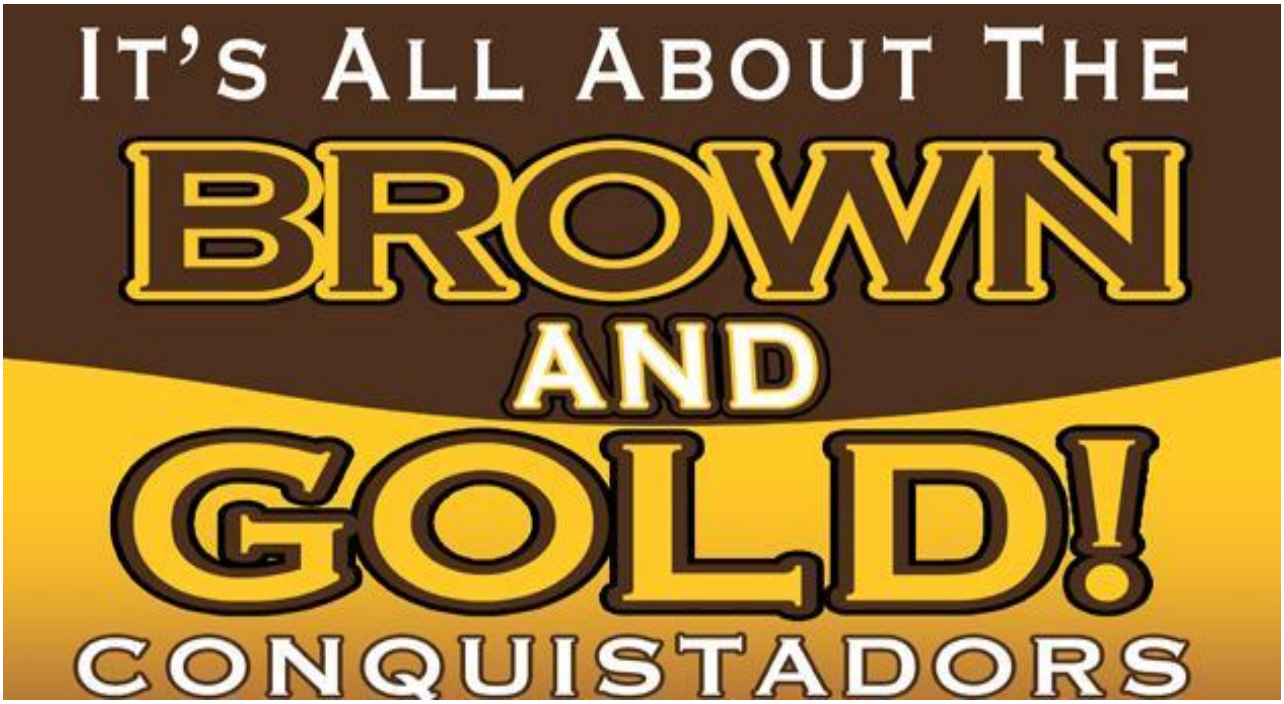
SERRA HIGH SCHOOL

APPENDIX



Timeline of Self-Study Process

September 2015 – January 2016

September 2015

Coordinator selected, Focus Groups and Leaders established
Preliminary Timeline established for November WASC visit 2016

October 2015

Overview of Process and Preliminary Data – Assign Focus Group Leaders
Early Release days set for Focus groups
Classified join Focus Groups

November 2015

Early Release– Review Preliminary Data in Focus Groups
Focus Groups review prompts and begin to gather data for prompts

December 2015

Focus Group leaders share out and discuss Mission/ESLRS Statement during staff meeting
Focus Groups assign prompts to members and continue to gather data

January 2016

Focus Groups review disaggregated notes of Data discussions in the form of Strengths and Weaknesses; Focus groups also discuss progress on prompts

February 2016-August 2016

February 2016

Focus groups begin to compile answers to prompts and start process of rough drafts
Focus group leaders continue to finalize new mission/vision after staff feedback.

March 2016

Focus groups begin first reads on rough drafts to each prompt

April 2016

New WASC Coordinator assigned. Chapters I, II and III continued to be drafted and updated with current data
Request from new WASC Coordinator to have all Focus groups to meet more regularly to complete Chapter IV.

May 2016

Early Release days– Overview of Process and updated data, Chapter IV finalized
Chapters I, II, III rough drafts completed, appendices and prefaces continue to be drafted

June 2016-August 2016

ESLRs and Mission Statement completed, WASC chair visit to discuss
November visit and read rough draft of Chapters I, II, and III.
July WASC document completed, appendices and prefaces near completion
Finalized report presented in August to all stakeholders for final feedback.

September 2016

Staff preparing for WASC visit, incorporating new Mission/ESLRS in classroom and in lessons

October 2016-November 16

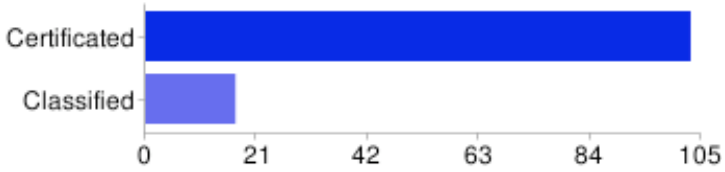
Staff meetings- Review of WASC, visiting committee, Mission/ESLRS
Staff preparing for WASC visit
WASC Committee Visits!

STAFF SURVEY

WASC 2010 report

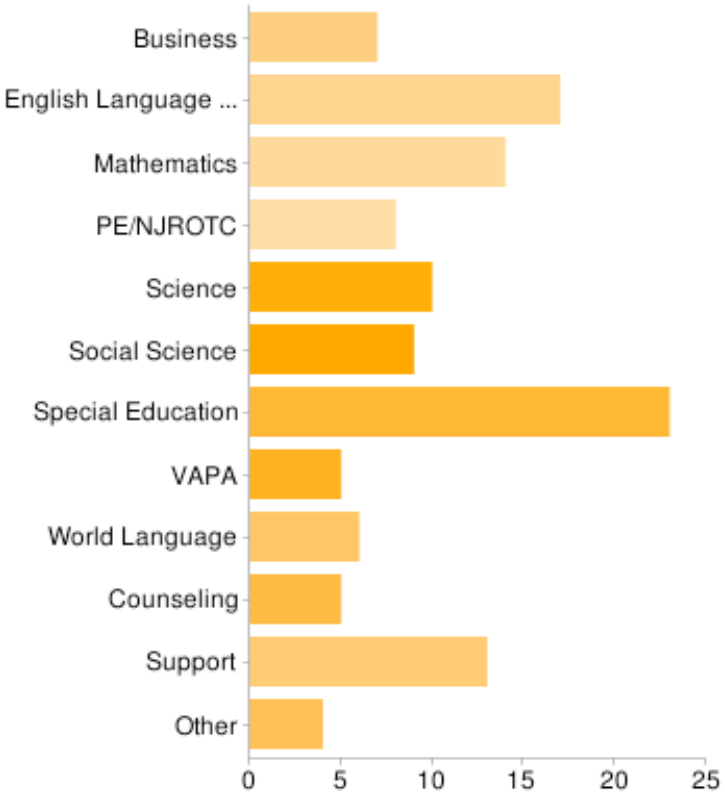
Summary

I. Stakeholder Group - I am...



Certificated	**103**	86%
Classified	**17**	14%

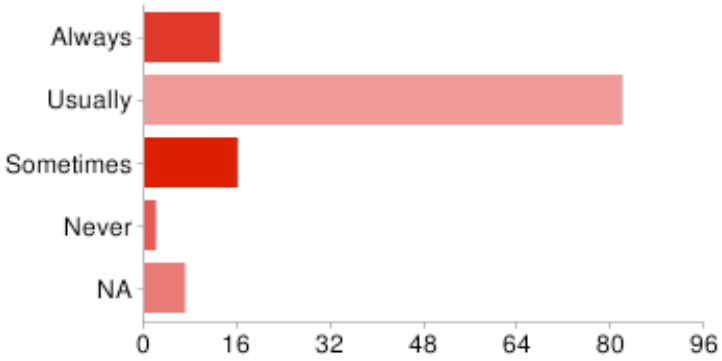
II. What is your department?



Business	**7**	6%
English Language Arts	**17**	14%
Mathematics	**14**	12%
PE/NJROTC	**8**	7%
Science	**10**	8%
Social Science	**9**	8%
Special Education	**23**	19%
VAPA	**5**	4%
World Language	**6**	5%
Counseling	**5**	4%
Support	**13**	11%
Other	**4**	3%

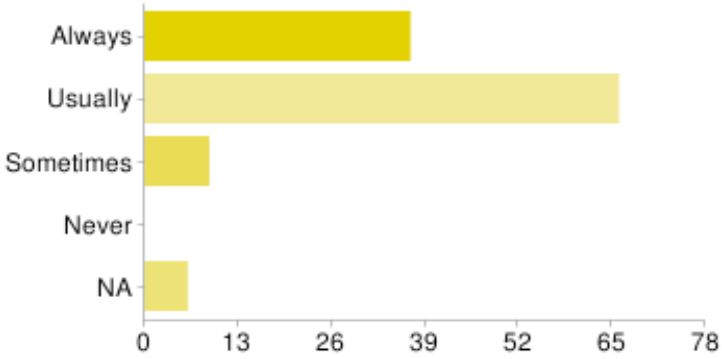
People may select more than one checkbox, so percentages may add up to more than 100%.

III. Climate - The climate in the classrooms at Serra is one of respect and concern for others.



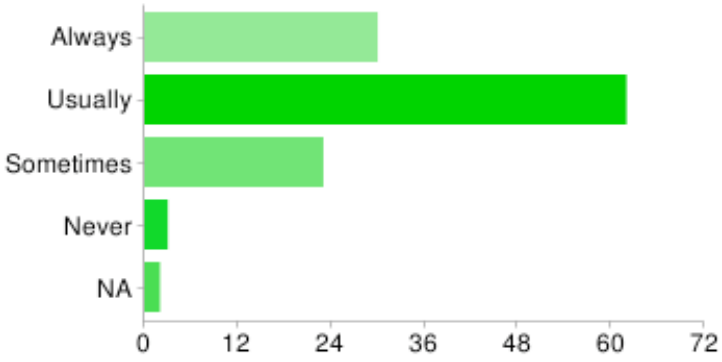
Always	**13**	11%
Usually	**82**	68%
Sometimes	**16**	13%
Never	**2**	2%
NA	**7**	6%

III. Climate - Suffiicient information is provided to the students about what they are expected to learn at Serra.



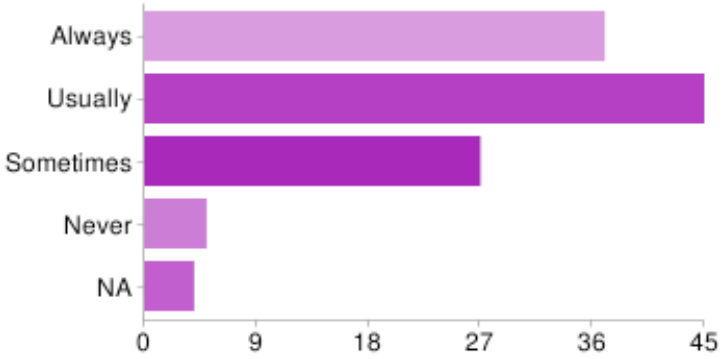
Always	**37**	31%
Usually	**66**	56%
Sometimes	**9**	8%
Never	**0**	0%
NA	**6**	5%

III. Climate - Do you feel you get support when you need it from the administration?



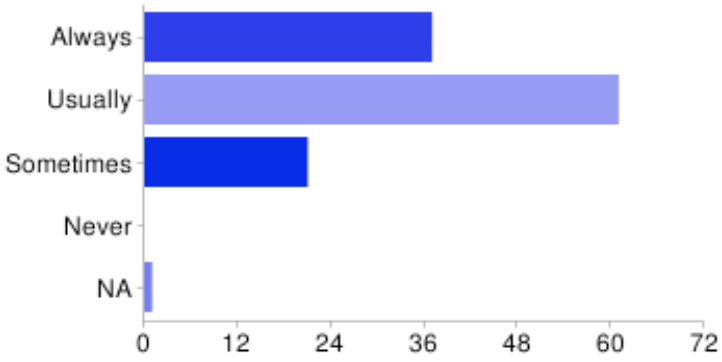
Always	**30**	25%
Usually	**62**	52%
Sometimes	**23**	19%
Never	**3**	3%
NA	**2**	2%

III. Climate - Do you feel you get support when you need it from the counseling staff?



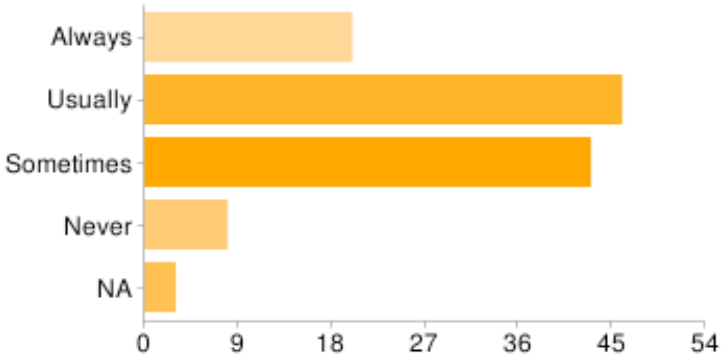
Always	**37**	31%
Usually	**45**	38%
Sometimes	**27**	23%
Never	**5**	4%
NA	**4**	3%

III. Climate - Teachers and other staff respect and care about their school and students.



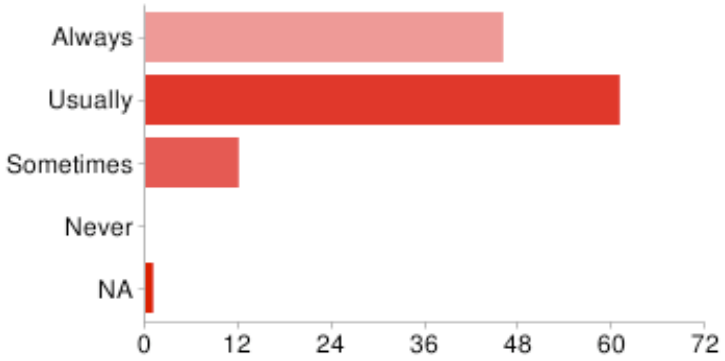
Always	**37**	31%
Usually	**61**	51%
Sometimes	**21**	18%
Never	**0**	0%
NA	**1**	1%

III. Climate - Staff gets adequate recognition and appreciation for their performances from the school administration.



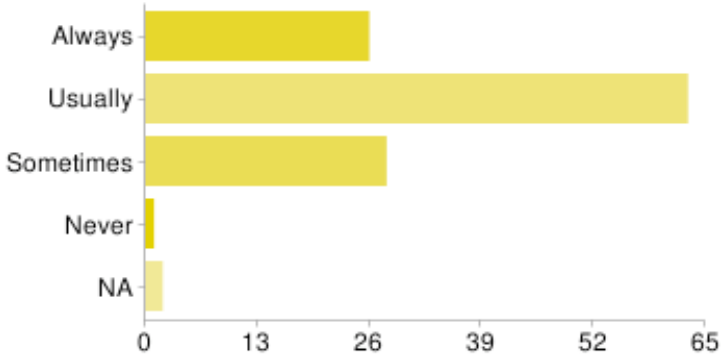
Always	**20**	17%
Usually	**46**	38%
Sometimes	**43**	36%
Never	**8**	7%
NA	**3**	3%

IV. Climate - Do you feel that Serra is a good place to work?



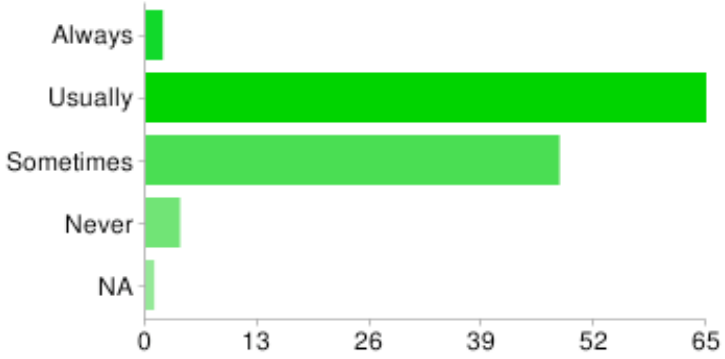
Always	**46**	38%
Usually	**61**	51%
Sometimes	**12**	10%
Never	**0**	0%
NA	**1**	1%

III. Climate - I am satisfied with the staff performance at Serra.



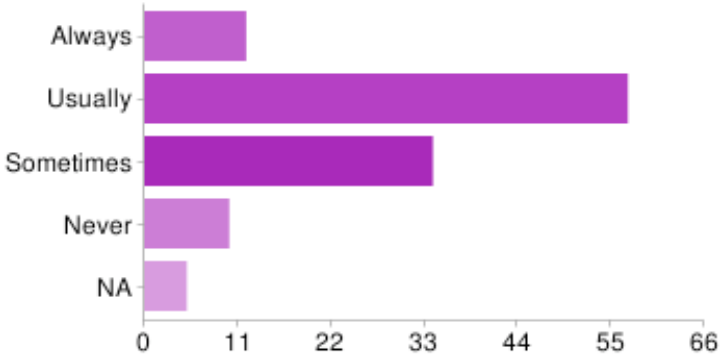
Always	**26**	22%
Usually	**63**	53%
Sometimes	**28**	23%
Never	**1**	1%
NA	**2**	2%

III. Climate - Students are well behaved in this school.



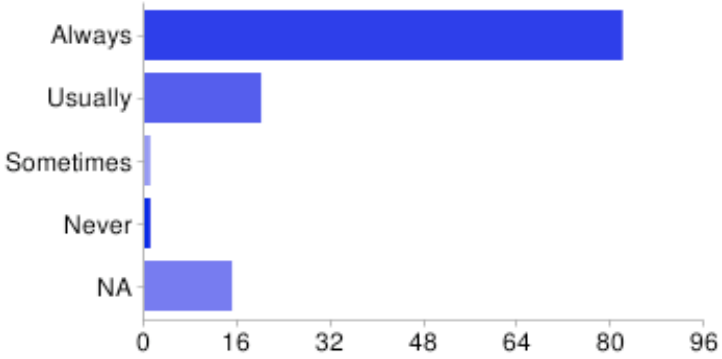
Always	**2**	2%
Usually	**65**	54%
Sometimes	**48**	40%
Never	**4**	3%
NA	**1**	1%

III. Climate - Schoolwide discipline is enforced in a fair and consistent manner.



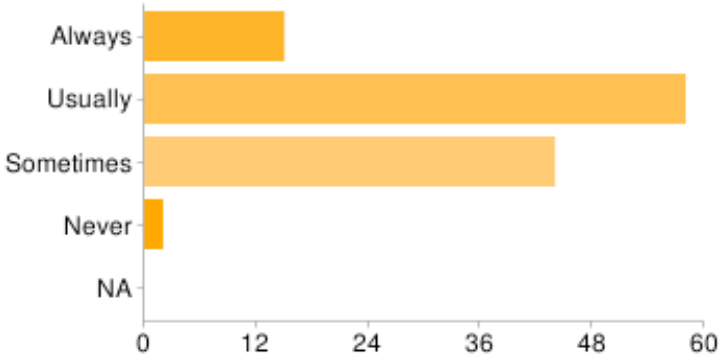
Always	**12**	10%
Usually	**57**	48%
Sometimes	**34**	29%
Never	**10**	8%
NA	**5**	4%

