the AVID summer institute three-day training. The overall plan for SHS is to have all teachers attend the AVID summer institute and to eventually see AVID strategies consistently taught in all content areas by 2020.

Fall 2015-Fall 2017: Serra High School established a Intervention Team that meets weekly to ensure all students in need or at risk are provided with an intervention to help them in their academic struggle. This Team consists of school counselors, the ASB/Dean of Students, Representatives of Say San Diego, the Wellness center, McAlister Institute, School Administration, School Nurse and the Military, Family, Life Counselor (MFLAC). During the 2015/2016 school year, the Invention team helped solve students dealing with drug addition, academic problems, physical and mental abuse, social problems, and many other issues to help ensure these students received the supports to enable them to be on track for graduation. The team works together to develop a plan of action and counselors would be responsible to monitor and report back the following week. Each week, the student's progress is discussed; in many cases this intervention was a pre-screening to more intensive support such as a SST (Student Study Team) or Special Education Testing.

Fall 2016-Fall 2017: Serra High School's Math Support program will enable students that failed Integrated Math I or Integrated Math II as freshmen to take an additional course their sophomore year that provides instructional strategies to assist with earning passing

credit for Integrated Math I or Math II. This program was established based on the assessments and math professional learning community discussion with the math teachers, counselors and administration. Teachers assessed students who were falling behind in math comprehension and had low performance in their next level math course as well as in their 10th grade Physics courses because these students lacked a solid foundation in Integrated Math I or Math II. The math department chair and teachers helped develop a math support program to assist students with math comprehension and thereby ensuring students would be on track and prepared to enter a four-year college.

Goal 3: Design and implement strategies to increase opportunities for all students to connect to Serra High School and create a comprehensive, systemic tutoring program.

Fall 2013-Fall 2014: Serra High School is committed to providing an array of comprehensive programs and services that support the recruitment, retention, transition and academic success of its students. In collaboration with our instructional colleagues, "Count Me In", is a program created to provide a challenging academic environment, while supporting students in their academic pursuits. We are devoted to ensuring that our student support services represent the diverse needs and broad interests of our campus populations. In addition to the online referral system, teachers are encouraged to collaborate with counselors and parents to assist in student referrals to the "Count Me in" program.

Serra High School received a discretionary grant program back in 2009, called GEAR UP, it is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students, this program ended in Spring of 2015.

Fall 2014-Fall 2015: Serra High School continues to utilize the "Count Me in" program and is working to identify additional partnerships to provide successful tutoring for all students. In Fall of 2015, changes were made to the structure of Saturday schools which were originally deemed punitive. Students that have to attend Saturday school to make up unexcused absences or excessive tardies now attend a Saturday school that offers tutorial support in core classes and skills/organizational classes.

Goal 4: REVISED. Develop efficient professional development plans and provide staff with opportunities for professional development.

Fall 2013-Fall 2014: Serra High School created Professional Learning Communities in course-alike groups. The PLCs main focus was to review student data, share instructional strategies and develop common assessments. PLCs were also expected to create core-content curriculum maps that some teachers by grade level do utilize.

Teachers were provided with collaboration time for the exploration of research-based instructional strategies along with PD opportunities for learning, observing, and discussing student progress as it relates to instruction. In departments, core teachers reviewed Bloom's taxonomy and Costa's level of questioning strategies and were asked to utilize them to facilitate access to core curriculum. Core department members were also asked to use formative and summative assessments.

The District provided quarterly off-site trainings for Math and English teachers regarding implementation of the CCSS, along with New Generation Science Standards for science teachers. The District created benchmark assessments in English to help better prepare students for Smarter Balanced testing. Teachers were given PD time to score the assessments and prepare to teach students about how to improve their scores on these types of tests.

Fall 2014-Fall 2015: Serra High School's PLCs have remained in course-alike groups however additional changes to scheduling has allowed for grade-level prep periods which enable teachers across content areas to discuss similar students and identify additional needs to ensure student success. The grade-level prep periods also enable stronger collaboration time for each core content area to improve curriculum and construction of common assessments. Teachers and administration have also created a PLC manual to strengthen the focus and expectations during PLC times.

Goal 5: REVISED. Increase Parent communication regarding individual student progress and involvement in the school.

Fall 2013-Fall 2014: Serra utilizes ConnectEd to communicate to parents and this program enables teachers to customize messages to their students' parents related to homework or grade concerns. In addition to ConnectEd Serra High School has created a Serra Communications Guide for all staff which is a step by step instructional guide on how to post events to Serra's website.

Fall 2014-Fall 2015: Serra High School counselors started to expose all students to the Naviance system and train them how to use the system to track college/career readiness. Fall and spring meetings are planned in 2016/2017 school year to inform parents about the Naviance system, AP and Honors expectations for success. Teachers will work in the coming fall to use a uniform message to inform students about ""A-G"" requirements and expectations for Honors and Advanced Placement. Counselors will continue in 2016/2017 to educate Serra students on the use of Naviance with the expectation that in 2018/2019 school year, students will be using Naviance to apply for colleges and request recommendations from their teachers.

Fall 2014-Fall 2017: Serra High School's partnership with Serra Real Connections offers a parent educator the community and military families throughout the summer and school year. The role of the parent educator includes some of the following services:

- School based advocacy and support for military families with special needs children.
- Supporting parents at school district Student Support Team
- Individualized Education Plan meetings.
- Local resources, information and referral assistance

Parent Connections Group– meets the 3rd Friday of every month 9AM-10AM at Serra High School. The meetings topics that are provided through the parent educator include: positive discipline, preparing the family for spouse deployment, age-appropriate play, behavioral and developmental delays, stress management and self-care.

Fall 2013-Fall 2017: SAY San Diego, Parent Connections group meets 3rd Friday of every month 9am-10am. This group often offers a book club and one of its main focuses this year is the book *The 5 Love Languages of Children* by Gary Chapman and Ross Campbell. The Parent Connections group is open to any parent and is also designed to provide support opportunities for military parents as well as parents who have children with exceptional needs. Parents are encouraged to share and gain from each other's experiences in a safe and confidential environment.

Fall 2016: Serra High School will be offering a **Wellness center** that will be another program to assist students' social and emotional needs.

CHAPTER THREE

Implications of the Profile Data:

Overall, the data shows Serra High School students to be making great academic improvements and in some areas are outperforming district and state measurements based on the Chapter One findings. However, there are areas needing improvement:

1. There continues to be a discrepancy between how various student populations perform. SBAC and other standardized test results show that African-American, Special Education, English Learner and Hispanic students need additional support in order to move towards proficiency.
2. SBAC and other standardized test scores showed that student populations in both English and math show the similar trends.
3. We are noticing a slight decrease in students enrolling in AP classes and taking AP exams. SHS staff feel a need to increase access and equity.
4. Students classified as long-term English learners remain at the intermediate proficiency level.

Questions to Guide our Work:

1. The idea of equity (as opposed to just equal access) is being explored by the district. How can we get more students into AP courses? And how can we better support students enrolled in AP courses?
2. Some students are not taking Integrated III by the time they are juniors, so they have not covered all of the material by the time they take the SBAC. How can we get students ready for the SBAC by junior year?
3. How do we identify and support students who are not meeting proficiencies? Is there a greater need for interventions?
4. How do we work within the resource, scheduling and FTE limitations to ensure student success?
5. How do we create a truly cross-curricular culture in all classrooms?
6. What can the school do to support language development amongst English Language Learners across their core subjects?

Chapter Four:

Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1: Vision and Purpose Criterion

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, and current educational research and overall belief that all students can learn and be college and career ready.*

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

The current mission statement addresses the community profile as well as the district LCAP since students are identified to be "productive members of the 21st century workforce." The Q-5s and Serra High School's mission are visibly posted in all classrooms and instructional spaces. The mission and vision are annually presented to our School Site council for open discussion with all stakeholders at the beginning of the school year. The WASC leadership team decided, however, to create a new mission statement that is in alignment with San Diego Unified LCAP goals and embedded in our Single Plan Student Achievement. The current vision was not effective; when asked, students did not know of it and new staff members were not introduced to it.

The current mission did not impact the students as well as it was not being addressed on campus, by teachers or administration or through the community. Furthermore, when evaluating the effectiveness of the mission statement, the WASC leadership team decided to look for other options that reflected the staff and student body, as well as the community. The team wanted to explore a more effective mission which would be used daily and become integrated into the Serra student body and community.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Prompt: *Evaluate the effectiveness of the processes that engages representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

At the time of its development, the vast majority of SHS staff participated in the development of the school's Mission Statement to reflect the core values and goals of the San Diego Unified School District as well as the needs of the SHS school community. A select few WASC leadership team members visited La Serna High School to view their mission statement as well as spent time with students and administrators since this school reflected similar programs that are offered at SHS. Upon return the members, students, parents and community members participated through the SHS Governance Team to work on development of SHS mission statement.

Through further review of our current mission and the new possible SPIRIT acronym, the WASC team decided to present the SPIRIT acronym (Scholarship, Perseverance, Integrity, Respect, Innovation and Teamwork) to Serra High School as the new mission/vision at a full staff meeting to review, revise, and vote on the change. The mission and vision were then presented to our School Site Council for open discussion with all stakeholders as well. This process was effective because it allowed all of the stakeholders (parents, students, teachers, classified staff, community members and administrators) to have a say in the changes made to the new mission statement/vision. The final mission was then presented to the stakeholder groups in School Site Governance Team and School Site Council in June 2016 and was approved.

The newest mission and vision were recently approved in June of 2016 and therefore are not currently being reviewed and revised on a regular basis. The prior mission and vision was not consistently being reviewed but through the WASC process the stakeholders were able to update the vision and mission.

The staff will be planning in the upcoming school year, through School Site Governance, to work towards creating a process for annual review that will include all stakeholder groups. The new process will involve discussion of the vision and mission statements with SSC, SGT and ILT. The input from these stakeholder groups will then be shared out and be presented at full staff meetings in the mid-Fall and mid-Spring with a final discussion in June.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

The majority of SHS administration, counselors and teachers strive to make clear the importance of the school's Mission Statement and SLOs by posting them in the office, on the school website and in all classrooms, along with keeping an open dialogue about the Mission Statement and SLOs with students, parents and community members. Student information and school activities that support the Mission Statements and SLOs are readily available to students and parents.

There are several avenues through which parents and other stakeholders are involved in Serra's mission, vision, and schoolwide learner outcomes. For example, all stakeholder are involved on campus in the following ways:

- School Site Council
- School Governance Team
- Parent Teacher Organization
- Serra Foundation
- Serra Real Connections
- Back to School/Open House
- Athletic Boosters
- Come to School With Your Student Day
- Other various parent groups

While our current structures are in place to allow for our stakeholder input on a regular basis, Serra High School is working on looking at additional avenues to encourage more parental outreach.

The SHS Staff Manual establishes operational guidelines, structural organization and school procedures/policies that support the Mission Statement and Schoolwide Learner Outcomes.

The school website is an easily-accessible resource that provides curricular resources, the school calendar, scholarship opportunity information and information on extra-curriular activities and functions as a communication resource for parents, students, faculty and the community. The school's website helps communicate the vision to students and the community.

PowerSchool is an online tool that allows students and parents to track student attendance and grades. It is used to improve parent/teacher communication and parent

involvement in their student's education, which is key to the school's mission. Daily "updates" are conducted through Serra's the Daily Conquistador, by the principal or any staff member that submits a Serra Communication form to our School Site Operations Specialist. These updates ensure that parents and community members are aware and up to date on school news and information important to the community.

The District and state provide demographic data for all interested parties. Graduation, dropout, attendance, fiscal status, school safety information, school facility reports, staffing and curriculum and instruction information are all available in this report to all stakeholders via the SHS and/or District websites.

A2: Governance Criterion

Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participants in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

School Board members are elected by members of their communities and meet every other week. The board of trustees of the San Diego Unified School District represents, leads and serves the community and holds itself accountable for educational matters by committing to act in the students' best interests and by ensuring that all board and organizational actions are consistent with law and the School Board's policies. The Board's purpose is to assure that the School District achieves the results described in the Board's Goals for Student Achievement policies and that it operates according to the values expressed in the Board's Operational Expectations policies.

Board of Education and its policies and Administrative Procedures govern the San Diego Unified School District (SDUSD). These policies provide support for Serra High School's vision, mission and SLOs. The LCAP is aligned to the District's "Vision 2020" and its "12 Indicators for a Quality Neighborhood School." The Board's adopted Mission Statement provides the working principles for the District and governs the Board's actions in the allocation of staff, monetary resources, and physical plant improvement dollars to Serra High School.

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

The Board of Education annually reviews each site's Single Plan for Student Achievement (SPSA) for alignment with District goals and allocations of resources, which provide for academic support for all students. Board approval is necessary prior to implementing the components of the SPSA.

The LCAP addresses instructional programs and operational issues (facilities, etc.) and identifies key actions and services for state-identified student groups (English learner, foster youth, low-income students). Goal 1 is to close the achievement gap for all students.

The Board of Education, through its delegation to the Superintendent, utilizes a series of allocation formulas that provide adequate site staff and monetary resources to implement all phases of the instructional program. In addition, the Board of Education authorizes categorical resources (Title I, LCFF, State Comp Ed [SCE], Second Language, School and Library Block Grants) to be allocated to the sites under the joint supervision of the principal and the School Site Council.

Governance at Serra High School is comprised of three different groups: School Site Council (SSC), the School Governance Team (SGT), and the Administrative Council.

Serra's School Site Council, which meets monthly, it is a state and federally-mandated governing body whose members include the principal, four teachers, three parents, and three students. The California Department of Education requires an SSC in all schools that receive Title 1 or categorical funding. Each year the SSC reviews, updates and approves the school's SPSA in alignment with the San Diego Unified, Local Control Accountability Plan, (LCAP), California English Language Development Test (CELDT) scores, and SMART Goals. The district-assigned and department-designed SMART Goals are also incorporated into the SPSA. SMART Goals are objectives created to identify the level of improvement needed to close the achievement gap. Each goal has a time frame that extends over one year and outlines a percentage of proficiency for each specific subgroup, The SSC evaluation and
monitoring procedures also include the study of the overall school operations including budgets and facilities.

The School Governance team, which meets monthly, is made up of the Principal, site union rep, two classified staff members, six total certificated staff members, three parents (ideally one from each of the neighborhoods Serra serves), and two students. The group is chaired by a member of the certificated staff. The group meets monthly, and discusses site staffing, discipline, budget direction, and general school policies.

Members of the SSC and School Governance Team are elected by their respective stakeholder groups. Elections for parents are held at the Fall Open House in September. Teachers and staff are elected by their peers through a secret ballot. Students are chosen through a lunchtime election coordinated by the Associated Student Body and Chair of the Committee. Students are made aware of the election through the school bulletin.

There are weekly Administrative Council meetings which include the administrators, the administrative assistant, administrative secretary, the school site operations specialist, the head counselor, the school police officer, District English Learner Resource Teachers,

the military DoDEA liason, the ELAC coordinator, the nurse, the athletic director and the ASB advisor. These meetings address operation logistics, plan professional development activities, approve student and faculty requests, update the school calendar and discuss implementation of upcoming activities that impact the school as a whole and any other pertinent issues.

Serra's principal is the central figure acting as a liaison between all three governing boards and the district. He meets with all governing bodies and district officials on a regular basis.

Starting in 2014, a systemic effort began to provide public LCAP updates – with opportunities for feedback and input – beginning with a monthly Superintendent report to the Board of Education. These presentations were brought, each month, to the Cluster Meetings (including the SHS cluster), and then parent / community feedback, input, and recommendations from these Cluster Meetings were brought back to the District to inform LCAP representatives.

Board of Education and its policies and Administrative Procedures govern the San Diego Unified School District (SDUSD). These policies provide support for Serra High School's vision, mission and SLOs. The LCAP is aligned to the District's "Vision 2020" and its "12 Indicators for a Quality Neighborhood School." The Board's adopted Mission Statement provides the working principles for the District and governs the Board's actions in the allocation of staff, monetary resources, and physical plant improvement dollars to Serra High School.

The vision, mission, and schoolwide learner outcomes for Serra High School were reviewed and updated during the Spring of 2016 by select members of the WASC Leadership Team. Input was also solicited from the school's faculty, staff, students, and community.

The Board of Education annually reviews each site's Single Plan for Student Achievement (SPSA) for alignment with District goals and allocations of resources, which provide for academic support for all students. Board approval is necessary prior to implementing the components of the SPSA.

The LCAP addresses instructional programs and operational issues (facilities, etc.) and identifies key actions and services for state-identified student groups (English learner, foster youth, low-income students). Goal 1 is to close the achievement gap for all students.

The Board of Education, through its delegation to the Super- intendent, utilizes a series of allocation formulas that provide adequate site staff and monetary resources to implement all phases of the instructional program. In addition, the Board of Education authorizes categorical resources (Title I, LCFF, State Comp Ed [SCE], Second Language, School and Library Block Grants) to be allocated to the sites under the joint supervision of the principal and the School Site Council.

The School Site Council reviews and approves the Serra High School Single Plan for Student Achievement (SPSA) on an annual basis. However, this governing body does not regularly revisit the San Diego Unified School District's Local Control and

Accountability Plan (LCAP), another area for improvement by our educational establishment. Since the District LCAP is prepared at the District level, more training for the staff of Serra High School (especially the members of its SGT, SSC, and

The School Governance Team contributes more to the school's policies, procedures, discipline plan, and staffing needs. The Administrative Council oversees general site operations, serves as the main source decision-making for the school site, and acts as a connection between the SGT and SSC. The work of these various school leadership team assisted in the approval and attainment of the school's mission and vision which further expands upon the San Diego Unified School District Mission Statement.

Currently, the SSC has the strongest connection to this process, since it must update and maintain the school's SPSA based on the LCAP. There is also a process of writing SMART goals for this plan, although this process is not regularly implemented which is area that must be improved upon in the upcoming school year.

Additional Online Instruction Prompt. *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

The Board of Education makes the final decision about which programs are used for Online Instruction, considering the recommendations of District staff.

Until 2014, the District used the APEX program for Credit Recovery and some iHigh courses. Additional iHigh courses provided by the District were through Edgenuity, University of California's Scout, Middlebury and National University Virtual High School.

In 2015, the District adopted Edgenuity for all Credit Recovery classes and some iHigh courses.

Although a full time teacher (the "Graduation Coach") supervises the classroom in which many students take iHigh and Credit Recovery classes and/or exams, all decisions regarding software choices are made by the Board of Education. All District-made courses are supervised by the principal of SDUSD iHigh.

As for internet usage, the District blocks websites it deems inappropriate for students through a District-wide firewall on all campuses.

Understanding the Role of the Governing Board

Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Through the Superintendent, the School Board communicates decisions and policy to the principals, who then share District decisions and visions to the principal, staff and community through various communication avenues on the District website.

The Superintendent reports student progress data on a variety of topics to the Board of Education members at regular meetings during the school year. The Board of Education, during one of its meetings, reviews achievement and progress data and develops the goals framework for the coming school year. These meetings are open to the public and through the District website anyone can download the board meetings minutes or agenda.

The goals are shared with the school site principals through the Superintendent, Area Superintendents and Central Office managers.

The administration uses these goals to build instructional plans for the school year and shares them with the staff and community in the fall. Vehicles for further direction and discussion include Instructional Council, School Site Council and Governance Team.

The Site Governance Team (SGT) and School Site Council (SSC) have regularly scheduled meetings that are open to the public, which includes the institution's professional staff members. Both organizations have a governing document ("The Serra High School Governance Document" for the SGT and "Bylaws" for the SSC) that are available for the professional staff and general public to view.

In March 2016, the SGT went through District/Union training, the SSC has had no such training in recent years. This seems to be of great need since many important documents, policies, and procedures related to our school and students are discussed and/or overseen by this organization. Improvement is also needed for both of these governing bodies in regards to how professional staff members can share their personal thoughts, opinions, and ideas on different matters. While members of both the SGT and SSC are open to hearing these thoughts, opinions, and ideas, and the SGT asks for additional agenda items in advance of each of their meetings, neither organization has a set procedure for the submission of these items or regular events that welcome extensive outside input.

Governing Board and Stakeholder Involvement

Prompt*: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

School communities and parents are invited to have a role in the development of the District LCAP, which occurs at meetings three times a year and has parents representing the designated "areas" of the District, along with teacher and principal representatives.

Parents are invited to participate in an election to become a member of the SHS Governance Team every two years. All community members and parents are invited, in a number of ways, to attend meetings and participate in discussions**.**

The relationship between the School Governance Team/SSC and the parents/community is established through the Parent Teacher Organization (PTO), email newsletters (the Daily Conquistador), and the community newspaper (the Tierra Times).

All meeting times, agendas and minutes are posted on the school website. Serra's teachers are aware of the SSC/SGT and the committee's respective roles and responsibilities, though communication could be improved. Clear lines of authority and responsibilities are stated in the bylaws of both groups. All meetings held by SSC, SGT and PTO are open to the public and allow for public participation.

The SSC has some responsibility over the school LCAP through review of the SPSA on a regular basis, although the LCAP document is mostly written at the district level in a series of parent/staff workshops. SSC is charged with making sure that the LCAP goals are being fulfilled in the school budget.

All stakeholders are also invited to attend SHS Cluster Meetings, held at Serra on the fourth Monday of every month. The Serra Cluster meetings include representatives from all elementary and middle schools as well as Serra High School and involve our School Board elected representative and Area Superintendent. The purpose of the Cluster meetings is to provide avenues for parents to discuss their quality neighborhood schools and stay informed about issues involving all SHS schools, San Diego Unified School District and the community. In addition to attending SHS Cluster Meetings, parents and community can view presentations and contribute input online.

In Fall of 2016, Serra Cluster is working towards the creation of an ELAC cluster panel that will consist of parents from all of Serra High School's feeder elementary and middle schools. Currently, Serra High School's ELAC information is presented and discussed at SSC.

Board's Evaluation/Monitoring Procedures

Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and fiscal health of the school.*

District LCAP Planning Team meetings occur three times a year, at which time Planning Team members (who include representative parents, teachers, classified staff, administrators, community members and program directors) review data, set priorities and make decisions regarding the LCAP and therefore the Eight State Priorities.

A list of members of the LCAP Planning Team, along with minutes from the Planning Team meetings, are posted on the District website, under the staff section.

The Superintendent reports on funding issues, including LCAP, at each Board meeting. The SDUSD website states, "The LCAP is required to identify annual goals, specific actions, and measure progress for student subgroups across multiple performance indicators, including student academic achievement, school climate, student access to a broad curriculum, and parent engagement. School Districts and charter schools are required to obtain parent and public input in developing, revising and updating LCAPs."

Clarity and alignment of the Serra governing boards, LCAP, and the 8 state priorities could be improved. The LCAP is broadly aligned with 8 state priorities, but the method and need for this is not specifically discussed with staff. Also, the SSC reviews LCAP, but no specific procedure for review of metrics/data is regularly followed by this body. Additionally, while the Administrative Council reviews and is in charge of overall operations/fiscal health, sharing of this information is minimal. Overall, the requirements of this process are being met, but procedures could be revised, certificated staff could be better included, and level of openness increased.

Complaint and Conflict Resolution Procedures

Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

In the 2013-2014 school year, the District created a new District office called the Quality Assurance Office. The Quality Assurance Office collaborates with students and their families, staff and community members to address inquiries, concerns and complaints.

In the 2013-2014 school year, the District created a new District office called the Quality Assurance Office. The Quality Assurance Office collaborates with students and their families, staff and community members to address inquiries, concerns and complaints. In addition, Serra High School follows conflict resolutions using SDUSD/SDEA agreements.

The Quality Assurance Office addresses issues including:

- "Treating all families, staff and community members with dignity and respect
- Promptly addressing concerns and complaints
- Facilitating resolution of concerns and complaints in a timely and objective manner
- Knowing about District policies, procedures, Education Code, and State and Federal Laws
- Identifying areas and trends in the District where improvement is needed
- Promoting partnerships that foster and build a culture of student achievement, and ethical behavior, in support of the District's Vision 2020 and a quality school in every neighborhood"

Serra High School staff mostly follows the conflict resolution procedures established by the district and the SDEA/SDUSD credentialed bargaining unit contract. SDUSD has established a procedure for complaints which is followed as needed. In addition, section 24.4.3 of the SDEA/SDUSD contract concerns resolution of Principal/Governing Board issues when needed.

A3: Leadership- Continuous Planning and Monitoring Criterion

Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad based, collaborative and fosters the commitment of the stakeholders.*

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

There are a number of committees and other bodies that give input on the master schedule and budget. The school's leadership team works with key members of various shareholder groups including the School Site Council, School Governance Team, the counseling team and English Language Advisory Committee (ELAC). Ideas, innovations, and input from the school community are solicited by encouraging participation during Open House, Exposition Showcases, ongoing parent meetings and parent empowerment. Ideas from the school community are regularly expressed through special interest groups such as Serra High School Foundation and the PTO.

The leadership team communicates with members of the school community through staff meetings. We do not communicate effectively with the local business

community at this time, and a plan for doing so is an area of need. Another area of need is to consider starting other advisory groups to address additional student communities, such as GATE or Special Education.

Over the past three years the school planning process has been under transition. Prior to the 2014-2015 school year the school's planning process was broad-based, and largely influenced through faculty and administrative collaboration. Over the past few years the master schedule process has become more centralized, limiting opportunities for faculty input. However, the revamping of the master schedule has resulted in common preparation periods, which is potentially beneficial to staff and students.

The leadership team, which is composed of department chairs also looks at school-wide achievement data, budget updates, and operational information to be shared with department members. The team members can add agenda items. Minutes are taken and dispensed to all staff members. The Instructional team structure allows members to receive information and provide information back to departments.

Monthly staff/PD meetings provide a vehicle for staff to be informed of school-wide operational plans and logistics. Mandatory health and reporting information is also shared at these meetings. The second half of these meetings are used for schoolwide PD for teachers. Area focuses at these meetings include: CCSS, NGSS, Drug Education, Relationship Building with Students, Having Collective Conversations in the Classroom, and the Integration of Technology. Meetings also allow staff an opportunity to provide feedback and ask questions.

Single School Plan for Student Achievement Correlated to Student Learning

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner college - and career -readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

The school leadership, most staff, and some community members use data on a regular basis to discuss achievement, develop programs, make curricular and instructional decisions, and provide support to under-performing students. With this data, the school's SPSA target areas are determined and decisions about the yearly Action Plans are made. Based on the results from LCAP data collected and analyzed, decisions are reached about what programs to offer and what interventions to employ to support student learning.

A large portion of resources that the school receives are used to support the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP. Although

school budgets have been greatly decreased, the District has provided ample funds for supporting the implementation of the Common Core and New Generation Science standards.

There has been a focus on the assessment of Common Core standards at Serra High School. While the SPSA and LCAP support the implementation of Common Core, there has not been a direct effort to link assessment in the classroom and on the SBAC (state) exams to the LCAP and SPSA. With the eventual released results from the Smarter Balanced Assessments, SHS staff members will be expected to compare the growth of individual students from eighth to eleventh grade and compare teacher scores from year to year. Results will help determine instructional focuses and practices in the upcoming years.

The use of assessments both on site and at the district level are primarily focused on Common Core but also are in flux. Most Departments and PLCs analyze student data and make instructional decisions based on that analysis. As new assessments are developed there is a need to strongly link the LCAP and other student outcomes to our assessments.

The PSAT was administered to all ninth, tenth and eleventh grade students in attendance during the 2008-2009v school year throughout the District, to encourage students to pursue higher education and higher-level courses. The District continues to pay for all tenth grade students to take the PSAT. The results are distributed to SHS students before articulation. PSAT scores also give comparative information regarding SHS's performance nationwide.

Teachers have the ability to review scores for their students in the new District adopted data program, Illuminate. Scores indicate the proficiency of students in core subject areas. Some teachers of core classes received training, at Department Meetings, on how to access and utilize this information to inform instruction and curriculum. For example, in 9th grade English the teachers work together to create their semester assessments on Illuminate and discuss results year to year to improve questions on the cumulative semester assessments.

English Language Learner (ELL) students are tested annually using the California English Learner Development Test (CELDT) to determine competency in their English language skills in order to provide program placement information and services necessary to ensure their success. CEDLT data is utilized by the English Language support teacher to design pull-out and push-in interventions and support for second language students. Student results are evaluated yearly and those students who score proficient are reclassified as Fluent Reclassified English Proficient (FREP). Current data indicates the achievement of ELL students is not sufficient to close the achievement gap.

After completing Advanced Placement (AP) courses, District students are encouraged to take the AP Exams. As a result, students have the possibility of acquiring college credits. Advanced Placement testing data is shared and reviewed.

The District allocated funds for core teachers to take ten days for PD time in 2014-2015 (to be used for substitutes) for District-wide Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) training, and for site-based collaboration for creating Common Core lessons. Teachers can voluntarily sign up for District offered PD trainings using the District ERO (Electronic Registrar On-line) system.