III. Climate - I enforce the Serra Tardy Policy.



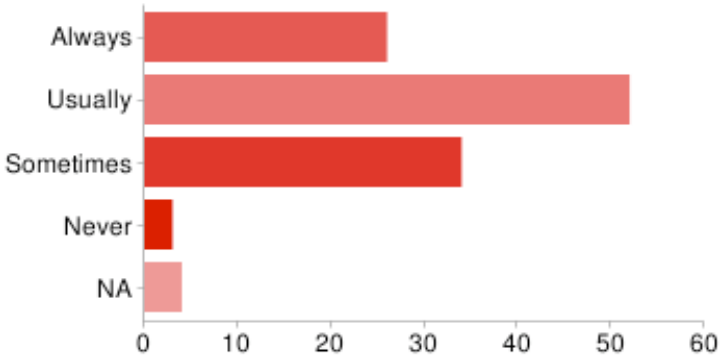
Always	**82**	69%
Usually	**20**	17%
Sometimes	**1**	1%
Never	**1**	1%
NA	**15**	13%

III. Climate - Do you feel there is good communication at Serra?



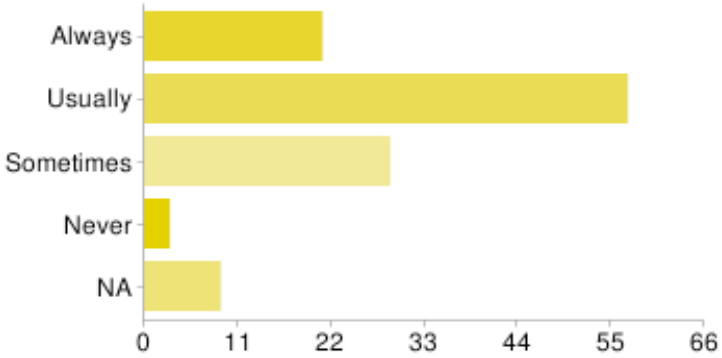
Always	**15**	13%
Usually	**58**	49%
Sometimes	**44**	37%
Never	**2**	2%
NA	**0**	0%

III. Climate - Serra leadership promotes and assists the staff in working toward a common vision.



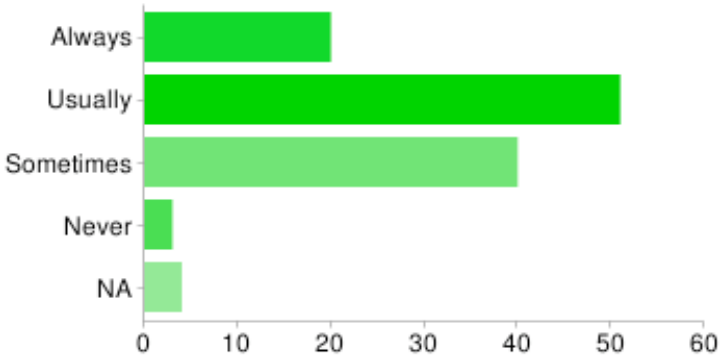
Always	**26**	22%
Usually	**52**	44%
Sometimes	**34**	29%
Never	**3**	3%
NA	**4**	3%

III. Climate - Serra leadership promotes site based decision making/site based governance.



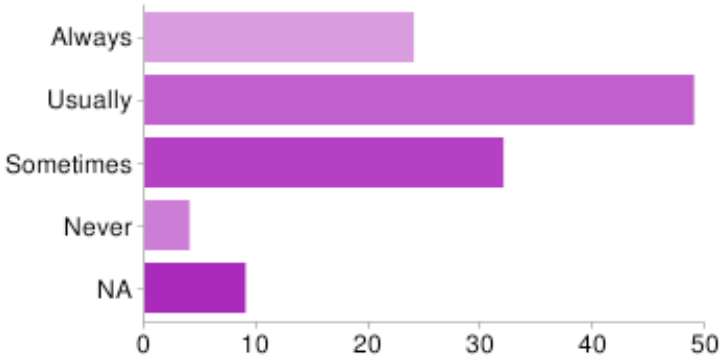
Always	**21**	18%
Usually	**57**	48%
Sometimes	**29**	24%
Never	**3**	3%
NA	**9**	8%

III. Climate - Innovation and teamwork among staff members is recognized and supported.



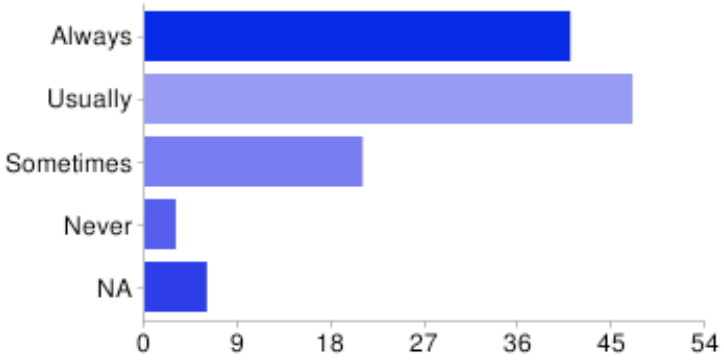
Always	**20**	17%
Usually	**51**	43%
Sometimes	**40**	34%
Never	**3**	3%
NA	**4**	3%

III. Climate - Serra provides for career exploration, preparation for post-secondary education and pre-technical training for all students.



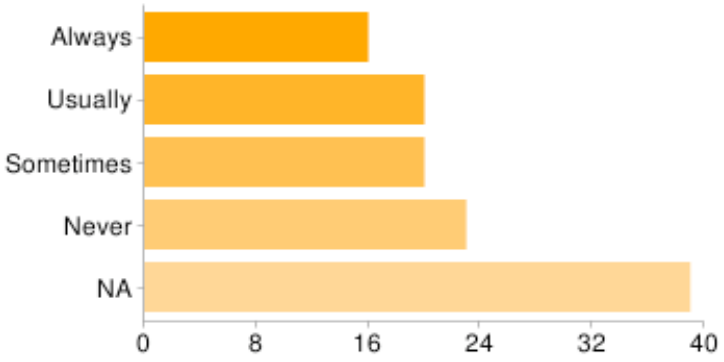
Always	**24**	20%
Usually	**49**	42%
Sometimes	**32**	27%
Never	**4**	3%
NA	**9**	8%

III. Climate - There are opportunities for all staff to participate in professional development activities.



Always	**41**	35%
Usually	**47**	40%
Sometimes	**21**	18%
Never	**3**	3%
NA	**6**	5%

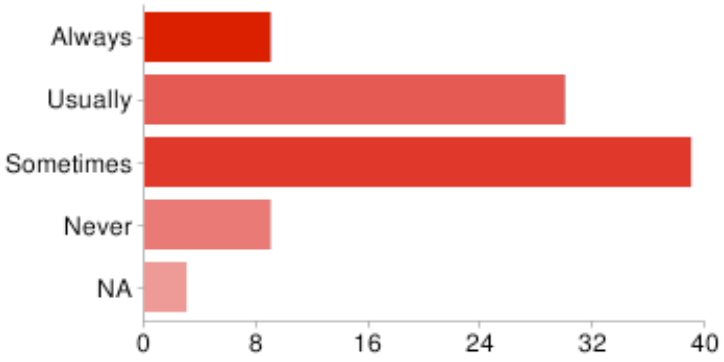
III. Climate - I am satisfied with my involvement in the budget planning process.



Always	**16**	14%
Usually	**20**	17%
Sometimes	**20**	17%
Never	**23**	19%
NA	**39**	33%

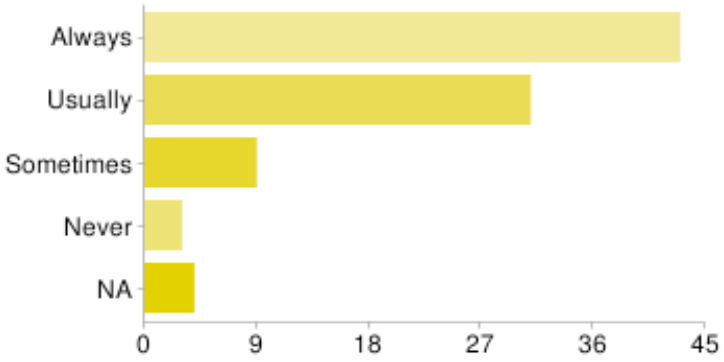
Teaching and Learning: For Classroom Teachers Only

What's Happening In Serra Classrooms? - Staff development activities have a measurable effect on student performance in my classes.



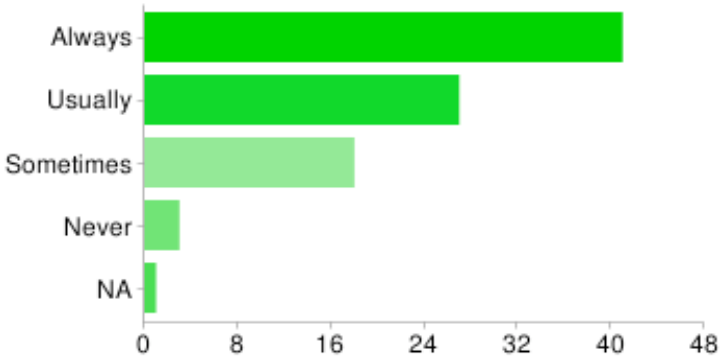
Always	**9**	10%
Usually	**30**	33%
Sometimes	**39**	43%
Never	**9**	10%
NA	**3**	3%

What's Happening In Serra Classrooms? - My courses are being redesigned from year to year to elicit more powerful learning and to reflect current research.



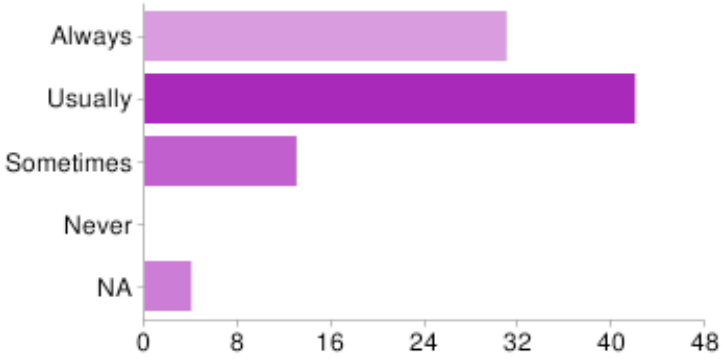
Always	**43**	48%
Usually	**31**	34%
Sometimes	**9**	10%
Never	**3**	3%
NA	**4**	4%

What's Happening In Serra Classrooms? - I use technology as a learning tool in my classroom.



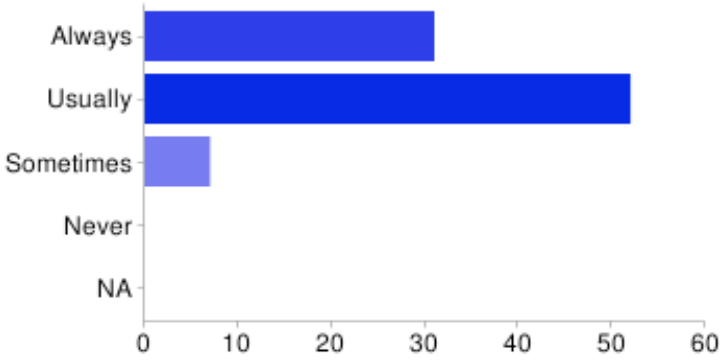
Always	**41**	46%
Usually	**27**	30%
Sometimes	**18**	20%
Never	**3**	3%
NA	**1**	1%

What's Happening In Serra Classrooms? - I structure learning situations so collaboration occurs among students as it would in real world situation



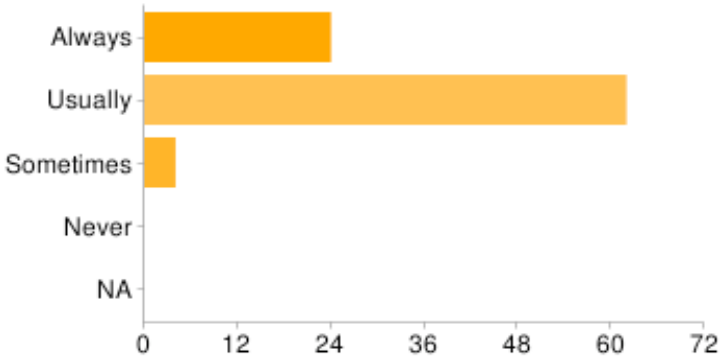
Always	**31**	34%
Usually	**42**	47%
Sometimes	**13**	14%
Never	**0**	0%
NA	**4**	4%

What's Happening In Serra Classrooms? - In addition to grading purposes, assessment in my classroom is used to improve curriculum and instruction for individual students.



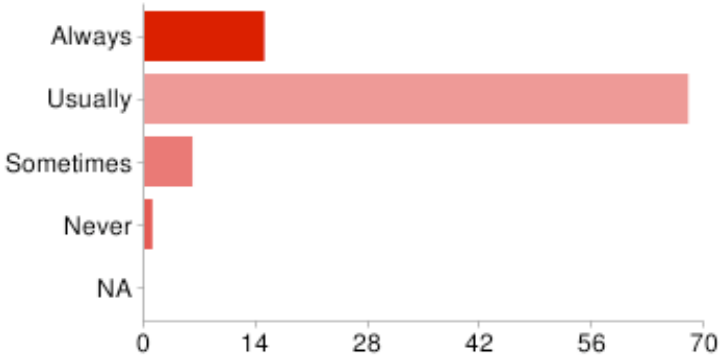
Always	**31**	34%
Usually	**52**	58%
Sometimes	**7**	8%
Never	**0**	0%
NA	**0**	0%

What's Happening In Serra Classrooms? - My teaching meets my student's needs.



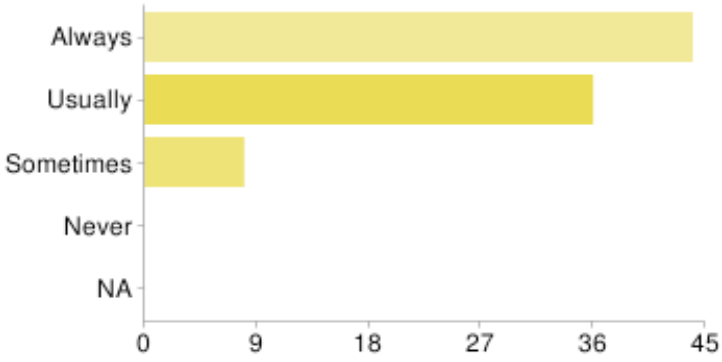
Always	**24**	27%
Usually	**62**	69%
Sometimes	**4**	4%
Never	**0**	0%
NA	**0**	0%

What's Happening In Serra Classrooms? - Students are succeeding in my classes.



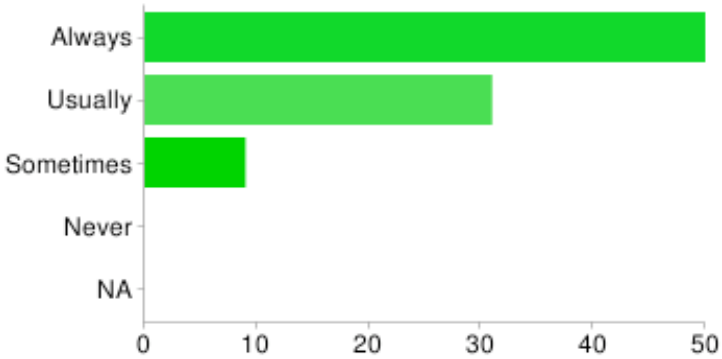
Always	**15**	17%
Usually	**68**	76%
Sometimes	**6**	7%
Never	**1**	1%
NA	**0**	0%

What's Happening In Serra Classrooms? - I use differentiated instruction techniques during daily lessons to reach all levels of student in my classes.



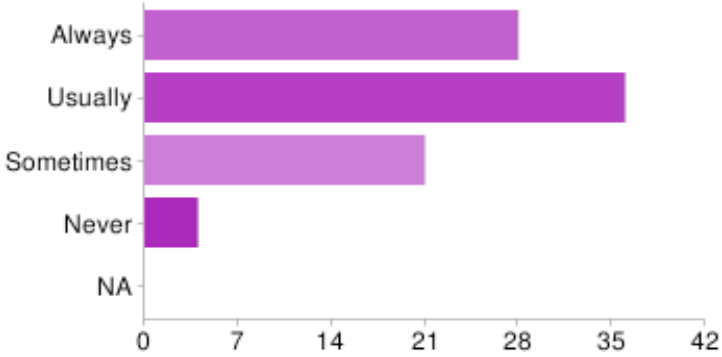
Always	**44**	50%
Usually	**36**	41%
Sometimes	**8**	9%
Never	**0**	0%
NA	**0**	0%

What's Happening In Serra Classrooms? - I routinely evaluate the impact of my teaching strategies on student learning, and make constructive changes.



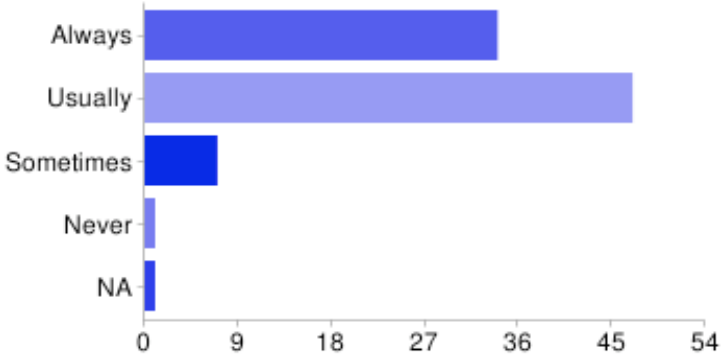
Always	**50**	56%
Usually	**31**	34%
Sometimes	**9**	10%
Never	**0**	0%
NA	**0**	0%

What's Happening In Serra Classrooms? - I provide my students opportunities to participate in challenging learning experiences outside of my normal standards-based curriculum.



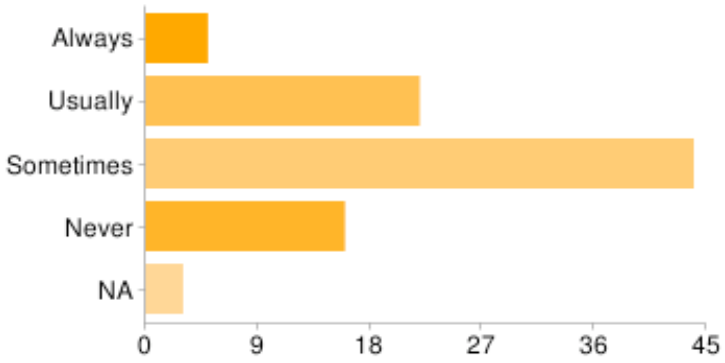
Always	**28**	31%
Usually	**36**	40%
Sometimes	**21**	24%
Never	**4**	4%
NA	**0**	0%

What's Happening In Serra Classrooms? - My students understand the expected performance levels or rubric for each type of class assignment.



Always	**34**	38%
Usually	**47**	52%
Sometimes	**7**	8%
Never	**1**	1%
NA	**1**	1%

What's Happening In Serra Classrooms? - Do students have a role in developing and conducting assessments in your classroom?

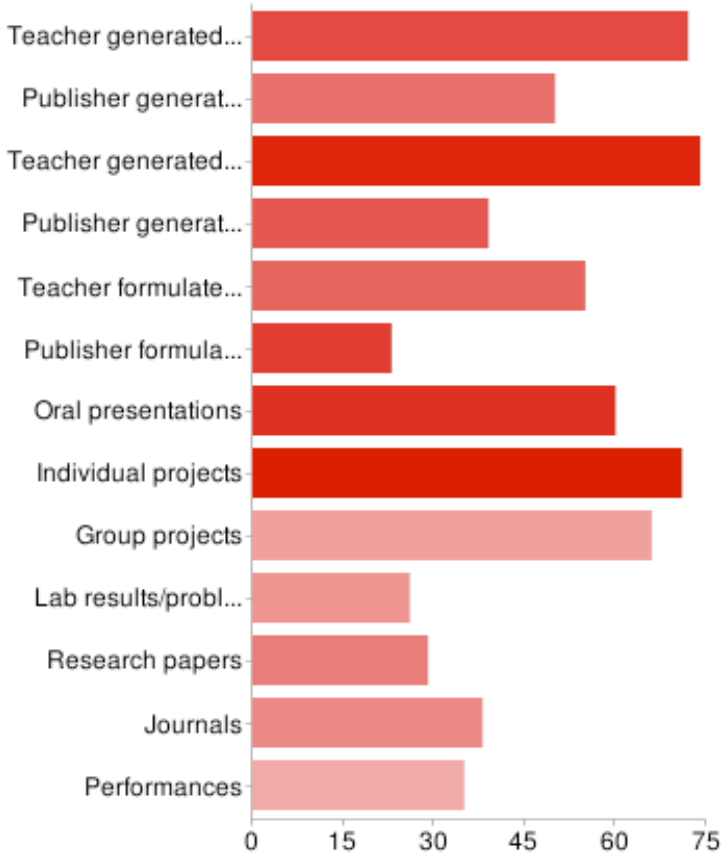


Always	**5**	6%
Usually	**22**	24%
Sometimes	**44**	49%
Never	**16**	18%
NA	**3**	3%

Assessments

Please indicate which of the following methods/instruments you use to assess student understanding of course content or demonstrate mastery of skills to instruction in your course:

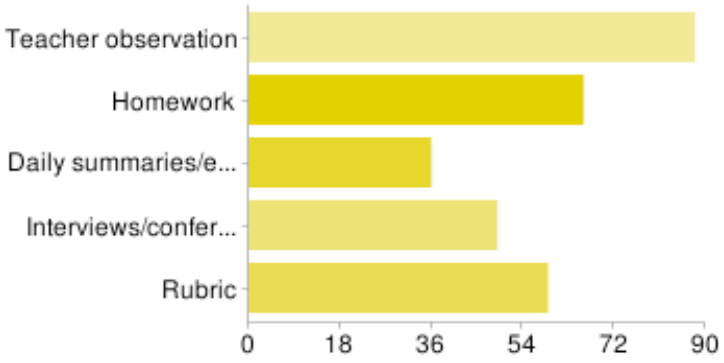
Formal Assessments



Teacher generated multiple choice test/quiz	**72**	81%
Publisher generated multiple choice test/quiz	**50**	56%
Teacher generated short answer test/quiz	**74**	83%
Publisher generated short answer test/quiz	**39**	44%
Teacher formulated essay response	**55**	62%
Publisher formulated essay response	**23**	26%
Oral presentations	**60**	67%
Individual projects	**71**	80%
Group projects	**66**	74%
Lab results/problem solving	**26**	29%
Research papers	**29**	33%
Journals	**38**	43%
Performances	**35**	39%

People may select more than one checkbox, so percentages may add up to more than 100%.

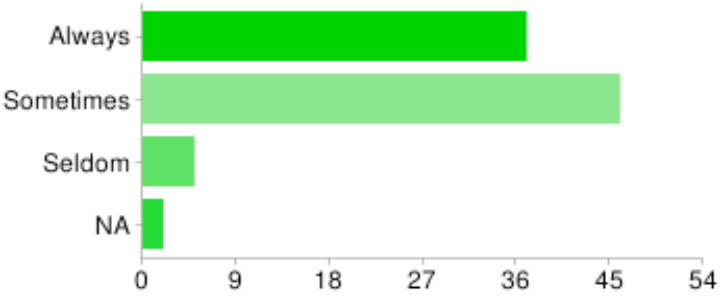
Informal/Alternative Assessments



Teacher observation	**88**	99%
Homework	**66**	74%
Daily summaries/exit slips	**36**	40%
Interviews/conferences	**49**	55%
Rubric	**59**	66%

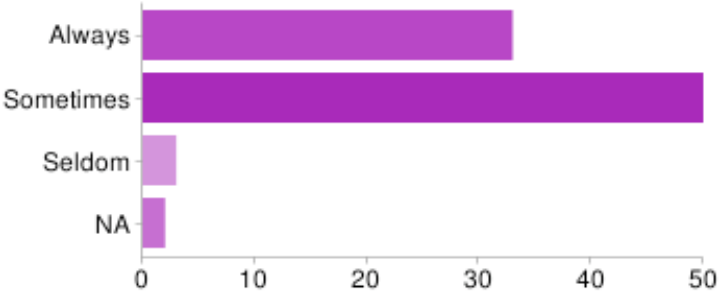
People may select more than one checkbox, so percentages may add up to more than 100%.

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Analysis



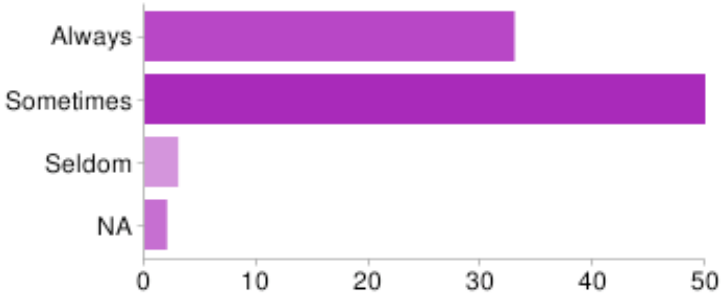
Always	**37**	41%
Sometimes	**46**	51%
Seldom	**5**	6%
NA	**2**	2%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Organizing



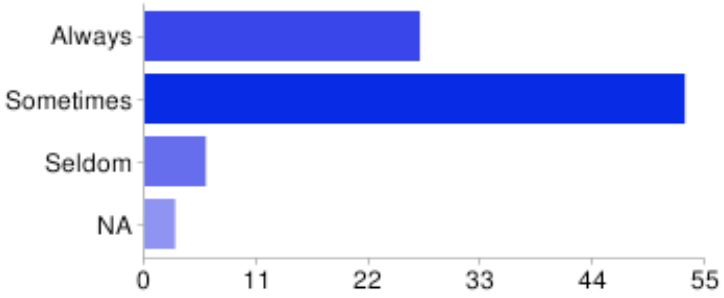
Always	**33**	38%
Sometimes	**50**	57%
Seldom	**3**	3%
NA	**2**	2%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Organizing



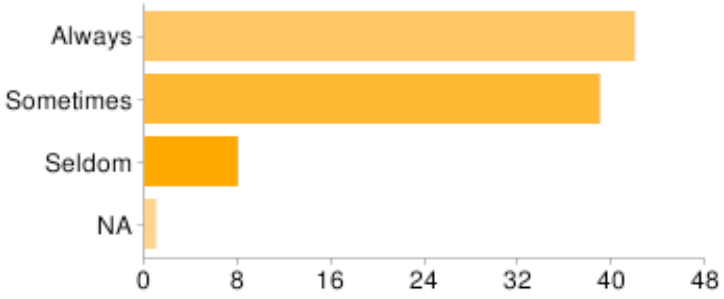
Always	**33**	38%
Sometimes	**50**	57%
Seldom	**3**	3%
NA	**2**	2%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Planning



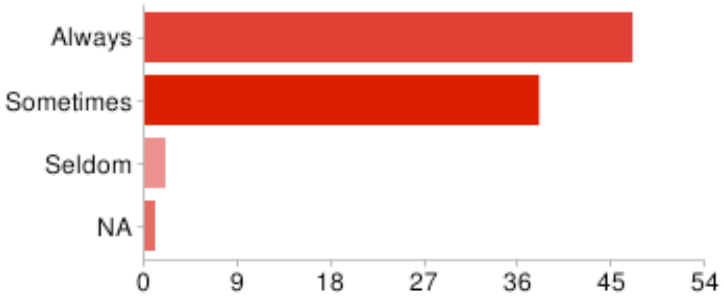
Always	**27**	30%
Sometimes	**53**	60%
Seldom	**6**	7%
NA	**3**	3%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Interpretation



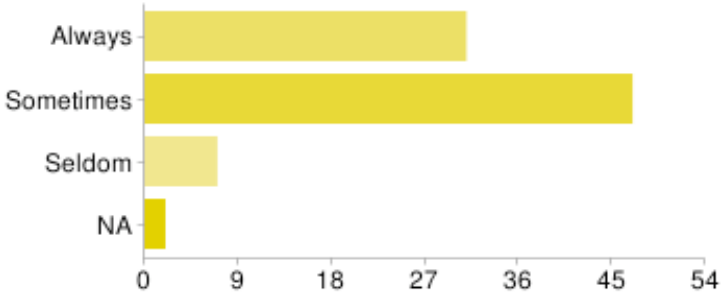
Always	**42**	47%
Sometimes	**39**	43%
Seldom	**8**	9%
NA	**1**	1%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Explanation



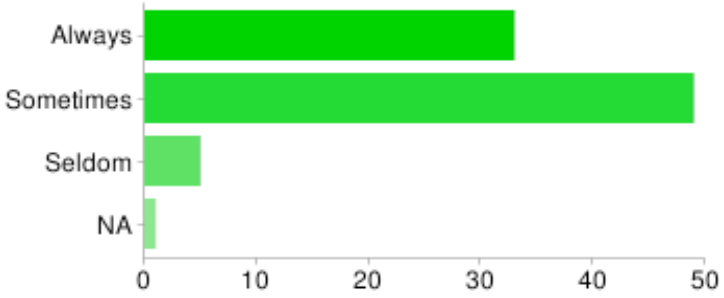
Always	**47**	53%
Sometimes	**38**	43%
Seldom	**2**	2%
NA	**1**	1%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Synthesis



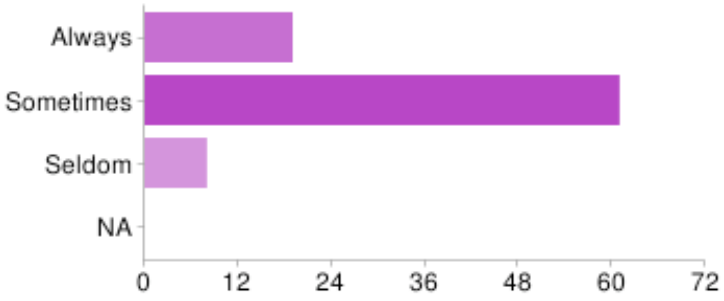
Always	**31**	36%
Sometimes	**47**	54%
Seldom	**7**	8%
NA	**2**	2%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Evaluation



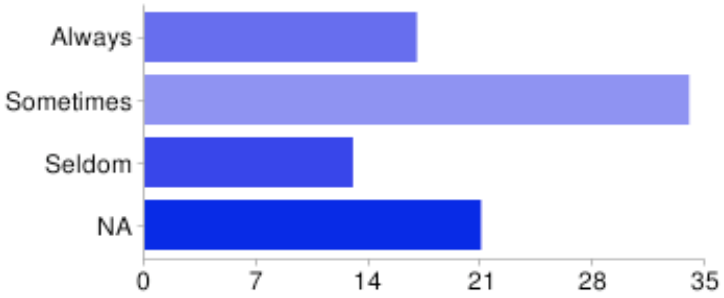
Always	**33**	38%
Sometimes	**49**	56%
Seldom	**5**	6%
NA	**1**	1%

Using the scale below, please indicate the degree in which students use the following skills during assessment activities in your classroom. - Compare / Contrast



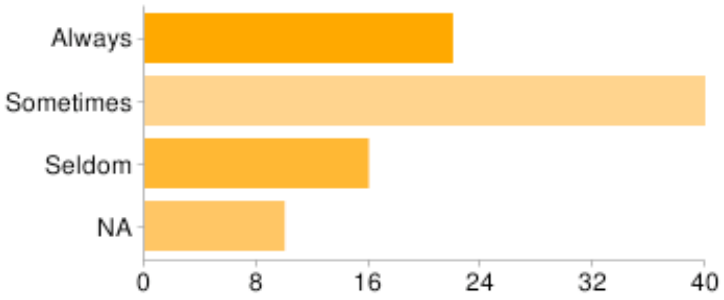
Always	**19**	22%
Sometimes	**61**	69%
Seldom	**8**	9%
NA	**0**	0%

Please indicate how students might use assessment results in your class. - Revise essay for re-submission



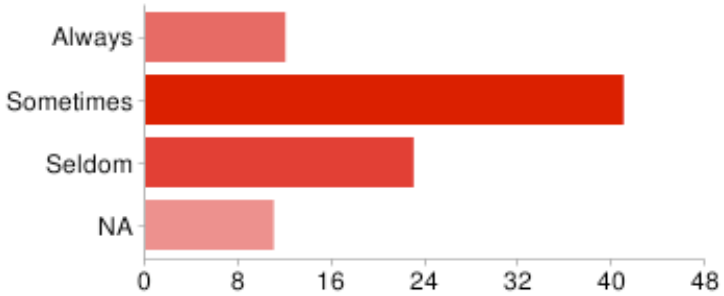
Always	**17**	20%
Sometimes	**34**	40%
Seldom	**13**	15%
NA	**21**	25%

Please indicate how students might use assessment results in your class. - Research / Correct missed test questions for additional credit



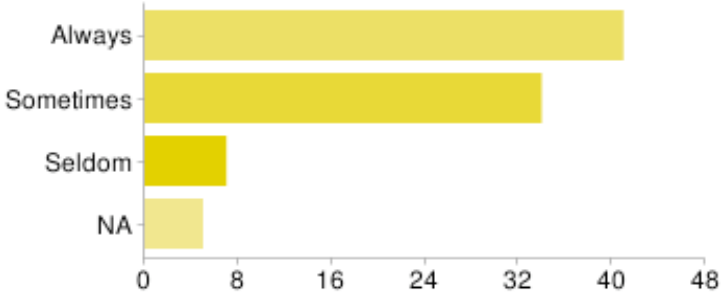
Always	**22**	25%
Sometimes	**40**	45%
Seldom	**16**	18%
NA	**10**	11%

Please indicate how students might use assessment results in your class. - Re-take test



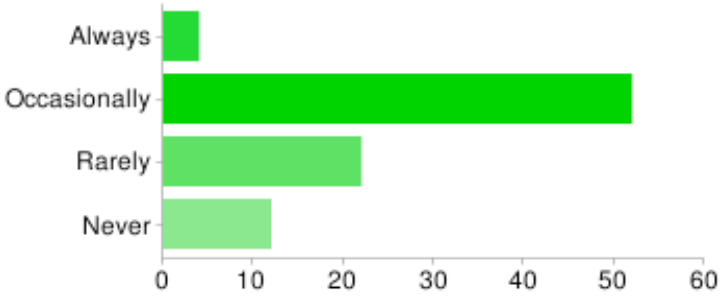
Always	**12**	14%
Sometimes	**41**	47%
Seldom	**23**	26%
NA	**11**	13%

Please indicate how students might use assessment results in your class. - Identify weaknesses / incorrect responses for independent study/growth



Always	**41**	47%
Sometimes	**34**	39%
Seldom	**7**	8%
NA	**5**	6%

Student Developed Assessments - Do students have a role in developing and conducting assessments in your classroom?



Always	**4**	4%
Occasionally	**52**	58%
Rarely	**22**	24%
Never	**12**	13%

EQUAL OPPORTUNITY SCHOOLS

Serra High

2016 Support Report

A data and research driven guide to supporting student transitions and success in AP

Purpose: To inform your school's plan for supporting students' transitions into AP classes.

What is in this report?

1. Your school's fall student and staff survey data to help you identify areas to focus supports. Please note, unless otherwise cited, the data presented in this report comes from your school's fall student and staff surveys
2. Quotes from students from across EOS' partner schools
3. Recommendations for each type of support

Be selective: Supports are most effective when there is identified need. This document provides you with a breadth of ideas, giving you the ability to tailor these to suit your school's needs.

Evaluate the supports you implement: Any supports you put in place will be most effective over the long-term if you can evaluate how well they work and then improve them. When planning what additional supports to add or when reviewing existing supports, be sure to plan for an evaluation to correspond with support implementation.

Where do our data and recommendations come from?

1. Staff and student perspectives at your school.
2. Educational research on best practices for student success in rigorous coursework. (a list of all research referenced is at the end of this report)
3. EOS best practices: Decades of collective experience working in schools to support student success.
4. Staff and student survey data at schools across our portfolio
5. EOS focus groups

Key Terms

Throughout this report, references are made to several different sub-groups of students and learning mindsets. The definitions for these items are detailed below:

Current AP student – Students who are currently enrolled in AP courses according to the enrollment data received in the fall of 2015.

Experienced AP student – Students who, according to their response in the student survey, are currently in AP and have taken an AP course prior to the 2015-16 school year.

First-time AP student– Students who, according to their response in the student survey, are currently in AP and have NOT taken an AP course prior to the 2015-16 school year.

Non-AP student – Students who are NOT currently enrolled in AP courses according to the enrollment data re- ceived in the fall of 2015.

Students who belong – Students who, according to their response in the student survey, are currently in AP and report that they never or hardly ever wonder if they don't belong in AP.

Students who don't belong – Students who, according to their response in the student survey, are currently in AP and report that they sometimes, frequently or all the time wonder if they don't belong in AP.

Growth Mindset – The belief that intelligence can grow with hard work, and that learning is a continual process.

Purpose for Learning – Goals for the future are motivated by both self-oriented and pro-social motives (to help or do good).

Table of Contents

1. Student Perception of Supports at Your School

2. Student Belonging in AP

3. Teacher Practices that Support AP Transitions

4. Developing Peer Networks

5. Linking AP Experiences to Purpose & Value

6. Reinforcing the Benefits of AP

7. Fostering Transition from Standard to AP Classes

8. Learning Mindsets & Skills

9. Literacy Support

10. References

Appendix
- ***Sample Support Template & Plan (1-2)***
- Resources to improve student belonging in AP (3-4)
- Growth Mindset Resources (5-6)

1.-Student Perception of Supports at Your School

The EOS portfolio trend shows that the majority of Advanced Placement (AP) and International Baccalaureate (IB) students are un- aware of supports availalbe to them, but those who do know about them often recommend them to new AP/IB students (2).

When deciding which supports to implement and strenghten at your school, use this chart to see which supports students know about, use, and recommend. You may find that many of your existing supports could be bolstered to reach more students.

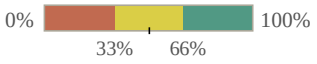
AP Student Awareness, Use and Recommendation of Select Acadamic Supports

n = 634

Students Who Know: Students who selected a support as 'currently available to you to help you succeed in your AP classes'

Students Who Use: Of the students who know of a support, those who say they use it frequently in order to help them with their AP classes.

Students Who Recommend: Of the students who know of a support, those who say they are likely, or very likely, to recommend it to a new AP student looking for help in their AP classes.