The District allocated funds for core teachers to take ten days for PD time in 2014-2015 (to be used for substitutes) for District-wide Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) training, and for site-based collaboration for creating Common Core lessons.

The District provided four Common Core trainings each for English, math, social studies and science. In addition to these, i21 technology and other PDs were provided by the District. District-allocated PD time funds were also used by math and English teachers to collaboratively score District benchmarks that were designed to mirror Smarter Balanced testing of the Common Core standards.

As part of allocating funds from LCAP, the School Site Council (SSC) meets regularly to discuss and allocate funds where to best support our student population. This is done based on review of data from high stakes testing, district benchmarks, and other school needs. The SSC meets monthly to assess, develop, and review the SPSA and determine where and if more funding is needed to better support our students. The SSC also reviews and revises the SPSA for the following year.

Staff Actions/Accountability to Support Learning

Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

The processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout most programs are moderately effective.

Regarding curriculum and instruction, starting in 2012, the District began providing numerous PD, both in technology/i21 and for English and math Common Core curriculum and instruction, along with some for New Generation Science standards. PDs for Social Studies were also provided, with an emphasis on the Common Core anchor standards. These PDs provide teachers with ample resources to enhance teaching and learning, and to truly share responsibility to support student learning.

Although core teachers were told the CCSS/NGSS trainings were mandatory PDs, a number of teachers chose not to attend. It is also up to teachers to actually use the materials provided to them, and up to administrators and other teachers to be in the classroom to observe the new instructional techniques and curriculum. Due to supervisory, time and budgetary constraints, it is difficult to hold teachers accountable for student

learning through all programs.

As part of Serra High School's plan to improve test scores and develop overall improvement within departments, administrators have asked for SMART Goals to be developed. These goals are department based and were created to show improvements on student achievement as well as teacher practices.

The administration has given department chairs directives to construct growth targets. Most teachers within each department use common assessments throughout the year to evaluate the progress of the determined SMART goals.

On professional learning community days or in department meetings, teachers review these common assessment results. Departments work on an ongoing basis to improve student achievement. SMART goals and results are reviewed yearly and adjusted. Teachers have freedom in their classrooms to support student learning in their own curricular style.

Evaluation of Existing Processes

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Administration meets regularly to review the degree to which both leadership and staff are focused on student learning. As data is provided by the District and departments, it is examined to determine the effectiveness of programs.

Administration meets on a weekly basis to discuss operational and schoolwide concerns. At administration meetings, student learning is often discussed with regards to data provided by the District along with student grades, and the effectiveness of interventions such as ALD course, the after-school programs, and AVID.

The development of the district LCAP, SPSA, and site based budget provide yearly opportunities for review of existing processes and actions. The Administrative Team reviews assessment data to align, for example student support classes and the various goals set by LCAP and other plans during ongoing master schedule planning. The SSC reviews student data and considers LCAP goals at least 3 times a year. An area of need to improve the process of review is to invite broader-based collaboration by staff, students, and community.

Internal Communication and Planning

Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

The structures for internal communication and planning are very effective. Structures for resolving differences are in place.

Communication is done via e-mail, staff bulletin, and staff meetings. On a weekly basis, the faculty plans best practices in their professional learning communities; facilitating internal communication and collaboration.

Students, teachers and office staff hear daily bulletin announcements over the PA system during the first three minutes of period one. The principal sends out weekly school updates through emails and phone calls home to staff and parents.

Department chairs meet occasionally (there is no set schedule) with the administration and convey meetings to their peers. This process is improving; however, continuous collaboration is essential to ensure effective communication.

The existing structure for resolving differences involves both formal and informal means. Faculty and staff are encouraged to informally resolve differences. If needed, there is a contractual system in place for faculty to resolve differences.

A4: Staff- Qualified and Professional Development Criterion

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction are qualified based on employment policies and practices, staff background, training, and preparation.*

The employment policies of the San Diego Unified School District include that all potential staff be hired by the District before being hired, or placed by the District, at a particular school. The school administration is then responsible for making sure all staff are qualified for the positions in which they are placed.

District procedure states that all teachers submit transcripts and be fingerprinted before being interviewed for a position. Teachers hired by the District have been required to meet NCLB requirements to be highly qualified teachers.

All teachers at SHS teach in their credentialed fields in accordance with District policies and NCLB requirements.

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

The school has direct communication (through email, phone conversation, or face-face) with the district office through district employment staff and the administration. Potential employees and current employees must meet certain criteria by California Teaching Credential standards to be qualified for the subject positions they are applying

for or are currently in. Staff must present evidence that they have attended and completed the necessary training to qualify during the application and interview process, or after completing trainings based on requirements needed to continue in their current positions. These include, but not limit themselves to, proof of completed education (college degrees, certifications-CLAD) and proof of specific trainings the state, district, and school are requiring the employee to meet.

Serra High School establishes its professional development procedures by utilizing available funds, materials, personnel, and time periods where all staff can collaborate. Collaboration is scheduled weekly on Wednesday's. These are early out days for students designed specifically for this purpose. Additionally, some PLC time is occasionally offered during summer or other days throughout the school year at other sites. The Wednesday groups on campus meet regularly to discuss concerns relating to: whole staff matters of interest/trainings, Professional Learning Communities connecting courses of similarities, home groups discussing department affairs, and groups of distinct focus needs (WASC preparation). Staff members who volunteer or are chosen attend conferences supported by the district or state, or are prepared by the district directly. This information from these gatherings are then brought back to Serra where it is redistributed to the staff through the Wednesday meetings. Topics are initially discussed, collaborated in small groups, and the strategies are then brought back together to see where, when, and how these procedures and trainings can best be used to increase student production, application to new ideologies, and collaboration amongst student peers. Teachers re-meet individually, in their PLC's, or in their whole groups to discuss outcomes and changes if necessary.

Teachers who are beginning in the profession are supported through the state-mandated BTSA program. They are linked with a mentor who has been skilled and experienced in the areas needed to ensure new teachers are successful in the areas of multiple teaching strategies and providing a learning environment where all students have the opportunities to reach their highest levels of success.

For those teaching online courses, training takes place through district trainings and support from Serra's school technological support staff.

Teachers and paraprofessionals are teaching in their areas of being credentialed and are in compliance with the NCLB stipulations, per following the specifications of the federal and state mandate of the No Child Left Behind requirements.

Staff Assignment and Preparation

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality of student learning.*

All teachers at SHS are asked to give input about their schedules and responsibilities. The administration is ultimately responsible for the schedule of

classes that teachers teach. Ongoing professional development, on site and off, provides additional preparedness for teachers.

In the middle of the spring semester, every teacher is required to submit a teaching assignment request form. On this form, the teacher lists his/her credential(s) and teaching qualifications. The teachers then list their top 3 choices for classes they prefer to teach the following school year. Teachers also indicate on this form any interest in extracurricular activities they might be interested in. This can range from athletics coach, club advisor, supervision, and tutoring.

Student articulation begins early February to identify student's needs for classes the following school year. From this, the administration and counseling staff gets needed data to create class sections in order to set up the master schedule for the following school year. The master schedule is driven by students' needs.

Based on the teacher qualifications, teacher request form and master schedule, administrators then make decisions as to who will teach which classes the following year by May of the previous school year. Administrators discuss their recommendations with department chairpersons, which are then communicated to staff at department meetings. Final discussions are made at these department meetings regarding teacher placement per subject matter.

The District provides numerous trainings for teachers to attend during the workday and outside of the workday (including summer trainings). Topics vary, but include i21 technology in the classroom training, software and hardware training, and CCSS and NGSS training. In 2014-2015, English and math teachers had mandatory quarterly training to help them implement Common Core strategies and prepare for the Smarter Balanced tests. During that year, the District provided funding for teachers to have ten substitutes each in order to attend these trainings; however, many teachers indicate that it is difficult to miss out on instruction time with their students.

Defining and Understanding Practices/Relationships

Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.*

All administrator and faculty written policies are published on the school's official website. They are also shared with staff, parents and students verbally in the classroom and at meetings.

Serra communicates administrator and faculty written policies through the district web site and standards set by the district and state requirements. The district website is linked to Serra's website and these policies can be explored there. These listed policies,

guides, handbooks, charts, and pacing guides align with ed-code and in doing so, defines the responsibilities expected of the employees of San Diego City Unified and Serra High school.

These policies are applied by utilizing best practices and verbalized question and answering during full staff meetings for any needed clarification from administration and peers. There is also communication from administration to peers, and peers to peers, through general email responses/articles, the staff handbook, the daily/weekly conquistador, week at a glance emails, and morning verbal bulletins.

At the school level various communication tools are used to guarantee that everyone is well informed. These include a weekly bulletin announcement over the school PA system, calendar of events on the school website, events on the school marquee, phone messaging system, and e-mails. The administration makes announcements during all staff meetings to enhance school-wide communication.

School policies are made clear to students and parents in the school handbook/planner that each student receives at the beginning of the year.

Support of Professional Development/Learning and Measurable Effect on Student Learning.

Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/learning activities, including coaching and mentoring, had on student learning?*

The San Diego Unified School District provides a great deal of support through a broad array of professional development opportunities.

All teachers and paraprofessionals participate in professional development throughout the school year. Serra administration and staff develop a comprehensive professional development plan based on student data and teacher knowledge/skill level.

Teachers meet regularly by department (the schedule varies based on department and school need), Professional Learning Communities (course-a-like) and whole staff trainings. These meetings allow collaboration amongst staff for course-a-like teachers as well as a school wide vision. Selected staff members attend Professional Development then relay information to school-wide staff. These meetings usually involve suggestions on how to improve classroom instruction.

Unrestricted and categorical funds allow teachers to attend various professional development activities to facilitate student achievement. Over the last 3 years, a majority of the Professional Development has been centered around Common Core (and NGSS for science teachers) to work to benefit Serra student needs and understandings.

Counselors attend several conferences a year (UC Counselors Conference, CSU Counselors Conference, and University of San Diego Counselors Conference, EAP, etc.) in order to provide current information regarding admissions and policies to students and parents.

Professional Learning Communities happen all school year long in course-alike groups. Common Prep Periods are used for topics like pacing, formative/summative assessments, and informal discussion.

In December, 2015, Serra had a school-wide PLC Purpose and Implementation to outline expected objectives and outcomes for each PLC. The school wide focus was on three things:

1. Academic Language
2. Collaborative Conversation
3. Purpose

In January/February of 2016, Serra High School had the chance to review, adjust and integrate recommendations of staff and administration.

District Professional Development is based on teacher need or interest. It can occur during the school day, on the weekend or evening. In some instances, teachers can earn units for pay advancement. In some instances, the district offers workshop pay rates for attendance. These opportunities are usually sent by the District Resource Teachers but occur on weekends and during the summer (some without pay benefits).

The staff has identified some areas of need for professional development to enhance student achievement:

- On-site Professional Development for use of technology in the classroom in a hands-on environment. These include Promethean Board, Apple TV, Student ipads.
- Follow ups on Professional Development about the staff members perceptions of the purpose and effectiveness of the Professional Development
- Written and verbal assessments on how Professional Development has impacted student learning and achievement.

If the standardized test data that was available in the past were available now, some real conclusions about growth and improvement could be made, but until there are a few years of the Smarter Balanced testing data, this is not really possible to determine the measurable effect of professional development, coaching, and mentoring on student performance.

Teachers have taken it upon themselves at the PLC or department level to use data such as SBAC scores, district assessments, or site-created assessments to begin to measure the effect of professional development. Enhancement and standardization of this effort is an area of need.

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Some online professional development is provided by SDUSD iHigh Virtual Academy, Principal Patty MacIntyre, while others are provided by National University, Middlebury, and Edgenuity.

Beginning in 2009-2010, the District's Educational Technology department has provided an annual full-day technology training session for online learning teachers regarding the programs that are used for the online classes, APEX, and the new Edgenuity.

Supervision and Evaluation

Prompt: *How effective are the school's supervision and evaluation procedures?*

Administrators observe classroom instruction on a regular basis to inform them of staff needs with regards to professional development.

Serra's supervision and evaluation procedures promote professional growth for staff. Stull evaluations help teachers and their respective administrators to set mutually acceptable goals for student achievement. Teachers who are new to the district are required to be evaluated each year during their first two years of teaching. After the two-year probationary period, teachers are required to be evaluated every other year.

Teachers that are new to the district are enrolled in a program called BTSA (Beginning Teacher Support and Assessment). BTSA is a rigorous instructional program that is dedicated to the development of new teachers who are paired with experienced teaching professionals who advise and assist with various aspects of the art of teaching.

Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

At SHS, one teacher (the Graduation Coach) was in charge of one classroom for online learning and is evaluated through administrator observation and data regarding student success during the 2015/2016 school year. However, in the upcoming school year, there are limited sections and the need for a full time Graduation Coach was not necessary. Therefore several teachers will be utilizing one classroom during different class periods for online learning.

During the 2015/2016 school year, the one online learning teacher at SHS was supervised by and evaluated by administration. She was encouraged to attend the District's online learning PDs. She also wrote Stull objectives and was evaluated just like any other teacher.

Serra High School will be utilizing several teachers in different content areas to support online learning and one classroom will be designated as the online learning lab.

A5: Resources Criterion

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

The human, material, physical and financial resources provided by the District, state and federal sources are sufficient to meet most learning needs of the students. The Board of Education has adopted policies during the current budgetary situation which impact the site with a reduction of resources. At SHS, most resource allocation decisions are made by the administration with the help and guidance of the SSC.

The District mandates formulas for certificated staffing that set most personnel allocations according to student enrollment. The teachers, nurses, and counselors are allocated by a collective bargaining agreement. The office support staff is also allocated by contractual arrangements with minimal site discretion. Custodial staffing is independently determined by a District-level arrangement.

The SSC has the most important direct role in allocating funds at Serra High School. In addition, the SGT provides some overall budget direction that directly impacts student learning and readiness.

The administration has broad authority over the details and scope of the site-based budget, which does allocate funds according to the LCAP. With the introduction of the LCAP the state has directed the district to focus on specific areas of need, resulting in a reduction of input and site control of funding decisions.

Practices

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against*

mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

All resources provided are utilized within the guidelines and the legal intent of the programs to support student learning. The principal, as well as the members of the School Site Council and the vast majority of staff, recognize the importance of effectively managing the site's resources.

Both San Diego Unified School District and Serra High School have strict multi-step auditing and budgeting practices that are clearly defined and monitored.

The District's Local Control and Accountability Plan (LCAP) adheres to California's Local Control Funding Formula (LCFF). The LCAP defines priorities and goals within the District. Serra High School's Single Plan for Student Achievement (SPSA) helps to define the school's priorities and also needs to be in alignment with LCAP benchmarks and assessments.

The annual budget for Serra High School has multiple channels for input from all stakeholders. The site's Governance team and School Site Council (SSC) provide varying levels of input. The SSC represents the main stakeholders including students and the community and is an open-forum meeting that allows for participation across all involved groups.

While Serra typically approves its site-based budget near the beginning of the calendar year, there are additional checks and balances through the District prior to full approval. The various site-based groups provide their input and review and the site's SDEA union representative is required to provide approval from the union's standpoint. The Area Superintendent reviews and approves the budget before forwarding it to the SDUSD central office budget staff for additional review and approval. Final approval is done by the Board of Education the third Tuesday in June annually.

The approved SPSA is a public document which details expenditures from the Local Control Funding Formula (LCFF). The LCFF lists any proposed expenditures, their estimated cost, and their funding source. It also details which goals for student achievement each of the expenditures will specifically support.

After proposed budgets are approved and throughout the school year, there are multiple site and district-level systems to ensure proper handling of funds. On the site-level Serra has a dedicated Financial Clerk monitoring approval and distribution of funds and purchases. She also supports any staff members who need to be involved in financial handlings, such as teachers who advise clubs that have any fundraising or budgetary needs. There is a site-level Quickbooks program that the Financial Clerk monitors. This program allows her to monitor funds relative to clubs, their finances, and their expenditures. Any staff member who is supervising a club is given information regarding financial procedures, and is required to provide a signature verifying their knowledge of related policies. The Financial Clerk maintains accounting paperwork and procedures for any incoming or outgoing revenue.

In addition to site-level budget procedures, there are additional District-level structures in place to ensure fiscal responsibility. SDUSD has a Fiscal Control Department as well as an Internal Auditing Department that monitor and support individual schools. There are multiple levels of 'Internal' audits that are conducted by the District. Unannounced Audits take place when District staff come to the school's financial office without any warning. They examine the funds on-hand and verify that it is the appropriate amount. Annual Audits are a much longer process where school finances are investigated in much more detail to ensure proper financial procedures.

Audits can also be triggered by any potential Questionable Transactions that are flagged by the District's central office. There is an online system that the Fiscal Control Department uses to monitor transactions at school sites. The nature of the transaction in question is then thoroughly investigated. School Principals can also request an audit of their site if they feel there is a need verify staff are following District protocol. The District also has a Fraud Hotline than anyone can call if they feel there is misuse of funds at any school site.

In addition to those Internal Audits conducted by various District offices and staff, the District also conducts External Audits. During External Audits, the District uses an outside firm to investigate financial practices at schools. Serra High School has been the focus on four External Audits over the past decade in addition to the ongoing financial monitoring at the site and District levels.

Facilities

Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

The facilities at SHS are very well maintained by the SHS custodial staff and Plant Operations supervisor, so that the school is a safe, healthy and beautiful place for student learning. When the District must be called to request repairs, though, this can sometimes take time, as this is a very large District.

Our physical facilities have improved significantly in the past five years, partially due to Prop S and Z funds:

- The cleanliness, maintenance and landscaping throughout the campus is exceptional as evidenced by earning a 98% rating in the most recent 2015 SARC report from the district.
- Within the past five years, our campus has received upgrades from the district such as school-wide painting and the installation of air-conditioning in bungalows (with further air conditioning upgrades to the 700 building coming this year.
- Completion and refresh of the i21 technology program, which has put computing devices in most classrooms.

- SHS has also received money from Prop S in excess of $1 million dollars for facilities improvements in the athletic department. A state of the art football field and track were built; a new basketball court floor installed and the tennis courts were reconditioned and painted as well.
- The district constructed a Data Center on the campus which contains two new classrooms containing computer labs and server workstations to support the CISCO networking academy.

There are some high budget items that could be addressed but need to be done at the district level, not the site level. The two major items we've identified are sidewalk and concrete walkway replacement and drainage pipes to ensure against the flooding that areas of our campus experience during rainy weather. These are needs that the district is aware but are budget restrictive.

Instructional Materials and Equipment

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

The vast majority of staff does an effective job of building an environment where the space and materials necessary for the achieving of academic goals are readily available. Local voter-approved propositions and outside sources also help to support the acquisition of equipment that the budget can no longer sustain.

Serra High School, with the support of the District in many areas, has efficient systems for acquiring, maintaining, and monitoring instructional materials and equipment. Serra has a Teacher Librarian and a Library Technician who assist with ordering, maintaining, and distributing instructional materials in addition to typical library support duties.

At the District-level, the office of Instructional Resources and Materials (IRC) is responsible for providing schools with resources and materials to schools, students, and teachers. The Instructional Materials Service Clerk communicates with Serra's Teacher Librarian to coordinate needed materials. If the school site is in need of textbooks or other required resources, the IRC either creates a new order, or arranges for the required materials to be loaned from another site.

Serra High School and San Diego Unified are required to follow the William's Act, which ensures that all students have access to textbooks and materials for their courses. Once the school's Master Schedule and Calendar are finalized, Serra's Teacher Librarian determines the number of books that will be required to support each section, and places the order for the following school year.

After textbooks are distributed at the beginning of the school year, the site Principal completes a verification form stating that the school has the instructional materials for each student, as well as science lab equipment for the school.

Students and staff members can also make requests for additional materials through the library. There are separate budgets for text books and library materials. If the library budget has already been used, the Teacher Librarian has historically applied for grants requesting additional funds. Our Teacher Librarian wrote three separate grants for materials that were approved for the 14-15 school year.

The Media Center also houses Serra's Professional Library, which contains resources for teachers to use in their classes including educational videos. Teachers can make requests for additional video resources in the same manner that they would request additional printed materials. There is currently a shift to have the Professional Library contain increased resources related to professional development for teachers.

Since 2009 San Diego Unified has been implementing the i21 Interactive Classroom initiative. The stated goal of i21 is "to improve student achievement through seamless integration of the district's Common Core Curriculum with a suite of I21 technologies designed to create an engaging and personalized learning environment." Serra's I21 classrooms are equipped with Promethean Boards, amplification systems, and tablets/laptops for students.

In terms of maintaining I21 resources, teachers are required to complete a materials checklist at the end of the year to verify all equipment. As an additional follow-up staff-wide communications have been sent asking any teachers in need of additional computers or tablets. In addition, the district has an overall device life cycle that involves replacement of 20% of student and teacher computing devices each year.

Serra also has a Network Systems/Media Support Technician that assists with any technological concerns. Staff members who are in need of support in this area can access the online Tech Request form through the school's website. This form lists all requests, their nature, and their status.

Well-Qualified Staff

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

SHS has limited ability to hire the teachers that it wants, because the District sometimes limits the individual school's choices. Although budgets have been cut at the school site, the District does provide numerous opportunities for professional development and the sub time needed, although paying schools back for the sub time sometimes takes time.

Each year Serra High School uses its resources to hire and nurture a well-qualified staff. Serra has 94 members of the credentialed staff in place who all possess the correct credential for the subject and courses they teach. Serra has 42 members of the classified staff supporting the classroom teachers and running the school.

All Serra administration and staff participate in professional development throughout the year, including summer. Serra consistently devotes an allotted amount of time in the school day each Wednesday for general staff meetings, home groups, or the more focused PLCs which are organized by department.

Selected staff members are trained through the district or attend conferences, then disseminate the information to the rest of the staff with suggestions on how to apply the techniques/information in individual classrooms in order to raise student achievement. Serra has recently received additional professional development money for a pull out day opportunity for each staff member (this will cover the cost of a sub for the day).

The CCTE department has chosen to use that opportunity to individually visit other school sites that offer the same courses since there is little overlap in the curriculum within our department. At Serra the PLCs in core content areas work together on pacing or developing common tests and assessments.

The school district offers opportunities for professional development for newly adopted texts, programs, or for development of specific curricula. For example, in Serra's effort to spread AVID schoolwide as a college preparedness program, all Serra teachers have the opportunity to attend and AVID training this summer.

Serra uses its resources to offer students other college and career preparation opportunities as well. Starting in the fall of 2016, students who earn a B or higher in the Computerized Graphic Design class and/or the Multimedia class will received weighted credit for the course at the high school level as well as earning college credit. This opportunity to earn a weighted grade puts these college level classes on par with the school's AP program, which will provide equitable access for students to increase their GPA to gain competitive advantage to get into college.

The Graphic Design pathway (consisting of Photography to Computerized Graphic Design) was awarded a California Technology Career Pathway grant that will infuse over $100,000 of new equipment (including printers, computers, software and career exploration opportunities) for all students enrolled in those courses.

Long-Range Planning

Prompt: *Evaluate the effectiveness of these processes.*

Given the constraints placed on hiring and dismissing teachers, the vast majority of SHS teachers are highly qualified and effective teachers.

Serra High School allocation decisions are aligned with the district LCAP. Our facilities are in the excellent shape as evidenced by the numerous high ranking in the district evaluations. Our staff are highly qualified and effective within each department.

The Instructional materials and equipment while in need of updating is in line with the district allocation and upgrade schedule with some high points in the CCTE department. Each year Serra High School uses its resources to hire and nurture a well-qualified staff.

The area of concern is the lack of school wide understanding and involvement in all aspects of the long range planning process. Although information about each of these allocation and decision making bodies may be available to those involved, the sheer complexity makes it difficult for the average staff member to comprehend. More effort needs to be made to simplify the complexity of the planning process so all stakeholders could feel connected to the decision making process and resource allocations.

Category B: Standards-based Student Learning: Curriculum

B1: Rigorous and Relevant Standards-Based Curriculum Criterion

Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

The course of study, as well as course content, has evolved with the current focus on standards-based instruction, as it relates to the Common Core curriculum and Next Generation Science Standards. These new standards challenge students and teachers, and the majority of teachers are working hard to prepare students for college and careers.

All students in a diploma bound program are enrolled in a rigorous academic program leading to graduation and eligibility for University of California and California State University admission. Students must complete a minimum of 44 semester credits. Students are expected to meet California standards in English, mathematics, science, history/social science, fine and practical arts, and physical education, as well as the UC/CSU "a-g" course requirements. All textbook adoptions for core classes are standards-based. Teachers are encouraged by administration (and by District professional developers) to pull from other (reliable) sources and use technology to enhance the curriculum and make it “more Common Core.” This includes finding companion texts (from reliable sources) to go with lessons, teaching students how to annotate, and encouraging students to struggle through reading complex text.

Non-diploma bound students follow a program based on the California Alternate Performance Assessment Blueprints (CAPA Blueprints) and their Individualized Education Plans.

Serra High School has embraced the current educational research and thinking behind the Common Core standards for English and math and the Next Generation Science Standards. Math, English and science teachers have participated in a number of district sponsored professional developments to ease this transition. Most teachers have been trained in creating Common Core lessons at staff development sessions.

English and math teachers had pull-out days in 2015/16 for on-site Common Core training. There were very few NGSS professional development opportunities during the 2015/2016 however a three-day training for Biology teachers will be offered in 2016/2017 school year.

Teachers are free to incorporate relevant material in their classes to supplement adopted texts. The District-provided PDs on Common Core for core teachers not only

provide curriculum for teachers but also teach teachers how to obtain reliable supplemental texts and materials on their own for use in the classroom.

Some departments use the district adopted textbooks and supplement the texts with teacher-developed curriculum. In addition, the Social Studies Department supplements the district adopted textbook with Stanford Reading Like a Historian.

Teachers are encouraged to use technology in innovative ways in the classroom. The District provides numerous i21 PDs in order for teachers to learn not only how to use the equipment and software provided to them in their classrooms, but also to learn new and exciting technological methods and practices in their classrooms. These trainings and PDs are voluntary and are offered throughout the school year and in the summer through the District's ERO system.

The master schedule has also been arranged such that most teachers have a common grade level preparation period, allowing for interdisciplinary collaboration as well as fostering professional learning communities with teachers of similar courses**.**

As part of an inclusive, transparent assessment and curriculum approach, Serra High offers parents and students the opportunity to daily assess and monitor individual academic subject status of each student. Accessing grades can be done in real time, using our online grading system (Powerschool). This enables teachers and students to discuss individual student performances on assignments, exams, and homework.

Academic and College -and- Career Readiness Standards for Each Area

Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within*

courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

All schools in the San Diego Unified School District have adopted the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, along with the Common Core Anchor Standards for all subject areas and College and Career Readiness Standards. Beginning with the Class of 2016, all students must meet UC "A-G" requirements to graduate. The District is in the process of adopting the Next Generation Science Standards. All AP teachers have had their AP syllabi approved by the College Board. All "D" science courses include a minimum of 25% wet labs.

The San Diego Unified School District requires four years of attendance at the senior high school level or its equivalent. In order to earn a high school diploma, a student

must earn 44 semester credit units, with an overall grade point average of 2.0 or higher Until this year, students were required to pass the California High School Exit Exam (CAHSEE). Student credit hours include four years of English (8 semesters); three years of mathematics (6 semesters) including Integrated Math I, II and III; three years of science (6 semesters) including biology, chemistry or physics, and one additional lab science offering; three years of social studies (6 semesters) including World History and Geography, U.S. History, Economics, and American Government; two years of world language (4 semesters); one year of fine and practical arts (2 semesters); and 2 years of physical education (4 semesters). The remaining 8 semester credits are earned by completing additional core or elective classes.

California Common Core State Standards (CCSS) include defined standards for English Language Arts and math. Science courses are held to the Next Generation Science Standards (NGSS). Social Studies and all other courses fall under the Common Core anchor standards. All courses are held to the Common Core College and Career Readiness Standards.

For the past 3 years, Serra has been a part of the National Math and Science Initiative (NMSI). Teachers of math, science, and English AP courses participated in the NMSI trainings designed to increase rigor, prepare students for the AP tests, and ultimately expose more students to college level curriculum. The expectation is that all students enrolled will take the AP test in the spring and a mock exam is administered for these subjects. NMSI also provides each school with an additional budget to spend on “wet lab” materials and provides a training on labs appropriate for these classes. Each year teachers of AP courses submit course syllabi to the College Board to be approved prior to the start of the school year.

In addition to a-g required classes and AP classes, Serra offers credit recovery classes online. There are classes in English, Math, Social Studies, and Languages. The standards for the classes are the same as any classes that students take in a traditional classroom setting involving a "live" teacher. Students are lectured by an online teacher, they are supposed to take notes and then they are evaluated with practice quizzes, tests, projects and cumulative exams. Most students are recovering credits since they either did not pass or earned a "D" in the class in the past.