	AP Students Who Know	AP Students Who Use	AP Students Who Recommend
	AP Students Who Know	Frequently or All the Time	Likely or Very Likely
Test / exam-preparation sessions	205	43%	78%
Peer tutoring	184	34%	63%
Teacher-led tutoring	181	34%	73%
Student study groups	166	37%	68%
Teacher office hours	141	26%	70%
AVID	140	28%	42%
Opportunities to redo assignments	115	57%	81%
Saturday school	115	9%	27%
Online homework support	102	34%	63%
Subject clubs (e.g. math lab or language club)	95	9%	38%
Homework center	85	16%	46%
AP strategies workshop	82	37%	67%
AP student interest groups	70	23%	39%
Study hall	69	35%	64%
Study skills course or workshop	61	31%	54%
Experienced AP student advisors	58	29%	59%
Specialist tutoring	54	24%	48%
Other	29	34%	41%
Academic / career focused mentoring groups	27	26%	56%
Advisory	26	35%	69%
Summer institute / bootcamp	23	13%	48%
Reading and writing center	20	20%	45%

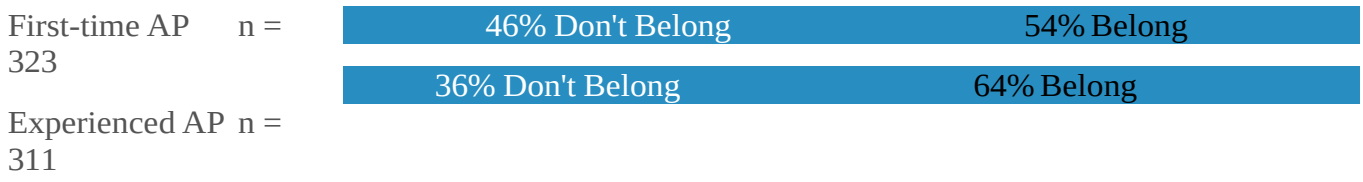
2. AP Student Belonging at Serra High

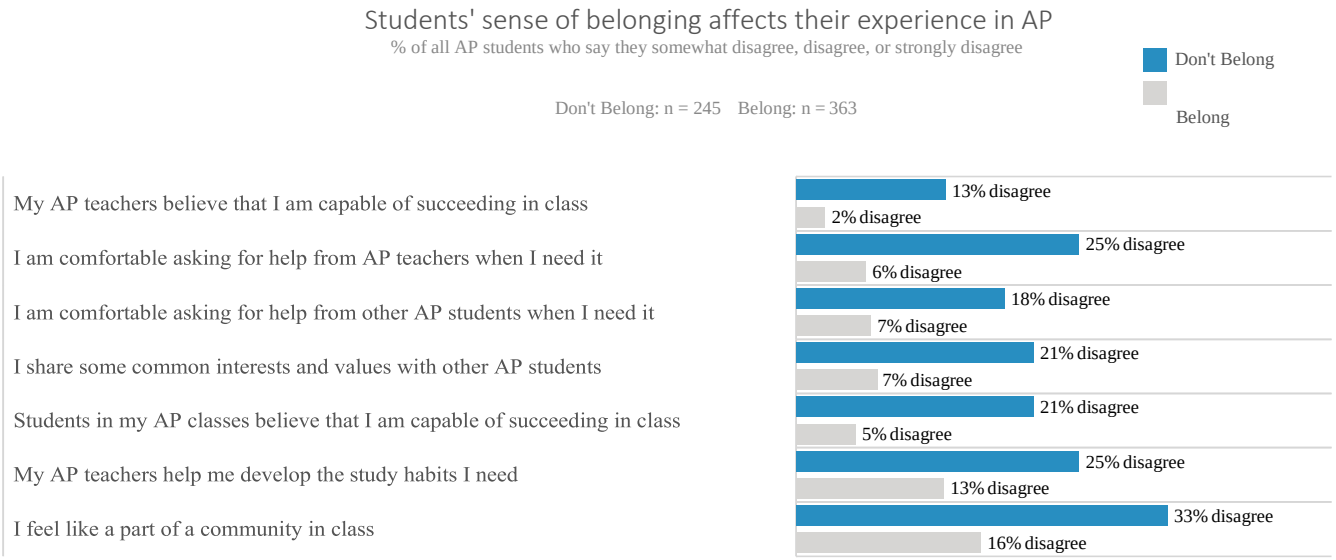
The transition into AP can be daunting for students for many reasons: an overwhelming amount of work, a fear of failure, concerns with not being smart enough, worries of social isolation, and literacy demands of AP courses. Students often believe they are alone in their worries, despite the reality that transition anxieties are a common experience for many students. Despite initial anxieties, most students in EOS conducted focus groups discussed how these concerns lessened

> "When I first entered the world of AP, I was more worried if I was capable of completing the college level work. I remember feeling nervous and questioning my independence and capability." - EOS Portfolio Student

over time (1). This is true also when looking at the EOS portfolio. While two-thirds of first time AP/IB students reported initial belonging concerns, after a few months into the course, under half of these students expressed belonging concerns. Experience, peer support, teacher encouragement, and targeted AP/IB resources can help reduce transitional anxieties (2).

Student belonging by experienced and first-time AP students





Recommendations for Addressing AP Belonging Concerns

1. Run AP student discussions to help first-time AP students discuss their concerns with each other (to know they are not alone) and hear from more experienced AP students about strategies to overcome those initial anxieties.

2. Conduct a belonging intervention with first-time AP students (see Appendix 3).

3. Have experienced AP students complete a 'postcard to a peer' and share with new AP students (see Appendix 4). If time is an issue, create postcards using the actual student testimonies included in Appendix 4.

4. Devote AP course time to supporting student transitions over the summer and at the beginning of the course. During this time teachers would discuss effective strategies and available resources for succeeding in their class, convey messages around the challenge involved, and offer encouragement and the belief in students to succeed.

5. Help teachers incorporate instructional practices and strategies that are collaborative, that allow for classroom discussion, and that engage students in participation and question-asking early on.

6. Build study teams of new and returning students with mixed skillsets.

7. Provide information about available supports and resources to students before and during their enrollment in AP courses. Set norms for use of supports/resources, and use trusted adults, AP teachers, and others to reinforce these norms in supportive and proactive ways.

8. Establish proactive, encouragement-oriented check-ins with students by trusted adults or other staff. Provide a protocol for such check- ins and provide time for staff to reflect on the process and identify actionable responses to what they're learning.

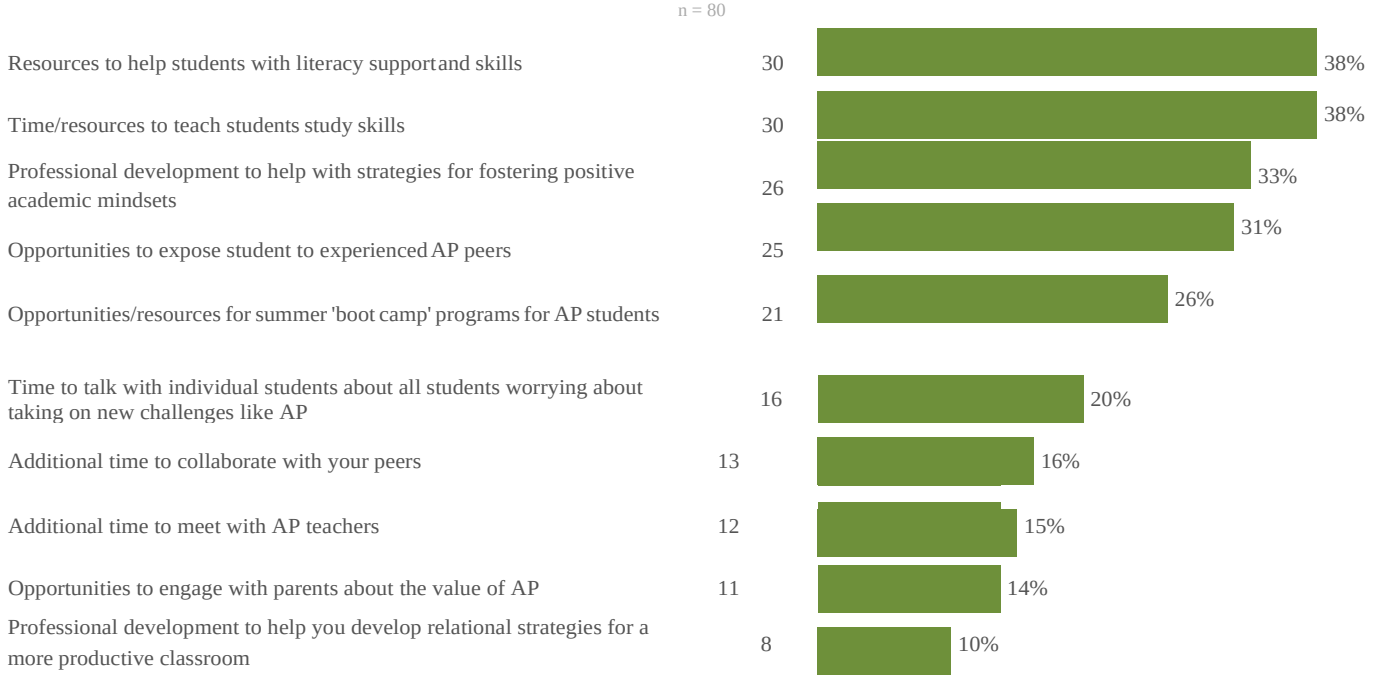
9. Hold special events, assemblies, or other opportunities to engage students and their families out of class.

3. Teacher Practices That Support AP Transitions

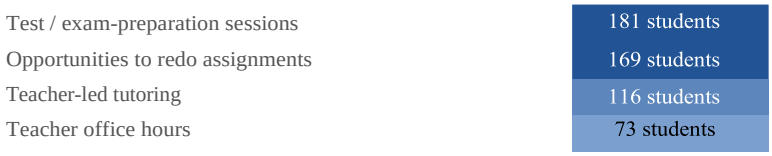
"I had teachers that would make themselves available outside class time. They would help with questions I had, tutoring or some- times even just to talk about personal stuff that was going on. All this makes you feel much more comfortable in class."

-EOS Portfolio Student

Staff members want more support in the following areas to help students with transitions



AP students who think the following resources which are currently unavailable to them should be offered in the future to best help students succeed in their AP classes



Recommendations for Teaching Practices That Support Student Transitions to AP

Enhance teachers' social-emotional instructional practices, especially for AP teachers who have classes with high numbers of first-time AP takers.

1. Consider assigning AP staff who have high numbers of students reporting them as trusted adults to AP courses.
2. Consider training opportunities for AP teachers that develop relational strategies for working with transitioning students.
3. Inform AP teachers which students in their courses are first-time AP takers so they are aware of students who are making the transition into AP.
4. Ensure all staff are aware of the academic supports available to students at your school.
5. Facilitate open dialogues with teachers and counselors about the alignment of the AP drop policy with messaging that supports and encourages students to persist in AP classes through their initial challenges.
6. Require administrator approval of all requests to drop AP classes. This ensures that all students receive a consistent message encouraging them to stay in their AP class as well as facilitating understanding of and coaching for teachers who are more inclined to grant drop requests.

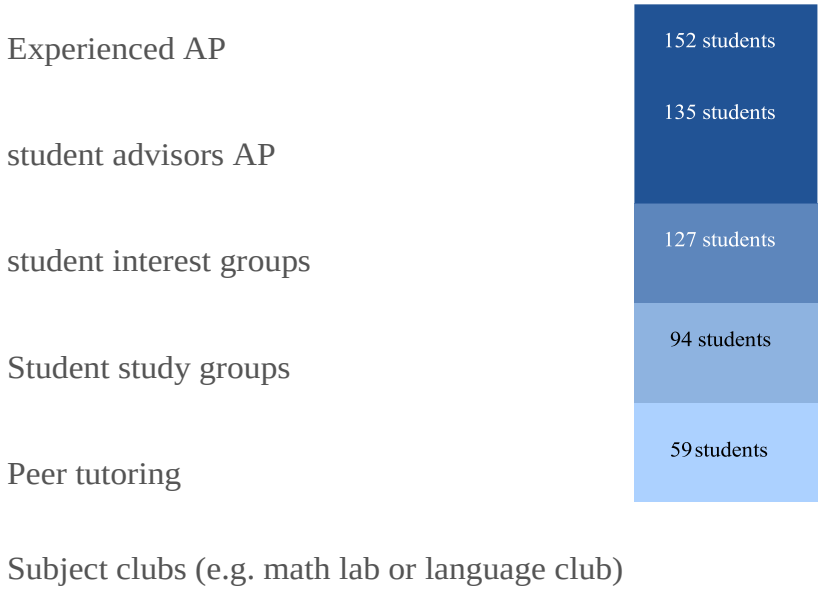
4. Developing Peer Networks

Students can serve as a critical resource for their peers in overcoming concerns about themselves in AP classes.

Interpersonal and academic insecurities underlie early social isolation in AP. In focus groups students also reported that
self-confidence, encouragement, empathy, study habits, and content learning were powerfully impacted by collaborative peer opportunities (1). Across the EOS portfolio, three-quarters of AP/IB students who know about student study groups would recommend them to their peers (2).

"The first thing I think you should do to ease into this new obstacle would be to work with your peers. As you are in the course, you develop relationships with other students and they are always a big help.
There was no way I would have ever gotten through the year without their help." - EOS Portfolio Student

AP students who think the following resources which are currently unavailable to them should be offered in the future to best help students succeed in their AP classes



"By participating in discussions and group projects you get to know other students, you start reaching out to other students, meeting up, studying together. You also learn other people's study skills."
- EOS Portfolio Student

4. Developing Peer Networks

Recommendations to Support the Development of AP Peer Networks

Leverage peer interaction more systematically to support students in AP classes.

1. Provide time in class for student collaboration practices (see Student Belonging recommendations in section 2).
2. Encourage peer buddy systems / study groups for AP.
3. Help organize student mentoring, panels, advisory, and tutoring from experienced AP students (and college students who have taken AP).
4. Consider professional development opportunities for AP teachers to share and learn about their 'socialization' strategies.
5. Use activities outside of class - such as summer Bridge or Saturday School tutoring - to offer opportunities for peer bonding coupled with academic enrichment.
6. Social events (e.g. BBQ, AP t-shirts) that provide an inviting space for new AP takers to get to know the range of students who are taking AP at the school.

5. Linking AP Experiences to Purpose and Value

Students' future goals and aspirations are powerful motivators to persist and take on the challenge of AP. When they can clearly connect AP courses to a personally-salient purpose, they are more likely to value those AP experiences and therefore persist and thrive in AP classes.

- Research has shown that college students who had help connecting their learning to a larger purpose spent twice as much time preparing for a final exam and had higher grades months later than did students who did not have help making this connection (3).
- Another study showed that high-school students who completed journal entries about the utility of science course material showed higher motivation, higher interest in science, and higher end of semester grades than did students who wrote summaries of course material instead (4).

AP students are more likely to demonstrate purpose for learning than non-AP students.

Students demonstrate a purpose for learning when they have both self-oriented and pro-social motivations for their college and career goals.

93% of first-time AP students want to go to college.

"I know keeping my goals in mind after high school was key to my success"

-EOS Portfolio Student

97 students currently enrolled in AP think academic and career focused mentoring should be offered in the future to best help students succeed in their AP classes

5. Linking AP Experiences to Purpose and Value

Recommendations for Linking AP Classes to Students' Sense of Purpose and Value

Make connections between AP classes and future aspirations more explicit.

1. Provide professional development opportunities for making AP course content relevant to college and career goals (both personal and social).

2. Have students participate in relevancy journaling activities.
   - Ask AP teachers to have students keep a journal in which once every 2-3 weeks they write about the utility of the course material in their own lives.
   - This exercise has been shown to be beneficial for motivation and performance in science but is easily transferrable to any AP course.

3. Survey AP students for new/expanded AP course offerings based upon their future aspirations.

4. Offer mentoring, panels, advisory or tutoring from experienced AP students (and college students who have taken AP) to help students make a tangible connection to their career and educational goals through real student experiences. Invite guest speakers who took AP courses in high school to discuss their education trajectory with potential AP students. Preferably these former students would be underrepresented and took an educational or career path that the students attending are interested in.

6. Reinforcing the Benefits of AP

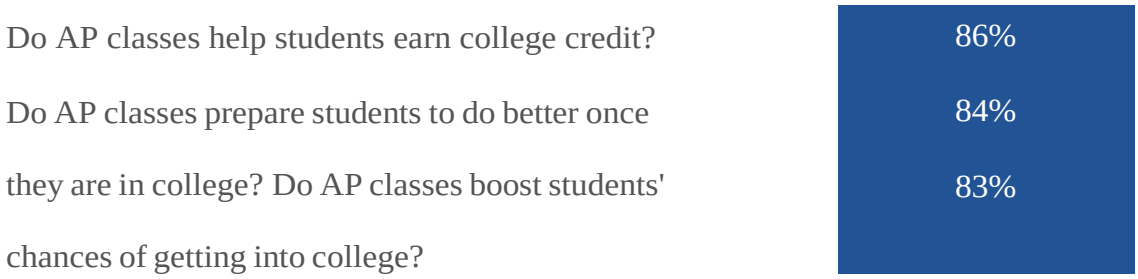
In spite of the many obstacles facing first-time AP students, students and staff see the academic and personal benefits AP students gain from taking these courses.

Over 80% of EOS portfolio first-time and experienced AP/IB students see value in AP/IB for academic reasons like college preparation, college admission, and college credit. School staff across the EOS portfolio also believe that the top benefits of AP/IB classes are relevant to personal development, including critical thinking skills, learning mindsets, and study skills (2).

> "I highly recommend [AP], because it's a very helpful and great learning experience. Along the way you learn how to become a hard worker, responsible young adult, and it prepares you for real challenges that you may face once you go to college. You ex- pand your knowledge by interacting with teachers and students that have the same ambitions as you do. A bonus to [AP] classes is that you get college credit and you gain more understanding. It might seem intimidating because yes it's more work and it's a bit harder than a regular class but it's completely worth it."

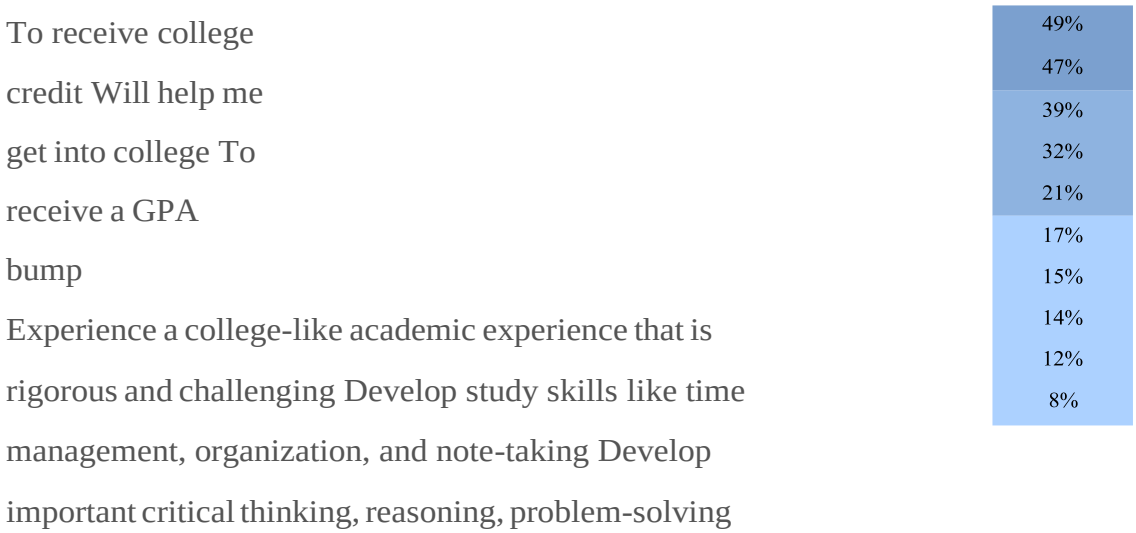
Students who have taken, plan to take or are currently in AP believe AP will help prepare them for college:

% of students who said yes
n=1,475



AP students choose to take AP for college and career focused reasons:

students selected up to 3 top reasons why they took or are planning to take AP n=1,071



6. Reinforcing the Benefits of AP

skills

Develop personal qualities like persistence, self-

determination, and discipline There is a specific subject I

am particularly interested in

I'm not challenged in the standard class(es)

Develop important reading / number / technological literacy skills

Recommendations to Reinforce the Value of AP

In addition to potentially providing support toward student belonging and peer networks, student peer groups (specifically, experienced AP students) can also give advice and testimonies that provide a powerful form of encouragement both for recruitment and for students transi- tioning to AP classes for the first time .

1. Have experienced AP students complete a 'postcard to a peer' that can be shared with first-time AP students (see Appendix 4). If time is an issue, create postcards using the testimonies from other sudents at EOS' partner schools (included in the Appendix 4).

2. Organize video testimonies, student presentations and/or letters from experienced AP students to be shared with students who might be interested in AP.

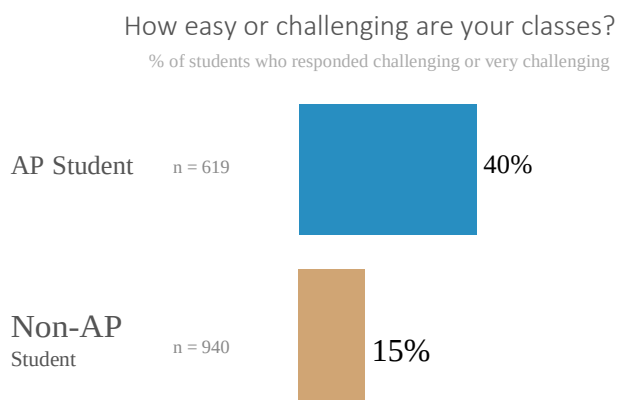
3. Engage parents / guardians of experienced AP students who can provide some guidance to parents / guardians of first-time AP students on how to encourage and support their kids as they begin AP classes. Consider this possibility as part of an AP Night.

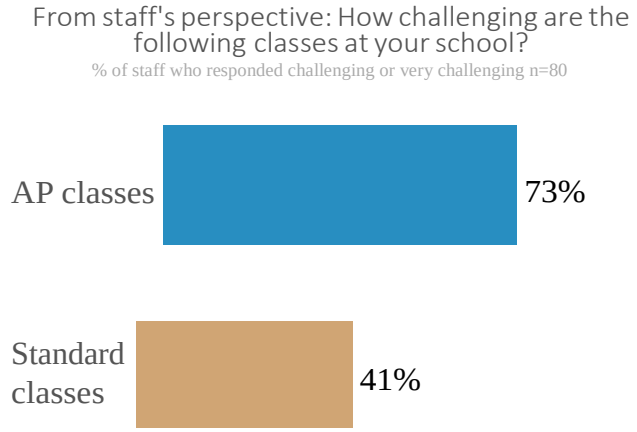
7. Fostering Transition from Standard to AP Classes

Students often experience a noticeable shift in the level of academic rigor between standard and AP classes. Across the EOS portfolio, we find that nearly half of AP/IB students report feeling challenged in their courses, while less than one-fifth of non-AP/IB students report being challenged. Staff also believe AP/IB courses are more challenging than are standard courses, though their ratings of all classes indicate a higher level of challenge than do students' ratings (2).

During focus groups, students reported that, prior to taking an AP class, they heard frequent comments from teachers and from other students describing AP classes as 'scary' and 'intimidating' (1). Across the EOS portfolio, 41% of non-AP/IB students report feeling intimidated by the idea of taking an AP/IB class (2).

> "There aren't many transitional classes that are in between regular classes and [AP]. You go straight. I would have loved to have something in between that helped with the transition."
>
> - EOS Portfolio Student





> "The label AP has a negative connotation attached to it. It intimidates stu- dents into believing that the class is just too hard and is not a place for success. This stigma associated with AP classes is false and does not truly reflect the goals of such courses."
>
> -EOS Portfolio Student

Among students who are not currently in AP, 41% are intimidated by the idea of taking an AP class.

7. Fostering Transition from Standard to AP Classes

Recommendations to Support Student Transitions from Standard to AP Coursework

Consider providing more transitional opportunities, and providing explicit 'counter' messages to diminish the prevailing (but inaccurate) reputation of AP classes.

1. Showcase AP classes that might be more transitional or better designed for first-time takers.
2. Provide summer boot camps for first-time AP takers.
3. Share testimonies from experienced AP students.
4. Ensure positive framing and messaging by staff about AP and its academic and personal benefits for all kinds of students and student aspirations.
5. Consistently and repeatedly share information about the resources available to support success in AP.
6. Consider professional development around the powerful impacts of positive and negative teacher expectations.
7. Offer AP-specific counseling and tutoring resources for all AP classes offered.

8. Learning Mindsets and Skills

Research shows that students of all ages who learn and demonstrate learning mindsets and skills are more likely to take on challenging projects, in school and in life, and see them through to completion. As a result, these learning mindsets and skills lead to better attendance, course completion, graduation rates and give students the confidence and skills they need to keep growing throughout their lives (5).

> "There were many AP strategies that I was unfamiliar with like note taking from reading the book and connecting lessons with previous lessons to get an overall picture. I didn't think that all my assignments were able to be completed in 1-2 days or even a week. By the first month of my first AP class, I had fallen into a routine: reading, homework and revising. In time, I picked up many skills like annotating and summarizing. My second year taking AP classes was stricter but manageable."
> -EOS Portfolio Student

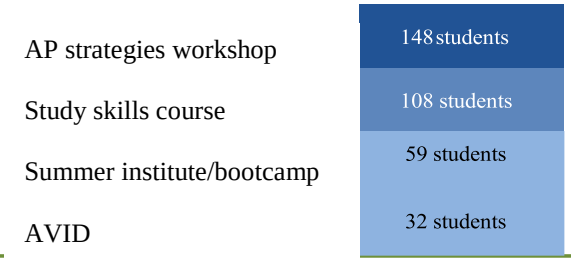
Students who demonstrate Growth Mindset are more likely to feel like they belong when beginning their AP classes. Consider cultivating Growth Mindset to help students better transition into AP.

% of students who feel like they belong when beginning AP
n=634

38% of your staff want more support in "**Time and/or resources to teach students study skills like time management, self-discipline, persistence and note-taking**"

33% of your staff want more support in "**Professional development opportunities that help you develop strategies for fostering positive academic mindsets**"

% of AP students who think the following resources which are currently unavailable to them should be offered in the future to best help students succeed in their AP classes



Recommendations to Support the Development of Study Skills and Learning Mindsets

Create a school culture that supports the development of learning mindsets and study skills, especially for first-time AP takers.

1. Offer Angela Duckworth's "Intentions and Obstacles" writing exercise to students at key points in the year. This writing exercise has been shown to increase grit and academic self-efficacy (6), and involves having students write responses to the following prompts:
   1) What are your ideal outcomes of taking an AP class?
   2) What are the obstacles for achieving those outcomes?
   3) What are two things you can do to overcome those obstacles?
2. Foster a growth mindset culture through everyday practices such as encouraging and celebrating mistakes, providing formative assessments for learning, and monitoring the type of praise provided to students (See Growth Mindset resources in the Appendix 5-6 for additional ideas).
3. Ramp up study skills preparation.
   - Consider convening (or polling) students and staff for the most effective study skills, strategies and/or resources from existing study skills programs (e.g., AVID).
   - Determine a plan to distribute these strategies and/or resources to AP teachers and students (in classes, advisory, optional study skills workshops, etc.)
   - Collect study skills strategies from AP staff that were identified by students on the EOS survey as "study skills" staff.
   -
4. Develop / enhance study skills workshops to offer to students over the summer and during the school year.

10. References

Students want enhanced literacy support resources to meet the added reading and writing demands of AP classes that they might not have been exposed to in standard level courses.

Students often highlight the increased reading demands and academic vocabulary embedded in AP as initial obstacles (1). Additionally, a quarter of EOS portfolio school staff would like to be better supported with resources to help students with literacy support and skills, and a third are concerned about their abilities to best support ELL students (2).

Staff want additional resources to equip them to provide literacy support for their students.

28% of staff worry about their abilities to best support ELL students

38% of staff members at your school want to be better supported with resources to help students with literacy support and skills

57 students currently enrolled in AP think reading and writing center should be offered in the future to best help students succeed in their AP classes (among students for which this resource is currently unavailable)

"I grew up in a household where only Spanish was spoken. No one in my family knew how to speak English, so I had very little practice with my grammar and my syntax. This has caused me to avoid taking [AP] English because I lack confidence."

"The first AP course I took was World History. When I began the assigned readings I could not understand a thing. I would constantly re-read the same paragraph, and there were so many terms being used that I had never heard of. How was I going to do well in a course that was very demanding in reading if I couldn't even understand it? I wanted to drop the course to avoid receiving a bad grade." -EOS Portfolio Student

10. References

Recommendations to Enhance AP Literacy Support

Enhance availability and accessibility of literacy resources.

1. Make reading and writing supports available to support first-time AP students with specific time and staffing resources. Consider offering this at various times to meet student needs, including during or after school and during the summer.

2. Offer or enhance summer literacy enrichment opportunities for first-time or returning AP students.

3. Use staff perspectives and insights to design professional development offerings for embedding literacy support into AP teaching and courses acorss the school.

Report References

(1) Equal Opportunity Schools. (2015). Student belonging focus groups. Unpublished focus groups, Data Science Department, Seattle, WA.

(2) Equal Opportunity Schools. (2015-16) Staff and student survey, 212,448 student responses, 13,930 staff responses. Unpublished Qualtrics survey, Program Department, Seattle, WA.

(3) Yeager, D. S., Henderson, M. D., Paunesku, D., Walton, G. M., D'Mello, S., Spitzer, B. J., & Duckworth, A. L. (2014). Boring but important: A self-transcendent purpose for learning fosters academic self-regulation. Journal of Personality and Social Psychology, 107(4), 559.

(4) Hulleman, C. S., & Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. Science, 326(5958), 1410-1412.

(5) Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance--A Critical Literature Review. Consortium on Chicago School Research. 1313 East 60th Street, Chicago, IL 60637.

(6) Duckworth, A. L., Kirby, T. A., Gollwitzer, A., & Oettingen, G. (2013). From Fantasy to Action Mental Contrasting With Implementation Intentions (MCII) Improves Academic Performance in Children. Social Psychological and Personality Science, 1948550613476307.

Appendix References

(7) Osterman, K. F. (2000). Students' need for belonging in the school community. Review of educational research, 70(3), 323-367.

(8) Yeager, D. S., & Walton, G. M. (2011). Social-psychological interventions in education They're not magic. Review of Educational Research, 81(2), 267-301.

Appendix 1-Support Plan Template

Student Support Plan

Goal: What goal(s) does this strategy address towards supporting success of underrepresented students in AP?	**Strategy:** Describe the action step(s) you will take towards this goal	**Responsibility:** Who will make sure the action items are completed? Who else will be involved?	**Due Date**	**Evaluation:** How will you know if this strategy is effective?	**Financial Need:** Estimated cost and source of funds (school, district, external)?
Goal 1:					
Goal 2:					
Goal 3:					

Top three policy areas we plan to enhance or add during the 2016-2017 school year:

1.
2.
3.

Top three practices we plan to enhance or add to our equity work during the 2016-2017 school year:

1.
2.
3.

Top three attitudes/dispositions we plan to enhance or add in our equity work during the 2016-2017 school year:

1.
2.
3.

Principal Approval: _____

Date: _____

SAMPLE PLAN ENTRY

Goal: *What goal(s) does this strategy address towards supporting success of underrepresented students in AP?*	**Strategy:** *Describe the action step(s) you will take towards this goal*	**Responsibility:** *Who will make sure the action items are completed? Who else will be involved?*	**Due Date**	**Evaluation:** *How will you know if this strategy is effective?*	**Financial Need:** *Estimated cost and source of funds (school, district, external)*
Goal 1: Setting the stage for fall success in AP, by building a sense of belonging and scaffolding academic strategies that will be used throughout the year.	**Plan an engaging 2 week summer bridge program that builds on student assets and allows for summer assignment collaboration time.**	**Assistant Principal with support from AP teachers**	**4/30**	**Final written plan**	
	Invite students, targeting especially 1st time AP takers	**Assistant Principal, trusted adults from survey**	**6/2**	**Response rate from students**	

2016 AP Support Plan

Invite all students (and their families) identified by the EOS survey to an AP information night presented by current AP teachers and our College and Career Readiness Adviser. (2-3 hours for 3-5 AP teachers)

Look at individual students (starting with those with the most recommendations/AP qualities) and connect with them through their counselor or the trusted adults they identified in the survey.

Schedule quarterly Saturday AP support camps during the school year. Coordinate with other high schools for rotating sites. (4 hours for two Saturdays, 3-5 teachers)

Develop an AP mentor program for first time AP students. Meet weekly with mentor teacher for the first 6 weeks of school. Meet by appointment thereafter (set by teacher and/or student).

Develop AP support and collaboration sessions (2 days a week, 1 hour each day, one teacher)

Add two AP growth sections to promote equity and build the AP program.

Appendix 3- Student Belonging Resources

Research has shown that students' feelings of belonging increase when they feel like the challenges they are experiencing are nor- mal and will lessen over time. As students' sense of belonging increases (they feel more a part of the school community), they are likely to experience several benefits (that will be particularly strong for students who previously felt like they might not belong):

Motivation	Engagement	Success
Expectancy of success Valuing schoolwork Self-reported effort	More likely to adopt the school's norms and values Productive academic behaviors	Better academic performance, including GPA Staying in school

"The experience of belongingness is associated with important psychological processes. Children who experience a sense of related- ness [in school] … perceive themselves to be more competent and autonomous and have higher levels of intrinsic motivation [than students with a low sense of belonging]. They have a stronger sense of identity but are also willing to conform to and adopt

◆ **How can schools help to cultivate and sustain students' sense of belonging?**

Direct activities to promote belonging (like the one we provide) are helpful, but a sense of belonging is also supported by an environment that continually affirms students' place in the community. Developing growth mindsets in students can help them to remember that mistakes are a necessary and positive part of the learning process, not evidence that they don't belong. Belonging is especially important at times of transition – for example when a student is new to the school or taking an AP/IB course for the first time. Research has shown the following practices help support students' sense of belonging:

Provide Normalizing Examples	**Provide examples that highlight how all students face – and overcome – challenges in class**
Share Experiences	**Have students share their own experiences of overcoming adversity in class**
Support Growth Mindsets	**Use feedback that reminds students that intelligence is not static but developed with effort over time**

◆ **Want to know more about belonging? Check out these resources:**

- Consortium on Chicago School Research (June, 2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review.*
- Osterman, K. F. (2000). Students' need for belonging in the school community. *Review of Educational Research, 70*(3), 323-367.
- Walton and colleagues (2015). Two brief interventions to mitigate a "chilly" climate transform women's experience, relationship, and achievement in engineering. *Journal of Educational Psychology, 107,* 468-485.
- G. Walton. Links to news coverage of belonging. Available at http://gregorywalton-stanford.weebly.com/news.html

Appendix 4- Student Belonging: Postcard to Peers

Have experienced AP students complete a 'postcard to a peer' and share with new AP students. If time is an issue, create postcards using the actual student testimonies included here.

Prompt: "Write a letter to a student like you who is considering taking an AP class for the first time. Based on what you know now, share your advice about what they should do."

Dear student,
I highly recommend that you take an [AP] course. Why? Because it's a very helpful and great learning experience. Along the way you learn how to become a hard worker, responsible young adult, and it prepares you for real challenges that you may face once you go to college. You expand your knowledge by interacting with teachers and students that have the same ambitions as you do. A bonus to [AP] classes is that you get college credit and you gain more understanding. It might seem intimidating because yes it's more work and it's a bit harder than a regular class but it's completely worth it.

If you are considering taking an AP course, you shouldn't be doubtful of yourself or your capabilities. Chances are, if you are even considering joining one of these classes, you are an ambitious person and you should not be discouraged by your own self-doubt. Everyone who has just joined AP feels as if they are not as smart as everyone else. I assure you that this is not true. People have different strongpoints. Just because somebody learns something a particular way, does not mean that you will be the same way; I feel that this is a major part in taking part in an AP class: you discover who you are and what works best for you. By taking these courses you learn necessary skills such as good work habits, time management, and responsibility.

I definitely advise you to take an [AP] course. There will be many great benefits from taking an [AP] class. Although it is normal for you to struggle at first, however, you always need to keep in mind that you are capable of improving yourself academically. It will be a challenge but if you are willing to expand your knowledge you will absolutely get the opportunity to experience what a college class feels like. Never doubt that you are less than a person because there is help available whether it is from peers or teachers that will guide you through step by step to help you strive for success.

Taking an AP class is a challenge; it is not easy but with hard work and determination you can and will succeed in these classes. It doesn't matter how smart you are – what matters is your drive, your ambition, how much you yearn for success. Yes, there will be times where you're overloaded with coursework and you feel like gouging your eyes out, but there will also be times where all of your hard work will pay off. Do not doubt yourself; do not limit yourself. You can and will succeed in AP classes if you fill yourself with motivation and strive to be successful. Don't say "I can't do it". Say "I will do it". Taking AP class, being involved in school, and balancing other priorities is difficult – but it's worth it. Although it will be hard at times, in the end your hard work will pay off and you will feel happy with what you have accomplished.

Dear future student,
This is your first year enrolling in an AP course. I understand you may be doubting your decision but trust me it will be worth it. I recommend you start reading the text before starting school. Familiarize yourself with the topics so you know what awaits. Do not focus on your faults but rather, focus on your strengths. You are strong in English but struggle with mathematics? I would suggest you get tutoring from your teacher after school. Ask questions during class and try to start a study group on weekends. You will only struggle if you doubt yourself and stress over the material. Take it step by step and slow down if you must. During the summer try taking a math-related (basic) college course at a community college to enhance your skills (+ bonus credits!). You WILL succeed.
Best,
Anonymous AP student

Appendix 5 - Growth Mindset

◆ What is a growth mindset?

Growth mindset emphasizes that intelligence can be developed – it's not a "gift" that students either have or do not have! Students who demonstrate a growth mindset enjoy difficult tasks that require hard work. Making mistakes and focusing on the *process* of learning are key to a growth mindset.

◆ What are the benefits of a growth mindset for learning?

Students demonstrating a growth mindset often show improvements/positive outcomes in:

Performance	Motivation	Participation
GPA Reading standardized tests Math standardized tests	Enjoyment of learning Response to difficulty Classroom motivation	Academic engagement Academic persistence Advanced course enrollment

Staff demonstrating a growth mindset tend to approach learning with an emphasis on:

Challenge/Effort	Mistake-making	Feedback
High expectations for self and students Demonstrating the value of effort in achievement	Creating tasks that will allow all students to make mistakes Praising student mistakes alongside student successes	Process-oriented praise over person-oriented praise Expressing caring/concern without lowering the bar

"When students achieve beyond what they thought possible, their beliefs about their potential change, leading them to invest themselves more in school, further improving performance and reinforcing their belief in their potential for growth. As students do well, they are placed in higher level classes—gateways

Appendix 5 - Growth Mindset

◆ How can we cultivate growth mindsets in students?