Non-diploma bound students’ programs follow the Common Core Content Connectors. With the exception of special education support classes for diploma-bound students in the areas of reading, written language, and math (Multilevel Study Skills 9-12), all classes meet the California public university a-g requirements. It should be noted, however, that students with a current Individualized Educational Plan (IEP) can earn an elective credit for Multilevel Study Skills 9-12.

Some upper level classes such as AP Psychology and AP Human Geography meet a-g requirements as electives (g) and some support classes such as AVID also meet the a-g requirements as electives (g). In addition to these electives in content areas, SHS offers these other elective classes: Drawing and Painting, Film Arts, Theater, Band, Choir,

Orchestra, Video Production, Journalism, Yearbook, Computer Applications, Photography, and Community College courses

Marine science which is currently offered also count as a-g electives (g) while all other science classes meet the a-g science requirements (d). All students have access to all electives offered if they have met the prerequisites, for example AP Environmental Science requires the completion of Biology as does Physiology.

Students are encouraged to be academic achievers and time managers in the classroom as well as achievers in a wide variety of extracurricular activities, including band, orchestra, theater, athletics, ASB, and the after school IMIN ARC program. ARC is an award-winning, nationally recognized after school program and experiential education provider.

Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

The current Credit Recovery online programs (formerly APEX, now Edgenuity) and iHigh (APEX, Edgenuity, University of California's Scout, and Middlebury) courses are all approved by UC and NCAA standards. The Credit Recovery program courses are aligned to Common Core State Standards and fit A-G requirements.

Credit Recovery courses all meet the A-G requirements and Common Core State Standards. District iHigh administration are in charge of approval of all Credit Recovery courses.

All Credit Recovery and iHigh classes are approved by the National Collegiate Athletic Conference (NCAA) standards. iHigh uses more than one source for these courses (Edgenuity, Middlebury, University of California's Scout, and Nat'l University Virtual High School).

Congruence

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Recent acquisitions in technology and professional development have made more teaching opportunities available for congruence with schoolwide outcomes, Common Core and other standards.

The District hired extra staff in 2014 to train teachers in Common Core instruction and create benchmarks to prepare staff and students for meeting the benchmarks in English Language Arts and math. The District also hired staff to provide PDs for math, social studies and science. All trainings focused directly on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

Common Core training, provided by the District, for English and math teachers (by grade level or course) not only provided curriculum to be used in the classroom but also strategies for teachers to use to write Common Core Standards-based curriculum on their own (for example, finding reliable outside sources for companion texts in units, incorporating non-fiction texts into existing units, teaching annotation, using complex texts, teaching reading and writing across the curriculum).

Common Core College and Career Readiness Standards state that students should be able to accomplish the following seven standards: demonstrate independence, build strong content knowledge, respond to demands of audience/task/purpose/discipline, comprehend as well as critique, value evidence, use technology strategically and capably, and come to understand other perspectives and cultures.

Serra High School has worked hard to balance the demands and expectations of the state, community, parents/families, students, and staff. Most teachres have focused on how to infuse the school learning goals into their curriculum that also meets state standards and prepares students for success in their post-secondary education. With our diverse population, with diverse needs, and diverse skill base this continues to be a challenge for most teachers.

During the 2015-2016 year the district implemented goals for the four learning cycles. The goals were 1) a warm and welcoming environment 2) collaborative conversations 3) differentiation 4) developing student agency. These goals were kept in mind as lessons were developed aligned with the CCSS and NGSS. Most teachers are also working towards giving students the chance to express their knowledge in more real-world situations, including project-based learning and using technology appropriately to present and research.

Science courses use authentic laboratory experiences and ask students to make poster presentations modeled on what actual laboratories present. Students are taught and assessed on both content and process standards. Lessons are designed to promote effective problem solvers. This will lead to improved learning in science and improved critical thinking skills for students.

English courses are providing an increasing number of opportunities to develop critical thinking including use of complex texts, annotating, online forums, video editing programs, and publishing online to authentic audiences.

Math and English courses are using Illuminate to create questions based on complex readings that are appropriate to Common Core Standards and that will prepare students for the SBAC tests.

During the 2015-2016 school year the district asked for an Argumentative writing assessment for each grade level. It was decided that the ninth graders would focus on argumentative writing with the science curriculum, 10th graders with the history curriculum, and 11th in their English classes.

Integration Among Disciplines

Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability and security are maintained.*

Teachers in most subject areas strive to meet the anchor standards and address the Common Core Standards/Next Generation Science Standards. To a certain extent, there is integration among disciplines. As teachers and departments, we have made some gains, particularly with the integration of Common Core Standards. Math and Science standards overlap as do English and Social Studies writing standards.

Instruction for all students at Serra High School is driven by the CCSS and NGSS and most teachers work to create rigorous lessons requiring students to collaborate, communicate, and cooperatively solve problems connected to these specific standards. On any given day, students can be observed engaging in accountable talk and using critical thinking skills, enabling them to become effective problem solvers and effective communicators.

Diploma-bound students with IEPs are included in the general education environment with the support of a special education co-teacher or collaborative staff member. General education and special education staff members work collaboratively to ensure that students receive the accommodations and modifications listed in each student's IEP.

In English classes, pair-sharing and small group (tables) work, and Socratic seminars contribute to collaboration and accountable talk, demonstrating English Common Core Speaking and Listening standards. Science, history and English classes use both district and departmental common assessments, as well as those within course sections (ex: Physics roller coaster project).

The adoption of the new standards has brought some cooperation and integration of curriculum. In Social Studies, teachers utilize documents and argumentative writing, using the same type of argumentative writing taught in English classes. This practice reinforces the integrity, consistency and reliability of the writing process.

PLCs strive to unify standards-based curriculum and assessment throughout grade levels and often connect entire departments. In 2015-2016 school year, most grade level core content areas shared similar prep periods and offered opportunities for teachers to

collaborate across content areas by grade level. This was not as effective as planned by administration during the 2015-2016 school year. As a result, administration created a PLC coach position for the 2016-2017 school year. One of the roles of the PLC coach will be to establish more opportunities to meet across core content areas in 2016-2017 on grade level prep periods.

The US history teachers have used after school and prep time to develop and adopt a common curriculum. Some departments have done this while other departments are working towards this goal. This process needs to continue across the curriculum, including integrating Science and Math with English and Social Studies.

One opportunity that may encourage integration among disciplines in the 2016 AVID Summer Institute. Various departments will be represented at this 3-day professional development AVID training, in fact 20 Serra teachers have signed up to attend along with Serra's two Vice Principals and PLC coach. This may enable these teachers to integrate all departments as well as provide supports for English Language Learners. At present, in some classes or cases, language learners are provided modified curricula. In some cases, there are co-labs in the academic classes and some students have a support class.

Outside of the traditionally offered courses, Serra offers college classes on campus. The local community college has professors teach Political Science and a Math class. Although, the adoption of the Common Core Curriculum has facilitated commonality among departments, Serra High School teachers feel there still needs to be more integration between English, Math, Science and Social Studies which will be another role for the PLC coach to help facilitate.

A majority of teachers work to make sure that they have different versions of assignments, quizzes and tests, and work to keep them secure. Teachers also work to make sure electronic devices are not being used in ways to jeopardize security. District benchmark exams and some end-of-course exams for mathematics, science, English and world languages offer access to assessments in the District adopted Illuminate program, teachers log in and are given instructions related to how to administer these exams to maintain their security.

AP College Board offers some end of course/ semester exams for AP teachers who have to log in and obtain access to them. It is the expectation from AP College Board that exams that are given remain secured and teachers are expected to collect exams, not allowing students to keep them.

Articulation and Follow-up Studies

Prompt: *Determine the extent to which the school articulates programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

The school articulates with the feeder middle schools every year to help students choose courses for the following year. The school does not communicate with higher education institutions, as the schools are reluctant to give out data, but has positive anecdotal feedback from graduates.

School articulation from our middle schools: Farb Middle Schoo and DePortola Middle School involve providing incoming 9th graders with registration packets. In addition, Serra has open house night, showcases and articulation timelines as well as course descriptions on the Serra Website for all students. The website also provides course request cards for all students and description of courses offered at Serra.

Serra also sponsors a 9th grade Q-camp (Conquistadors) and the 8th grade EXPO to help with articulating 8th grade students to 9th grade. The Q-camp is a 4-day event in the first week of August, check in begins at 7:45am and the camp ends at 1pm. All students that attend are provided with a lunch while the daily activities enable incoming 9th graders to learn more about college and career through workshops. Students also get an opportunity to explore UCSD on a field trip and get involved with ASB and other clubs to learn more about what extracurricular activities Serra High School offers.

Serra High School has a full time registrar that oversees Serra transcripts to help with high school, currently there is a survey that takes place senior year and a component of that enables seniors to input their intended destinations post-graduation.

For students exiting the special education program of Serra High School, most students are offered the option to attend TRACE (Transition Resources for Adult Community Education). This program prepares students (with support from staff, friends, colleagues, and family) to make informed decisions regarding present and future plans about vocational placement, living arrangements and recreation. TRACE supports students in getting a diploma through community options available to all to young adults including: the High School Diploma Program and the Community College. Some of transition services include vocational search and placement involving training, educational learning support and life skills including: mobility, help with health access, recreation, fiscal management. TRACE can provide services to students who meet the following criteria of 18-22 years of age, live within the boundaries of SDUSD, have an active IEP, and have not received a high school diploma.

B2: Access to Curriculum Criterion

P*rompt:* *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

All SDUSD students develop a personal learning plan in the eighth grade year, which is reviewed and revised annually at the high school. Students with special learning needs access course content and support services through the provisions of their IEPs or 504 plans and are almost 100% mainstreamed with their classmates in comprehensive classes. All SHS incoming ninth grade students are enrolled in a UC/CSU "A-G" course program and are able to supplement those required classes with a wide variety of Advanced Placement, CCTE, academic support and program elective class offerings.

The students at Serra High School are encouraged to take the highest level course offerings. This is determined by testing, former grades and teacher recommendation. This is encouraged via one-on-one conferences between student and counselor during articulation. Information is also shared with parents during this period.

Students are encouraged during the freshman year to move into Advanced and Honors classes in order to prepare them for advanced/Honors/AP classes as upperclassmen and also for college. Traditionally underserved college-bound students are encouraged to take AP and Honors classes and are provided support through AVID and extra help from SHS tutoring programs from ARC, Serra Real Connections, and individual core-content area teachers. Course prerequisites are in place for some courses to ensure that mathematical and/or writing skills are adequate for students to be successful in the course.

During articulation, grades, test scores, and student interests and goals are reviewed to help students select classes. Counselors discuss options with students in the classroom and individually. Teachers also help students select the next course in their subject area. IEPs for special education students are developed with close collaboration between parents, teachers, and other educational specialists as appropriate.

Course enrollment, placement and graduation requirements are discussed in detail among counselors, teachers, students and parents during the spring articulation. Once classes are established in the fall, limited class changes may be made if student learning needs are not being met. Academic support may be provided in lieu of a course change.

Advancement Via Individual Determination (AVID) is a growing program at SHS. AVID provides support for motivated, traditionally underrepresented, college-bound students who need additional academic support. Many SHS AVID students admit that they would have great difficulty passing Advanced/Honors/AP classes without the program. Students are provided assistance with organization and study skills and are taught how to take and use notes effectively. Tutors (from college campuses) are provided to assist them one on one with classwork at least twice a week. In the upper class years, students are given assistance with applying for college and scholarships.

SHS has an active Navy JROTC program. The SHS Navy JROTC program follows a Leadership Education curriculum to prepare students for post high school life, whether they choose the military, college or careers. Students participate in a variety of

competitions: Drill, Academic and Physical Fitness. JROTC welcomes all students and currently has students with moderate special needs participating in the program.

Many clubs at SHS also provide opportunities for students to participate in career exploration opportunities. California Scholarship Federation (CSF) and Key Club are just two examples.

Students at any grade level, who wish to prepare for careers in publishing, marketing or photography, may join the staff of the school newspaper, Associated Student Body, the yearbook and can also enroll in Serra's photography class.

CCTE classes are open to all interested students on the SHS campus and include Multi-Media Productions, Computerized Graphic Design, and coming in Fall of 2016, new IT courses.

Other sources of career readiness classes include our summer Robotics program that allows students to problem solve and develop critical thinking skills as they design and build robots for competitions. Students that participate in this summer program are encouraged to join the Robotics club offered at Serra during the school year.

Accessibility of All Students to Curriculum, include Real World Experiences

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

The vast majority of students have access to a rigorous, relevant, and coherent curriculum across most programs. Instructional practices facilitate access and success for the majority of students.

The graduating class of 2016 was the first under the new district graduation requirements, which include meeting all University of California "a-g" requirements. These courses are rigorous and have to be open for all students seeking a high school diploma.

There are also courses offered designated as advanced, honors, and advanced placement (AP). The district has pre-requisites for some of these courses, but after meeting the prerequisites, it is a student's and his/her parent/guardian's choice to enroll in these classes. Counselors as well as teachers will make recommendations and discuss the selection of higher level courses, but it is ultimately the student's decision.

A wide variety of English courses are available to meet requirements for high school graduation, from college-prep classes to AP courses. An Expository Reading and Writing class (ERWC) developed by a San Diego State professor is designed to bring motivated students struggling with reading and writing up to college level proficiency during the senior year.

High-achieving students have access to advanced course offerings throughout the curricula, including AP Statistics, AP Calculus and college calculus courses taught by a professor from Miramar Community College.

SHS students follow a prescribed course sequence in Social Studies beginning in the sophomore year. World History and Geography, US History and Geography, and Government/ Economics complete the three-year college preparation as well as graduation requirements.

The school has analyzed enrollment data and teachers' recommendations and found that the enrollment, particularly in advanced placement courses, does not ideally reflect the overall demographics of the school. With the support of EOS (Equal Opportunity Schools), a process has been initiated to identify students from underrepresented groups who have the potential to be successful in AP classes. The extended offering of AVID is another example of how the school is getting more students exposed to the most rigorous curriculum. AVID has as one of its requirement the enrollment in AP classes.

A grant from NMSI (National Math and Science Initiative) has given students a financial incentive to take and pass AP exams in the subjects of English, math, and science. The grant will pay half the cost of signing up for the exam as well as a $100 reward for every passing score. Along with the financial incentives come Saturday study sessions and mock exams to better prepare students, especially students with no prior experience in taking these classes.

Spanish and French world languages are offered as part of the "A-G" requirements for the UC/CSU college systems. Spanish classes are offered from beginning through Advanced Placement Spanish Language. Currently, French is offered from beginning through year five and six. Access is based on student interest, placement test scores, prior course performance, and teacher recommendation. Language offerings are augmented through the site's Edgenuity program.

SHS's Special Education department offers all levels of service to ensure access to the curriculum and graduation (or certificate of completion for non-diploma bound students). Transition plans are developed for each student as a component of the freshman year IEP meeting in order to ensure positive post-high school outcomes.

Services are provided through varied models: co-teaching, collaboration, and special day classes. Additional programs and services are available to SHS students to assist with academic achievement and the attainment of a high school diploma and graduation. Programs include: TRACE, Speech Therapy, Occupational Therapy, a Psychologist, Career and Transition Services, and Adaptive PE.

Serra has developed "pathways" in all subject areas which enable students to follow an academic course as well as study an elective pathway with real-world preparation. The real-world electives are enhanced due to the strengthening of the CCTE (Career, College and Technical Education) program. The pathways in this program enable students to take courses in which they will be managing other students, learning applications such as Excel and working in areas in which they might pursue a career (ie. photography and technical theatre).

Rigor in some academic classes enables Serra graduates to be college ready upon graduation. This rigor is enhanced with support classes for students who need extra help and AVID (Advancement Via Individual Determination) for students in the middle who could be taking AP classes and preparing for a four-year college. In addition, for the 2016-2017 school year, Serra is adding more community college classes, including a course in personal growth and oral communications. This is in addition to the political science course currently offered through a local community college.

In the past two years, Serra has started and developed a strong after-school program called ARC/IMIN, which has numerous opportunities for students to pursue their interests as well as tutoring for subjects in which they may need more support. The counseling department also sponsors college nights on campus for students to attend. Serra students have opportunities to attend college fairs and other field trips related to careers and college, including the Hispanic College Fair and National College Fair. Students with disabilities are offered a field trip to the community college disabilities office for a presentation on services available to students with disabilities.

Because of a strong military presence and interest from many students in a military career, Serra's ROTC program actively works to support students interested in military careers and educational opportunities. Serra also has numerous clubs which meet at lunch and after school. Through these clubs, Serra students have opportunities to work with community organizations such as the Tierrasanta Kiwanis (Key Club), The San Diego Humane Society (Care Club) and others. In addition, Club Elevated works to ensure students have opportunities to reinforce real-life skills.

The VAPA program (Visual and Performing Arts) reaches a unique population of students through course offerings in many different mediums for the more artistically inclined students. Students may select from a variety of art classes (drawing and painting), drama, theatre production, instrumental music, and choral music.

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Many courses that fit A-G requirements are accessible through credit recovery and iHigh. However, no science lab classes have been approved.

All Edgenuity courses meet A-G requirements, according to the District. Students can access many AP classes online. Advanced and Honors classes cannot be made up in Credit Recovery. Students can take the "regular" class for credit, but the Honors/advanced grade remains on their transcripts. Students cannot make up any lab classes through online learning, as there are hands-on components to science lab classes.

Student-Parent-Staff Collaboration

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals.*

Parents, students and staff collaborate to some degree, through the counseling center, to monitor students' personal learning plans and college, career and educational goals.

Middle-school counselors discuss the basic 4-year high school course framework with students in the eighth grade. Serra counselors begin filling out an Academic Review and Graduation Requirement Record ("4-year plan") for each student during the 9th-grade. These 4-year plans are monitored by the counselors and reviewed with students every year during the Spring articulation process. In addition, students and parents may review and revise the plans at any time with assistance from their counselors.

Prior to articulation each year, counselors visit English classes to provide information and answer questions regarding course selection for the following academic year. Teachers in the upper grades are available to answer student questions regarding their classes throughout the course selection process.

Counselors visit 12th-grade Government classes to present seniors with information regarding the completion of students' 4-year plans and getting ready for graduation. 'Parent Nights' involving parents, students, counselors, and teachers are held prior to each grade's course selection process to provide parents and students with information about how the upcoming course selection process fits into the student's 4-year plan.

Parents are encouraged to review course choices with their students and must sign a course selection card each year. As part of the Equal Opportunity Schools program, teachers identify promising non-Advanced Placement (AP) students from underrepresented student populations that they think would benefit from participating in AP courses. These identified students and their parents are invited to an 'AP Information Night' conducted by counselors and teachers in an effort to encourage enrollment in AP classes.

Prior to enrollment in online courses for credit recovery or enrichment purposes, counselors speak with a student to ascertain the student's comfort level with online learning.

To help with their college and career and/or other educational goals, students and their parents can take part in the class-specific 'Parent Nights' mentioned above, as well as Senior College Night and Financial Aid Night.

Students in the special education program review their Individual Education Plan (IEP) every year with their case manager, parents, and teachers to make sure they are on track to achieve the goals stated in their IEPs. With the assistance of their case managers, teachers, and an on-site School-to-Work Transition Assistant, students with active IEPs receive support in working toward their post-high school career and education goals (help with resume writing, practicing interviewing skills, obtaining paid work experience, finding/applying for/retaining jobs, etc.).

Post High School Transitions

Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

SHS effectively provides information for students and helps them transition to college, career and other postsecondary options. SHS utilizes multiple strategies to ensure all students meet graduation requirements. Non-diploma bound Special Education students are awarded a certificate of completion based on the attainment of IEP goals.

Students are encouraged to keep counselors informed as to college application acceptance and eventually admittance in order to track the effectiveness of post-high school transitional efforts.

Serra provides a variety of programs and pathways for students. These include Advanced Placement (AP) courses that prepare students for college and College, Career and Technical Education (CCTE) courses in art, media, and entertainment. Dual enrollment with the San Diego Community College District is offered for Political Science, Personal Growth/Oral Communication, and Math 96/Math 116.

Visual and Performing Arts (VAPA) classes study careers in the arts as part of the curriculum. Military recruiters come to campus and talk to students about careers in the military and opportunities for scholarships through JROTC programs.

The California Student Opportunity and Access Program (Cal-SOAP) provides information about postsecondary education and financial aid to students. Cal-SOAP counselors offer a Financial Aid presentation for parents was well as workshops to help parents with FAFSA. Cal-SOAP also offers free courses to prepare students for the SAT and ACT.

Special education students who are unable to fulfill the requirements for graduation with a high school diploma within the traditional time-frame can transition into the TRACE program once they turn 18 and have completed four years of high school. Students in the special education non-diploma bound programs can also transition to

TRACE once they turn 18 and have completed four years of high school. This is in compliance with federal law, which allows students with disabilities to receive special

education support services until they are 22 years of age (if they have not earned a high school diploma). TRACE is a support network to assist students with disabilities transition from high school to adult life. Supports are generally provided in the following areas:

- High school diploma
- Job placement
- Recreation/leisure activities
- Self-advocacy
- Accessing the local community (shopping, banking, library, etc.)
- Independent living skills
- Mobility training
- Connections to community agencies.

Serra's administrators, counselors and faculty work together to ensure that all Serra students are prepared for college and are therefore able to pursue whatever course they choose after high school with success.

Counselors meet with feeder middle schools in the spring of students' eighth grade year. The goal is to inform students of academic and extracurricular opportunities at the high school and to design an appropriate and challenging academic program for high school. Additional pre-registration meeting days are offered in August.

SHS counselors ensure student access to the required course of study through annual review of student learning plans, IEPs and graduation credit tracking. Students who are "not on track" are assigned appropriate course or program interventions to guide them back on track for graduation. Once classes are established in the fall, limited class changes may be made if student learning needs are not being met. Academic support may be provided in lieu of a course change.

SHS also offers support classes in math and English for students who are identified as at risk or English Language Learners. There is also after-school tutoring in all core subjects with certificated teachers available to all students, and individual teachers offer lunchtime and after-school tutoring in their classrooms.

Serra's Saturday Empowerment School offers weekend peer-tutoring and support to students. AVID classes also support students with a structured program during the school day for students who are identified as being able to take more advanced classes with support.

Each student has an annual articulation meeting with his/her counselor to go over the schedule for the following year. This meeting is supplemented throughout the year with as-needed meetings to support each student at Serra. Some teachers also work with counselors to identify students who need extra support as well as students who can and should be pushed to excel in the most rigorous courses available.

All students must complete required coursework and exams in order to graduate from Serra High School. There are two levels of qualification for graduation:

- Diploma–44 credits, a 2.0 GPA or better and average citizenship.

- Letter of recognition–Special education students who do not meet the diploma or certificate requirements, but who do meet all goals of their IEP qualify for a letter of recognition. Students are offered alternative ways to earn graduation credits through summer school, APEX online courses and local community college classes. Success school, an extended day opportunity for students to make up deficient credits, is available to students, as well.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve academic standards, the college- and career-readiness standards, and the school wide learning outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

The administration and a majority of staff dedicate themselves to implementing a rigorous curriculum and utilizing a wide variety of instructional strategies. Challenging learning experiences support the vast majority of students in the attainment of academic standards and the Schoolwide Learner Outcomes.

The courses offered at Serra satisfy requirements for preparation at UC/CSU universities. Courses not applicable to A-G requirements include support classes to assist students in their A-G classes and classes for special education courses. Resources, including Common Core state standards, Next Generation Science Standards, District-created frameworks, and professional development programs and documents, are utilized by most teachers to define curricular content, instructional activities and the establishment of a community of learners within the classroom.

Students have a variety of learning opportunities, including:

- Direct instruction and student-led instruction where students take responsibility for learning. To teach, a student must understand material at a deeper level and learning from students sometimes makes it easier to relate to the material. In some classes, the use of Cornell notes (AVID strategy) and graphic organizers helps highlight key understandings and allows students to process information and construct original thinking and learning.
- Collaborative conversations for building conceptual understandings in the content areas and Socratic Seminars give students opportunities to construct viable arguments and critique the reasoning of others. Graphic organizers help students organize thought before engaging in conversations, recite comments of others, and summarize conversations.

In some classes, students have opportunity to take partner tests, students learn to work with other people and are able to learn from each other while discussing concepts. Teachers walk around and monitor student learning through students' conversations, as well as use evaluate student work to improve student learning.

Students in AP Psychology create analytic videos that help explain the relationship between head trauma in contact sports and later development of brain disease.

Projects encourage students to use creative energies to produce quality work and think critically about key understandings in the curriculum. Visual displays help some students connect to the content more. Students also make models. For example, roller coaster models produced in physics allow students to examine different ideas related to force and motion.

In science and statistics, students benefit from hands-on activities, which help students stay engaged in the lesson and use real-world formulas and applications to solve problems. In Physiology, for example, students practice job skills of taping injuries and experiments relating physical activities and blood pressure.

Study sessions and review AP Saturday Study Session (outside of school hours) and Saturday Empowerment Academy are additional supports Serra has in place to provide additional supports for students.

Serra High School's AVID program provides a challenging and relevant experience for a large group of students. AVID essentials directly address the school's standards and college readiness. The AVID elective is offered for all grade levels to enroll students with academic potential that come from demographic groups underrepresented in college settings. Through AVID students utilize a range of effective scaffolding techniques such as Socratic Seminar to develop higher order inquiry driven cognitive development. Personal organizational techniques, including Cornell notes, are another effective component of AVID that foster desired academic outcomes for students from a range of demographic backgrounds present on campus.

The Equal Opportunity Schools program has recently come to Serra and has played a role in moving all students toward their most rigorous and relevant academic experience. EOS has begun to help teachers and administration at Serra to identify student preparation and readiness for higher level coursework for students that have not previously been enrolled in programs such as Advanced Placement. The program relies on data analysis, as well as student surveys and teacher recommendations to place a wider range of students on a path of college and career readiness. Further supporting the program has been a series of parent information sessions about AP including a highly advertised AP Recruitment Night intended to increase AP enrollment for students from underrepresented demographic groups and students who have not previously enrolled in these courses.

The Advanced Placement program at Serra has served as a setting for students from diverse demographic backgrounds to achieve a challenging and relevant academic experience. Serra has participated in numerous grants and programs to increase participation by traditionally underrepresented students. Most recently, Serra has

participated in the NMSI grant to increase enrollment in AP courses in science, mathematics, and English. Teacher training, increased opportunities for student learning outside the regular school day, assistance in paying for exams and incentives for qualifying scores on AP exams (3, 4, or 5) were included in the grant. As a result of these various incentives, the enrollment in these courses has increased, and Serra has seen gains in the number of qualifying scores.

Furthering this support is Serra's large student engagement in elective AP classes. Notable among these are courses offered in the science department and social science electives such as AP Human Geography and AP Psychology. AP Statistics also allows participation by more students, since there are fewer prerequisites than for AP Calculus. These offer effective access points to AP curriculum for students that have never taken an AP course before and challenging enrichment for students already enrolled in AP courses. Serra's elective AP programs have historically been the AP courses where enrollment has most closely reflected the demography of the full student population.

The role of military training at Serra has proven to support a large number of students in providing a challenging and career ready learning experience. NJROTC is taken by a large section of the school body. In the JROTC program, students develop passion, integrity and teamwork (critical components of Serra's SPIRIT mission statement), and some utilize NJROTC to either prepare directly for a career in the military or to apply the experience to college ROTC programs and financial assistance for college pathways.

Students in the Special Education program are among the student population that see instruction link directly to transition educational experiences that prepare for a successful life after high school. For some Special Education students, there are opportunities for academic programs and off campus experience that directly support the ability to engage in meaningful independent experiences such as shopping and utilizing public transportation; these skills come through Community Based Instruction (CBI). In addition, TRACE offers students an integral transition to post-high school diploma completion and life skills that help students develop job related skills. On campus, some of these students are effectively developing this experience and readiness through a program in which they operate a small business model and sell coffee across the campus to individuals.

Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Students at SHS can enroll in both iHigh and Credit Recovery (was APEX, now Edgenuity). In both cases, the programs for courses offer their own timelines and pacing guides that students must follow with the help of the online instructor.

APEX software was used to provide the materials for both the Credit Recovery Program (for students who are making up graduation requirement classes) and most of the iHigh Dual Enrollment courses (for students who wish to take courses online for credit). Starting this year, the District adopted Edgenuity for Credit Recovery and iHigh courses. Additional iHigh courses are provided by the University of California's Scout, Middlebury and National University's Virtual High School.

Students taking online courses have timelines and pacing guides to follow that are created by the providers of the programs. Pacing guides do cater somewhat to individual needs and start times, but all are designed to be semester courses and have end times. For example, the Dashboard will say when a student started the program, what percent is complete and where the program believes the student should be. The dashboard also alerts the online instructor when a student needs to have something checked or needs to take a test in the online learning lab at SHS.