DO: evaluate students for personal improvement, encourage hard work, suggest changes in study strategies, encourage mistakes for learning **DON'T:** focus on comforting students after failure ("it's okay - not everyone is good at math"), make work less challenging when students struggle, evaluate students only on final products. For example:

Instead of This	Try This
Great job! You must be smart at this.	Great job! You must have worked really hard, and you're improving constantly.
This test was probably too hard. We'll try something more manageable next time.	You did a great job trying many different solutions to these challenging problems.
I know math is difficult, but remember that you have many other wonderful talents!	You've learned so much in class this year, I know you will continue improving!

◆ Want to know more about growth mindsets? Check out these resources:

- *The Mindset Kit*, Produced by PERTS at Stanford University. Available at https://www.mindsetkit.org
- Carol Dweck: Book, *Mindset* (2006); TED talk, *The Power of Believing that You Can Improve*, (2014); Education Week (September 2015), *Carol Dweck Revisits the 'Growth Mindset.'*
- E. Blad, Education Week (September 2015). *Teachers Nurture Growth Mindsets in Math.*
- A. Rattan, C. Good, & C. Dweck (2012). "It's ok–not everyone can be good at math": Instructors with an entity theory comfort (and demotivate) students. *Journal of Experimental Social Psychology*, 48, 731-737.
- EOS offers growth mindset interventions for staff and students as part of our Continuing Services available to partners following the first year of programming.

Appendix 6-Practices for Cultivating a Growth Mindset

Reinforce the science of Growth Mindset:

Individuals' intellectual abilities and brain development can be changed, especially in the teenage years. Like any muscle, exercising the brain helps it grow stronger. Reinforce this groundbreaking and life-changing science whenever possible.

Sample Lesson Plan: https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan

Challenge, support, and monitor for fixed mindset emotions:

Provide students with challenging work that elicits mistakes, and show why mistakes are important to learning objectives. Monitor for feelings of embarrassment or disengagement.

Article: http://ww2.kqed.org/mindshift/2015/08/24/growth-mindset-how-to-normalize-mistake-making-and-struggle-in-class/

Model mistakes:

Use naturally occurring mistakes as teachable moments or share stories of times you used mistakes as opportunities to learn – not as indicators of failure or occasions for shame.

Video: https://www.youtube.com/watch?v=pX3mKVlpXTw&feature=youtu.be

My favorite 'no':

Provide challenging tasks in class. Collect and sort answers by yes (correct) or no (incorrect), then discuss an exemplar with a com- mon mistake that also demonstrates good work.

Video: https://www.youtube.com/watch?v=Rulmok_9HVs

Mistake wall/artifacts:

Display some exemplary mistakes students have made in a prominent place in the classroom or school. Highlight how each mistake was used to achieve a learning objective.

Article: http://www.edutopia.org/article/learning-from-failure-resources

Deconstruct mistakes:

Don't just show where mistakes were made. Help students understand why mistakes were made, and how to think about the prob- lem differently to avoid making that mistake.

Video: https://www.teachingchannel.org/videos/math-test-grading-tips

Opportunities to redo assignments:

Allow students to redo assignments to show they are learning from their mistakes and able to do the assignment without making the same mistakes again.

Grading Practice: https://www.mindsetkit.org/practices/TMvwJYx4zTictvnb
Testimony from practice: http://reedgillespie.blogspot.com/2013/04/redos-and-retakes.html

Process-praise language:

Provide feedback – especially positive feedback – on students' process. For example, even if mistakes are made, highlight where thinking was on target and where effort is clearly shown.

Video: https://www.teachingchannel.org/videos/praise-the-process-perts

Assessments for learning:

Assessments of students should be designed to facilitate learning and improvement.

Article: http://www.edutopia.org/blog/intrinsic-motivation-growth-mindset-writing-amy-conley

Appendix 6-Practices for Cultivating a Growth Mindset

Evaluation for improvement: Instead of evaluating students primarily in comparison to other students, evaluate a student's improvement over time and reward observed progress in their learning.

Video: https://www.teachingchannel.org/videos/math-test-grading-tips

Self and peer assessments: Task students with assessing their own (and their peers') learning. What are the objectives for a particular lesson? Do they believe they have met those objectives?

Video: https://www.mindsetkit.org/topics/assessments-growth-mindset-math/using-self-peer-feedback-assessments-learning

Teacher Name	Dept.	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Room
Adams, William Patrick	Math	INTG MATH III	INTG MATH III	INTG MATH II	INTG MATH II ADV	PREP	INTG MATH II ADV	215
Amos, Katherine L	Lang Arts	PREP	ENGLISH I CL/SM	ENGLISH I CL	ENGLISH I	ENGLISH I CL	ENGLISH I	212
Bleecker III, Harry Harlan	Soc St	WD HST AP	PREP	WD HST AP	WD HST AP	WD HST AP	WD HST AP	622
Brooks, Simone Marie	WorldLang	FR 3/4	FR 3/4	FR 1/2	PREP	FR 5/6	FR 1/2	602
Brooks, Tonia Mccall	Math	INTG MATH III ADV	I-High	STATS 1/2 AP	STATS 1/2 AP	PREP	INTG MATH III	615
Caputo, Kacey A	Soc St	GOVERNMENT/Econ	GOVERNMENT/Econ	GOVERNMENT/Econ	GOVERNMENT/Econ	PREP	GOVERNMENT/Econ	606
Ceravolo, Maria Pilar	VAPA	DES MIX MED	DES MIX MED	DRW & PTG	DES MIX MED	PREP	DES MIX MED	406
Churchwell, Marissa J	Lang Arts		ENGLISH 1/2	ENGLISH 1/2	ENGLISH 1/2	SR HIGH AVID		206
Cincotta, Nicholas John	Spec Ed	FNC C/F ST & SCI 9-12	WRK INCNTV	FNC LANART 9-12	PREP	FNC C/F ST & SCI 9-12	WRK INCNTV	422
Colbert, Kenneth J	WorldLang	SPN 5/6	SPN 5/6	SPN 5/6	SPN 5/6	PREP	SPN 1/2	413B
Community College	College	MIRA-POLI 101	MIRA-MATH 116	PREP	PREP	MIRA PERGR	MIRA PERGR	407
Cotner, Tommy Lee	Soc St	PREP	US HST/GEO	PREP	US HST/GEO	US HST/GEO	US HST/GEO	211B
Cripps, Stephan	Math	PREP	INTG MATH I ADV	INTG MATH I ADV	INTG MATH I	INTG MATH I	INTG MATH I	624
Dabney, Lorene M	Phys Ed	PHYS ED 1/2	PHYS ED 3/4	PHYS ED 3/4	PREP	PHYS ED 1/2	PHYS ED-INT ATH	Gym2
Demendonca, Jason E	Soc St	US HST AP	US HST AP	PREP	US HST AP	US HST/GEO	US HST AP	605
Devore, Keith J	Math	STATDAT	INTG MATH III	INTG MATH III	PREP	STATDAT	STATDAT	612
Dyson, Robert L.	Science	CHEM HRS	ENV SCI AP	PREP	ENV SCI AP	CHEM HRS	CHEMISTRY	803
Feehley, Jeffrey	NJROTC	NJROTC	NJROTC	NJROTC	PREP	NJROTC	NJROTC	415
Fernandez, Evelyn B	Math	INTG MATH II	PREP	INTG MATH II	INTG MATH II ADV	INTG MATH II	INTG MATH II ADV	217
Fransk, Wendy Marie	Spec Ed	PREP	FNC C/F ST 9-12	MLT LVL ENG 9-12	APPL MATH 9-10	APPL MATH 11-12	PREP	204
Galm, Joseph Lang	Science	PREP	BIO ADV	BIOLOGY	BIOLOGY	BIO ADV	BIO ADV	702
Garcia, Thais Melina	WorldLang	SPN LNG AP	SPN LNG AP	SPN LIT AP	PREP	SP SPKRS 3/4	SP SPKRS 3/4	623
Garnier, Theresa Marie	WorldLang	SPN 5/6	SPN 7/8 HNRS	SPN 5/6	PREP	SPN 7/8 HNRS	SPN 5/6	218
Giles II, Charles Robert	Math/PE	PHYS ED 1/2	PHYS ED 1/2	PREP	Power up	Power Up	Power Up	Gym/614
Griego, Elizabeth	Soc St	MD WD HST/G	PREP	W HST I ADV	MD WD HST/G	MD WD HST/G	MD WD HST/G	621
Hall, Hiedi A.	Lang Arts	ACAD LANG DEV 1/2	PREP	PLC	PLC	PLC	PLC	221
Herrin, Christopher R	PE	PHYS ED 1/2	PHYS ED 1/2	PE STRENGTH/COND	PREP	PHYS ED 1/2	PHYS ED-INT ATH	Gym
Holbrook, Sally Lynn	WorldLang	SPN 3/4	SPN 3/4	SPN 3/4	SPN 5/6	SPN 3/4		418
Howell, Ruth M	VAPA	THEATRE 1/2	PREP	SR HIGH AVID	THEATRE 1/2	THEATRE 1/2	TECHTHEATRE 3/4	402/401
Jackson, Caroline C.	Spec Ed	PREP	MLT LVL MATH9-12	MLT LVL ENG 9-12	SPED support	APP SC/HLT 9-10	MLT LVL ENG 9-12	225
Jackson, Stephen	WorldLang	SPN 1/2	SPN 3/4	SPN 1/2	SPN 1/2	PREP	SPN 1/2	419
Kilmer, Dovie Marie	WorldLang	SPN 3/4	SPN 5/6	SPN 5/6	SPN 3/4	PREP	SPN 3/4	403
Knight, Kristina M	Phys Ed	PE STRENGTH/COND	PHYS ED 3/4	PREP	PHYS ED 3/4	PHYS ED 3/4	PHYS ED 3/4	Gym

Teacher	Dept.	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Room
Lambert, Theresa M	Soc St	PREP	USH&GE HR	PSYCH AP	USH&GE HR	USH&GE HR	USH&GE HR	409
Lavine, Lynda S	Lang Arts	ENGLIT AP	ENGLIT AP	ENGLIT AP	ENGLIT AP	ERWC	PREP	211
Litt, Denise B	Science	PREP	PHYS ADV	BIOLOGY	BIOLOGY	BIOLOGY	BIOLOGY	701
Marshall, Marian A.	Math	INTG MATH III ADV	INTG MATH III ADV	INTG MATH III ADV	INTG MATH III ADV	PREP	Math Support	213
Martin, Jarod	Math	CALC AB AP	CALC AB AP	CALC BC AP	CALC AB AP	PREP	CALC AB AP	613
Middleton, Alison H	Spec Ed	FNC LANART 9-12	FNC SOC ST 9-12	FNC MATH 9-12	FNC SCI 9-12	PREP	FNC TRANS 9-12	421
Moynes, Sarah C	Science	CHEMISTRY	BIO AP	PREP	BIO AP	BIO AP	CHEMISTRY	704
Nankil, Glenn Bactad	Soc St	HUM GEO AP	HUM GEO AP	HUM GEO AP	HUM GEO AP	HUM GEO AP	PREP	616
Nelson, Linda J.	Lang Arts	ENG LG AP	ENG LG AP	PREP	PUBL/YRBK 9-12	JOURNALISM	AM LIT	413
Niehaus, Gerald David	Science	MARINE SCI	CHEMISTRY	PREP	CHEMISTRY	MARINE SCI	MARINE SCI	802
Oskin, Peter L	Soc St	PSYCH AP	PREP	PSYCH AP	GOV&P:US AP	GOV&P:US AP	GOV&P:US AP	219
Pedersen, Chris Michael	ROP	PREP	PHOTOG 1/2	PHOTOG 1/2	PHOTOG 3/4	COMPGRPHDES	COMPGRPHDES	203
Perez, Joseph Daniel	Soc St	MD WD HST/G	PREP	MD WD HST/G	W HST ADV	MD WD HST/G	MD WD HST/G	617
Pisapia, Jonn Robert	Phys Ed	PHYS ED 1/2	PHYS ED 3/4	PHYS ED 1/2	PREP	PHYS ED-INT ATH	PHYS ED-INT ATH	Gym
Prior, John	NJROTC	NJROTC	NJROTC	NJROTC	PREP	NJROTC	NJROTC	415
Pulverenti, Brad M	VAPA	MRCH BND PE	BAND INTER	ORCHESTRA	CHOIR			404
Quicho, Meredith G.	Math	INTG MATH II	PREP	INTG MATH II	INTG MATH III	INTG MATH II	INTG MATH III	220
Richeal, Gary J	Spec Ed	Resource Support	Resource Support	APPL ENG 9-12	APPL ENG 9-12	APP SC/HLT 9-10	PREP	229
Roggensees, Daniel Loyd	Math	PREP	INTG MATH II	INTG MATH II	INTG MATH II	INTG MATH I	INTG MATH I	214
Runge, Paul Stuart	Lang Arts	AM LIT	PREP	AM LIT	AM LIT	AM LT I HRS(HP)	AM LIT	619
Schmidt, Joseph George	ROP	EVENT MKTING	STU GOVT 9-12TH	MKTG	PREP	Student Support	Student Support	411/400
Schneider, Madilyn	Science	PREP	BIO ADV	BIOLOGY	BIOLOGY	BIO ADV	BIO ADV	702
Smith, Dru Whitney	Math	PREP	INTG MATH ADV	INTG MATH II ADV	INTG MATH II ADV	INTG MATH I	INTG MATH I	217
Smith, Mary L	Lang Arts	PREP	ENGLISH CL	ENGLISH SM	ENGLISH I CL	ENGLISH CL	ENGLISH I	620
Spears, Carlie Milinda	Science	PHYSIOL	PHYSIOL	PHYSIOL	PHYSIOL	PREP	PHYSIOL	801
Stanley, Lauriann	Lang Arts	ENGLISH 3/4	PREP	ENGLISH ADV 3/4	ENGLISH 3/4	ENGLISH ADV 3/4	ENGLISH 3/4	207
Stebbins, David Allen	Lang Arts	ENGLISH 3/4	PREP	ENGLISH 3/4	ENGLISH 3/4	ENGLISH 3/4	ENGLISH 3/4	205
Tartt, Kent A	Math	PHYSICS	PREP	PHYSICS	PHYSICS	PHYSICS	PHYSICS	700
Thomas, Marc L	VAPA	PREP	DES MIX MED	TECH THTR	DES MIX MED	DES MIX MED	TECH THTR	412
Thoro, Tami Denise	Lang Arts	ENG 3/4 ADV SM	PREP	ENG 3/4 ADV SM	ENG 3/4 ADV	ENG 3/4ADV	ENG 3/4 ADV	601
Trombley, Kevin E	Science	PHYSICS	PREP	PHYSICS	PHYSICS	PHYSICS	PHYSICS	227
Turner, John C	Soc St	GOV&P:US AP	GOV&P:US AP	GOV&P:US AP	PREP	PSYCH AP	PSYCH AP	410
Uebel, Ralf Hans gunter	Science	PHYS ADV	PREP	PHYS ADV	AP PHYSICS A/B	PHYS ADV	PHYS ADV	226
Villanueva, Effren Joseph	ROP	PREP	VIDEO PROD	VIDEO PROD	VIDEO PROD	VIDEO PROD	MULTIMED PROD	309

Teacher	Dept.	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Room
Ward, Elizabeth Marie	Lang Arts	ENG LG AP	ENG LG AP	PREP	ENG LG AP	ENG LG AP	ENG LG AP	618
Warlop, John Mason	Science	PREP	BIO ADV	CHEMISTRY	BIOLOGY	BIO ADV	BIO ADV	703
Wrasidlo, Franz J	Math	PRCAL	INTG MATH III	PREP	PRCAL HR	INTG MATH III	INTG MATH III	216
Zoltan, Cindy Ann	Lang Arts	ERWC	ERWC	PREP	ERWC	ERWC	ERWC	603
CCTE Engineering	CCTE	INTR DESIGN 1(P)						902
Vanderwaal D'Orozco, Judith	NJROTC	NJROTC/PE	NJROTC/PE	NJROTC/PE	PREP	NJROTC/PE	NJROTC/PE	415

AP Course Ledger

Authorized Courses				
Subject	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Art History	--	--	--	--
Biology	1	1	1	1
Calculus AB	3	2	1	1
Calculus BC	1	--	1	1
Chemistry	1	--	--	--
English Language and Composition	1	1	1	1
English Literature and Composition	2	2	2	1
Environmental Science	1	1	2	1
French Language and Culture *	2	1	--	--
French Literature	--	--	--	--
Human Geography	1	1	1	1
Macroeconomics	--	--	--	--
Physics 1	--	--	1	1
Physics B	1	1	--	--
Psychology	2	3	3	2
Psychology Online Course Provided by Apex Learning	1	--	--	--
Spanish Language and Culture *	1	1	1	1
Spanish Literature and Culture *	--	--	--	1
Statistics	1	1	1	1
Statistics Online Course Provided by Apex Learning	--	--	--	--
Studio Art: 2-D Design	1	1	1	--
Studio Art: Drawing	1	1	1	--
U.S. Government and Politics	2	2	2	3
United States History	2	1	1	1
World History	1	1	1	2

Retrieved from: AP College Board
https://apcourseaudit.epiconline.org/ledger

UC/CSU - Approved Course List

Serra High
San Diego Unified School District
Location: San Diego, CA
Website: www.sandi.net/serra
College Board Code: 052891
School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional
School accredited through 2016

Course list for 2016-17 Updated as of Oct 5th, 2015

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Government and Politics United States Adopted from: The College Board Advanced Placement Program	GOV&P: US AP (HP)	Civics / American Government	AP	
AP Human Geography Adopted from: The College Board Advanced Placement Program	HUM GEO1 AP (HP) HUM GEO2 AP (HP)	World History / Cultures / Historical Geography	AP	
AP United States History Adopted from: The College Board Advanced Placement Program	US HST 1,2 AP (HP)	U.S. History	AP	
AP World History Adopted from: The College Board Advanced Placement Program	WD HST1,2 AP	World History / Cultures / Historical Geography	AP	
Big History Project World History Adopted from: Big History Project	BIG HISTORY 1,2	World History / Cultures / Historical Geography		
Government 1	GOVERNMENT 1 SHELTERED/GOVT 1SH (P) GOVERNMENT	Civics / American Government		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
	1/GOVERNMENT1 (P)			
Honors U.S. History & Geography 1,2 (H)	USH&GE1HR (HP) USH&GE2HR (HP)	U.S. History	Honors	
Modern World History & Geography 1,2	MD WD HST/G1,2 (P)	World History / Cultures / Historical Geography		
U.S. History & Geography 1,2	US HST/GEO 1,2(P) USHST/GE1 SH (P) USHST/GE2 SH(P)	U.S. History		
World History 1,2 Advanced	World History 1,2 Advanced / W HST 1,2 ADV(P)	World History / Cultures / Historical Geography		