Student Understanding of Learning Expectations

Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

The majority of teachers post the purpose of individual assignments on their whiteboards. Most teachers also explain learning objectives, their purposes and their importance, before beginning a unit of study or even on a weekly or daily basis.

Serra High School starts the very beginning of a school year explaining the expectations and standards to students. On the first day of school, each class is given a section in the planner that explains school expectations in regards to academic performance. The majority of teachers present their syllabus and class expectations to their classes on the first day as well. Futhermore, in the Fall of 2016, teachers will be expected to post their syllabus and class expectations on the Serra website.

There are also grade level assemblies to review academic expectations, which also include a visit by the counseling department to classes during the first couple of weeks of school. The administration requires each teacher to post lost term and short term goals along with specific daily objectives which are driven by Common Core Standards and state content standards.

In regards to instruction, many teachers use pacing guides that are developed in PLCs, department meetings or have been provided by publishing companies or the district. In some areas in English and social studies, thematic pacing is being utilized. This ensures that key elements are addressed in multiple ways and by multiple perspectives.

In classrooms at Serra High School, the majority of teachers use rubrics that are based on Common Core and content standards. Most rubrics are designed through grade

level PLCs, departments, and students. Students utilize rubrics to do peer evaluations. To allow students to understand the requirements of assignments, student and teacher created exemplars are provided to illustrate the expected performance level. Some departments use district-developed assessments using Illuminate for a test-taking environment mirroring SBAC or for data analysis to aid the direction of instruction and to alert students and parents their level achievement.

Most teachers use instructional strategies that require active involvement of the learner and help students develop techniques to apply knowledge. Students are encouraged to develop techniques to organize, assess and apply knowledge beyond the classroom. For example, there is evidence through peer observation that many teachers use implicit instructional strategies to encourage learners to digest a topic. Teachers also use inquiry techniques to encourage the learner to apply prior knowledge in solving problems outside of the classroom.

Other means of informing students and parents of their level of academic achievement is through 6 week progress reports and semester grades, which are provided by the school. For many students who are Special Education identified also receive weekly reports of academic performance that are generated by co-lab teacher or Special Education aides. In addition, Special Education case managers maintain communication with students and parents regarding student behaviors and student progress in achieving academic standards. Some teachers hold individual meetings with students to discuss academic performance. In addition, some teacher provide progress reports every one, two or three weeks during a grading period.

Beyond classroom or in school connections, many teachers have individual meetings with parents, often with a counselor present. Many teachers keep in contact with parents through a variety of ways, including the District's electronic messaging system, School-Messenger, emailing and phone calls. The counseling department at Serra often calls in struggling students to help them improve their academic performance. They address this issue again when select next year's course schedule. Serra also has a program called Serra Real Connections, to improve students' performance by treating the whole child, including their psycho-social-emotional needs.

Differentiation of Instruction

Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Most teachers define, scaffold and differentiate curricular content in order to provide instruction and support so that all students, regardless of program, are able to learn and attain standards and goals. Strategies and resources normally associated with specific student populations (GATE, ELL, Special Education,

Seminar, AVID) have been embraced by some of core teachers and are used to improve the achievement of all students. I21 Technology has enabled core teachers to technologically advance further than they might have otherwise been able.

All teachers in most core content areas have been asked to align their courses with Common Core State Standards (CCSS), and Science is working towards aligning their courses (Physics, Chemistry, and Biology) to Next Generation Science Standards (NGSS). The majority of teachers in most departments continue to collaborate on CCSS and NGSS as well as encourage students to see the connections between lessons and will be applying the new Schoolwide Learner Outcomes (SLOs) recently adopted in June 2016.

Common Core training has taught teachers that the current trend in teaching creates a necessity for students to work individually and struggle through difficult material, rather than being "spoon fed" material from their teachers. The goal of this approach is designed to foster students' individual learning. But this does not mean that students are "on their own." After students grapple over difficult material, teachers use a variety of methods to differentiate learning. Common Core District training provided teachers a variety of instructional strategies that help students tackle the curriculum individually and with the help of the teacher, a partner, a group or with the whole class.

Most of Serra High School's staff members differentiate their instructional methods, often integrating multimedia and technology to reach a variety of student learning modalities. The majority of Serra teachers use the district-approved PowerSchool program (provided by Pearson Education) for essential tasks, such as attendance. Most teachers use this program for grade production, enabling students to keep track of their individual scores in separate classes. However, individual departments differ in technology and media usage, depending on the subject matter taught.

Teachers and students use computers in the Mac Lab, and at another Mac Lab in the Media Center. Core department teachers have mobile laptop/netbook/iPads labs available for students in their classrooms. Examples of different technology usage includes life science courses (i.e. biology, physiology, AP environmental science) which often utilize online virtual dissections to teach different body systems, giving students the opportunity to view these systems in relation to each other. A few teachers take advantage of online *WebQuests*, an inquiry-oriented lesson format in which most or all of the information used by the learner comes from internet sources. Utilizing *WebQuests* requires analysis and synthesis, with doable web-based projects as a result of the lesson.

Multimedia and business classes use Adobe products (InDesign, Photoshop, Illustrator, and Premiere) to create original graphically designed pages (including newspaper and yearbook) or video productions. Currently the multimedia classes are producing videos for the moderate to severe special education students to learn basic social and job skills necessary for employment opportunities.

Core classrooms (including world language) are provided with Promethean boards, document cameras, and individual digital devices (iPads or netbooks) for use by students in the classroom. As a result of this technology, students are able to use a variety of platforms for different assignments.

In the English department some instructors are using *padlet.com,* an online resource that can include film clips, TED talks, articles, activities and assignments. Students are able to obtain valuable information in "sticky note" format, and repeat access to it as necessary, determined by their own pace of learning. This particular technology has helped many students.

SPED students feel particularly empowered and are able to more easily access the same information as everyone else, due to the ability to repeatedly see, hear, and interact with Common Core materials.

Psychology teachers at Serra have "gone paperless," using *Evernote* (a free digital service designed for note-taking, organizing and archiving) for their written assignments. Social science (specifically government) instructors have used interactive online resources to predict voting trends during highly contested elections. Several teachers (across the curriculum) take advantage of Google Classroom, a free web-based service that allows teachers to easily distribute assignments and communicate with students outside of the brick and mortar classroom. Google docs and Google slides are also popular applications that students frequently use. Microsoft Office programs such as Word, Excel and PowerPoint (loaded on classroom devices) are standard usage for most students across the curriculum.

Discussions in both small and large groups are the mainstay in many of the classes, as teachers understand the importance of students learning and using academic language to develop subject fluency. It is common to observe the use of academic language in some classrooms through student presentations and projects that are often aligned to Common Core standards/NGSS.

C2. Student Engagement Criterion

Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Teachers use a variety of strategies to engage students while delivering the curriculum. Many students experience learning beyond the textbook and brick and mortar building through project-based learning, internships, community involvement opportunities, online and distance learning, campus lab projects and carefully designed field trips.

Thanks to a District grant, all core teachers have i21 Classrooms, equipped with interactive Promethean boards, netbook/iPad carts, and a sound system with DVD/VHS capability.

Each classroom is equipped with at least one desktop computer (some also have laptops and/or multiple computers), a Promethean Board, or document camera and LCD projector, for teacher presentations. The Promethean boards and document cameras are used to enhance instruction by allowing the display of online resources, presentations, and software, along with real time student work and teacher modeling. Most teachers utilize the Promethean Boards and document cameras in the classroom on a daily basis and some incorporate opportunities for students to use this technology.

At Serra High School multi-media and integrated technology are utilized by teachers in a variety of subjects throughout all content areas. Most teachers at Serra High School have attended i21 technology and common core trainings, learning to implement technology and multimedia into lesson plans.

Throughout many classes students have access to netbooks and IPads to complete a variety of different tasks. Powerpoints, videos, and interactive technology enhance the acquisition of academic concepts. I21 classrooms include math, science, English, and Social Studies classrooms .However due to recent theft at our school not all of our classes are equipped with this technology.

The school also has a computer lab in the Media Center and a bank of computers for students to use individually before and after school and at lunch. This computer lab is frequently used by classes that are not equipped i21 technology.

In the math department the Khan Academy curriculum is utilized to reinforce concepts taught in class providing immediate feedback Desmos and Geogebra are also used for teacher demos and student exploration. *Calculus in Motion* is used as an instructional tool in calculus classes and statistical applets are used to explore and reinforce key ideas in statistics classes.

In the science department students are given the chance to create videos and powerpoints relating to the content. For example, in some biology classes students are required to creatively formulate a project on the systems of the human body. Furthermore the application, *Inner Body* is used to understand human physiology.

In the English department podcasts like *Ted Talks* are used to challenge and promote other perspectives. Students watch movie clips of various pieces of literature as to provide a clear understanding of the material. For example, students view parts of “Romeo and Juliet” to supplement the reading of the play.

In the social studies department podcasts such as *Planet Money* bring real life applications to abstract concepts. Also, online programs such as *Marketwatch* provide students the opportunity to interact with the live stock market. Stanford’s *Reading as an Historian,* which is used in many US history classes, allows students to gather evidence, and examine primary source documents. A variety of primary source documents such as letters, speeches, magazine articles, photographs and maps are used.

Most teachers encourage students to present products using various multimedia tools such as: Microsoft Office Powerpoints, Prezi, student-designed websites, Excel, and films.

Throughout many of our electives such as multimedia and world languages, a variety of strategies using technology are used to deliver curriculum. Students in photography, video production, and journalism classes learn how to compose and edit these photos and digital movies. Many world language teachers use movies, websites, and videos to help students develop and understand the skills they need to communicate in the respective language that they are learning.

Finally, many of our teachers at Serra have personal websites or moodle pages. Beyond the regular due dates and course schedules that are generally posted, some teachers communicate with their students about pertinent resources which augment and enrich the content. However, not all of our teachers have personal websites that are accessible to students.

Additional Online Instruction

Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

The competency of the one online learning instructor at SHS is assessed by the principal. In the Fall of 2016, there are limited number of classes offered in online learning therefore there will be various teachers from different content areas overseeing the online learning lab.

All teachers, including the online learning teachers in charge of iHigh and Credit Recovery, are familiar with technology as all teachers were required to attend District Technology courses related to District rollout of technology.

SHS had an online Instructor for 2015/2016 school year that also attended and specifically designed trainings to assist with the programs involved in Credit Recovery and iHigh.

The District continues to support teachers assigned to online learning labs with ongoing technology training through ERO.

Students enrolled in iHigh and Credit Recovery courses submit their answers to the online programs, which give them immediate feedback on their progress. Student work is assessed by the primary teachers for their classes, provided by the District's iHigh. The iHigh and Credit Recovery Online Instructor does not evaluate student performance but rather assists students by helping them with the technology and reminding them of their deadlines

Teachers as Coaches

Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

The implementation of the Common Core State Standards means that all teachers are asked to step out of the role of "sage on the stage" and become coaches facilitating learning for all students. Most SHS core teachers are working to implement the coaching style, while some elective teachers are already doing so.

As coaches, teachers encourage students to persevere through difficult problems. We coach through identifying individual and group student needs, and tailor instruction and support accordingly. For example, math and AP Psych teachers hold tutoring sessions during lunch and after school. Our PLC's work as coaches for each other to address a variety of student needs. We can check whether students have similar needs across classes, or if the needs are isolated.

Teachers model a variety of speaking and written activities so students learn and understand what is expected of them. Government and Economics teachers provide concrete examples to demonstrate concepts, and math teachers teach students how to extrapolate their knowledge to solve different problems. Math and science teachers also teach students how to have collaborative conversations so they can work together and coach each other. This allows the teacher to work with groups individually, identify their needs, and coach them. They also use guiding questions to help students come to the answer themselves, instead of simply giving the answers out.

Many classes across all subjects have support teachers. These teachers specifically coach students with IEP's and 504's and guide them through the material. They help students with projects, homework assignments, taking notes, and testing. Some of these teachers are also collaborative teachers, meaning they work directly with the teacher to lesson plan and help teach the class.

SHS has several teachers who act as Capacity Builders. One of these teachers is also the Professional Learning Coordinator, meaning she oversees the other Capacity Builders. The Coordinator and Capacity Builders put together professional development and learning opportunities for teachers to get new strategies and ideas, which we can then take back to our classrooms and use with our students.

Common Core training that some teachers have attended, has taught teachers that the current trend in teaching creates a necessity for students to work individually and struggle through difficult material, rather than being given direct instruction from their teachers. This approach is meant to help students learn how to learn individually. After students grapple over difficult material, teachers will then use a variety of methods to

become “coaches” on the sideline, assisting so that students can learn to build agency and take ownership of their learning

Examination of Student Work

Prompt: *Evaluate and comment on the ways in which students demonstrate a) that they are able to organize, access, and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Most teachers use instructional strategies that require active involvement of the learner and help students develop techniques to apply knowledge.

Students often utilize student tablets and iPads in core classes in order to develop their understanding of the academic standards; for example, students take multiple formative assessments that demonstrate how they have applied their understanding of the content. Nearly every classroom has ipads or netbooks for student access as well as Promethean boards for teacher instruction. We are an i21 school, using current technology to assist students research answers and develop questions.

Many of the math classes use Khan Academy to help assist with further explanations, flipbooks on the Promethean Board, and TI graphing calculators. Math students can also access their text book online via chaoticgolf.com or pearsononline.com websites. Quite a few of the science classes use a variety of app’s on the netbooks and ipads to further student engagement. 3D Brain, Bio Digital Human Anatomy, and Body Alive are some used in psychology and physiology classes. Notebooks Alive is a way that some science classes help students organize their notes, classroom labs, and drawings.

Some of the government and the social sciences classes use Google Earth, imovie, and Telegomy computer assistants while many English classes use Padlet to help students revise and peer assess essays among each other. Many of the World Language classes use *go.hrw.com* at home or in the classroom as an online aid to assist with the textbook.

Audio headphones are often used with ipads/netbooks so students can move forward in assignments on their own pace. Many of the Design and Mixed Media and Video Productions classes use an online video editing software, youtube, and vimeo to help create and edit film while Photography uses high-end DSLR camera lenses. The Photography classes also often use Industry Standard Design Software such as photoshop and Indesign programs.

Many of the VAPA classes, especially art, use examples from the internet that teachers select for examples to use as a discussion platform.

Many of the Physical Education classes have heart rate monitors to use during cardiovascular fitness units. The instructors in these classes also often show clips of sports-related videos to show rules and methods of play.

These tools for students are the most current ways for them to research, inquire, gather, discover, invent, and communicate knowledge. Technology is an essential tool for all teachers so that their students are prepared for jobs and tasks after high school. The rate of technological advances is increasing rapidly among all subject areas. Serra High supplies many technological modalities to give students opportunities for varied learning. All teachers have access to the computer lab in the library to use as a resource as well. Assignments with Google Docs are used across all subject areas among students and teachers.

Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

The Online Instructor does not review student work or communications. The District's iHigh Department has teachers whose job it is to review all student work for Edgenuity. Teachers provided by University of California's Scout, Middlebury and National University Virtual High School score the work of students taking those courses.

The software provided for Credit Recovery, through District approval, is accredited and aligned to the Common Core State Standards and meets A-G requirements. All Credit Recovery and iHigh classes are approved by the National Collegiate Athletic Conference (NCAA) standards. iHigh uses more than one source for these courses (Edgenuity, Middlebury, University of California's Scout, and National University Virtual High School).

Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Most Teachers use a variety of methods to demonstrate that students are able to think, process, and problem-solve and this is accomplished in individual and collaborative settings, with various types of outcomes.

Most departments use similar criteria to evaluate students and to get students to think, reason, and problem solve individually and in groups. Some departments use their PLCs to evaluate students' performance, plan, and to brainstorm ways to better improve

student achievement. In addition, there are some Departments that use similar rubrics for projects, Active Inspire flip charts, and project based learning.

Student participation is a must in all classes for all departments. Students work individually and in groups on projects. They have literary discussions and collaborative conversations. Students share their work and communicate their reasoning to show how they met standards.

In English classes, literature and articles are used to assist students in meeting the Common Core Standards. Teachers administer district mandate pre and post assessments based on a given text in order to make sure their students are progressing. These tests are also used to reteach material not learned by students. In AP classes, mock exams in AP Language and Literature are given. These tests are evaluated according to a common rubric used that is set and devised by the College Board.

In World Language classes, teachers use numerous strategies to help students think, reason, and problem solve individually and in a group settings. Teachers use heterogeneous pairing in classes. This sometimes consists of Native Spanish speakers paired with non-native students. Students engage in collaborative conversations in the target language on a daily basis. This may include speaking activities from the text, practicing dialogues, and presentations. Teachers use technology to expose students to the target language through DVDs, CDs, and documentaries.

In Social Studies, some of the classes use collaborative conversations, are seen through Socratic Seminars, that in the end discuss the morality of violating unjust laws and discuss huge ethical questions such as should we have dropped the bomb on Japan, which also requires research on the topic.

Many students in the science classes perform science experiments such as a mini roller coaster. The science department also sponsors a Robotics Club and garden club. All of these activities require research and scientific inquiry on the topics.

All art classes address the Art standards, but in particular as relates to problem solving, Standard 2.0 entitled Creative Expression asks "What can I create?" requires them to include criteria specific to each project assignment. An example is a painting assignment that requires that they illustrate an emotion, mood or feeling using a color harmony and several painting techniques that they have practiced. Also, each year they research a famous artist's life and work, then create a miniature chair made of paper and decorated in the style of that artist. This project satisfies Standard 3.0 entitled Historical & Cultural Context which asks "How does Art fit into culture and history?"

Prompt*: Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes.*

Most core teachers and most other teachers encourage the use of technology in their classrooms, whether it be to assist in the learning process or complete assignments.

Most departments at Serra High School incorporate technology to help students achieve the academic standards. Technology is mostly incorporated for classroom presentations and the dissemination of classroom information such as current grades, daily calendar, and current assignments. The use of several modes of technology has become an integral part of how teachers teach and how students expect to learn and become successful here at Serra High School.

Most classrooms are well equipped with sets of classroom computers or iPads to encourage technology use. Artifacts demonstrating students using technology can be found:

1) on Google Drive where essay, spreadsheets and "powerpoint" presentations have been shared with some teachers in most subject areas;

2) in posters on some classroom walls, where teachers describe projects that must be clearly generated with various applications,

3) in some student work posted in many classrooms, that clearly involve generating the final product on a computer, and

4) in emails to teachers with attachments of slideshow presentations and essays.

Additional artifacts could be located on teacher Moodle, Padlet and Classroom accounts where students commonly submit work electronically.

Moreover, evidence that students are familiar with using technology in their work can also be found simply by asking students what applications they use in various subject categories. Students, who will show great familiarity with applications such as Evernote (for note-taking), google drive, desmos.com and Khan Academy (for math); and Padlet in English.

The list of different computer applications teachers have used with their students is lengthy. Here is just a partial listing of some of the computer applications and websites used by different departments. SOCIAL SCIENCES: Evernote, Marketwatch, I-movie Telegami, Google Earth. MATH: Khan Academy, Desmos.com, Geogebra, Mathopenref.com, euclidthegame.com, google drive presentations and spreadsheets, Calculus in Motion, and Applets for AP Stats.

The program Illuminate is often relied upon for testing SCIENCES: Innerbody, Socrates app for testing; technologies that generate graphs from motion sensing devices; Classroom and Moodle for turning in assignments. ENGLISH: Padlet, Adobe Products; Photoshop and Google Drive.

In some classes, particularly in the English department, Padlet is increasingly being used to help focus student research. Teachers have found that is also useful for differentiating their lesson for all segments of the student population. It also seems very useful for reteaching and to assist students after absences.

Recognizing that students will increasingly be taking tests on computers, many math teachers are using Illuminate and Khan Academy to help students familiarize themselves with the formats of electronic tests. Experience with entering responses to Illuminate and Khan Academy questions is helping students to learn how to format their responses so they will be understood correctly by a computer.

In the Serra HS video production class students use technology to collaborate, design, publish, present and manage their projects. In the planning phase, all students create accounts and utilize industry-standard information-sharing resources. These accounts include Weebly web builder, Dropbox, Vimeo, Google email, docs, sheets, calendar, and drive.

Students communicate their production schedules and reserve equipment using shared google calendars. Students also, learn to be productive and collaborate using their personal devices and the mobile app versions of these online tools. In addition, students design and create websites/Digital Portfolios using an HTML-5 online editor. Students publish all planning documentation on their digital portfolio websites. After several script revisions, students produce stories utilizing industry-standard video equipment and software. This equipment includes DSLR video cameras and the Adobe Creative Suite. Upon completion, students embed all their work on their Digital Portfolio websites, where they also include artifacts of their learning process. For the final phase, each student presents their work, and their learning process to fellow classmates. Students learn to use video protectors and professional audio systems. Some instructors distribute information to students using a class website and shared Google applications. Throughout this process, students can monitor rewards for achieving milestones by accessing their Power School accounts.

SHS students are increasingly using technology to research, write, calculate and make presentations. Not surprisingly, most of the representative samples of this student work is found on electronic submissions to Google Drive, Moodle and Padlet.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

The implementation of the Common Core State Standards means that all teachers are asked to use materials and resources beyond the textbook. Most SHS core teachers, as well as elective teachers, are working hard to implement the coaching style.

Students at Serra High School are exposed to experiences outside of the textbook. Beginning with many of the US and World History classes, primary sources are used

throughout all units, specifically Stanford 'Read Like a Historian' resources for analysis. Guest speakers are often used in US History for Pearl Harbor and in psychology for cognition/bio-psychology themes and for career paths. In Government students are given the opportunity to be poll workers and gain first hand experience on how our voting system works. In many of the Economics classes, students play a stock market game throughout the semester simulating the Stock Market, letting students learn essential components. Ipads are regularly used in classrooms that have them, and all core subject classrooms are fitted with i21 technology.

In the English classes, District created common core units of study are used in classrooms in conjunction to textbooks. These units are created through PLC's, district trainings, and professional development workshops. Additional fiction and non-fiction sources are used, as well as novels.

Many of the science classes use a variety of apps to learn from. Specifically, the Interbody app lets students explore the human body in 3D and label body parts. The Socrates app helps students to study for group tests. Various labs are used as well.

The Math Department has units that are done on the computer. Many classes use the Khan Academy and flipcharts. Also, statistics classes often use real data from federal survey cards to find mean, median and mode and finalize the information through a dot plot. In Pre-Calculus students often use indirect measurements to find the height of objects that would be impossible to climb, such as a redwood tree or to calculate the distance to a forest fire based from the top of a forest ranger station. Also, spread sheets are used to show students how math would be used in business.

In World Language classes, many instructors use music and movies to increase knowledge about the culture of the languages students are studying. Music and movies help students to recognize words and increase exposure to the language. Outside websites, such as classzone.com, spanishdict.com and conjuguemos.com are often used to help learn vocabulary.

Also, many Special Education students experience working with customer service through the morning coffee cart. This allows the students to work with money, complete tasks, and practice communication.

Real World Experiences

Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Multiple effective real world experiences are available at Serra High School for interested students.

In years past, Serra High School had a larger range of shadow and internship opportunities because they aligned with district senior exhibition mandates. There are, however, a number of ways that many teachers, programs, and campus organizations support real world experiences.

One organization specifically designed to prepare students for on the job training is Serra's NJROTC program. A large number of students at Serra are enrolled in NJROTC classes and these classes offer specific skills needed for careers in military service. Students learn drill and precision skills as well as current application of military theory and practice.

Other departments on campus also offer opportunities for real world experiences, as well. Medical careers and pathways weave their way into a number of classrooms in different disciplines. For example, UCSD staff members work with math students from Serra's statistics classes during UCSD Honors award ceremonies exposing them to research methodology and career paths.

Science classes such as Physiology offer students the opportunity to complete CPR training programs that not only help with emergency readiness but also offer inroads to medical career training. Athletic trainers from SDSU have worked with some science classes to connect students to real world experiences in sports medicine and similar connections are made yearly with athletic trainers that work with school athletic programs such as the football team.

In AP Psychology guest speakers from UCSD have been utilized to explore dynamics of cognition and research careers.

During election cycles, Serra high school has an ongoing tradition of sending students to serve as poll workers. A number of seniors served throughout various communities in San Diego as poll workers as recently as the June 7, 2016, California Primary Election. Senior Government classes on campus have the logistics and infrastructure with the county registrar of voters in place to have a contingent of students serve the community and gain real world civic responsibility experience by working the November 2016 Presidential Election.

Serra's Foreign Language Department offers valuable summer enrichment programs that some students are able to partake in. These programs involve student and teacher groups that travel to Spanish speaking nations of the world for in depth application of language skills, cultural exploration, and historical analysis of content language nations. Real world application for bilingual language use is a large component to
these trips and is supported by specific immersion programs students engage in while in the destination countries. The two most recent locations for these real world student experiences has been Costa Rica in the summer of 2015 and Spain in the summer of 2016.

Students in modified to severe special education classes spend a great deal of time with job and real world readiness programs. As part of this, students from this program gain skills and offer campus services by serving coffee from their own on campus business

venture and go to community stores to purchase items. Also, CCTE comes on campus to speak to special education teachers on how to disseminate information to students regarding computer training, cosmetology, vocational program opportunities, and public transportation access.

Real world readiness and experience also occurs as organizations from the school work off campus. Serra's Key Club is specifically aligned with the local Kiwanis chapter and through this Key Club members are integral figures in a number of philanthropic activities that also generate life skills that apply to the greater business community. Helping to organize the Pasta for Pennies Leukemia research drive and assisting with planning and facilitating the local Kiwanis Spaghetti Dinner event are two examples of Key Club community involvement. The ASB engages in a number of projects where students are the key contributors for event planning. These real world experiences include planning the campus blood drive and the various logistics related to dances like the senior prom.

Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students*.

The iHigh and Credit Recovery programs offer the real world experience of taking a course online.

Because so many colleges are now offering online courses, the experience of taking an online course may be invaluable for students. If students struggle with the pacing it may be a hint that online learning is not the best idea for them later on in life when they may be paying for it. In contrast, if the student is successful, it may influence him/her regarding post- secondary choices.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to wo students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

The majority of teachers at Serra have high expectations and work to ensure that all students work toward proficiency in their coursework and therefore perform well on a comprehensive battery of professionally accepted assessment tools.

Serra High School's staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. At the beginning of each school year, during meetings that occur before the students arrive, the staff looks at school-wide assessment data together and analyzes it for strengths and weaknesses for all students. Results from CSTs (when available) were analyzed in a number of ways, including by department, over a period of 3-5 years. AP, SAT, CAHSEE (when it was applicable), CELDT and any other available scores are also examined at this time. Changes in results are discussed as a staff, and staff are invited to share concerns or possible reasons for changes in results over time at staff meetings or within their departments. Evidence for these items is gathered from state websites, testing schedules, back to school meetings, agendas and power-point presentations. In addition, some departments have department grade-level prep periods and Professional Learning Community days in which information may be shared out and discussed as part of their agenda or through shared Google documents, handouts and minutes. In the 2015-2016 school year, common prep periods were scheduled for tenth grade and eleventh grade History and English departments.

In addition to these, a variety of assessment results have been used to monitor and improve programs and instruction. Other professionally acceptable assessments include results from PSAT, Math and English Interim Benchmarks, Fitness GRAM, and Smarter

Balance (SBAC) testing. Information from the program Illuminate and the previous program Data Director, provide a wealth of information regarding student performance data in achievement of academic standards, as well as scores from previously mentioned professional assessments. Teacher/department generated tests and quizzes are also utilized to help monitor and improve instruction. Math, Science, English and Social Studies content areas all provide access to mock AP exams for students to monitor and identify areas for improvement.

Illuminate (in the past Data Director) allows individual teachers and administrators to access and disaggregate information from a variety of perspectives involving SBAC and CST Life Science test scores and CAHSEE when it was a graduation requirement. Illuminate also tabulates the number of English Learners (EL) and Fluent-English Proficient (FEP) students by primary language and provides in-depth, academic and demographic profiles of individual students.

Scores from the CST Life Science, Smarter Balance testing and AP exams are shared among teachers during department, staff and collaborative meetings, parents and the community. Information from these professional assessments is disaggregated by subgroups to assist departments in determining Action Goals, following common curriculum, driving lesson planning, and developing common assessments for each unit. Data from these exams is closely analyzed to ascertain best practices used to teach and re-teach concepts that stimulate thinking and learning.

All Core departments and most other departments use both formative and summative assessments throughout the school year, in order to both assess student learning and inform teaching and re-teaching needs. Students are aware of unit assessments or quizzes as most Serra teachers provide a testing schedule for each of their units in their syllabus, handouts or through their websites. In some departments, like Math and English common assessments are utilized by unit or as an end of a semester final as a method whereby standards are achieved and the effectiveness of instruction is measured. Most teachers utilize assessment results to identify critical skills that need to be reassessed and incorporate components of these skills into instruction. Assessment results are also shared with student, parents, the district, and the community through Power-school, teacher websites and in Illuminate.