English ("b") ***4 years required***

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
American Literature 1,2	AMERICAN LITERATURE 1, 2/AM LIT 1,2(P)	English		
AP English Language and Composition Adopted from: The College Board Advanced Placement Program	English Lang/Comp 1,2 AP / ENGLGCP1,2AP (HP) English Lang/Comp Seminar 1,2 AP/ENGLGCP1,2SAP (HP	English	AP	
AP English Literature and Composition Adopted from: The College Board Advanced Placement Program	English Lit/Comp 1,2 AP / ENGLITCP1,2AP (HP)	English	AP	
Contemporary Voices in Lit 1,2	CON VOC LT 1,2(P)	English		
CSU Expository Reading and Writing Adopted from: California State University (CSU) Early Assessment Program (EAP)	ERWC 1,2	English		
English 1,2	ENGLISH 1,2 (P) ENGLISH 1,2 CL (P) ENGLISH 1,2 SM (P)	English		
English 3,4	English 3,4 / ENGLISH 3,4 (P)	English		
English 3,4 Advanced	English 3,4 Advanced Cluster / ENG 3,4 ADV CL (P) English 3,4 Advanced Seminar / ENG 3,4 ADV SM(P)	English		
Honors American Literature 1,2 (H)	AM LT 1,2 HRS(HP)	English	Honors	

Mathematics ("c") ***3 years required, 4 years recommended***

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Algebra 1,2	ALGEBRA 1-2/ALGEBRA 1-2(P)	Algebra I		
AP Calculus AB Adopted from: The College Board Advanced Placement Program	CALC AB 1,2 AP (HP)	Calculus	AP	
AP Calculus BC Adopted from: The College Board Advanced Placement Program	CALC BC 1AP (HP) CALC BC 2AP (HP)	Calculus	AP	
AP Statistics Adopted from: The College Board Advanced Placement Program	STATS 1,2 AP (HP)	Statistics	AP	
Geometry 1,2	GEOMETRY 1-2	Geometry		
Integrated Math I A-B	INTEG MATH I A-B	Mathematics I		
Integrated Math II A-B	INTEG MATH II A-B	Mathematics II		
Integrated Math III A-B	INT MATH III A-B	Mathematics III		
Integrated Math III, Advanced	INTG MATH III A,B ADV	Mathematics III		
Integrated Mathematics I Advanced	INTG MATH I A ADV INTG MATH I B ADV	Mathematics I		
Integrated Mathematics II Advanced	INTG MATH II A ADV INTG MATH II B ADV	Mathematics II		
Intermediate Algebra 1-2	Intermediate Algebra 1,2 / INT ALG 1,2(P) Intermediate Algebra 1,2 Shelter/INT ALG 1,2 SH(P)	Algebra II		
Intermediate Algebra 1-2 Advanced	INTALG1,2ADVCL (P)	Algebra II		
Precalculus 1-2	Precalculus 1,2 / PRCAL1,2 (P)	Advanced Mathematics		
Precalculus 1-2 Honors	Precalculus 1-2 Honors Cluster /PRCAL1,2 HRCL (HP)	Advanced Mathematics	Honors	
Statistics & Data Analysis 1-2	Statistics & Data Analysis 1,2 / STATDAT AN 1,2(P)	Advanced Mathematics		

Laboratory Science ("d") ***2 years required, 3 years recommended***

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. Interdisciplinary science courses can also fulfill all or part of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Biology Adopted from: The College Board Advanced Placement Program	BIO 1,2 AP	Biology / Life Sciences	AP	
AP Environmental Science Adopted from: The College Board Advanced Placement Program	ENV SCI 1,2 AP (HP)	Interdisciplinary Sciences	AP	
AP Physics 1 Adopted from: The College Board Advanced Placement Program	AP PHYSICS I A, B	Physics	AP	
Biology 1,2	BIOLOGY 1(P) Biology 1,2 Sheltered / BIOLOGY 1,2 SH(P) BIOLOGY 2(P)	Biology / Life Sciences		
Biology 1/2 Advanced	Biology 1,2 Advanced / BIO 1,2 ADV (P)	Biology / Life Sciences		
Chemistry 1,2 Honors	CHEM 1,2 HRS	Chemistry	Honors	
Chemistry 1/2	Chemistry 1,2 / CHEMISTRY 1,2(P)	Chemistry		
Marine Science1/2	MARINE SCI 1,2(P)	Interdisciplinary Sciences		
Physics 1,2	PHYSICS 1(P) PHYSICS 2(P)	Physics		
Physics 1/2 Advanced	Physics 1,2 Advanced / PHYS 1,2 ADV (P)	Physics		
Physiology 1,2	PHYSIOL 1,2 (P)	Biology / Life Sciences		

Language Other than English ("e") ***2 years required, 3 years recommended***

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Spanish Language and Culture Adopted from: The College Board Advanced Placement Program	SPN LNG 1,2 AP (HP)	LOTE Level 4+	AP	
AP Spanish Literature and Culture Adopted from: The College Board Advanced Placement Program	SPN LIT 1,2 AP (HP)	LOTE Level 4+	AP	
French 1-2	FR 1(P)	LOTE Level		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
	FR 2(P)	1		
French 3,4	FR 3 (P) FR 4 (P)	LOTE Level 2		
French 5,6	FR 5 (P) FR 6 (P)	LOTE Level 3		
Spanish 1,2	SPN 1-2 (P)	LOTE Level 1		
Spanish 3-4	SPN 3-4 (P)	LOTE Level 2		
Spanish 5-6	SPN 5,6 (P)	LOTE Level 3		
Spanish 7,8	SPN 7, 8 (P)	LOTE Level 4+		
Spanish 7,8 Honors (H)	SPN 7,8 HNRS (HP)	LOTE Level 4+	Honors	
Spanish for Spanish Speakers 1,2	SP SPKRS 1-2 (P)	LOTE Level 1		
Spanish for Spanish Speakers 3,4	SP SPKRS 3, 4(P)	LOTE Level 2		

Visual & Performing Arts ("f") ***1 year required***

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Advanced Band 1,2	BAND 1,2 ADV	Music		
Art 1,2	ART 1 ART 2	Visual Arts		
Band 1,2 Intermediate	BAND 1,2 INTER (P)	Music		
Ceramics 1,2	CERAM 1,2	Visual Arts		
Ceramics 3,4	Ceramics 3,4	Visual Arts		
Color and Design 1,2	COL & DES 1,2(P)	Visual Arts		
Computerized Graphic Design 1,2	COMPGRPHDES 1,2 (P)	Visual Arts		
Design in Mixed Media 1-2	DES MIX MED 1,2	Visual Arts		
Design in Mixed Media 3/4	DES MIX MED 3,4	Visual Arts		
Drawing & Painting 1,2	DRW & PTG 1,2	Visual Arts		
Multimedia Production 1/2	MULTMEDPROD1,2 (P)	Visual Arts		
Orchestra 1,2	ORCHESTR 1,2 (P)	Music		

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Orchestra 3,4	ORCHESTRA 3,4	Music		
Photography 1/2	PHOTOG 1,2	Visual Arts		
Playwriting and Directing 1,2	PLA/WRI 1,2 (P)	Theater		
Technical Theatre 1/2	TECH THTR 1,2(P)	Theater		
Technical Theatre 3,4	TECHTHEATRE 3,4	Theater		
Theatre 1,2	THEATRE 1,2	Theater		
Theatre 3,4	THEATRE 3,4	Theater		
Theatre 5,6	THEATRE 5,6	Theater		
Theatre 7/8	THEATRE 7,8	Theater		
Video Production 1/2	VIDEO PROD 1,2	Visual Arts		
Video Production 3,4	VIDEO PROD 3,4	Visual Arts		

College-Preparatory Elective ("g") ***1 year required***

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Psychology Adopted from: The College Board Advanced Placement Program	PSYCH 1,2 AP (HP)	History / Social Science	AP	
Business Mgmt and Ownership 1,2	BUS MGMT/OWN 1,2	History / Social Science		
Internet Engineering 1,2	Internet Eng 1,2	Interdisciplinary		
Journalism 1,2	JOURNALISM 1,2	English		
Principles of Economics 1	PR ECON 1 (P)	History / Social Science		
Web Site Design	WEB SITE DES 1, 2	Interdisciplinary		

2016 Regents of the University of California

Serra High School

Professional Learning Community Manual

Serra High School Professional Learning Community Manual

Table of Contents

General Information Page(s)

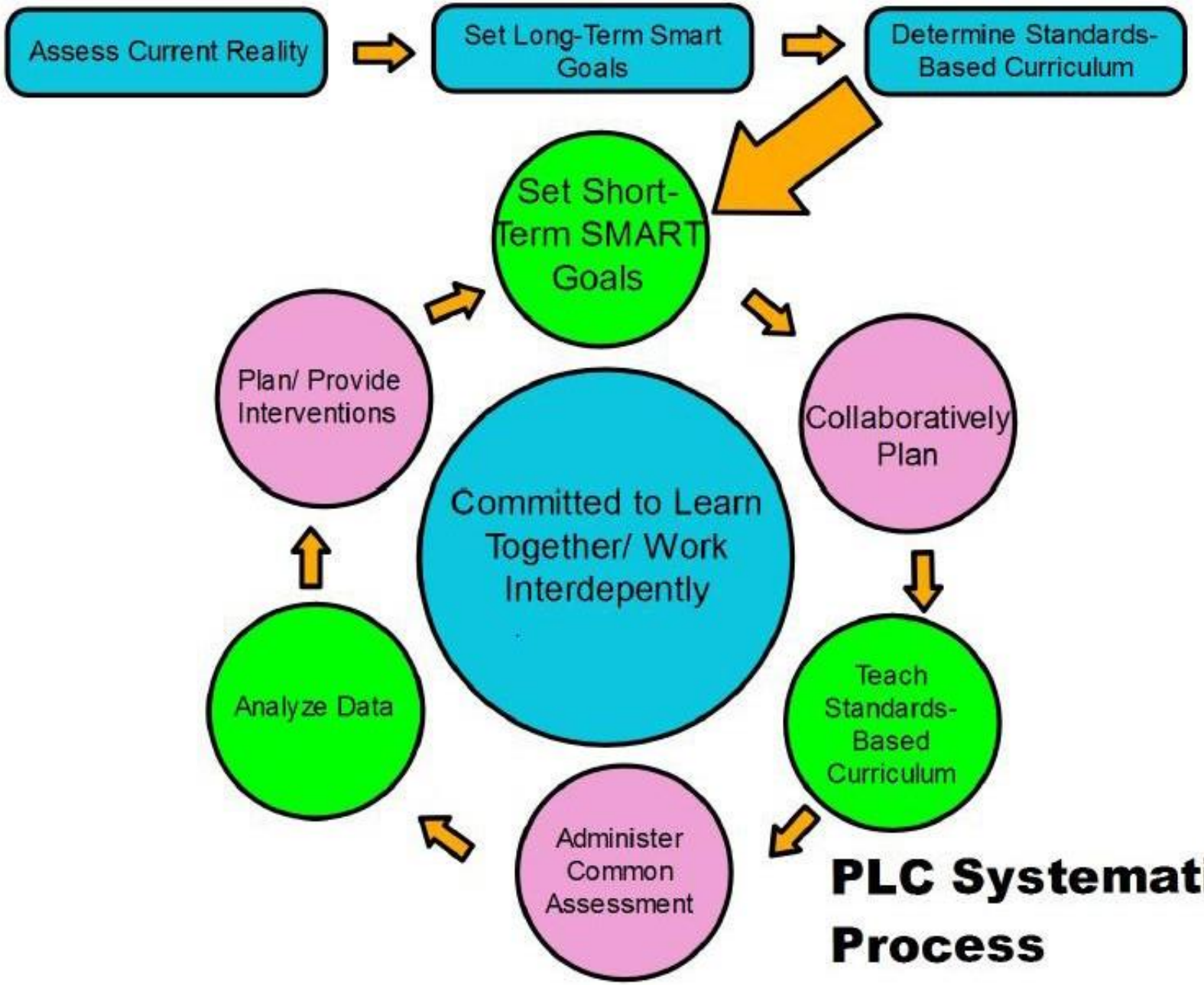
- List of PLCs.....3-5
- PLC Systematic Order 6
- Non-Negotiables and Negotiables 7
- PLC Agenda Notes 8
- Meetings/ Project Deadlines 9
- Critical Issues for Team Consideration.....10
- PLC SMART Goals 11

Serra High School
Professional Learning Communities

PLC/Contact Person	Members	Location	Meeting Times
ELA 9 **Lynda Lavine** llavine@sandi.net	Lynda Lavine Marissa Churchwell Marc Thomas Cindy Zoltan		
ELA 10 **Alexis Melrose** amelrose@sandi.net	Alexis Melrose Hiedi Hall Tami Thoro	206 or 207	Tues. 2nd Period weekly or bi-weekly; Wed. 1:50-2:30om on calendared PLC days
American Literature	Paul Runge David Stebbins		Thurs. 2:30-3:00
ERCW	Linda Nelson David Stebbins		Thurs. 3:00-3:30
Integrated I	Chuck Giles Thomas Henry Evelyn Fernandez		
Integrated II	William Adams Tonia Brooks Keith Devore Evelyn Fernandez Chuck Giles Lauren Link Marian Marshall Kent Tartt		
Integrated III	William Adams Marian Marshall Franz Wrasidlo		
Pre-Calc	William Adams Keith Devore Marian Marshall Jarod Martin Franz Wrasidlo		

PLC/Contact Person	Members	Location	Meeting Times
Mild/Moderate SpEd **Caroline Jackson** **ccjackson@sandi.net**	Caroline Jackson Laura Alcarez Mary Wilhelm Keri Pisapia Meisje Webb Gary Richeal Doug Grant Mary Barrett Wendy Fransk	225	Wed. 1:50-2:30pm on calendared PLC days
Moderate/Severe SpEd **Alison Middleton** **amiddleton@sandi.net**	Alison Middleton Nick Cincotta Wendy Fransk Erin Villanueva	422	Wed. 1:50-2:30om on calendared PLC days
CCTE: Arts, Media and Entertainment Pathway PLC **Michael Pedersen** **cpedersen@sand.net**	Michael Pedersen Effren Villanueva Michael Crossman	203	PLC days and frequently during our common prep periods
Navy JROTC **John Hensley** **jhensley1@sandi.net**	John Hensley Jeff Feehley John Prior	417	Daily, during common prep period
World History **Harlan Bleecker** **hbleecker@sandi.net**	Harlan Bleecker Liz Griego Joe Perez		
US History	Theresa Lambert Tommy Cotner		
Government	Peter Oskin Glen Nankil Kacey Caputo John Turner	410	Wed. 1:50-2:30
AP Psychology	Peter Oskin John Turner	219 or 410	During common prep period
World Language **Ken Colbert kcolbert@sandi.net**	Ken Colbert Steven Jackson Tais Garcia Teresa Garnier Dovie Kilmer Sally Holbrook	602 or 413B	2nd or 3rd Wed. 1:50-2:30+

PLC/Contact Person	Members	Location	Meeting Times
Biology **Denise Litt dlitt@sandi.net**	Denise Litt Doug Marchetti Susan Biesel Tom Adamson Sarah Moynes	700	Wed.
Physics	Chris Herrin Kevin Trombley Ralf Uebel		
Chemistry	Bobby Dyson Sarah Moynes Jerry Niehaus		
VAPA	Michael Crossman Ruth Howell Carol Klett Brad Pulverenti		
Physical Education **John Pisapia jpisapia@sandi.net**	John Pisapia Brian Basteyns Lorene Dabney Kristina Knight		
AVID	Ruth Howell Marissa Churchwell Roberta Ewing [Farb MS] [De Portola MS]		
AP Humanities	Elizabeth Ward Harlan Bleecker Peter Oskin John Turner Kacey Caputo Glenn Nankil Jason Demendonca Theresa Lambert		
Capacity Builders	Susan Bielsel Tonia Brooks Tommy Cotner Hiedi Hall Linda Lavine Denise Litt Marian Marshall Alexis Melrose		



PLC Systematic Process

PLC NON-NEGOTIABLES/NEGOTIABLES

NON-NEGOTIABLE	NEGOTIABLE
Purpose The purpose of PLC's is to ● Collaborate with peers to better prepare our students to be career and college ready by improving student engagement, literacy skills, and collaborative conversations ● Improve teacher efficacy by developing best practices that utilize the strategies of our team members, develop standards based curriculum including common assessments and use student data to drive instruction ● Engage in meaningful conversations regarding student learning (personal, social, academic)	
Demonstration of the Big Ideas 1. Accept learning as the fundamental purpose of our school and be willing to examine all practices in light of their impact on learning 2. Cultivate a collaborative culture. 3. Assess effectiveness on the basis of results.	
Scheduling /Collaboration Time ● Designated Wednesday meetings will be used for collaboration and planning with PLC's.	**Scheduling/ Collaboration Time** ● The room for collaboration and planning may be determined by the team. ● PLC's can choose to meet more often.
Norms ● PLCs should follow the norms agreed upon by the Serra staff. ● Norms should be reviewed each meeting.	**Norms** ● PLCs may add any additional norms they feel are necessary for them to collaborate effective.
SMART Goals ● Each team must set SMART goals both on a long term and short term basis, that pertain to that team's commonality, and that are the focus of the PLC.	**SMART Goals** ● The SMART goals created are determined by each PLC.
Data/Evidence ● Each PLC must analyze data and provide evidence as a basis for decisions.	**Data/Evidence** ● The method for data analysis may be determined by each PLC.
Team Products ● Products of PLC collaboration will be completed in a timely manner. ● PLC meeting agendas will be submitted to the appropriate administrator prior to meeting ● PLC meeting notes will be submitted to the appropriate administrator after the meeting	**Team Products** ● Each PLC may determine its own smaller due dates and/or individual assignments.

Professional Learning Community Agenda/Meeting Notes

Norms:

- Respect each other's time
- Come prepared with materials and having read communication prior to a PLC meeting
- Hold group and individuals accountable
- Collaborate with all members
- Minimize distractions from technology
- Be open to new ideas
- Stay on task
- Respect for individual ideas and opinions

DuFour's Questions that should guide our work?

1. What do we want our students to learn?
2. How will we know they have learned it?
3. How will we respond when a student experiences difficulty?
4. How will we respond when a student already knows it?

Team SMART Goal – Long-Term Goal:
Team SMART Goal – Short-Term Goal:

Date:	Beginning Time: End Time:	Location:

Team Members Present:	Team Member(s) Absent:

Topic(s) of Discussion:

Key Ideas and New Information Presented:

Classroom Application Before the Next Meeting:

Concerns/Reflections/Recommendations:

Plans for the Next Meeting:

Group/Individual Assignments for the Next Meeting:

Needs from Principal/Vice Principal before next meeting:

Next meeting:
Date: Time: Location:

PLC Meetings/Product Deadlines - YEAR 1

Product	Date / Deadline
i.e. Creating Norms Data Analysis Writing Common Assessments Lesson Study	i.e. Feb. 11, 2016 Mar. 17, 2016 Apr. 13, 2016 May 2, 2016
1) Assess current reality 2) Critical Issues for Team Consideration	April PLC Meeting
1) Finalize PLC Manual	May Staff Meeting
1) Set Short Term SMART Goals	May PLC Meeting

REPRODUCIBLE

Critical Issues for Team Consideration

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team				Our Team Is Addressing				True of Our Team	

1. ___ We have identified team norms and protocols to guide us in working together.
2. ___ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
3. ___ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
4. ___ We have aligned the essential learnings with state and district standards and the high-stakes exams required of our students.
5. ___ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
6. ___ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.
7. ___ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.
8. ___ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. ___ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those areas.
10. ___ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.
17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels.
18. ___ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.