Through spring 2016, honors courses, Math, and English classes used district-created common assessments to examine student results and progress by course and/or by grade level. These assessments are now optional, and it is unclear to what extent different departments will continue to use them. Textbook-made and teacher- made assessments are also widely used to assure that students are mastering curriculum and skills. In addition, AP teachers at Serra utilize unit assessments given throughout the school year and AP results from previous years to provide insights in improving their curriculum, teaching, or re-teaching needs.

In order to prepare students for the Smarter Balanced tests and in order to meet the Common Core State Standards (and New Generation Science standards), the District,

Serra administration and core department chairs have encouraged all staff to enhance their curriculum with lessons and assessments that challenge students in reading and writing across the curriculum. Math, English and Science teachers have been encouraged to attend District trainings available in these areas and the District even provided each teacher with ten sub days to do so in the year 2014-2015.

Monitoring and Reporting Student Progress

Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college and career readiness standards, and the school-wide learner outcomes.*

Serra works hard to inform all stakeholders about student achievement. All information regarding Serra's achievement data can be accessed through either the California Department of Education website or the school or District websites. Information on academic standards and college and career readiness standards are available on the District website. Information regarding academic standards and School-wide Learner Outcomes [SLOs] are available through the school website. Most teachers at Serra use the PowerSchool program to enter and report grades and parents, students and counselors have access to this information though the website. The stakeholder groups that meet on campus to discuss instruction, budget and policy (Administration Council, School Site Council and Governance Team) are informed about student achievement at their monthly meetings.

Students, parents and community members are invited to learn about academic standards (more recently the Common Core State Standards and New Generation Science Standards), and achievement data at various formal and informal meetings provided by the school site throughout the year.

These meetings include the following: 9th grade orientation, registration, Back-to-School night, articulation, Governance Team, Serra Foundation, Serra Cluster Committee, and Parent Teacher Organization (PTO) meetings. Times and dates for these meetings are provided through the school website, emails to parents and weekly principal messages to parents and teachers on Serra's website.

Access to student achievement data by school is readily available through state and District websites such as cde.ca.gov and sandiegounified.org.

The administration at Serra High School regularly utilizes assessment of student performances relative to academic and behavioral standards. These tests include the PSAT, CELDT, CST, CAHSEE, and more recently the CAASPP (SBAC). In the past teachers would explain and review test results to students in class group settings and

communicate or give access to this data for other stakeholders. The PSAT results are given to students to take home and view. Online score reports give detailed summaries of student performances on each test and content area. Results can be filtered to see how they performed on easy, medium, and hard questions or on questions that measure different skills. Percentiles also show how each student performs compared to their peers which have enabled teachers to target specific students and discuss within their departments how to re-teach or improve their instruction to support all students.

Serra uses phone calls, e-mails, and PowerSchool access to test results thus enabling the school to relay information to our parents and community. In addition to these communication methods, Serra provides statewide mandated test results on its website. For example, the new California Assessment of Student Performance and Progress (CAASPP), which includes the Smarter Balanced assessments for English Language Arts (ELA) and Mathematics, was administered last year for the first time. The results were published on our school website and individual student results were mailed home to families with an interpretation guide to explain the CAASPP assessments to help parents understand their child's results.

Currently, the vast majority of Serra teachers are using PowerSchool, with the exception of the Community College and iHigh Credit Recovery teacher. Serra staff recognizes that systemic use of PowerSchool by all teachers would help to better inform parents and students about achievement.

In addition, Serra has worked to improve the adequacy of communication methods and allow stakeholders to receive the most current test results by sending letters home to keep parents informed of their students' academic progress. For example, Serra sends out Academic Progress Reports every six weeks and letters are followed up to parents if their child has received Ds or Fs in order to encourage dialogue with their child's counselor and teachers. These letters are sent home after every grading period which allows all stakeholders more opportunity to improve student performance and discuss additional supports when needed, like mentoring, tutoring and after-school support programs.

Illuminate is a very powerful tool, both for having students take District-made interim exams, and for creating common exams. It is also extremely useful for examining data and comparing data between students, teachers and even schools. Unfortunately, only a handful of teachers on campus are truly proficient at using Illuminate. Many teachers recognize the need for additional training in the many uses for Illuminate.

Advanced Placement performance results are reported to parents and students on an annual basis by the College Board and by the site through counseling records. The College Board mails individual results to the students and provides Serra teachers with results on their overall class performances through the College Board website.

Serra's Individual Education Plan (IEP) Progress Reports follow the academic progress report and are also given to students to take home. Students and parents can monitor grades daily through the District PowerSchool program. Some parents have used a program feature within PowerSchool to receive alerts via email if their child's grade drops

and/or if they are tardy/absent from class. Some teachers have, in the past, used the newsletter function within PowerSchool to provide additional alerts to parents and their students about upcoming major exams or projects. Within PowerSchool, there is also another communication tool for teachers to contact parents – School Messenger. This program allows teachers to send an automated message home to parents in their home language. There are comments that can be selected in various categories such as upcoming assignments, participation, behavior, etc.

The California English Language Development Test (CELDT) was developed to identify students with limited English proficiency, determine the level of English language proficiency of those students, and assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in English. This information is still being accessed by Serra's teachers to determine student levels and annual results are given to the District.

Parent notifications are sent home by the school for initial assessments and reclassification. Proficiency on the CELDT leads to a re-classification of the student to Fluent English Proficient (FEP).

In regard to assessing college and career readiness, our school helps connect academic achievement to post-secondary goals. For example, during the "Life After High School" unit, seniors in Expository Reading and Writing Course (ERWC) write personal statements for college applications at UC or private colleges. They also investigate a plethora of possible fields or careers to pursue. They are given multiple opportunities to network with visiting staff from various universities throughout the year. This comprehensive college and career readiness focus helps our Serra seniors discover their individual strengths and learning styles and explore college and career options based on their results. Students in Special Education program are given assessment tools such as the Person Center Plan, Career Cruising, or other vocational assessment to help the student connect to their post-secondary goals.

Monitoring of Student Growth

Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness, standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Student progress is effectively monitored in a variety of ways. The faculty at Serra meets before the start of the school year and during the school year to discuss and analyze the results of standardized assessments. Teachers also meet with their departments at weekly PLC meetings to evaluate standardized and common assessment results and student performance. Serra staff are working towards being trained to use a District-wide software tool to disaggregate data from multiple state

and District assessments to inform teaching and assist in the placement of students (Illuminate). Applicable departments use data from District-created common benchmarks and Interim Assessments to discuss possible changes needed across grade-level course-a-likes in an effort to have all students master standards despite differences in curriculum, teachers or students. District-wide progress reports are issued to students every 6 weeks to indicate current grades and initiate interventions for students at risk of failure

In the past, many teachers used DataDirector, and they are now beginning to learn to use Illuminate, to disaggregate assessment information about classes and individual student performance. Science, English and Math Departments are working towards comparing results with teachers giving same assessments in order to inform them about effectiveness of instructional practices and curriculum.

Student performance in the fine arts and visual and performing arts is assessed on a regular basis using panels of community members (site and professional organizations or competitions). Results are regularly reported to the school community through a variety of printed and electronic media.

Students enrolled in Integrated I, Integrated II and Integrated Math III courses complete quarterly benchmark assessments with results available to teachers through the Illuminate website. Parents and students can also access results through Illuminate or PowerSchool if teachers choose to enter those scores into grades.

Illuminate is a very powerful tool, both for having students take District-made interim exams, and for creating course- alike exams. It is also extremely useful for examining data and comparing data between students, teachers and even schools. Unfortunately, only a handful of teachers on campus are truly proficient at using Illuminate. Many teachers recognize the need for additional training in the many uses for Illuminate.

PowerSchool is the accepted program to record both attendance and grades, while Serra Administration and some teachers also use Illuminate to review data from District, State or Teacher-created test results (past and present), current class schedule, and demographic information. In addition to CST (Life Science), and Smarter Balance Testing (SBT) data, Illuminate can also provide SBT results for administrators and teachers.

The SBT summary report has been a helpful tool for English and Math departments as it has the ability to display results by grade, program, gender, ethnicity, and language fluency.

Illuminate will also tabulate the number of English Learner (EL) and Fluent-English Proficient (FEP) students by primary language and provides more in-depth, academic, and demographic profiles of individual students. Most Serra teachers recognize the value of Illuminate and are working towards utilizing this tool more consistently in the future.

PowerSchool can be utilized daily to monitor progress in all classes. Teachers can record grades daily and students can access the program to evaluate their progress in each class. The program provides assistance to students who need support as it can act

like an early warning system if an incomplete or missing assignment negatively affects their grade.

Scores from the SBT and AP exams are shared among teachers during department, and staff meetings. Information from these professional assessments is disaggregated by subgroups to assist departments in determining SMART goals, following common curriculum, driving lesson planning, and developing common assessments for each unit.

The California High School Exit Exam (CAHSEE) was given in English and Math curricular areas over the past number of years. It was a graduation requirement, but is no longer required at this point in time. The exam measured progress toward graduation requirements and if it wasn't passed at the tenth grade, students had the opportunity to re-take it in their junior and/or senior year. The scores from each test were compiled and students could monitor their progress toward achieving the passing score.

In the classroom individual teachers use formative and summative assessments that are both formal and informal to monitor student progress towards meeting academic standards. Teachers use this system to adapt next steps in academic progress. In department meetings and PLCs teachers gather and discuss results on formal assessments in order to plan re-teaching activities or curriculum for the following school year.

Freshmen physical education classes take the California FitnessGram, in which cardiovascular fitness and flexibility is measured. General body core strength is assessed or measured by physical education teachers in order to encourage student growth.

Additional Online Instruction Prompts:

Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Based on diagnosed student need, Serra High School implemented an online learning program (Credit Recovery and iHigh) in order to allow students to make up failed classes, improve the schools' cohort graduation rate, and allow students to take courses not offered on campus or in which they are unable to enroll. The Serra

online instructor is not the teacher of record, so evaluation happens through the programs (and their instructors) or by District iHigh teachers scoring the work. Students are monitored through the programs and cannot proceed with the program unless they reach a certain level. Important tests are taken in class and are monitored by the online instructor, but online work integrity is assumed.

Until 2014, the District used the APEX program for Credit Recovery and some iHigh courses. In 2015, the District adopted the Edgenuity program for all Credit Recovery courses and some iHigh courses. Additional iHigh courses are provided by the University of California's Scout, Middlebury and National University Virtual High School.

Credit Recovery:

Students who have taken a course and earned a failing grade (Ds or Fs) may enroll in Edgenuity Credit Recovery. The Edgenuity program is easy to use and provides all the information needed for the quizzes. Students can print out a review sheet to study for quizzes and tests. Students may take quizzes three times to score 70% or higher.

Advantages to Credit Recovery courses include:

- Option to work from home
- Flexible scheduling
- Access to curriculum any time and any place there's an internet connection
- All unit tests and final exams may be taken once the teacher of record "unlocks" them. They may be taken at home or in class.
- All midterms and finals must be completed in the presence of the online instructor.

iHigh Virtual Academy:

The method of instruction used for iHigh is a blended online/independent study. The online instructor at Serra is not the teacher of record. Each student is assigned a content teacher for each online class. Edgenuity teachers are District- appointed iHigh teachers and the other programs provide their own instructors. The content teacher grades the teacher- scored assignments and is available through email for academic planning, subject matter and program questions. While most interaction takes place online, students involved in online learning at Serra have an assigned period in room 417B to attend on campus daily. The one online instruction teacher (Graduation Coach) on campus at Serra provides oversight and alerts students when they have something due or need to take a test, but all instruction is done online.

The Graduation Coach provides student orientation, distributes materials, monitors student studies across all courses, collects student work samples, determines attendance

credit, and serves as the students' main advisor and parent liaison. The parent(s), student and online instructor sign an Academic Honesty contract prior to each semester start date, which outlines what is considered appropriate student conduct.

Each unit the student is enrolled in has up to 10-12 quizzes per unit and 1-2 written assignments or more. After each unit the student completes, he/she takes a unit test and the computer scores and presents the score immediately to the student. The student may re-take the exam if the score is lower than 70%. Writing assignments must be uploaded and sent to the teacher on record to score. At this point, there is no requirement to proceed to the next course.

Most students who attend Credit Recovery and iHigh are typically self-motivated, self-directed, and able to manage their time independently in order to successfully follow the pacing guide for completing their courses on schedule. Many are 10th-12th graders whose needs were not being met in their traditional high school program, although Serra also serves 9th graders who are seeking an alternative program.

Students can work on the units at home; however, all end of unit tests have to be taken in the presence of the Serra Graduation Coach. The companies used have an extremely stringent plagiarism policy and a student will be removed from the class if found to be cheating. Students who desire to enroll in a course not offered at Serra may enroll in iHigh courses.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion Appropriate Assessment Strategies

Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on based on the programmatic goals and standards to determine student achievement.*

The majority of teachers use multiple assessment strategies to evaluate students' standards-based performance in accordance with the District and state curricula. A majority of the teachers collaborate within their departments to utilize assessment data to modify the teaching/learning process for the enhancement of the academic progress of every student. Many of the students use assessment results to plan and set goals for opportunities that enhance their learning. All standardized tests are collected, distributed, proctored and maintained by the testing coordinator and/or counselors following the strict guidelines required by their respective organizations

Science Department

The Science department has adopted SMART goals related to the new Next

Generation Science Standards (NGSS). In order to monitor progress towards these goals and to make instructional decisions, the department has engaged in a series of activities that are intended to support teachers as they assess student work. One approach is the alignment of the curriculum of each subject and the development of pacing guides. This allows teachers to write common assessments that are standards-based and to compare outcomes. This collaborative work occurs in the weekly PLCs each month.

Science teachers create lessons and labs by working collaboratively they can build on all teachers' experiences and look at strategies to help students who are struggling to meet standards. Each teacher identifies new labs and activities that can also incorporate the new engineering components as well. Upon this collaborative effort, the Science teachers then share their new engineering projects to establish a pool of resources for the department to use.

Science teachers use a variety of formative tools that include daily and weekly homework assignments, topical quizzes, daily exit slips, and monitoring students during daily classroom activities. Teachers also participate in on-site professional development activities to share teaching and assessment strategies with colleagues from other district sites.

English Department

The English department utilizes a variety of assessments such as: essay writing, research papers, journals, tests, quizzes, group and individual projects, as well as oral presentations and portfolios. All these various tools help the English teachers evaluate student learning and ascertain best practices used to teach and re-teach concepts that stimulate thinking and learning.

English teachers within each grade level have developed common forms of assessment for different units of study. This horizontal alignment is designed to ensure common, standards-based instruction and assessment in all sections of same-grade English courses. These common assessments promote vertical alignment in English courses and guarantee that students are exposed to and meet expectations and standards across grade levels.

English teachers are able to access students' Smarter Balance scores using Illuminate and develop lesson plans that appropriately address language arts standards where student performance is weakest. Using the information acquired through Illuminate, teachers can pinpoint which standards students are struggling with and develop lesson plans that teach and reteach those principles. Illuminate offers teachers a unique opportunity for developing standards-based assessments, administering such exams, and evaluating the progress of each student and class. Information collected from these teacher-generated multiple-choice tests identify the standard(s) being evaluated and immediately determine whether students achieve proficiency levels in that standard.

Special Education

Most teachers at Serra work to adjust their lesson plans and assessment procedures to accommodate students with IEPs and 504 plans, focusing specifically on moving these students into a higher-level performance band on the SBAC performance scale. Accommodations are given to each student according to their IEP or 504 plan to allow for equivalent access to the curriculum and tests.

The Special Education Department at Serra provides Multi-Level 9-12 Study Skills classes in core areas of English and Math to support students in their general education classes. This small group instruction provides students with extra time to complete classwork and homework assignments, as well as extra time and support to complete projects or essays. Teachers are expected to make modifications and accommodations to classwork and homework assignments in accordance with the student's Individual Education Plan.

The Special Education support teacher in a general education class can assess the students' progress on a closer level using the formative assessments within all education classes that are given throughout the school year. The Special Education support teacher works closely with the general education teacher to support the students on their class load. They then have the ability to go back and re-teach concepts that are difficult for supported students to understand when concepts are instructed at the typical pace of the general education class.

The Special Education department uses data, formative assessment, and formal assessments to generate decisions made with regard to supporting students. Some assessments used by the special education department are the San Diego Quick Assessment of Reading Ability, The Brigance Comprehensive Inventory of Basic Skills and the Woodcock Johnson IV Academic Achievement Test (Form A). Teacher feedback forms and student's classwork samples are tools used by case managers to make academic decisions that will impact the student's IEP.

Social Studies

Assessment of student progress and performance on state mandated tests (when CSTs were offered), has become a focal point in the social studies department. As a result, teachers have developed a variety of assessment strategies to monitor student progress. Meeting in PLCs, teachers with common subjects integrate standards-based testing material provided by textbook publishers, testing material available through Illuminate, and teacher generated assessments to address the needs of students as they prepared for both CSTs in social studies and district-provided end-of-course exams.

Social studies teachers facilitate delivery of instruction and timely evaluation of progress, through the adherence to district course pacing guides and administer common

assessments at agreed upon intervals. Data from these assessments is used by teachers to re-teach/reinforce important concepts that align with California State Social Studies Standards.

Mathematics

The math department uses a variety of assessments to evaluate student achievement and enhance each student's educational progress. The district end-of-course exams are given in Integrated Math I, Integrated Math II, Integrated Math III, Pre-Calculus, Honors Pre-Calculus, Statistics, and Data Analysis. Most teachers use these tests as their final exams.

Math teachers use publisher tests and teacher-developed exams that are standards-based during the course of the school year. Many course-alike teachers use common assessments, which can be used to gather data on areas of student need. In PLCs, in an effort to improve Smarter Balanced test results, teachers are working to develop a common pacing of the course units after reviewing the district recommended pacing guides.

Physical Education

Physical Education teachers utilize skills and fitness tests as well as paper and pencil exams to assess students' knowledge of content standards as well as movement and kinesiology. The annual FitnessGram provides information regarding student fitness levels and appropriate goal setting.

World Languages

World language teachers will often rely on oral presentations as well as formative assessments, summative assessments, benchmarks and District end-of-course exams to accurately assess student performance as well as improve instruction. Most world language teachers use these various tools to re-teach or re-design a unit based on student outcomes.

Elective Teachers

Elective teachers use a variety of forms of assessment to show mastery of subject matter, including projects, presentations, artwork, written tests and performances.

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

The Edgenuity program immediately scores student work and reports students' scores. In addition, students are given information on which content they marked incorrectly. iHigh students are enrolled with an instructor, either a District iHigh teacher of record or one from the various other programs (University of California's Scout, Middlebury and National University Virtual High School) who grades uploaded written assignments and reports the scores within 24 hours. Common Core Standards that apply to the courses are met, along with the majority of Serra's SPIRIT SLOs.

Credit Recovery courses all meet the A-G requirements and Common Core State Standards. District iHigh administration is in charge of approval of all Credit Recovery courses. All Credit Recovery and iHigh classes are approved by the National Collegiate Athletic Conference (NCAA) standards iHigh uses more than one source for these courses (Edgenuity, Middlebury, University of California's Scout, and National University Virtual High School).

APEX was the program formerly used for Credit Recovery in the District, but the Edgenuity program was adopted in 2015.

Edgenuity Credit Recovery:

Students must complete a series of quizzes after each section of material. They must score 70% or higher to proceed to the next chapter. They may retake the quizzes until they reach the 70% score. The Edgenuity program is updated annually to reflect current Common Core standards. The online instructor is in contact with the company in case of technical issues.

iHigh Virtual Academy:

Students take multiple choice quizzes and exams, as well as completing written assignments. Written assignments are sent to the teacher of record who scores and posts the results within 24 hours. Quizzes must be at 70% or higher to pass the course. Midterms and finals must be taken in the online learning classroom, in front of the Graduation Coach (room 417B).

Demonstration of Student Achievement

Prompt: *Examine the effectiveness of the process used by professional staff to use formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Student work at Serra demonstrates student achievement because students are assessed in a variety of ways in each core subject area. All teachers (not just core teachers) are being trained to incorporate Common Core strategies in their classrooms. The College and Career Readiness Standards are part of the Common Core State Standards.

To meet Common Core State Standards (CCSS), students must read and comprehend complex text, interpret that text, find evidence in that text to make an argument and explain how that evidence answers a particular prompt. Most Serra teachers have been trained at either staff meetings, on-site department meetings or PDs and/or District PDs regarding how to incorporate complex non-fiction texts into their curricula in order to give students numerous opportunities, in a variety of subjects, to become used to "struggling with" complex text.

Many teachers have been trained to teach students how to annotate text and how to then scaffold learning in order to allow all students to grasp the material. Teachers have been asked to formulate Common Core types of questions to encourage students to learn how to use evidence to answer prompts. Part of this Common Core curriculum also involves the ability to explain why or how a particular piece of evidence or mathematical solution answers a question or prompt. Teachers have been encouraged to incorporate these types of questions into assignments and assessments. Because both reading and writing are essential to the standards, Serra teachers have been asked to incorporate reading and writing across the curriculum as part of the Serra Action Plans beginning in 2014.

Most students are introduced to a variety of types of assignments and assessments at Serra that meet CCSS, Next Generation Science Standards (NGSS), College and Career Readiness Standards and the Serra SLOs. The Common Core College and Career Readiness Standards state that students should: demonstrate independence, build strong content knowledge, respond to the varying demands of audience, task, purpose and discipline, comprehend as well as critique, use technology well, and understand other cultures and perspectives.

The Serra SPIRIT (SLOs) state that students and staff should:

- realize academic, vocational, and personal growth is the goal of education through the use of a rigorous, relevant curriculum that provides high standards and expectations;
- strive to consistently practice and model steadfastness in their work and studies;
- respect themselves, others and Serra High School through academic honesty, for forthrightness, service to their community, and professionalism;
- work together to promote acceptance, embrace diversity, emphasize commonalities, and celebrate community;
- combine technology, active learning and creativity to become inventive, collaborative and intuitive.
- work collaboratively with other students, staff and community members in an effective, constructive, and compassionate manner.

Many of these standards overlap, as educators generally want the same successes for their students. The work of students at Serra demonstrates these standards in a number of ways across a number of subjects. As stated in the previous findings, students must work both individually and collaboratively in their classes to complete assignments and assessments, and they must read various texts and write in a variety of styles in most of their classes. Many courses ask students to use technology to create projects and present information.

Each department incorporates different assessment strategies within their curriculum in order to assess student progress. Some of these strategies include both formal and informal writing, journals, projects, on-line assessments, and informal assessments like conversations, exit slips and quizzes. Students also show career and college readiness through their use of technology, presentation skills, and focus on collaborative conversations.

The math department's use of the new curriculum in Integrated Math I, II, and III is designed to forgo the separation of specific strands of Math and promote the integration of Algebra, Geometry, and Trigonometry concepts. As a result, benchmark assessments throughout the school year assess their student achievement and comprehension. These benchmark assessments help identify how each student in Math I, II, and III, are succeeding in a higher level of understanding for each unit and enables teachers to discuss new strategies that can achieve these higher level comprehensive skills.

The core subject departments of English and math use the results of District-created Interim Assessments to discuss the effectiveness of instruction within alike courses. AP, Honors, and some science teachers evaluate end-of-course exam results to inform next year's instructional goals. CELDT tests are used annually to report on English language learners' proficiency levels and needs.

Most teachers are able to access students' District Interim Assessment and SBAC scores using Illuminate to develop plans that appropriately address language arts standards where student performance is weakest. Illuminate offers teachers a unique opportunity to develop standards-based assessments, administering such exams, and evaluating the progress of each student and class. Information collected from these teacher-generated multiple-choice tests identify the standard(s) being evaluated and immediately determine whether students achieve proficiency levels in those standards. Some teachers can also separate results to evaluate specific student groups.

Beginning in the school year 2014-2015, all English classes complete quarterly Literacy Interim Benchmark Assessments with results available to teachers through the Illuminate website. English Department members were given time to score these assessments together by grade level on two occasions during the 2014-2015 school year. Teachers were able to then discuss flaws in the assessments, which questions students most often missed and strategies to help students score higher on the next benchmark. Many teachers reported finding improvement in scores on the next interim assessment after reviewing results with their students and teaching strategies to improve their scores.

Math students enrolled in Integrated I, Integrated II and Integrated III courses complete quarterly benchmark assessments with results available to teachers through the Illuminate website. The math department reviewed scores and discussed strategies to improve student scores at grade-level prep periods and in PLC meetings to evaluate their teaching, curriculum pacing, and re-teaching methods.

Benchmarks in English and Math are given at regular intervals throughout the school year to examine the performance of all students, including students whose primary language is not English. These students have been identified by the school district and the CELDT (given in the fall to all students classified English Language Learner) identifies their level of English language proficiency. For students who are at the Early Advanced level, they are recommended for re-classification to Fluent English Proficient (FEP). The CELDT data is available to all teachers in the Illuminate program.

Students can be re-classified as Fluent English Proficient based on a number of criteria- performance on the CELDT exam, academic grades, performance on standardized tests, etc. If they are re-classified, they are monitored for two years to ensure they continue to make progress and have the appropriate accommodations to be successful in the general education classroom. Serra has a CELDT coordinator on campus to proctor the CELDT exam in the fall, collect student data, identify students who may qualify for re-classification, and gather the necessary information from teachers to process their re-classification.

Most departments will compare their assessments in like subjects to effectively guide their teaching and find areas where more support is needed and focus on students or groups of students who may need more support or re-teaching of the content.

Student Feedback

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school-wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

The majority of students understand the expectations of teachers regarding standards and SLOs. Student-teacher interaction is positive overall at Serra.

Most core departments ask teachers to spend time during monthly meetings to co-plan instructional changes as a result of sharing student work and assessment data. For students with special education needs, teachers meet several times yearly with co-teachers to adjust instruction to ensure that IEPs are properly followed and instruction or assessment is modified as needed.

All students with IEPs have an annual review in which the IEP team meets to review progress and identify needs for the following school year. School counselors are present to review graduation requirements and each general education teacher presents information on progress in class either in person or with a summary of academics and citizenship. Also, during a three-year review for students with IEPS, the team re-evaluates criteria for placement in special education and identifies progress in academics through assessments using Woodcock Johnson IV Academic Achievement Test (Form A). The School Psychologist and IEP team share these results with parents at the meeting and the team then discusses goals for the following year.

Assessment data is collected by the state, District, site and individual teachers. For example, Standardized Assessment data is scored by, reported by and available on both the District and California Department of Education websites. CELDT, benchmark, interim and end-of-course exam assessments are scored on campus by teachers and reported to departments and/or the District through the Illuminate website.

The majority of teachers use assessment results to modify curriculum and instructional practices. This is done both individually and by departments, through course-alike meetings. Some departments meet during grade level prep periods to review common assessments that summarize a unit and may make curriculum changes based upon comparing student comprehension of the content from prior unit.

Modifications of the teaching/learning process for the enhancement of the educational progress of every student include (but are not limited to):

•Checking for understanding during class to modify and plan
•Re-teaching with new modalities
•Self-critiquing to develop independent critical thinkers
•Re-testing

•Modifying course content based on previous year's results
•Differentiated grading strategies
•Using Spanish versions of texts and tests
•Having students do peer evaluations
•Modifying curriculum and provide supports based on IEPs and individual student needs

The Serra Governance Team, School Site Council and Associated Student Body give students the opportunity to have an input on school policy, budget and activities.

Most students track their most current grades at any time using PowerSchool. As a result, most teachers keep their grades current and students can see when they are instantly updated through PowerSchool.

Students and parents know that their teachers can be reached in person, through email and telephone to talk about the progress of each student. Each student has multiple opportunities to discuss grades and progress with their teachers. Most teachers on our campus are available before and after school, during lunch and after hours (via email) to their students. On-going one-on-one discussions with students take place on a daily and weekly basis initiated by teacher or student.

Serra, being an Equal Opportunity School (EOS), conducted a student-wide survey to determine student's view of AP courses, access to them, and their own willingness to participate in an AP course during high school. A teacher survey was conducted also to determine teacher's understanding of AP courses, their knowledge of student placement in AP classes, and their part in assisting students to take AP classes.

D3. Using Assessment to Monitor and Modify the Program School-wide Criterion

Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Student progress is available to all stakeholders and their involvement and impact depends on their desire to become a part of the process. All stakeholders are invited to monitor student progress by observing assessment data on various websites, and attending Serra open meetings (Governance, PTO, Cluster meetings, Back-to-School night). Joining teams, committees and/or the ASB can allow students, parents and community members the opportunity to become even more involved in decision-making. Superintendent and board involvement includes suggestions and directives passed on to the site through the principal.

Assessment and Monitoring Process

Serra High School has established protocols for monitoring student progress toward academic achievement in collaboration with the Area Superintendent, Superintendent, School Board, staff, students, parents, and the community. These procedures include district-established benchmarks, online grading reports through PowerSchool for parents and students, Illuminate, regular academic and IEP progress reports, the School Accountability Report Card (SARC), and standardized tests SBAC/Common Core.

The School Board and Superintendent have an impact on student progress by creating policy involving budget, District- wide focuses, District and site PDs and implementation of standards. Principals attend PDs and meetings and information is brought to the site via the principal.

Some of the Serra staff, including the majority of core teachers, have begun to effectively use current assessment and monitoring systems to determine student progress toward achievement of academic standards and SLOs. The District has provided up-to-date data tools (previously DataDirector, now Illuminate, PowerSchool, Naviance, and Exceed) to the school site as well as pertinent reports through the course of the school year. The data and data tools allow teachers to measure student progress toward academic benchmarks and standards as well as assist teachers with adjusting curriculum and instructional strategies.

The District provides an electronic information system that includes a gradebook and report-generating feature for teachers and administration to use in communicating progress to students and parents through the web-based PowerSchool program and a convenient phone app.

Students are encouraged to be active members of their community by sharing their achievements with the community in a variety of ways. Student work is displayed in classrooms, on teacher webpages, and on the Serra website. In addition, outstanding work is submitted for city, county, and state competitions and sometimes posted on YouTube. Student clubs and organizations host and travel to competitions as a means of measuring their growth, celebrating their achievements and comparing their accomplishments.

Most of Serra teachers have developed and administered district-established benchmarks for several core subjects – English, Math, Science, Social Studies, and Foreign Languages. End-of-Course exams are given that are specific to the standards covered within those courses. Math classes, specifically Integrated Math I, II, and III have a district-created system to continually assess student knowledge, performance, and depth of application. The world language department also utilizes end-of-course assessments for Spanish and French first and second year classes. All district benchmarks are linked to academic standards for specific subjects. The science department utilizes district end-of-course exams for biology, chemistry, and physics.

Administrators and teachers use Illuminate to produce mosaics of individual student and class achievement on a wide variety of assessment instruments for the purpose of improving instructional practices and realigning course offerings to support student achievement. Accessing testing and demographic information for individual students is utilized by the Special Education Department, in particular for annual IEP goals, determining levels of achievement, and even to identify students who may be reclassified as Fluent English Proficient. Administrators and teachers at Serra recognize that additional training in working with assessment data will guide improved and differentiated instruction.

Serra High School provides online grade reports through PowerSchool. Student grades are available to student, parents, and stakeholders by accessing this online service, allowing all parties to supervise individual student achievement. The program provides parents with email notifications of attendance, missing assignments, and changes in grades allowing instant communication to occur.

The School Site Council (SSC) reviews assessment results six times a year in order to help plan the instructional program and develop the annual Single Plan for Student Achievement (SPSA). The SPSA provides instruction and intervention strategies and aligns resources to time goals.

Parents and community members have the opportunity to become even more involved in decision making by being a member of the Governance Team or School Site Council. In addition to parents and community members, students at Serra can become more involved in policy/decision making by also being a member of the Governance Team or the School Site Council.

All Serra stakeholders are invited to open meetings (Governance Team, PTO, Serra Cluster Committee, Back-to-School night, etc.). Information regarding these events or meetings can be observed through viewing the Serra marquee in the front of the school, by emails from the principal and on our website from our weekly Daily Conquistador updates.

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Students enrolled in iHigh Virtual Academy and Edgenuity Credit Recovery have a full schedule of on-site core classes. The online courses are a supplement to the Serra course work. The students fully participate in all state mandated tests and results are reported with all Serra students.

Edgenuity Credit Recovery and iHigh Virtual Academy offer students the option of taking courses online that are not currently offered at Serra High School. In addition, courses the students have taken (earning a failing grade), may be completed for credit.

Students participating in these online courses are enrolled in core classes at Serra, in which they take all state-mandated tests.

Curriculum-Embedded Assessments

Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standard-based curriculum-embedded as well as other standardized assessment (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

The core subject departments of English and math use the results of District-created Interim Assessments to discuss the effectiveness of instruction within alike courses. AP, Honors, and some science teachers evaluate end-of-course exam results to inform next year's instructional goals. CELDT tests are used annually to report on English language learners' proficiency levels and needs.

Most teachers are able to access students' District Interim Assessment and SBAC scores using Illuminate to develop plans that appropriately address language arts standards where student performance is weakest. Illuminate offers teachers a unique opportunity to develop standards-based assessments, administering such exams, and evaluating the progress of each student and class. Information collected from these teacher-generated multiple-choice tests identify the standard(s) being evaluated and immediately determine whether students achieve proficiency levels in those standards. Some teachers can also separate results to evaluate specific student groups.

Beginning in the school year 2014-2015, all English classes complete quarterly Literacy Interim Benchmark Assessments with results available to teachers through the Illuminate website. English Department members were given time to score these assessments together by grade level on two occasions during the 2014-2015 school year. Teachers were able to then discuss flaws in the assessments, which questions students most often missed and strategies to help students score higher on the next benchmark. Many teachers reported finding improvement in scores on the next interim assessment after reviewing results with their students and teaching strategies to improve their scores.

Math students enrolled in Integrated I, Integrated II and Integrated III courses complete quarterly benchmark assessments with results available to teachers through the Illuminate website. The math department reviewed scores and discussed strategies to improve student scores at grade-level prep periods and in PLC meetings to evaluate their teaching, curriculum pacing, and re-teaching methods.

Benchmarks in English and Math are given at regular intervals throughout the school year to examine the performance of all students, including students whose primary language is not English. These students have been identified by the school district and the CELDT (given in the fall to all students classified English Language Learner) identifies their level of English language proficiency. For students who are at the Early Advanced level, they are recommended for re-classification to Fluent English Proficient (FEP). The CELDT data is available to all teachers in the Illuminate program.

Students can be re-classified as Fluent English Proficient based on a number of criteria- performance on the CELDT exam, academic grades, performance on standardized tests, etc. If they are re-classified, they are monitored for two years to ensure they continue to make progress and have the appropriate accommodations to be successful in the general education classroom. Serra has a CELDT coordinator on campus to proctor the CELDT exam in the fall, collect student data, identify students who may qualify for re-classification, and gather the necessary information from teachers to process their re-classification.

Most departments will compare their assessments in like subjects to effectively guide their teaching and find areas where more support is needed and focus on students or groups of students who may need more support or re-teaching of the content.

School-wide Modifications Based on Assessment Results

Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

The Serra administration, in conjunction with the School Site Council, regularly assesses the school program, in an effort to improve instructional practices and allocate resources to improve student achievement. Student assessment results are reviewed on a continual basis and disaggregated analysis informs the annual development of the Single Plan for Student Achievement (SPSA). The SPSA includes instructional and intervention strategies, resource allocation, and personnel responsibilities. The rollout of the Common Core State Standards and Next Generation Science Standards has greatly influenced changes in the school program, professional development activities and resource allocation

Serra High School departments use PLC's to compare and analyze the assessments within their department and subject taught. PLC's meet at least twice

monthly on our early leave Wednesdays. Our master schedule has also been setup with like-classes having a common prep period to enable teachers to dialogue with their colleagues to assist in student achievement and curriculum pacing and development.

Pathways – New courses are coming to Serra High School (Engineering Pathway) to provide new opportunities for students on our campus. Other courses have been replaced over the last few years to make way for new classes (ceramics, wood shop, auto shop, graphic arts, 'art', IT).

Serra offers two Foreign Language courses – French and Spanish. Both content areas offer basic classes, French 1-2 and Spanish 1-2, and continue to at least the 5-6 level. AP Spanish literature has been added to the already offered AP Spanish language. Foreign Language is now a high school graduation requirement in SDUSD and allows for students to fulfill the A-G requirement for the UC system also.

English Language Learners at Serra have support through two English Learner Support Teachers (ELST). They are district personnel who are assigned to support students within the classroom, support teachers in assisting ELL students, and also determine if students meet the reclassification requirements for FEP.

Math, Science, and English are involved in a grant called National Math and Science Initiative (NMSI). This organization has provided funding for a week long AP session for teachers during the summer, a weekend cram session during the school year, and a weekend of mock-AP grading during the school year. NMSI also provides substitutes so teachers can have classes covered while being pulled for Mock AP tests. All subjects were covered - Math, English and Science classes. NMSI also provides a Saturday cram session for students three times a year focusing on AP test taking strategies and content.

Special Education case managers assess their students' annual progress of their Individualized Education Plan (IEP) goals and adjust them as necessary. Case managers report the necessary accommodations for student success to classroom teachers. Progress of IEP goals is reported to parents every six weeks.

In addition to NMSI class offerings on Saturdays, Serra also offers AP Saturday Sessions during which teachers of AP courses review content and prepare students for upcoming AP tests.

Serra now offers a Calculus BC class to students. Student scores have shown that the level of calculus classes offered can be increased and success on the AP tests continues to follow.

Advancement Via Individual Development (AVID) is another popular class on campus and assists students with college potential and those in need of extra support in order to meet the standards of Advanced and AP classes (AVID students are required to take at least one advanced, Honors or AP course.). Our AVID program has grown steadily over the past few years. This program trains educators to use proven practices in order to prepare students for success in high school and college, especially students traditionally under-represented in higher education. Some staff members have attended the AVID

Summer Institute to improve the quality of the AVID program and in the summer of 2016, twenty more staff members will be participating in the AVID Summer Institute. Serra High School plans to eventually be an AVID school in which all teachers will be implementing AVID strategies once all teaches have attended the AVID Summer Institutes over the next 4-5 years.

All students in grades 9-11 are encouraged to take the Preliminary Scholastic Aptitude Test (PSAT). Tenth graders are subsidized at District expense. Results are reported to students, teachers and parents and are used to encourage students to enroll in Advanced Placement courses.

Serra's Partnership with Equal Opportunity Schools (EOS) to improve the representation of African American and Hispanic students in AP Courses will help close the achievement gap between these groups and their counterparts.

Support classes have been built into the Master Schedule to assist students with IEPs who need further help with completing assignments, and/or extra time for taking tests, help to learn organizational skills, individual career path discussions with case managers, and identify transition needs through the development of Person Center Plans.

Serra allocates Special Education staff resources based on the goals and requirements of student IEPs. Diploma and non-diploma bound students are provided appropriate staff resources to assist in improved academic achievement.

New Articulation cards this school year include pre-requisites for courses that in past years might not have been identified. Students can now see not only what courses are available, but also if they have the necessary pre-requisites to take the class.

Serra offers school-wide after-school tutoring opportunities. Math tutoring is provided by the ARC program for all students after school from 2:25-3:25 every day of the week. UCSD students offer lunch time tutoring for all subjects through our Serra Real Connections program. Serra teachers also offer tutoring before school, at lunch, and after school.

Expansion of partnership with community colleges – College courses are being offered at Serra. Students who choose these courses earn college credits while still attending high school. The Office of Secondary Schools within the district is in the process of petitioning the School Board for high school credit to be earned, in addition to college credit for students. Courses are offered on Serra's campus, free of charge to the students; books are also provided, free of charge, for the students.

Mesa Community College (continued partnership) offers a Political Science course for seniors (which meets seniors' high school social studies credit for graduation) while Miramar Community College (new partnership) will be offering Math 96 and 119 in the school year of 2016-17. Math 96 is a remedial course that will prepare students to be successful in Math 119. Students who pass 119 (which is transferable to 4 year colleges) will have met their college requirement for math if they choose not to major in a field that has more than one math course requirement. In addition to Math course offerings, Miramar

Community College's Oral Communication and Personal Growth class offers students two courses that meet the transferable requirement for a 4-year university.

Serra's revamped Saturday School program is no longer penalty based, but more education focused. Instead of being called Saturday School, the name has changed to Student Empowerment Academy. Students rotate through a series of three education focused activities for the four hours offered. Classes offered, but not limited to, include job applications, resume building, budgeting, current events, photography, college applications, creating writing, yoga, origami, weight training, music, poetry and Fashion Institute of Design and Merchandizing (FIDM) creativity speakers.

Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies to ensure student needs are met through a challenging coherent, and relevant curriculum*

The majority of teachers work diligently to determine student grades using a variety of assessment tools. Within departments, teachers work to assure the consistency and accuracy of grades. Grades help determine the placing of students into the master schedule.

Serra High School has adopted the University of California (US) A-G requirements for graduation as per San Diego Unified School District policy. The purpose of these requirements is to ensure that students are academically prepared for a 4-year college/university. Each course is designed to meet the rigorous requirements for the A-G standards.

The California Department of Education's Common Core Standards and Next Generation Science Standards have also been adopted by the school and the district. Students' performance levels are determined by benchmark assessments in core subjects. During PLC meetings staff collaborate on pacing guides, common assessments, students' grades and grade level content to ensure students are ready for their next year's classes. Teachers use a variety of assessments strategies to determine grades such as, formative and summative assessments (formal and informal). Teachers are encouraged not to use multiple-choice based exams to promote higher level thinking. A variety of examination types are given as well, which include presentations, PowerPoints, skits, songs, and individual and group projects.

District common assessments are administered in Math and English once per semester as well as an argumentative prompt at each grade level given in different core courses based on grade level. Students are placed in the next level course (grade year/level) based on assessment scores, academic grades, parent requests and teacher recommendations.

Special Education case managers report to parents, on a six- week basis, the progress of students toward their annual goals in conjunction with the issuance of report cards.

At Department Meetings, core teachers discuss grade policies, test results, curriculum and instruction in order to attempt to maintain fair and equitable grading policies.

All Honors courses use available District end-of-course exams as assessment tools. Most English, Math and Science teachers use District-created benchmarks and interim assessments (when available) as assessment tools. Results of these exams are discussed among course-alike teachers at PLC meetings or grade level prep periods to inform instruction to help determine the extent to which these assessments affect student grades.

The World Language Department uses a site-generated multiple choice placement assessment for Spanish language ability.

The administration collects data regarding grades and reports back to the whole staff at least 2 times a year at staff meetings. Teachers are asked to discuss the results of this data at the whole group meeting and in departments. Teachers are asked to examine why changes may have occurred over a period of years. Sometimes teacher or curricular changes are discussed. Changes in the number of referrals, suspensions/expulsions and attendance are also often discussed.

"Performance level" used to be partially defined by students' CST scores, like "below basic" or "proficient" could help departments and counselors place students into courses that are most suited for their abilities. At this time, at the beginning of Smarter Balanced Common Core testing, it is more difficult to use standardized assessment performance levels as tools, as the staff is just starting to grasp their meanings.

Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Counselors, Administration, and School Site Operations Specialist are responsible for the administration of all State assessments such as the CST, CAHSEE, Smarter Balanced, CELDT and PSAT testing over the last six years. Counselors and Site Operations Specialist are also in charge of AP testing as well as SATs and administering the PSATs. Strict guidelines are followed to ensure that the results of these tests are valid.

The California High School Exit Exam (CAHSEE) was given in English and Math curricular areas over the past number of years. It was a graduation requirement, but is no longer required at this point in time. During administration of the Exam, 10th grade English and 10th grade Math teachers were proctors and would test their own students. The exam measured progress toward graduation requirements and if it wasn't passed at the tenth

grade, students had the opportunity to re-take it in their junior and/or senior year. Juniors and Seniors that needed to still pass the CAHSEE would be included in the testing rooms each year 10th grade students were tested as the number of Juniors and Seniors was consistently low and would fill the empty seats in the respective Math or English classrooms. The scores from each test were compiled and students could monitor their progress toward achieving the passing score.

In the classroom individual teachers use formative and summative assessments that are both formal and informal to monitor student progress towards meeting academic standards. Teachers use this system to adapt next steps in academic progress. In department meetings and PLCs teachers gather and discuss results on formal assessments in order to plan re-teaching activities or curriculum for the following school year.

Freshmen physical education classes take the California FitnessGram, in which cardiovascular fitness and flexibility is measured. The FitnessGram is administered by Physical Education teachers, who throughout the year monitor a students' general body core strength in order to encourage student growth.

Counselors and School Site Operations Specialist are mainly responsible for the administration of all State assessments which currently include, Smarter Balanced, CELDT and PSAT testing. The School Site Operations Specialist along with the Head Guidance Counselor keep state testing materials in a secure room that staff do not have access to, however administration also have access which enables oversight on security of testing materials.

Counselors and Site Operations Specialist are also in charge of AP testing and utilize volunteers from the military to be trained to assist with monitoring the AP testing. All counselors are trained as proctors and all AP exams are conducted in the Media Center. Strict guidelines are followed to ensure that the results of these tests are valid.

Administration oversee the operations of state and AP tests by being involved in calendaring the testing windows as well as communicating with the Counselors and Site Operations Specialist to verify materials are submitted or sent to testing reporting agencies within the mandated timelines.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

SHS school leadership (administration, School Site Governance Team [SGT], School Site Council [SSC], Parent Teacher Organization [PTO], and English Language Advisory Committee [ELAC]) utilizes multiple strategies to encourage parental and community involvement in the teaching and learning process. Print, phone, electronic and face-to-face opportunities are used consistently by the majority of the extended SHS community and provide up-to-date information about the school, its programs and events, and about teaching and learning. Members of the SSC and the SGT, as well as the PTO board members, work together with school staff to involve parents and the community in the learning/teaching process.

Serra has worked to develop a system of transparency and clear communication with families as well as the community. Our most comprehensive source on relaying information to parents, community, students, staff and the overall general public is our website https://www.sandiegounified.org/schools/serra. Information is added on a daily (if not hourly) basis so students, teachers, administration, parents and the public can access current and accurate information. SHS website features up to date information such as policies, calendars, teacher contact information, state testing data results, athletic packets, dance agreements, meeting information and invitations to open house and other Serra events. The site also contains links that translate the contents into nine other languages. Additionally, we also use Facebook, Twitter, and Instagram to inform the community of the happenings on Serra's campus. Our marquee at the corner of Santo Rd. and Tierrasanta Blvd. advertises important information to the community. And we also utilize the local newspaper, *The Tierra Times*, to advertise for Serra events as well as inform the community of important deadlines about registration and signing up for athletic program tryouts, for example.

One of the primary ways we have reached out to our families and the community over the past two years is through the Daily/Weekly Conquistador. This is a newsletter that is sent on a daily and weekly basis to our students and their families and published on our website and on our social media outlets like Facebook and Twitter. The purpose is to inform

the families and the community of the goings on at Serra, highlight accomplishments, and introduce new programs for students and families.

An additional way we provide communication with families is through the School Messenger mass communication system. It is used to make calls and emails regarding attendance, school announcements and emergencies. For example, a call can be recorded in Spanish and sent only to families of 9th grade Spanish speakers. Another added benefit of the system is that in case of an emergency, our administration can record a message and send it to all families immediately through voice, e-mail and text messaging.

The teacher component of School Messenger allows teachers to communicate to parents in one of eight primary home languages. The teacher can select from over 130 prerecorded messages to send home. These messages can be sent to the entire class or the teacher can select individual students. The system uses the home language that is on file for the student. Messages from multiple teachers are combined so the parents only receive one phone call a night per child. Both School Messenger systems have increased our ability to communicate with families immensely.

Three years ago, PowerSchool replaced Zangle as our School Management System. Parents can check PowerSchool to check their child's progress. Teachers can use the Powerschool grading program to keep track of student progress in their class. Teachers can check student profiles, contact info, attendance, counselor contact info, health concerns, etc, while students can check grades, assignments, teacher contact info, attendance. Parents can have emails sent daily regarding grades, attendance, etc. Additionally, parents can view specific assignments as well as an overview of grades. Parents can also check their child's attendance. This program allows Serra to be in constant contact with both students and families and provides teachers the knowledge needed to address the needs of their students and families. The challenge of this program is that teachers are not required to use PowerSchool. As a result, the information may not be available electronically to all parents, counselors, or administrators.

The staff encourages parental involvement through hosting an annual Open House, called Back-to-School Night. This occurs at the beginning of the school year as an early evening event in which family members are invited to campus to follow their students' schedules and to learn basic information about each of their students' classes, such as what are the course expectations, assignments and material to be taught.

SHS has made important changes to our school over the past few years. In October of 2014, Serra's new Principal conducted a "100 Day Listening Tour" that involved students, staff, parents, and the community. Students, staff, and community members were invited to ask questions, make suggestions and inquire about concerns for the future of Serra High School. The Principal also conducted "listening tour" events in City Heights to address and include the needs of the families who attend Serra from this area. (It is important to note that Serra provides Spanish language translation services to our large Hispanic population at all events.) As a result, several changes and additions have been implemented that continue to involve families, and the community in our school.

During 2015/2016 school year, Serra redesigned its Spring Open House to be an 8th grade Expo. Serra reached out to the families of our incoming 8th graders as they were invited to attend a showcase of all that Serra has to offer. In attendance were representatives from the various clubs and activities Serra offers. In addition, teachers set up booths to present their curriculum to the community and answer questions from families about the academic programs at Serra.

Additionally, our Cluster Council planned the first annual, “Hang out in the Hills” event for families from all of our local feeder schools. This event was held on Serra’s campus during the evening hours and featured food trucks, a movie, and music. All teachers from the feeder schools were encouraged not to assign homework so that students would be encouraged to attend with their families. Serra provided transportation for our families from outside the neighborhood to attend. We are hoping to make this an annual event and grow the attendance each year.

Serra’s *Parent Empowerment Academy* meets with parents in the evening in our Media Center to train them in recognizing mental illness, how to cope with teen anxiety, and the Common Core State Standards. This series included ten parenting classes that were designed to share the information above and included resources with participants to help them become more confident caregivers, leaders, and effective advocates in children's education.

In the Spring of 2016, the McAlistair Teen Recovery Center was brought to Serra. This is a 90-day drug rehabilitation program for our students who suffer from substance abuse. Parents are involved in the initial intake process and also invited to celebrate their student’s success at their program graduation.

Our Military and Family Life Counselor (MFLC) provides resources to military families and students, including non-medical counseling services, parent trainings, and deployment and reintegration issues.

The ARC program has a rich afterschool program with tutoring, workshops, and field trips. ARC offers a variety of events to bring the students and community together. Students have the opportunity to attend field trips such as kayaking in Mission Bay, or visiting colleges.

Serra has utilized technology to bring events on or off campus into the homes of our families who are unable to attend. During the 2016 school year, we simulcast one of our most popular school events--a varsity boys’ basketball game with local rival--so that students, families, and community who were not able to attend (due to a limit on ticket sales) were able to view it from their home.

Additionally, Serra has moved our graduation to a bigger venue off campus (The University of San Diego) so that more family members and community members can attend. We also simulcast the graduation so that families unable to attend can participate virtually. This has enabled our military families on deployment to be a part of their student or family member’s graduation.

Another important implementation is our *Intervention Night* for the class of 2016 and 2017-18 for any student in danger of not meeting graduation requirements. Two separate evenings were held for identified students and their families in these graduating classes to discuss ways to help students get back on track for graduation.

On campus, Serra's school library website is linked to the school website and has links to databases, tutorials, test prep, AVID pathways to college admittance, tutorial for navigating the public library's resources for college and financial aid information. This also includes literature. These are helpful resources for Serra's families to access.

Additionally, Serra's PTO (Parent Teacher Organization) involves stakeholders such as parents, teachers and community members. They participate in decision-making on how to better support our school regarding needs and financial support. The PTO offers grants for teachers including classroom supplies to books. They also provide items for clubs, sports teams, and other student organizations on campus. Parents are involved in AVID as the curriculum suggests.

CCTE courses (College Career and Technical Education) are project-based learning classes such as computer programing, photography, marketing, ASB/event planning, and computerized graphic design. Some of these classes offer college credit for our students as CCTE works with our local community colleges. There are annual mock interviews to help students prepare for the real world. Community members and business owners come into our school and conduct real interviews, using questions and situations students will face as they prepare for jobs industry.

FIDM (Fashion Institute of Design and Merchandising) and the Art Institute offer presentations in classrooms throughout the year and specific to the subject matter of the class. For example, a History Class can benefit from information about clothes throughout history, textures and alterations during wartime, whereas a business class can benefit from "how to dress for success." They discuss careers in media, art, graphic design and culinary arts.

Hazardous Materials Division and Hazardous waste handling companies have given presentations to our students in AP Environmental Science classes.

Beginning in 2016, through our new partnership with *Equal Opportunity Schools (E*OS*),* Serra identified over 100 African American and Hispanic students who are currently eligible to enroll in an Advanced Placement (AP) course but are not currently enrolled in one. Serra sent out a personal invitation to each one of these students and their families, inviting them to attend our first annual AP Recruitment Evening, held in Serra's Media Center. At this event, the Principal and Head Counselor reviewed the AP program at Serra and discussed benefits of enrollment. Teachers of several AP courses spoke about their courses and encouraged families to enroll next year. Current AP students spoke about their experiences in AP courses. The goal of this evening was to attract more underrepresented students into our AP program at Serra. Spanish language translation services were available for this evening as many Hispanic families were in attendance.

Serra complies with the initial, annual, triennial, and supplemental IEP meetings for our Special Education students and their families. We provide translation services for all public and special education needs. Additionally, Serra has several Work/Vocational Supports and programs for students in Special Education Work Ability, Work Incentive and Transitional Partnership Program (TPP) through the Department of Rehabilitation (DOR). The local businesses we partner with are the following: Round Table Pizza, Submarina, Jack in the Box, 711, San Terra Property Real Estate, Dollar Tree, EDCO, Marshall's, UCSD, CVS, Marriott, Hyatt, Mustang Shop. Currently there are 23 Serra students in Work Ability and Work Incentive and three students enrolled in TPP. For the 2015-16 school year, 75 students are impacted by the program through workshop sessions on how to interview and write a resume workshops to help prepare for their transition to adulthood.

A Financial Aid Night is held by the counselors for Seniors at Serra to show parents along with their students how to fill out the FAFSA forms which are needed for students to meet their financial needs for college/university studies.

Through *Serra Real Connections* many of our students from military families become aware of resources available to them. This includes Military Outreach, which helps mainly spouses of deployed servicemen and women with day-to-day problems, and access to Fleet and Family Support Center and medical resources such as Tricare.

Once a year, parents are formally invited to come to school with their student. Called, "Come to School Your Student Day", parents attend their student's classes during the regular school day after a short briefing with the Principal in the morning.

During the 2016/2017 school year, SHS will be establishing a Parent Room on campus that is used to give access to parents and to teach them parenting skills so that they can better help their child succeed in school.

The effectiveness of these programs can be evaluated through the diversity of parent involvement opportunities, attendance at these events, and the variety of methods through which we communicate these resources.

Students, parents and community members are invited to learn about academic standards (more recently the Common Core State Standards and New Generation Science Standards), and achievement data at various formal and informal meetings provided by the school site throughout the year. These meetings include the following: 9th grade orientation, registration, Back-to-School night, articulation, Governance Team, and PTSA meetings. Times and dates for these meetings are provided through the school website, emails to parents and weekly principal phone messages to parents and teachers.

The Serra administration also provides timely and appropriate reports of its assessments to all stakeholders and school community. Standardized testing results are available to all teachers through the Illuminate program. These results are regularly discussed within each department at weekly Professional Learning Community (PLC) meetings and at the monthly staff meetings. Parents have instant and full access to their individual students' progress via PowerSchool which is the teachers' primary method of storing all grades throughout the year. This program has proven invaluable in keeping

parents informed of their child's progress at all times and easily opens a line of communication between parents, teachers, and school counselors. Parents are also physically mailed their students' Semester Report Card and Smarter Balance results. Any parent with a student that has a 504 or IEP is notified and required to acknowledge at all meetings of their students' progress towards meeting all graduation requirements.

Parents are also informed through the monthly PTO, SSC and Foundation meetings as well as the newly developed Parent Empowerment Academy. The School Accountability Report Card (SARC) is available to all stakeholders annually in two different ways: a short version provides a general overview of standardized test data; a long version provides assessment results in greater detail after disaggregating information by subgroups. After analyzing the information, and meeting with parents, the administration uses the data to drive changes in curriculum and course offerings to better serve the learning needs and grade level performances outcomes of all Serra High School students.

Use of Community Resources

Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services business partnerships, guest speakers, job fairs, field trips to local employers, an d evaluation of student projects and classroom presentations provide real world applications of the learning standards and schoolwide learning outcomes.*

Many school departments and the school administration maintain a close collaboration with business, industry, and community resources to support students in learning and vocational transition.

SHS has a diverse array of community services to support our students. These resources provide educational programs, scholarships, and mentorship. The following is a list of our community resources which all stakeholders can access on or off campus:

- ARC-The ARC program has a rich afterschool program with tutoring, workshops, field trips, and offers a variety of events to bring the students and community together.
- ASCEND- mentorship program for African-American students supported by Alpha Kappa Alpha.
- Annual mock interviews with community business leaders
- McAlister Institute, Teen Recovery Center
- Novata Family Services (mental health)
- CAL SOAP
- Every 15 Minutes, MADD, CHP
- Rachel's Challenge
- Kaiser Permanente STD Assembly

- Club Elevated- a club that promotes STD, substance abuse, and cultural awareness
- Key Club-sponsored by the Kiwanis Club
- American Red Cross
- CSF (California Scholastic Federation)
- Future Educators of America
- Latino Film Festival
- Classroom speakers-local authors, veterans, and Holocaust survivors
- AVID- community and college connections
- RYLA - Rotary Youth Leadership Association
- Freedom's Foundation
- Laurels for Leaders
- SPED college visits: Students visit community colleges, and students get the opportunity to learn about the Disability Support Program and Services.
- Q-Camp takes all freshman to UCSD for a campus tour before school starts

The effectiveness of our student supports can be measured by the amount of participation by students and community members in the above events and organizations.

There are regular community resources which students can use. For example, AVID classes are given a presentation about the public library's resources for financial aid. There are classroom presentations where classes are given lessons on using databases.

SHS has received a Donor's Choose grant for literature books from a local donor. We have received several Serra Foundation grants for library furniture and materials. The NMSI (National Math and Science Initiative) grant funds Saturday sessions for AP Students and it is funded by DOD (Department of Defense). The school library is open until 3:30 three days a week after school for students, teachers, and parents to access resources and opens at 7 each morning.

Parents are a community resource that SHS benefits greatly from. Parents are involved through PTSA, the Serra Foundation, Serra Real Connection and through volunteering at numerous events and in the front office and library during key times of the year.

E2. School Environment Criterion

Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

SHS community is proud of the cleanliness and overall appearance of the campus. The custodial staff is among the best in the District and they maintain a neat and orderly school environment that makes the campus a place where staff and students are comfortable and able to concentrate on learning. Student safety and discipline is of utmost importance to staff and administration. The San Diego Unified School District has a strict policy regarding Internet usage and parents and students must sign a form regarding usage each year. District-wide Internet filtering is used to insure students are not exposed to inappropriate material while on school campuses. The San Diego Unified School District also has a department known as Quality Assurance where students, community, staff and parents can contact from the website to notify District and School Administration of concerns that can be in association to school bullying, drug/alcohol abuse, or other safety concerns.

The San Diego Unified School District's Quality Assurance Office collaborates with students and their families, staff, and community members to address inquiries, concerns and complaints. The office recognizes the value of and are committed to promoting and cultivating a positive, proactive approach in acting as a central resource and liaison for students and their families, staff, and community members to address a wide variety of inquiries, concerns and complaints related to the educational programs and functions of the San Diego Unified School District by:

- Treating all families, staff and community members with dignity and respect
- Promptly addressing concerns and complaints
- Facilitating resolution of concerns and complaints in a timely and objective manner
- Knowing about district policies, procedures, Education Code, and State and Federal Laws
- Identifying areas and trends in the district where improvement is needed
- Promoting partnerships that foster and build a culture of student achievement, and ethical behavior, in support of the district's Vision 2020 and a quality school in every neighborhood.

SHS provides a link on the school website that can report bullying from online activity through social media or direct student confrontations. The link sends the user to the San Diego Unified District website to an online form. This online form can be used by San Diego Unified students to report being bullied **or** by someone witnessing a student being bullied. When filling out the form, provide as much information as possible. An investigation will begin within five (5) working days by school administration who must follow specific policies and procedures identified on SDUSD website. The administration must then submit their report to the Office of Quality Assurance to explain actions taken at the school level and then it is determined by the Office of Quality Assurance if further actions should be taken at the District level.

SHS employs a San Diego Unified School District school police officer and three campus security assistants. In addition to these safe guards, Serra Administration recently added four golf carts to oversee the school site. One cart is designated only for School Police and another is designated for Administrative use. The remaining two are shared between the three campus security assistants. The highly visible administration team has a supervision schedule, which helps keep the school safe and orderly

Most students feel safe on the Serra campus. Students from SDUSD regularly request assignment to Serra, partly because of the safety of the school. Since the last WASC evaluation, Serra has been regularly one of the top schools each year requested by the school Choice program offered by San Diego Unified. Two late activity buses allow students to participate in athletics, clubs, and tutoring programs such as the "ARC" program. The ARC program provides a safe after-school environment for students. It provides tutoring (in the classrooms of various teachers and it pays for those teachers to tutor students), a recreation room for students, and night school classes in English, history, math, and science when teachers are available to teach it. This allows students to make up credits in which they are deficient. ARC also provides money to make Serra's "welcome back dance" free for students. They fund part of Serra's Q-camp which is a summer orientation program for incoming freshmen at Serra.

Serra offers a very safe and clean environment for students. We have an on campus school police officer who investigates any crimes on campus and helps out with campus supervision. The campus supervision staff or security guards help monitor the campus throughout the day. They supervise areas of the school on mobile golf carts. The Vice Principals, Administrative Assistant, and Dean of Students supervise during lunch as well. Many teachers, if asked, will supervise at various times during the day. This supervision ensures a safe environment for all students.

Students are issued a Student Planner on the first day of school. These Student Planners serve the dual purpose of citing expectations and assisting students in good work habits while also fostering organizational skills. The first 21 pages of the Student Planner contains a comprehensive description of school rules and policies that students can refer to throughout the school year. During the first week of school there are grade level

assemblies to go over rules and expectations. Following this, administrators and counselors visit all English classes to explain and answer questions about the rules and regulations. After all classes are visited, it is formally announced via loudspeaker, bulletin, website, school marquee, and auto-dialer (in the home language) the exact date and time that enforcement of the rules and regulations by all staff begins. Enforcement remains in place for the entire school year.

Although the Student Planner indicates rules and policies, not all teachers and staff enforce them in the same manner. This challenge of inconsistency can lead to a disconnect with students and parents. Our administrators remediate as necessary at faculty meetings, via staff-wide emails, and individual private meetings. Our discipline policy is currently under review and needs to be updated. The Serra governance team will attempt to

remediate that at the beginning of the 2016-17 school year because it is a district requirement.

SHS has a discipline flow-chart which the Vice Principal, Dean of Students, and counselors use to determine who handles discipline cases. Our school follows the zero tolerance policy set forth by our school district. Students may be suspended or expelled if they break this policy (the punishment depends on the infraction). Serra High School has programs to address bullying. The district has set up reporting forms, on the web, which students can fill out and administrators will investigate these claims. Staff members receive yearly training on bullying, mandatory reporting (for suicide and child abuse), blood borne pathogens, first aid and sexual harassment. All of these trainings are designed to inform teachers of their legal responsibilities and help them keep students safe. Many staff members are CPR certified. All coaches have received training on recognizing concussions and proper procedures to follow if players get concussions. They are concussion certified. They also must be CPR certified and CardiacWise certified. All of these contribute to staff members keeping students safe.

A system has been set up to deal with tardiness. Excessive tardies will result in the addition of LOP (Loss of Privileges) points. The LOP list is explained in detail on the Serra High School website and in the Student Planner. It is taught to students in the classroom visits referenced above during the Rules and Regulations presentations the first week of school. It originated to teach our students that being present and on time is a basic individual responsibility. Being present, in mind as well as body, improves listening and memory skills. Presence helps to develop persistence and ability to learn. Punctuality is of utmost importance and a basic skill required of anyone who wants to get even a low-skill job and become a responsible, productive adult. This life-long habit is a highly important aspect of Serra culture and has been for several years. Teachers notify students that they are on the LOP list and phone calls are sent home from the school auto dialer. Each week, teachers receive a LOP list of students in their period and the students must sign that list in order to acknowledge that they know that they are on that list. The teachers then turn in that list to the office. Students must attend Saturday School to lose LOP points.

Saturday School is now called “Student Empowerment Academy” where students rotate through three different classrooms and receive instruction on various topics. Saturday School has three rotating sessions for student. Each session must have an academic focus. The district requires that teachers submit objectives for their Saturday School classes. Students also have breaks between the sessions and they get breakfast from the school if they need it. The LOP list mainly affects athletes, and students who want to attend school-sponsored events.

There are earthquake, lockdown and fire drills, which help us prepare in the event of a real emergency situation. Staff members receive briefings in the beginning of the school year on emergency procedures and are briefed regularly on it especially if something did not go right during a drill. Staff members also have an emergency handbook to help them when these emergencies arise. All of these help ensure that students are safe at all

times on campus. In addition, the district has an effective filter on its Internet systems and Serra uses that to make sure that students don't access materials that are inappropriate online.

Serra High School is a clean environment thanks to the efforts of our custodial crew. Our custodial and gardening staffs do their best to maintain a clean and neat campus. As an experienced custodial supervisor, the opinion of our Plant Operations Supervisor (POS) is that he has enough manpower to keep Serra's campus clean, orderly, and safe. The challenge for him is not having the proper equipment for tasks such as cleaning or replacing the ceiling tiles, fixing the sidewalks so they are safe, and painting walls that have been defaced. Our POS has to call in the district maintenance team to fix these issues. Our POS feels his maintenance requests are handled in a more timely manner.

The district has recently begun to hire more maintenance staff so that means that the maintenance staff members are able to respond to any site requests for maintenance in a more timely manner. The POS also mentioned that he does thorough comprehensive evaluations bi-monthly to make sure everything is up to par. He shares these reports with his staff, and keeps them filed as evidence. He feels his team is doing a great job. Strengths mentioned by the POS were the size of his custodial team, and the care students and staff take in respecting the school. He feels Serra staff and students have pride in our campus and keep it in better condition than other schools he has supervised. The custodial staff regularly clean classrooms, bathrooms, litter, debris, and remove graffiti from the walls. They also maintain the working order of our buildings, appliances, furniture, ceilings, and fixtures. Our POS maintains a well-stocked supply room for teachers to access classroom supplies. All staff members are appreciative of the efforts by our custodial staff. Some of our moderate/severe special education students work with our POS and gardener during their work incentive time to learn important job skills such as cleaning and gardening.

High Expectations/Concerns for Students

Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs, and procedures support student learning by examining information such as proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Most staff members promote a caring and nurturing environment in order to encourage enhanced student learning based on high expectations. One example is the option that SHS staff members have to attend a mental health training for teens. This training will help staff members recognize signs if students are having mental issues and

use the proper steps involved in reporting it or getting students the help that they need.

SAY San Diego helps our students by providing support groups to help them through any problems that they may face. They provide Mentoring/Care Coordination with students. This is based on referrals from Administration and Counselors. MSW interns meet with students bi-weekly regarding: goal setting, attendance, and making positive choices. This is not counseling or providing mental health services. It is simply a mentoring program. They facilitate an after school girls' group regarding self-esteem, positive self-talk, and creative expression.

Counselors from SAY SD come and facilitate a young men's groups for students who are referred by Administration or counselors. Groups focus on positive decision making and run for 8-10 weeks, after school hours. They provide referrals for outside counseling through SAY or other social service agencies. All students involved have signed consent forms which include: release of information, terms and agreements, and notice of privacy practices. They also serve families needing food distribution information, household items, clothing etc.

SAY provides "Parent Empowerment Academy" which is approximately 15 hours of parent education regarding topics our parents chose as wanting to learn more about. At the end of the Parent Academy last year and this year, we had parents take advantage of a certification training on Youth Mental Health First Aid through Mental Health America. They have peer tutoring which takes place Tuesdays and Fridays at lunch.

In Spring of 2016, SHS hosted an "Every 15 Minutes," program in collaboration with SAY that taught students about the dangers of drunk driving. SAY also provided a program about Sexually Transmitted Diseases (STDS), and contraceptives from Kaiser Permanente. This program taught students about responsible behaviors that prevent unwanted diseases and unwanted pregnancies. All of these programs teach students responsibility in various aspects of their lives.

SAY San Diego also organizes some clubs on campus. There is the "Student to Student" club which helps ease the transition for military students who are coming into a new school. There is "club ELEVATED" which provides youth leadership development focused on reducing youth access to drugs and alcohol.

The SDUSD provides a life skills program in the 9th grade that discusses decision-making procedures, values and health (mental and physical), communication with friends and family, the influence of media on students. The SDUSD also provides a sexual education unit with materials (called "Drawing the Line") for students to be taught when taking biology. The biology teachers attend District triaining related to the sexual education unit. This curriculum covers anatomy, STDs, contraception, HIV, respectful relationships, sexual assault, and nutrition.

Atmosphere of Trust, Respect, and Professionalism

Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision making.*

The faculty and staff of Serra High School make a major attempt at developing trust with students. As early as our pre-service dates in August, our staff's discussions centered on what it means to be an educational professional. The district has sent out goals for each quarter of the school year and the first one is to "create a warm and welcoming environment". Teachers learn about how to do this during the pre-service days and do their best to implement it in their classrooms throughout the year. Instructors are encouraged to cultivate positive relationships with the students in their classrooms and to know them deeply as individual learners. We are a community of learners, and we have a shared vision that we must reflect on our teaching by opening our classrooms and making our practice public. For example, we now have scheduled "Come to school with your student day" where parents may attend class all day with their student and observe. Additionally, parents may observe anytime they wish by appointment. Our teachers are all able to meet with parents, by appointment, to discuss their student's progress.

Classroom observations by administrators are a regular occurrence, and our site is a frequent host to visitors. For example, an author came to Serra last year and spoke to students in Ms. Lavine's English class. Information about this can be found on the Serra news page in May of 2015. Most staff and students are proud to show our professionalism, trust, and commitment to improvement. In addition to observing teaching and learning, they visit to connect with students as well. Another example would be our vice principals who have been visiting classes (when their schedule allows) to give constructive advice and words of encouragement to teachers.

We have high expectations for our students, which are evident in district graduation requirements, and our standards-based instruction. Students are asked to take the most challenging curriculum possible, and we have worked tirelessly to support them in their pursuit of academic progress in a rigorous educational setting. Students must meet district requirements to graduate. These requirements match a-g requirements for the University of California system, which means that our students should qualify for any University of California school when they graduate. Students meet regularly with their counselors to measure their progress towards graduation, to plan interventions if they are at risk and to set them up for entrance to a four-year university. Student Study Teams are also formed when any stakeholder feels something is amiss with a student, whether it is unfounded giftedness, misplacement in a program, or something such as a disability that has gone unnoticed. Many times these teams can help students get on the right track to success. A challenge in this respect would be the amount of time counselors have for these important

tasks. Due to the high number of students requiring supervision and discipline, our counseling staff frequently assists with supervision and discipline.

A new electronic referral system will be implemented this year. Staff members, who will write a referral, will fill it out electronically and it will go to counselors, the dean of students, special education case managers (if the student is in special education), and vice principals. The counselors, dean of students, and vice principals will decide who handles the referral based on the severity of the offense. The staff members, who receive the referrals, will decide on the discipline for the students depending on the severity of the offense.

As a staff, we have continued our work through shared learning and our commitment to continuous improvement. Teachers are required and encouraged to attend professional development training to continually improve their teaching practice and their relationships with students in the classroom. As a direct result their effectiveness has and continues to increase. There were monthly professional development opportunities from 2013-2015 for all core areas to implement common core standards. Some of these professional development meetings centered around the NGSS for science teachers. Serra conducts monthly faculty meetings where some professional development occurs.

There are “capacity builders” from each core subject area (they are teachers in all four core areas) and they attend regular professional development meetings. They report out to staff members about what they learned in these meetings and give strategies for staff members to try and implement (if they choose to do so) during staff meetings or department meetings.

There are also PLC (professional learning community) meetings between teachers of common subjects. They meet to discuss course pacing, instruction, assessments, and any other needs. They also create common assessments for their courses (where appropriate) and discuss student performance on assessments (if there is time). Examples of collaborative work products from each department include departments aligning their curriculum with the common core standards and creating common assessments.

Teachers teach a standards-based and rigorous curriculum. Their curriculum meets common core standards for English and Math. These standards are taught in History and Science classes as well. The Science department is learning about the new next generation science standards or NGSS. We already cover most of the standards in our science classes and the new practices that they outline. We will modify our instruction, as needed, as more information comes out about the standards and what students are expected to know for state exams. Students know that they must meet these standards and teachers hold them accountable. Teachers provide supports for students such as a variety of instructional strategies to help students access and understand the material. Many teachers volunteer their time before school, during lunch, or after school to support students in learning the material for their classes. There is tutoring offered in a variety of subjects on a daily basis.

If teachers hear concerns from students, then they address them as best they can. If it is something that they cannot remedy or have to report (due to legal issues), then they report it to the proper person on campus or agency. Students who are experiencing bullying are referred to the vice principals who assess the situation and deal with it accordingly. Staff members have had training on bullying and the signs of it so they can recognize it if it happens.

Higher expectations require students to maintain certain grade point average minimums to participate in programs such as Associated Student Body (ASB), Advancement Via Individual Determination (AVID), athletics, and California Scholarship Federation (CSF). Advanced placement courses, GATE classes, and a Seminar program further enhance and encourage student excellence. Advanced Placement, and Seminar instructors collaborate to align curriculum with current state standards to prepare students to excel in state mandated testing situations and to do well in their future endeavors.

We have had a national math and science initiative or NMSI AP grant for the past three years. This grant has offered trainings, mock exam grading, supplies, support, and instructional materials to our AP teachers in math, science, and English. The purpose of this grant is to increase AP enrollment in math and science but that has not happened during the time of the grant at Serra. The Serra AP teachers and administrators are working to increase AP enrollment through a district-wide program called “Equal Opportunity Schools.” Equal Opportunity Schools has partnered with Serra High School to upgrade learning, close gaps and transform lives. EOS uses a variety of strategies, including student surveys, staff surveys and College Board AP Potential reports to determine which should be in AP classes but are not currently enrolled. Students are identified through data analysis that draws on teachers’ observations of students as well as other data indicating readiness for greater academic challenges. Many students who have AP potential never know it. The goal is to recruit identified students into higher level classes and then provide supports to ensure that they succeed once they are in the class.

In the fall, Serra counselors hold a College Night for seniors and their parents. At that event, we invite representatives from UCSD, SDSU and Miramar College. We review A-G graduation requirements and give information regarding scholarships and financial aid. In January we hold a financial aid night where we provide information about how to fill out FAFSA. Additionally, we have a night for each graduating class and their parents to review A-G requirements and college readiness planning. We have a partnership with Cal SOAP, an organization that focuses on college planning, scholarships, SAT/ACT preps, and a host of other things. Through this partnership, we have two interns that meet with students, one assists seniors with filling out college applications, and the FAFSA, the other assists students in grades 9-11 with college planning. Finally, counselors meet one on one with all seniors to assist with any additional college prep support, scholarships, SAT/ACT and FAFSA support. All of these programs help parents and students navigate college applications and forms that they have to fill out.

Every year in the spring, both a senior and undergraduate recognition programs are held where outstanding students are honored for their achievements. Every instructional department, grade level department, club and extracurricular activity has the opportunity to spotlight student excellence. In conclusion, our group currently determines our school as a safe, clean, orderly place that nurtures learning and has a culture characterized by trust, professionalism, high expectations for all students, and a focus on continuous student improvement. Our group has highlighted many strengths and many challenges. Our plan is to continue to do the best we can with our budget, resources and abilities.

E3. Personal and Academic Student Support Criterion

Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

SHS offers a wide variety of course and support options for all students. All SDUSD students develop an individual learning plan during their eighth grade year that is revised at SHS during the sophomore year. Students are offered support through the SAY program, after-school tutoring (ARC), Graduation Seminar (Credit Recovery), AVID, GATE and through teacher-developed interventions including lunchtime and after-school tutoring. In addition, all students with diagnosed learning disabilities (students receiving Special Education services) or with life impacting impairments (students with 504 plans) receive additional planning around IEPs and 504 plans.

We have several services on campus that provide support to our students in the areas of health, career, personal counseling, and academic assistance. The school nurse is on campus full time and readily available to talk with students and answer any of their health questions and concerns. Along with our health tech, the nurse is responsible for evaluating, and treating (if possible) the health problems that our students may encounter. In addition, the district provides a life skills program in the 9th grade that discuss decision-making procedures, values and health (mental and physical), communication with friends and family, and the influence of media on students.

The district provides sexual education materials (called “drawing the line”) for students in biology. This curriculum covers anatomy, STDs, contraception, HIV, respectful relationships, sexual assault, and nutrition.

Serra high school has a large special education department that includes 9 mild/moderate teachers and 2 moderate/severe teachers. Special education teachers are case managers and may also serve as co-teachers to both the special education and general education students in many classes across campus offering additional academic

support and assistance based on student individualized education plans. Students who are part of the special education program also have a variety of special education supports and a complete staff of individuals that implement those supports.

The following are a list of individuals that implement special education supports for our students:

- Special Education Related Service Providers: Speech and Language Pathologist (Angela Martin),
- occupational therapist (Erin Villanueva),
- physical therapist (Raina Valencia),
- Adaptive Physical Education (Maxwell),
- Music Therapist (Michelle Tobias),
- Vision Therapist (Richard Ruhe),
- Audiologist (Pam Frankel),
- Transcriptionist, Deaf and Hard of Hearing Teacher (Lisa Hare),
- Physical Handicapping H (Kim Laframboise).

Serra high school also has a “school to work and transition” assistant that serves as a liaison for assisting students with individualized education plans obtain employment both during high school and post high school.

Students with IEPS and more moderate to severe disabilities are referred to our work incentive program where they are exposed to job skills. We have a coffee cart that is student operated as well as a student store that is run by students with special needs and individualized education plans gaining knowledge and skills in the areas of customer service.

Serra high school also has several after school programs that assist with student academic support. For example “ARC” is an after school program that operates 5 days a week out of our campus rec room and provides student with a place to obtain academic support and tutoring along with a safe place to relax and socialize with their peers. Activities that they have to assist students with enjoying each other socially include games, movies, and art activities.

Serra Real Connections, sponsored by SAY San Diego and located at Serra High School, is designed to provide individual and group services to students at Serra High School to prepare them for college or post high school success. The program provides diverse programs and services to significantly impact general climate and culture, parent engagement, developing student leaders and strengthening social/emotional confidence for at-risk teens. Serra Real Connections also provides after school tutoring with both peer and college tutors two days a week.

In March 2016, SAY San Diego helped to bring “Every 15 Minutes” to Serra. This national program teaches students about the dangers of drunk driving. SAY San Diego also brought in a program sponsored by Kaiser Permanente that educated students about

sexually transmitted diseases and how to prevent both unwanted diseases and unwanted pregnancies.

Serra Real Connections also sponsors a variety of clubs on campus. These include Student-to-Student, a club that helps ease the transition for our new students, and club ELEVATED, a leadership club that is focused on reducing youth access to drugs and alcohol. SAY San Diego also runs both girls' and boys' groups.

There is an intervention program set up for students who are struggling. Any staff member can recommend a student to the intervention team, which is made up of Vice Principal Arguilez, Stacy Chiles from SAY San Diego, and the counselors. This team meets weekly and comes up with intervention strategies to help these students improve their grades and helps them access support services if needed. This team follows up on students who were placed on interventions, to monitor their progress and hopefully the students improve.

Many science teachers have attended the "Conservation Institute Summer Educator Program" at the San Diego Zoo Safari Park. This program has given teachers new labs that they can use in their classrooms. It has given them materials to use that meet the science standards but also teach about the importance of conservation.

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Students enrolled in Credit Recovery and iHigh take the majority of their classes in the regular school classrooms. None of these students are full- time online students. As such, they have access to the academic counseling, college preparation support, personal counseling, and health services provided for all students enrolled at SHS.

Serra High School has students enrolled in iHigh and students enrolled in Credit Recovery. The number of students taking iHigh or Credit Recovery is determined by student transcripts and counselors enroll these students to ensure they remain on track for graduation.

Students enrolled in online classes participate in the same class scheduling, college presentations, health assemblies, and testing preparation that are available to the entire student population at SHS.

Parents have access to the students' Edgenuity accounts and can monitor their progress from home at any time.

The District collects data and reports on student achievement in the online courses.

Support and Intervention Strategies Used for Student Growth/Development

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning an alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning opitons.*

Serra High School provides many services to support students academically. For example, Students in Advanced Placement courses are provided with a variety of resources through our National Math and Science Initiative (NMSI) grant.

The NMSI grant enabled Serra High School to be able to host AP Review Saturday sessions where NMSI consultants provided instruction to prepare our students to take the AP exams. The NMSI grant also provides incentives for students who enroll in AP courses. Students who qualify are given reduced price-exams and students who pass the AP test are given a cash reward. This has led to an increase in both students taking AP classes and the number of students registering for the exams. For example, prior to the NMSI grant, there were four sections of AP English Language. For the 2015-16 school year there were five sections of AP English Language, and course requests suggest that there may be as many as seven sections for the 2016-17 school year.

There are also many options for Serra students to access free tutoring. Our after school program, ARC, pays two teachers to provide after-school math tutoring four days each week. In addition, many teachers offer tutoring to their own students before school, after school, and during lunch. SAY San Diego also offers free peer and college tutors to a limited number of students.

Due to requests at the 100 Day Listening tour, Saturday School was redesigned as the Saturday Empowerment Academy. Sessions are held for four hours an average of twice each month. Students are referred to the Saturday Empowerment Academy for have excessive tardies or unexcused absences. Attending an empowerment session not only clears attendance but supports students academically and personally as the empowerment academy consists of a rotation of three classes that range in subject from math review, history lessons, resume writing, budgeting, guest speakers, exercise classes, and job interview skills. Students this year have been exposed to a plethora of content that supports their learning and personal knowledge during these empowerment sessions.

Serra High School houses a Military Family Liaison Counselor (MFLC) and this counselor is on campus daily providing counseling services, support, and referral services to community organizations for our Serra students that come from military families.

Mental Health Related Services provided mental health counseling services and supports for students with IEPs. For example, our school's full-time psychologist provides support for all students as needed included those in special education and those being referred to special education. The school psychologist completes initial and triennial review assessments for students requiring special education services. Our psychologist is on campus five days a week with one additional school psychologist serving students two additional days per week.

In the fall of 2016, Serra High School will be one of six schools in the district receiving a "Wellness Center." The purpose of the wellness center is to support our students social and emotional needs. The official opening of the wellness center will be in the fall of 2016. However, our "Teen Recovery Center" which functions under the umbrella of the Wellness Center has been functioning on campus since October of 2015. Students who have been caught abusing controlled substances are offered rehabilitation classes that are taught by qualified personnel. Classes last six weeks and this service is often offered to students in lieu of suspension.

Serra Real Connections (SAY San Diego), located at Serra High School, is designed to provide individual and group services to students at Serra High School to prepare them for college or post high school success. The program provides diverse programs and services to significantly impact general climate and culture, parent engagement, developing student leaders and strengthening social/emotional confidence for at-risk teens.

Circle of Friends is a club open to all students that promotes inclusion by providing cognitive-social support and practice for students with disabilities and provides acceptance training for students without disabilities. Each Spring, the AP Psychology courses collaborate with the club to create adapted games for the End of the Year Carnival.

The level of rigor that Common Core has brought about has increased the number of tutoring opportunities on Serra's campus. Many teachers have offered the personalized approach of making themselves available to assist those struggling students. In addition to after school tutoring provided by both ARC and Real Connections there is a master list that includes the tutoring schedule for the 21 teachers on campus that provide tutoring before school, during lunch, after school, or by appointment.

The Avid Site Team meets once a month and incorporates various staff members in order to develop and effectively share and implement proven personalized Avid strategies in classrooms across campus both AVID and NON-AVID. This year AVID training was offered free of charge to all teachers on our campus and not just those that are currently teaching an AVID course.

School leadership effectively fosters evidence-based classroom organizational and teaching techniques through strategies such as professional development, professional learning communities, principal classroom observations and teacher feedback.

Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

SHS students enrolled in Credit Recovery and iHigh must take the initial online tutorial/orientation provided by the program before it will allow them to start the course. A full time Graduation Coach resides in the Online Learning classroom and is there to assist students with technology issues. The Teacher of Record is available via email for curricular questions

Ongoing monitoring is provided to students enrolled in Credit Recovery and iHigh. The Graduation Coach has a dashboard that shows all students enrolled in both Credit Recovery and iHigh. This dashboard shows when the student enrolled, what percentage of the program he/she should have completed by that day and where the student actually is. It also alerts the Graduation Coach about tests or assignments that the students should be taking or submitting.

Students receive immediate feedback on quizzes and feedback regarding their written work from their online instructors within 24 hours.

Students and parents can regularly check academic status and progress (for both classroom and online courses) by logging onto Edgenuity or the other available programs. They can access information about missed assignments and grades.

The school website also allows students to gain knowledge about what is going on with the staff and students at SHS, along with planned campus events and activities.

Support Services – Interventions and Student Learning

Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

School leadership works hard to ensure that support services and related activities have a direct relationship to student involvement and work hard to identify students who are struggling in order to use interventions to address their needs.

Serra high school has a large special education department which includes 9 mild/moderate teachers and 2 moderate/severe teachers. Special education teachers are case managers and also serve as co-teachers to both the special education and general education students in many classes across campus. Case managers monitor academic progress for those students with IEPs and make recommendations for support classes based on those identified areas of need.

SHS has a Multi-grade Level Study Skills class that focuses on students' academic needs in the area of English and Math. Students appropriate for these courses are those with an active IEP who are referred from their case manager as well as a school counselor.

Serra implements as much inclusion as possible for non-diploma bound students, typically for socialization with non-disabled peers and access to the general education curriculum. Education Specialists often identify underperforming students and provide additional supports for them and can refer those in the general population to special education as deemed fit.

Serra also has an AVID program. For the 2015-16 school year there are four sections of AVID. AVID is a continually growing program at SHS. The AVID teachers work closely with students and their teachers to motivate students into higher-level courses and to support them in those classes, along with instructing students on study skills, organization skills, college applications and more. Some experiences that our AVID students have had during the 2015-2016 school year included a tour of Mesa College and were given guidance on how to complete financial aid forms and scholarship applications.

Twice during the school year, Saturday sessions were held to provide math interventions for students earning below a D in Integrated Math I. Students worked for four hours on both basic math skills as well as topics currently being covered in the course. Students were offered incentives to earn credit in their math class as well as being able to make up any unexcused absences.

An Intervention team meets weekly to discuss at-risk students. The Intervention team determines ways to effectively support the student and refer him/her to necessary next step services. Intervention team often also serves as a gatekeeper for those students who will ultimately be referred to Serra's site Special education team for an initial evaluation for special education services.

English Language Learners who score "Beginning" or "Early Intermediate" on the CELDT (California English Language Development Test) are programmed into a Academic Language Development class for extra support. Newly adopted curriculum and internet materials offer second-language translations to serve as a support to students as they learn English. Students also receive the support from two District English Language Support Resource Teachers who serve Area 1 schools. These two District English Language Support Resource Teachers will assist English Language Learners by provided their teachers instructional strategies that are promoted the District's Office of Language Acquisition. Furthermore, the District Office of Language Acquisition has provided up-to-date Common Core materials for ESL instruction as of 2015/2016 school year.

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

SHS Students enrolled in iHigh and Credit Recovery have outstanding access to computers and internet. Students may work at home, but all students are enrolled in one or more period(s) in the actual online learning room, so all work can be completed at that time or at lunch and after school during seventh period.

The iHigh/Credit Recovery Lab is used exclusively for online classes and has 30 computers available for online students. No student has been turned away from iHigh or Credit Recovery because of lack of space or any other reason except attempting to enroll past the established deadline. Students have access to the iHigh/Credit Recovery Lab during their scheduled online class period during the regular school day.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e.., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

SHS has developed a set of guidelines for students to enroll in advanced, Honors and AP courses. All students have access to all courses provided they meet the established criteria. Students who would like to move up to an accelerated class, but do not meet the criteria or may struggle with the curriculum are encouraged to enroll in AVID in conjunction with the course in order to get extra help and tutoring. San Diego Unified School District organizes summer school offerings for the District, and SHS has an online credit recovery program, for students to repeat courses, but these do not include Advanced/Honors classes. iHigh provides students the ability to take a multitude of additional classes, including AP classes, online.

The Navy JROTC program at SHS provides students opportunities to learn and apply leadership strategies that increase student confidence, self-advocacy, and collaboration. Students learn to accept responsibility and accountability and develop skills that equip them to be responsible future citizens or members of the military.

SDUSD offers summer school courses for students who need to make up credits for graduation. Advanced/Honors and AP courses are not offered in summer school, though, so if a student receives a D or an F in an accelerated course, he/she will need to make up the course the following year. Students may also make up credits on campus through an online program and may take accelerated courses, including AP courses through iHigh.

There are several resources for students to either remediate or accelerate their learning. Summer school is offered annually for students who have earned Ds or Fs any of their courses. At this time, summer school is not used for accelerated classes. Edgenuity is the platform that the district uses to provide online education. They allow students to work on their own to remediate courses. Students are either assigned a class during the day to complete their courses or they can complete the course at home. Students are also able to take classes for acceleration on Edgenuity, but due to funding, there are limited spaces for students to do so. Juniors and Seniors also have the option of night school to recover credits in core subject areas. Each night school course runs five days per week from 2:30 pm until 5:00pm for six weeks.

Co-Curricular Activities

Prompt: *Evaluate the extent of the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

SHS offers numerous curricular and co-curricular activities for students, including a wide array of classes, an academy, programs and niches, along with over 40 clubs in which students can join and participate both during school hours and after school. The majority of SHS core teachers work hard to make sure that their curricula is closely linked to the standards and will be applying the newly adopted SLOs in 2016/2017 school year. SHS teachers of all other classes and co-curricular activities work to intensify and build on their standards and will be applying SHS SLOs to their curriculum in 2016/2017 school year.

Serra High School has an extremely active College, Career, and Technical Education (CCTE) program. For the 2015-16 school year, students had the opportunity to take a wide variety of courses including Marketing, Event Planning, Video Production, Graphic Design, Photography, and computer programming. Students learn skills to help prepare them for potential careers in these fields.

Student athletes receive additional academic support through coach communication with core content teachers and through encouragement and motivation strategies. Some coaches schedule structured study time before practice sessions or on “off” practice days.

Students must maintain a 2.0 grade point average in academics and citizenship in order to be eligible to play sports so coaches emphasize and enforce the importance of academic focus.

SHS teachers and students have been enthusiastic about starting and maintaining a wide variety of clubs on campus. Academic clubs like our Math Club and Advanced Placement (AP) Club have many activities to support students in their math and AP courses. Community Service clubs are also popular and include Key Club and environmentalist clubs. Religious, ethnic and sexual orientation clubs work hard to both educate and promote tolerance on campus. Students have created a large number of fun clubs such as the Robotics Club, Star Wars Cub and Music Clubs. Each year, the ASB promotes a Club Rush that occurs at lunch and create a Club Display in front of the Counseling office with information designed to educate students about various clubs and encourage them to join and participate. Clubs also set up booths at freshman orientation and Back-to-School night to make sure students and parents know about the many opportunities there are for co-curricular activities.

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

SHS students enrolled in online classes take the majority of their classes in the regular school classrooms. As such, the students in these online classes have the same access to socialization and involvement as the rest of the student body at SHS.

All students enrolled at SHS have the opportunity to be involved in school and community activities, such as clubs, yearbook, newspaper, band, field trips, volunteer work, service projects, college courses, etc.

Online students at SHS take most of their classes during the regular school day with students from the rest of the student body. As such, they have the same opportunities for socialization as students not enrolled in online classes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

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Summary:

SHS is a place where the vast majority of staff work hard to make sure the school is meeting the academic, social and personal needs of students. This is accomplished by striving to present the most academically challenging curricula to students, promoting a positive school climate, educating the whole child, and encouraging active parent, community and student involvement. The school and District Missions, along with the Student Learner Outcomes, strive to prepare students for citizenship, and college and career readiness.

The San Diego Unified School District is a large District in which the governing body, led by the School Board, has a great deal of power. Much of the school year focuses, PDs offered, budget concerns and even staffing are determined by the governing board. On campus, the Administrative Council, School Site Council, and Governance Team influence policy made at the school level. Parents and students can join the Governance Team and School Site Council to become more active. SHS Cluster meetings, Governance Team meetings and PTO meetings are open to the public and represent other ways for parents and community to get involved with the school.

The administration keeps staff informed about District and school business through staff meetings, department meetings, emails and weekly announcements (bulletins and phone messages). Parents are informed about District and school business through PTO, emails and weekly announcements (phone messages). Students are informed about school business through daily announcements during period one (and sometimes other periods), and through weekly announcements (phone messages). The principal has also reached out to parents, students and teachers via Twitter. SHS also hosts a Facebook page related to school/student events.

The SDUSD has provided ample opportunities for professional development since the implementation of i21 and Common Core/NGSS. Money for substitute teachers has been provided by the District to allow teachers to attend PDs during school time, and District personnel are available to come on campus to present PDs. Interim assessments in math and English have been provided from the District, along with funding for teachers to take pull-out days to score assessments collaboratively.

Prioritize the strengths and areas of growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

1. SHS is a clean, well-maintained school with students, teachers and administrators who take pride in their campus and school.
2. The District supports teachers with many PD opportunities on Common Core for English and math teachers and NGSS for science teachers. In addition, there have been many trainings for whole staff on the Common Core anchor standards and College and Career Readiness standards.
3. SHS has a strong and supportive parent base who support the school in many ways, including financially, through various boosters and foundations.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

1. The staff needs to find ways to interpret and use new available data to influence teaching and learning in greater ways.
2. The school needs to find ways to reach out more to parents of students who live outside of the community.
3. More teachers need to be encouraged to attend more District PDs so that all teachers are on board with the new standards and instructional strategies.

ACS WASC Category B. Standards-based Student Learning: Curriculum

Summary:

The implementation of the Common Core anchor standards, Common Core State Standards in mathematics and language arts, and the Next Generation Science Standards, along with the District providing brand new textbooks for AP classes this year, means that many students at SHS are experiencing an innovative, relevant and rigorous curriculum.

The implementation of A-G requirements for graduation means that students must meet higher standards for graduation. Credit Recovery offer students alternative ways to make up coursework and take courses that students can't fit into their schedules. SHS offers many levels of courses to fit the needs of a diverse community. Students who have the desire and ability to function in higher-level courses have numerous AP, Honors, advanced and college courses to choose from. For students having trouble accessing the curriculum, Special Education co-teachers, District English Learner Resource Support teachers, ALD classes, the AVID program, the after-school tutoring and the Serra Real Connections program offer extra support.

Teachers of English, math and science are gaining much-needed District training on how to implement the new curriculum. In other important areas of study, like social students, special education and world languages, teachers feel the need for more training on implementing new curricula.

Prioritize the strengths and areas of growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

1. Staff development and training ensures that Common Core standards are being implemented across the curriculum. Standards for support classes are designed to support success in core areas and to supplement Common Core standards.
2. All students have opportunities to meet UC/CSU entrance requirements.
3. Faculty works together within departments and at grade levels to ensure students receive rigorous coursework to prepare them to succeed post high school
4. All students have academic plans. These four year plans are created with counselors and parents and reviewed annually.
5. Most students graduate surpassing district requirements.
6. Faculty collaborate on Common Core-based lesson plans

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

1. A stronger alumni association to develop communication with Serra graduates and allow for alumni to share experiences with higher education and careers with current students
2. More opportunities are being developed and discussed with community members and local businesses for students to explore career options and post high school options for those not interested in college
3. More integration between subject areas in grade levels in being developed through a stronger staff development program beginning in the 2016-2017 school year.

ACS WASC Category C. Standards-based Student Learning: Instruction:

Summary:

To a wide extent, SHS staff work hard to make sure students at SHS are involved in challenging learning experiences, including a rigorous curriculum, utilizing a wide variety of instructional strategies in order to meet or exceed Common Core Standards/NGSS, College and Career Readiness Standards and the Schoolwide Learner Outcomes. The majority of SHS teachers use a variety of methods to demonstrate that students are able to think, process, and problem- solve and this is accomplished in individual and collaborative settings, with various types of outcomes.

Most teachers define, scaffold and differentiate curricular content in order to provide instruction and support so that all students, regardless of program, are able to learn and attain standards and goals. Strategies and resources normally associated with specific student populations (GATE, ELL, Special Education, Seminar, AVID) have been embraced by the majority of core teachers and are used to improve the achievement of all students. Most teachers use instructional strategies that require active involvement of the learner and help students develop techniques to apply knowledge.

The majority of SHS core teachers and most other teachers encourage the use of technology in their classrooms, whether it be to assist in the learning process or complete assignments. I21 Technology has enabled core teachers to technologically advance further than they might have otherwise been able.

Many students experience learning beyond the textbook through project- based learning, internships, community involvement opportunities, online and distance learning, campus lab projects and carefully designed field trips. Multiple effective real world experiences are available at Serra High School for interested students.

Prioritize the strengths and areas of growth for Category C.

Category C: Standards-based Student Learning: Instruction: Area of Strength

1. Most SHS teachers have shown a willingness to collaborate and implement new strategies in order to improve instruction.
2. Many SHS teachers are making an effort to incorporate the use of technology and more innovative instruction in the classroom.
3. The SDUSD and SHS administration are providing ample trainings in Common Core State Standards/NGSS curriculum and instructional strategies.

Category C: Standards-based Student Learning: Instruction: Area of Growth

1. Although the District provides ample training for the i21 classrooms, regarding the use of hardware and available software at teachers' disposals, some teachers are hesitant to leave their classrooms for Professional Development.
2. Although English, math and science teachers have had training on some instructional strategies aligned with CCSS/NGSS, many other teachers feel the need for more training on how to align curriculum and instruction to the Common Core Anchor Standards.

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:

Summary:

The majority of teachers at Serra have high expectations and work to ensure that all students work toward proficiency in their coursework and therefore perform well on a comprehensive battery of professionally-accepted assessment tools. Most teachers use multiple assessment strategies to evaluate students' standards-based performance in accordance to course, District and State curricula. Most departments on campus are working towards using more common assessments in order to inform classroom instruction. The vast majority of teachers work diligently to determine student grades using a variety of assessment tools.

Serra is working to improve methods on informing all stakeholders about student achievement. At monthly staff and PLC meetings, subject area teachers and the whole staff collaborate to learn how to address common needs of students through administration-led professional development, as well as staff-led collaborative planning. The stakeholder groups that meet on campus to discuss instructional, budgetary and policy changes (School Site Council and Governance Team) are informed about student achievement at their monthly meetings.

The school has also begun to implement District-issued interim assessments in order to help prepare students for Common Core mastery and SBAC testing in English and math. The rollout of the Common Core State Standards has greatly influenced changes in the school program, professional development activities and resource allocation.

Prioritize the strengths and areas of growth for Category D

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

1. The vast majority of Serra staff use a variety of assessments to inform them of student achievement in order to modify classroom instruction and assist in developing new student support programs and strategies
2. Serra utilizes Illuminate and other data informative tools to provide a mosaic of student performance that is available to teachers, counselors and parents.
3. Serra provides opportunities through staff meetings, department meetings and PLC's to review data and construct lesson plans addressing content area standards.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

1. There is a need for professional development in core subject areas to improve and develop formative and summative assessments that will assist teachers to more accurately determine student progress toward standards mastery.
2. School and community stakeholders should participate in the development of course offerings available to students.
3. More training needs to be provided to all teachers (especially non-core subject teachers) in Illuminate usage.
4. Most teachers need to be encouraged to take District offered training on Promethean Board Techniques and other accompanying software usage to develop strategies for assessments.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:

Summary:

School culture is strong at SHS. At the time of the last WASC visit, the school was relatively quiet by 3 o'clock. Now, numerous students stay on campus late, who are participating in a wide array of fun activities including sports and clubs, along with tutoring and the math academies. Three different sets of late buses arrive to take students home to their neighborhoods outside of Tierrasanta community.

Struggling students have many ways to get help on campus, including the ARC program, Serra Real Connections and after-school tutoring by some teachers. Many clubs meet during lunch and many teachers also provide tutoring during lunch, for those students who need help and have other commitments after school, such as sports and jobs. In addition to these opportunities, Serra High School is looking forward towards providing more social and emotional support to students with the opening of the Wellness Center in the Fall of 2016

SHS offers myriad special programs for students to find their niche, such as Navy JROTC, various athletic teams, Design Mix-Media, CCTE courses and more. Over 40 clubs offer students fun ways to fit in on campus. School spirit is stronger than ever, and the ASB works hard to get students and staff involved in fun activities during the school day and outside of the school day.

The school leadership utilizes a variety of strategies to promote parental and community involvement. Communication is an important tool in encouraging involvement. In particular, electronic communications serve as a key function in keeping an open dialogue between administration, staff, parents as well as community partners. In addition to these communication sources, SHS is looking forward towards building more parental involvement with the opening of its Parent Center in Fall of 2016.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

1. Communication is an area of strength. The multiple avenues of communication including electronic communication, as well as reaching out to feeder communities all serve as instances of strong communication skills.
2. SHS has a wide variety of diverse programs to offer students with unique interests.
3. SHS has a lower and upper classmen ASB which enable Serra students to keep informed of school events and provides opportunities to build stronger relationships and connections between lower and upperclassmen.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

1. The effective use of community partnerships is an area of growth. The proximity of SHS to various business parks and local businesses provides a unique opportunity to promote community and business partnerships that can further enhance the schoolwide learning environment.
2. Although overall student performance is high, there remains a need to continue to enhance programs to assist at-risk students in academics, especially math, and especially students in Special Education, English Language Learners and students of African American and Latino ethnicities.
3. There continues to be a strong need for all SHS teachers to work towards building relationships and make sure to "connect" with students, so that they feel comfortable and know that teachers care about them as individuals.

CHAPTER FIVE

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT AT SERRA HIGH SCHOOL 2016-17

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Serra High School has an unique population that is culturally diverse. The student population consists of;

1. Students of military members that reside in military housing
2. Students bussed in from City Heights through the VEEP and CHOICE program
3. Tierrasanta neighborhood community members.

Currently we have 1750 students attending our high school.

The 2016-17 Single Plan for Student Achievement (SPSA) document are addressed in this document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2016-17 SSC approved categorical budget. The work toward approving the 2016-17 categorical budget was completed in the spring of 2016 in preparation for the 2016-17 school year. This document is contained in the appendix and has been updated to address the 2016-17 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

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. Our goals focus on all students meeting rigorous content standards that prepare them for postsecondary options. The mission and vision has been combined during 2016 from our WASC team. The staff gave input and developed, S.P.I.R.I.T:

- Scholarship
- Perseverance
- Integrity
- Respect
- Innovation
- Teamwork

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts
English/Language Arts SMART Goal: * By 06/12/2017, 90 % of Serra High Grade 10, Grade 09, Students will perform at Proficient or above level in Site Developed or PLC Common Assessment(s) **Closing the Gap SMART Goal**: * By 06/12/2017, 90 % of Serra High Grade 10, English Learner, Grade 09, Students will perform at Proficient level in Site Developed or PLC Common Assessment(s) * By 06/12/2017, 90 % of Serra High Hispanic or Latino, Grade 10, Grade 09, Students will perform at Proficient level in Site Developed or PLC Common Assessment(s)
WHAT DATA DID YOU USE TO FORM THESE GOALS? ☐ API ☐ AYP ☒ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☐ DRA2
Other Assessments (Please Specify): Site created benchmarks
Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/12/2017, 90 % of Serra High Grade 10, Grade 09, Students will perform at Proficient or above level in Site Developed or PLC Common Assessment(s)

Closing the Gap SMART Goal:
* By 06/12/2017, 90 % of Serra High Hispanic or Latino, Grade 10, Grade 09, Students will perform at Proficient or above level in Site Developed or PLC Common Assessment(s)
* By 06/12/2017, 90 % of Serra High Grade 10, English Learner, Grade 09, Students will perform at Proficient or above level in Site Developed or PLC Common Assessment(s)

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☒ CAHSEE ☐ CELDT ☐ Other ☒ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☐ DRA2

Other Assessments (Please Specify):
Site created benchmarks

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 3: English Learner
English Learner SMART Goal: * By 06/12/2017, 54.6 % of Serra High English Learner, Students, Grades 9-12 will increase in their Overall Proficiency Level (OPL) by one level in California English Language Development Test **Closing the Gap SMART Goal**:
WHAT DATA DID YOU USE TO FORM THESE GOALS? ☐ API ☐ AYP ☒ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☐ DRA2
Other Assessments (Please Specify): Site created benchmarks
Progress and Growth Monitoring: Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/12/2017, 96 % of Serra High Students will perform at proficient level in Graduation/Promotion Rate

Closing the Gap SMART Goal:
* By 06/12/2017, 85 % of Serra High Grade 12, English Learner, Students will score proficient or above on the English and Mathematics portions in CAHSEE

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☐ API ☐ AYP ☒ CAHSEE ☒ CELDT ☐ Other ☒ Interim Assessments ☒ End-Of-Course Exams ☒ SBAC ☐ DRA2

Other Assessments (Please Specify):
Site created benchmarks

Progress and Growth Monitoring:
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle 1(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create conditions that maximize the potential that lies within the variability of all learners?
Cycle 4 (April - June) - How do we develop students who take an active stance in their own learning and the learning of others?
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: * By 06/12/2017, 100 % of Serra High Parents/Guardians will be offered a variety of venues in Parent and Community Engagement
Targeted Population: *The parents of our VEEP students (who ride the bus to school) have the most difficult time attending functions held at the school. The majority of our English Learners and Economically Disadvantaged students are also VEEP students.* **What data did you use to form these goals?**: *We reviewed the current percentage of teachers using Powerschool Gradebook and estimated the percentage of parents who attend Open House.*
Progress and Growth Monitoring: Parents are involved through PTO, the Serra Foundation, Serra Real Connection and through volunteering at numerous events and in the front office and library during key times of the year. In addition, in the 2016/2017 school year, Serra is opening a Parent Center to support parents needs and bring more awareness to our parents and community about our school and opportunities to become more engaged with our staff and students. Serra monitors parent and community engagement through sign in sheets, open house, as well as parents on our SGT and SSC.

BUDGET: Resources Aligned to Area Goals
Core Program: **Universal Access to Strong Core Instructional Program (Tier 1):** · Fully implement school-wide Small Learning Community Academies for all student grades 10-12. · Enroll all ninth grade students in learning teams with core teachers to support academic, social, and mentoring support. · Offer after-school 9th grade study skills class for all students. · All 9th grade students will participate in a summer bridging program for content area support and successful orientation to Serra High School · Evaluate student work through consensus scoring teams and PLC's. · Engage all teachers in school-wide professional reading to increase effective instructional strategies. · Provide opportunities for tutoring and technology supports in an after-school support program (four days a week). ·Focus on instructional strategies based on AVID/SDAIE to improve achievement of English learners.

Core Program: (continued)

Universal Access to Strong Core Instructional Program (Tier 1):

· Continue to focus supports and interventions through Embedded Support.
· All departments and teachers will disaggregate data to support individual students, as well as significant subgroups.
· Continue to align assessments and evaluation with literacy, ELD and math standards.
· Continue development of timelines from which the standards will be taught.
· Create Problem Based Learning (PBL) projects for standards- based lessons.
· Share standards-aligned materials that have been used successfully to teach and re-teach the standards.
· Analyze data to guide instruction and disaggregated assessment data to modify and pace instruction.
· Share best practices that improve Mastery Teaching of standards.
· Continue implementation of the math frameworks.
· Provide test prep support for students to take the PSAT and SAT.
· Administer the PSAT to 10th grade students during the school day.
· Administer the Naviance career assessment to 11th grade students.
· Increase the number of students participating in AP and AVID courses.
· Fund AVID team to attend AVID summer conference.

Strategic Support (Tier 2)

· Targeted small group instruction will be used.
· Enroll 9th grade students who perform significantly below in reading in a Period 7 after-school class.
· Place 9th grade students who perform far below basic and failed eighth grade English in a year-long English support course.
· Provide increased after-school educational opportunities for under-performing students.
· Develop and implement instructional strategies to scaffold standards to meet the needs of English learners.
· Provide after-school math support four days a week.
· Continue on-going RTI support of appropriate placement and in-class.
· Develop targeted intervention program based on student needs, throughout the school year.

Intensive Intervention (Tier 3)

· Create a 9th grade alternative support program for incoming students who score significantly below grade level.
· Provide additional support for students that perform below level in district benchmarks.
· Incentive programs.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017): Students will have the ability connect with our before and after school programs. Period 1 through 7 will be available for all students. Certificated staff member will be available to tutor and assist with classes in ELA, Math/ELD. In addition, students are able to increase class time on Saturdays through our Student Empowerment Academy.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher,	0.8000	$62,496.80	0357-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	04, LCFF 1	To provide 3 sections of AVID support classes.
Position Regular Teacher,	0.3200	$24,998.72	0357-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	02, 04, LCFF 1, LCFF 2	To reduce class size to increase student achievement.

2. The administration will meet weekly to discuss student outcomes.

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017): AVID, Academic Language Development, and other intervention courses are built into the schedule. All students are encouraged to participate in period 1 and 7. In addition, we are now an equal opportunity school (EOS), with an emphasis on moving students of color into AP classes.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Librarian,	0.1980	$17,140.86	0357-30100-00-1201-2420-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Library instruction to assist with project based learning and research related projects. To serve as a resource for all teachers.
Clerical OTBS Hrly	-	$2,000.00	0357-30106-00-2451-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	03, 04, LCFF 1	OTBS hourly time for PISC and Credit/Grad rate meetings.
Counselor Hrly	-	$500.00	0357-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	04, LCFF 1	Counselor Hourly time for Facilatation of PISC, credit and grad rate meetings.

Counselors and Administration will monitor classes based on Power school data reports.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2016 - 6/30/2017): Professional development will take place during common preps; PLC's and dedicated staff meetings. A new emphasis on peer coaching was created through a PLC coach.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Regular Teacher,	0.1300	$10,155.73	0357-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04	Teacher will work as a coach for at risk students providing direct mentoring in collaboration with teachers who have those at risk students in their classes.
Conference Local	-	$8,722.12	0357-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide for professional development opportunities to improve classroom instruction.
Travel Conference	-	$8,095.36	0357-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide for professional development opportunities to improve classroom instruction.
Short Term Leave Visiting Tchr	-	$500.00	0357-30106-00-1162-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide sick leave for teachers being funded under the same resource.
NonClsrm Prof&Curriclm DevHrly	-	$2,600.00	0357-30106-00-1971-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2	To provide for curriculum time to plan on learning cycles and common assessments. To improve instructional strategies.

Classroom walkthroughs and student data will be assessed to align with PD and students needs.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2016 - 6/30/2017): At risk students are provided credit recovery courses to meet graduation requirements. Counselors work with parents of at risk students to assist and offer the appropriate interventions. Grade level parent meetings are held at each grade level to inform parents of graduation requirements as well as information regarding supports offered on campus. Serra High School's graduation rate is currently 98%. We have assembled a team of social service providers to support students, services on site include alcohol and drug intervention programs through McAllister, Military Family Life Counselor, SAY San Diego, and a Dean of Students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$4,717.47	0357-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2	To provide additional instructional supplies for the classroom.

Powerschool data, suspension and expulsion reports.

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017): Monthly Parent Empowerment academies, Bring Your Student to School Day, Grade level parent nights, Parent Intervention meetings, Open House, Spring Showcase, PTO and Foundation.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$1,000.00	0357-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	04, 05	To provide additional instructional materials for all students.
In-service supplies	-	$3,372.00	0357-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	04, 05	To provide in-service materials and light refreshments for parent meetings to promote parent involvement.
Interprogram Svcs/Paper	-	$1,500.00	0357-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Paper and materials for parent events.

How will you monitor these strategies/activities? Parent feedback, surveys and stakeholder groups.

Local Control Funding Formula Goals
Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?
Intervention Support Goal:: Master schedules will build interventions at all grade levels to accommodate ELA/ELD and Math Tier I, Tier II. The master schedule will include instruction and interventions during the school day to include intervention sections to support our English Learners. **Identified Need:**: English Learners perform below grade level in English and math. **Target Group:**: English Learners perform below grade level in English and math. **Monitoring:**: District benchmark assessments and CELDT. **Personnel Responsible:**: English and Math teachers, Principal and Vice Principals.
Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?
Classroom Support Goal:: English Learners require supplemental materials. **Identified Need:**: English Learners require curricular and instructional supplemental materials. **Target Group:**: English Learners require curricular and instructional supplemental materials. **Monitoring:**: District benchmark assessments and CELDT. **Personnel Responsible:**: English and Math teachers, Principal and Vice Principals.
Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?
Professional Development Goal: English Teachers will attend district professional development around English Learners. **Identified Need:**: English Learners are performing below grade level in English and Math. **Target Group:**: English Learners 9-12 **Monitoring:**: District benchmark assessments, CELDT **Personnel Responsible:**: English & Math teachers, Principal, and Vice Principals.
LCFF Intervention Supports Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Librarian,	0.4020	$34,801.14	0357-09800-00-1201-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Library instruction to assist with project based learning and research related projects. To serve as a resource for all teachers.
Position Regular Teacher,	0.7500	$58,590.75	0357-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Professional Development Coach developing collaboration and planning to support effective classroom instruction with teachers who have at risk students in their classes in conjunction with providing support and mentoring at risk students.
Position School Library Techn II,	0.8750	$33,932.50	0357-09806-00-2230-2420-0000-01000-0000	LCFF S/C Positions	LCFF 2	Library support for students
Position School Counselor,	0.3000	$23,394.30	0357-09806-00-1210-3110-0000-01000-0000	LCFF S/C Positions	LCFF 1	* Provides interventions for students not meeting high school graduation requirements and also helps to maintain their social/emotional well-being.
Interprogram Svcs/Field Trip	-	$1,057.10	0357-09800-00-5735-4200-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Additional funding to provide for instructional field trips.
Adopted Textbks & Adopted Matl	-	$1,000.00	0357-09800-00-4101-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	To provide for additional text books to support instructional program.