SMART GOALS

- S- Specific- says exactly what the learner will be able to do (as in ACTION!)
- M- Measurable- can be observed (meaning a tangible product; not abstract like "learn" or "understand")
- A- Attainable- for the participants within scheduled time and specified conditions
- R- Results Based & Relevant- there should be a way for students to demonstrate their learning; relevant to the needs of the student
- T- Time-framed achievable by the end of time frame set by the team

Short and Long Term Goals:

Set short- term and a long- term goal(s), which can be revised or adjusted based on data/information.

Based on discussion and analysis of assessment results, teachers agree on which of their common goals to address and on their common next steps.

- For a short- term goal, the group chooses from their focus, something that is not dense and therefore requires shorter and less complex, re-teaching three weeks or less.
- For a long-term goal, the group chooses from their focus, something that is dense and takes longer to remediate. They agree on tools and a timeline for short formative assessments along the way and a summative assessment. When planning for re teaching, lesson details would be helpful to team members. A best practice would be to specify the explicit instruction, the frequency and extent of modeling, what will be used for guided practice, etc. The group should consider what can be omitted, postponed, or de- emphasized to provide time for re-teaching.

SMART Goal Fill-in-the Blank

By_____(date), our PLC team led by _____

_____

_____

(specifc/ measureable action) with _____

_____

as evidence.

Example SMART Goals

- By February 3, 2016 our PLC team led by Alexis Melrose, will create an essay prompt that assess students' ability to analyze the development of a theme using symbols.

Junipero Serra High School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Serra High School has developed a written Title I parental involvement policy with input from Title I parents.

- The school wide "Q" Connection is emailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. The website is used to advertise parent meetings and training sessions offered at Junipero Serra High School, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to contact parents in the language of the parents.

- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

It has distributed the policy to parents of Title I students.

- Fall Open House
- SSC Open forum meetings
- School website.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Serra High School** the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

    - ➢➢ Fall Open house annual Title I meeting

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

  - ➢➢ Monthly SSC meetings in the afternoon/evenings

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy.

  - ➢➢ Monthly SSC & Governance meetings

- The school provides parents of Title I students with timely information about Title I programs.

  - ➢➢ At Risk Parent Night
  - ➢➢ ELAC Meetings
  - ➢➢ Service Provider Fair

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

  - ➢➢ ELAC Meetings
  - ➢➢ SSC Meetings
  - ➢➢ Fall Open House
  - ➢➢ Spring Open House

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

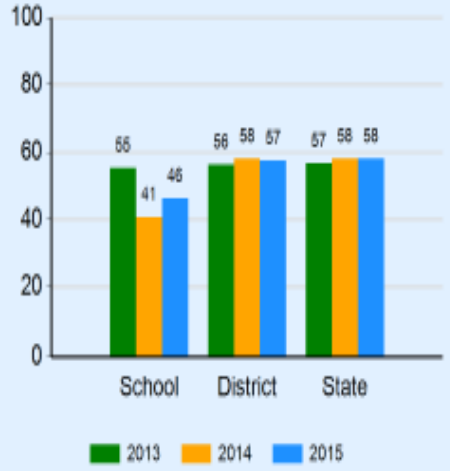
  - ➢➢ SSC Meetings
  - ➢➢ Governance Meetings
  - ➢➢ At Risk Parent Meetings
  - ➢➢ Parent Empowerment Academy

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

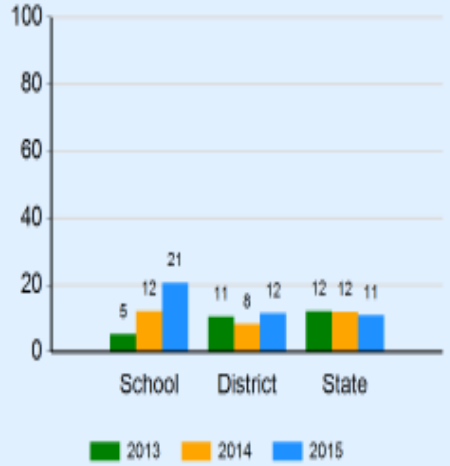
Address: 5156 Santo Rd., San Diego, CA 92124
Grades Offered: 9-12
County-District-School Code: 37-68338-3730173

Student Achievement

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

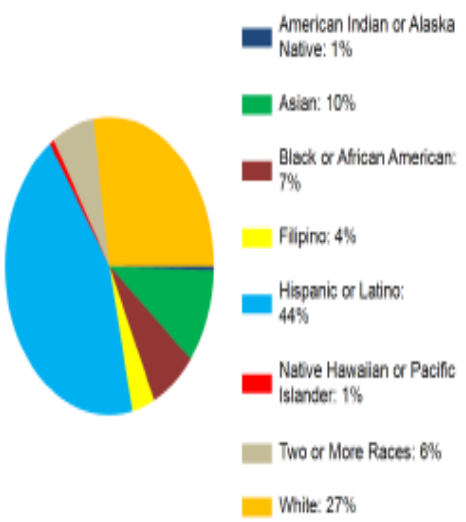


Percent of EL Students Who Were Reclassified



Enrollment (1,796)

2014-15 Enrollment by Race/Ethnicity

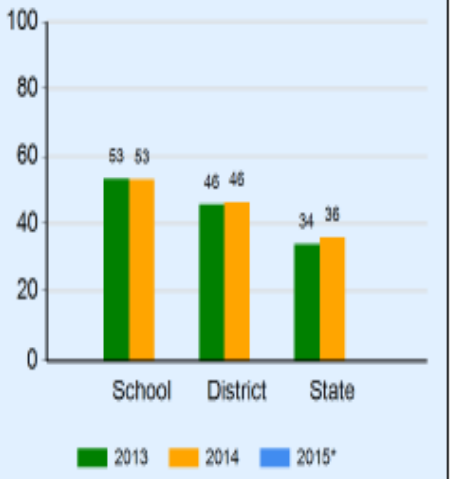


2014-15 Enrollment by Program Eligibility

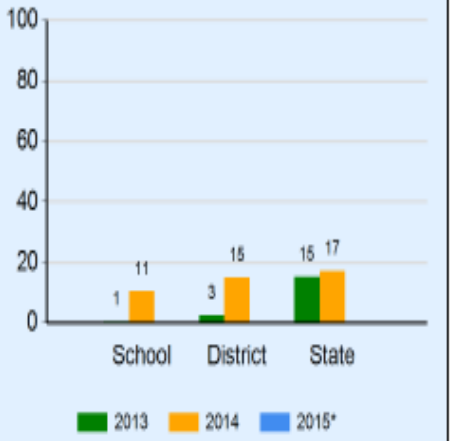
English Learner (EL)	113 (6%)
Foster Youth (FY)	2 (0%)
Socioeconomically Disadvantaged (SED)	1,037 (58%)
Students With Disabilities (SWD)	185 (10%)

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 (v1.h) Generated: May 27, 2016

Tom Torlakson
State Superintendent of Public Instruction

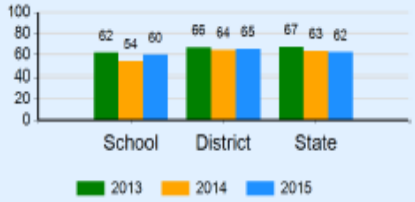
* Data will be available in May, 2016
Please visit the following web page for more information: http://www.cde.ca.gov/snapshot

Page 1

Student Achievement: Schoolwide

(Serra High)

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

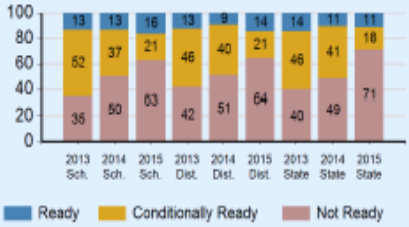
2013	2014	2015
1,349 (29.7 %)	1,347 (38.5 %)	1,275 (35.4 %)

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

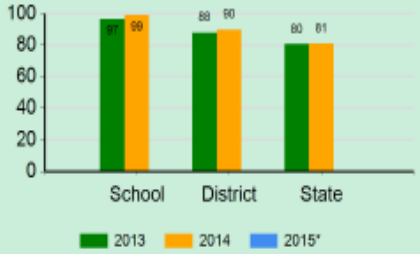


Grade 11 Enrollment and Percent of Students Who Took the EAP Math

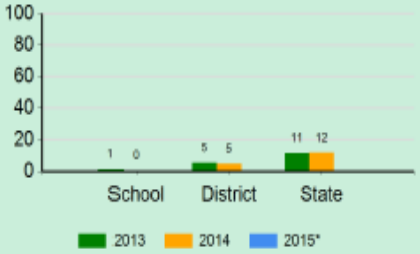
2013	2014	2015
434 (58.1 %)	426 (69.0 %)	415 (95.2 %)

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 (6.1%)	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	8,256 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

California Department of Education (CDE)
Report (v1.h) 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/ssp/sdp/

Page 2

School Accountability Report Card

Issued Spring 2016 for Academic Year 2014–15

Serra High School

5156 Santo Rd, San Diego, CA 92124-2037
Phone: (858) 496-8342
E-mail: *vmays@sandi.net*
Web: *www.sandiegounified.org/schools/serra*
CDS Code: 37-68338-3730173
Vincent Mays, Principal

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC website:

www.sandiegounified.org/sarc

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Contents

Data and Access 2

About This School 2
Conditions of Learning 2
Student Outcomes 5

Engagement..... 9
Other Information 11
Adequate Yearly Progress 11

Federal Intervention Program.. 11
Average Class Size and Class Size Distribution 11
Academic Counselors and Other Support Staff Members 12

Expenditures per Pupil and School-Site Teacher Salaries 12
Types of Services Funded..... 12

Teacher and Administrative Salaries ... 13
Advanced Placement Courses 13
Professional Development 13

Appendix: Adopted Texts and Instructional Materials 14

School Description and Mission Statement

Junipero Serra Senior High School is located on the western edge of Tierrasanta, a socially and economically diverse com- munity. Murphy Canyon Naval Housing Community, the larg- est military-housing community in the world with more than 2,450 families, makes up a major section of Tierrasanta.

Serra High School's current student population reflects the ethnic and cultural diversity of the community it serves. Ap- proximately one-third of Serra's students come from other San Diego communities through the Voluntary Enrollment Ex- change Program (VEEP) to take advantage of academic and extracurricular activities. Students at Serra High School are in- volved, motivated, and successful in academic and extracur- ricular pursuits.

Junipero Serra High School is a learning community dedi- cated to educating all students in an integrated setting to be- come 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. Serra is fully accredited by the Western Association of Schools and Colleges (WASC); in 2010 we received a six-year accreditation with a three-year review.

The mission of Serra High School is to provide a rigorous, relevant, standards-based curriculum that will prepare our stu- dents to be responsible citizens and productive members of the twenty-first-century workforce.

Data and Access

Most of the data in this SARC are from the 2014–15 school year or the two preceding years (2012–13 and 2013–14). Gradua- tion, dropout, and fiscal data are from 2013–14. Contact information and data on facilities, curriculum and instructional mate- rials, and certain teacher information are from the 2015–16 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Depart- ment of Education website: *www.cde.ca.gov/ta/ac/sa/*.

DataQuest

DataQuest is an on-line data tool (*dq.cde.ca.gov/dataquest/*) that contains additional information about this school and com- parisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for ac- countability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Li- brary). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2014
9	549
10	433
11	427
12	387
Total	1,796

Student Enrollment by Group (2014–15)

Student Group	Number of Students	Percentage of Enrollment
African American	128	7.1
Asian	43	2.4
Filipino	59	3.3
Hispanic	789	43.9
Indochinese	138	7.7
Native American	9	0.5
Pacific Islander	13	0.7
White (Not Hispanic)	490	27.3
Two or More Races	127	7.1
Socioeconomically Disadvantaged	1,036	57.7
English Learners	111	6.2
Students with Disabilities	202	11.2
Foster Youth	n/a	n/a

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- Teacher Credentials: the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- Instruction Materials: whether students have access to standards-aligned instructional materials.
- Facility Conditions: whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed infor- mation about teachers' qualifications can be found on the CDE *DataQuest* website at *dq.cde.ca.gov/dataquest/*.

Number of Teachers*	School			District
	2013–14	2014–15	2015–16	2015–16
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**

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twenti- eth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learn- ers. For 2015–16, the most current data are reported.

Indicator*	2013–14	2014–15	2015–16
Misassignments of teachers of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2014–15)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be "highly qualified." In general, ESEA requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low- poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include inde- pendently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at *www.cde.ca.gov/nclb/sr/tq/*.

Location of Classes	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	98.89	1.11
All schools in district	97.69	2.31
High-poverty schools in district	97.66	2.34
Low-poverty schools in district	97.81	2.19

Quality, Currency, and Availability of Textbooks and Instructional Materials (2015–16)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in labora- tory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2015.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	Yes	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2015–16)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district's courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available on-line at *www .sandiegounified.org/course-study*

School Facility Conditions and Planned Improvements (2015–16)

The Serra High School site covers 110 acres, with 49 acres utilized for buildings and athletic fields. Serra's grounds are clean, and graffiti is removed from all buildings. We have a supervision team of three campus security assistants, a full-time school police officer, and a high- ly visible administrative and support staff that keeps the school grounds safe.

School facilities are up-to-date and provide adequate space for students and staff. A scheduled maintenance program is administered by the plant operations supervisor and the district to ensure that all classrooms and facilities are maintained to a degree of adequacy that allows for a high level of success.

Our school received upgrades thanks to Proposition MM, including a new science building to house four additional science class- rooms, replacing damaged ceiling tiles and damaged or worn flooring, and repairing existing heating, ventilating, and air-conditioning sys- tems. Future improvements will include Proposition S funding of the Integrated 21st Century (i21) Interactive Classrooms Initiative. The five-year plan will include the installation of state-of-the-art interactive technology in every classroom.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Date of most recent inspection: 7/31/15

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer			ü		
Interior: Interior surfaces			ü		
Cleanliness: Overall, pest/vermin			ü		
Electrical: Interior/exterior			ü		
Restrooms/fountains			ü		
Safety: Fire safety/hazardous materials			ü		
Structural: Damage, roofs			ü		
External: Playground, gates, fences			ü		
Overall Rating: 98.13%			ü		

* Repair Status: E = exemplary, G = good, F = fair, P = poor

Student Outcomes

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathemat- ics in grades 3 through 8 and grade 11. The CAASPP was piloted in 2013–14 and first administered statewide in 2014–15. CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has ex- ceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a score; however, achievement-level percentages have been calculated using only those students who did receive scores.

CAASPP: All Students, 2014–15

The following table shows the percentage of all students tested whose CAASPP scores indicate that they met or exceeded the state stand- ards for English language arts and mathematics.

Subject Area	Percentage of Students Meeting or Exceeding State Standards		
	School	District	State
English Language Arts/Literacy (Grades 3–8, 11)	37	50	44
Mathematics (Grades 3–8, 11)	37	41	33

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

The following tables show the 2014–15 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2014–15, ELA, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Achieving Level 1*	Percentage Achieving Level 2*	Percentage Achieving Level 3*	Percentage Achieving Level 4*
All students at this school	424	396	93.4	32	20	27	11
Male	n/a	191	45	40	23	19	9
Female	n/a	205	48.3	24	19	34	12
African American	n/a	28	6.6	39	21	25	0
Asian	n/a	47	11.1	23	19	32	26
Filipino	n/a	18	4.2	22	17	33	11
Hispanic	n/a	178	42	43	24	19	3
Native American	n/a	2	0.5	—	—	—	—
Pacific Islander	n/a	3	0.7	—	—	—	—
White (not Hispanic)	n/a	96	22.6	19	16	35	20
Two or More Races	n/a	23	5.4	9	22	35	17
Socioeconomically Disadvantaged	n/a	223	52.6	36	23	24	4
English Learners	n/a	18	4.2	89	6	0	0
Students with Disabilities	n/a	31	7.3	61	13	6	0
Receiving Migrant Ed. Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	—	—	—	—	—	—

***** Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Achieving Level 1*	Percentage Achieving Level 2*	Percentage Achieving Level 3*	Percentage Achieving Level 4*
All students at this school	424	395	93.2	33	22	21	16
Male	n/a	191	45	40	19	16	18
Female	n/a	204	48.1	27	25	26	15
African American	n/a	30	7.1	40	33	10	3
Asian	n/a	48	11.3	13	17	27	40
Filipino	n/a	18	4.2	11	22	39	22
Hispanic	n/a	175	41.3	46	24	16	5
Native American	n/a	2	0.5	—	—	—	—
Pacific Islander	n/a	4	0.9	—	—	—	—
White (not Hispanic)	n/a	95	22.4	25	18	24	28
Two or More Races	n/a	22	5.2	27	14	32	18
Socioeconomically Disadvantaged	n/a	219	51.7	40	26	17	9
English Learners	n/a	18	4.2	78	17	0	0
Students with Disabilities	n/a	34	8	74	9	6	3
Receiving Migrant Ed. Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	—	—	—	—	—	—

***** Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

	School			District			State		
Grades	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
5, 8, & 10	50	65	59	65	68	65	59	60	56

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: Science—By Student Group, 2014–15

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Percentage of Students Scoring at Proficient or Advanced
All students in district	65
All students at this school	59
Male	63
Female	52
African American	46
Asian	54
Filipino	88
Hispanic	43
Native American	—
Pacific Islander	—
White (not Hispanic)	78
Two or More Races	68
Socioeconomically Disadvantaged	50
English Learners	0
Students with Disabilities	37
Receiving Migrant Education Services	n/a
Foster Youth	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Career Technical Education Programs (2014–15)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes: (a) two or more CTE courses in a single, defined field of study, (b) passing of the pre- and co-requisites CTE and core curriculum courses, and (c) passing of at least one CTE advanced-level course. The career pathways are organized within the context of the state-defined 15 different industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Student internships are a required component of the advanced-level CTE course curriculum. CTE programs of study often fulfill the "a–g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Serra High School has an extensive offerings of CTE courses and career pathways, including Arts, Media, and Entertainment; Business and Finance; Marketing, Sales, and Service, and our newest pathway, implemented with the addition of our Data Center, Information and Communication Technologies.

Career Technical Education Participation (2014–15)

Data reported in the following table are intended to measure the performance of the school's career technical education (CTE) programs. "Number of pupils" is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

"Pupils earning a high school diploma who also completed a CTE program" is the number of students who earned a high school di- ploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

"CTE courses sequenced between the school and postsecondary institutions" is the number of CTE courses the school offers that are sequence or linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school stu- dents the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure of CTE Program Participation	Participation
Students participating in CTE (number)	n/a
Students earning a high school diploma who also completed a CTE program (%)	n/a
CTE courses sequenced between the school and postsecondary institutions (%)	n/a

Courses for University of California and/or California State University Admission

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for univer- sity-level work. For general admissions requirements, please visit the University of California website at *admission.universityofcalifornia.edu/*

California State University

Admission requirements for the California State University (CSU) include three factors to determine eligibility: specific high school cours- es; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular ma- jors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher stand- ards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at *www.calstate.edu/admission/admission.shtml.*

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

Measure	Percentage
2014–15 students enrolled in courses required for UC/CSU admission	99.3
2013–14 graduates who completed all courses required for UC/CSU admission	53.7

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes Sate Priority (Priority 8): student outcomes in English, mathemat- ics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in Eng- lish–language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal Elemen- tary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB). Detailed information regarding CAHSEE results can be found at the CAHSEE website at *cahsee.cde.ca.gov/*.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*).

CAHSEE Results for All Grade 10 Students by Performance Level: Three-Year Comparison

This table displays the percentage of grade 10 students achieving the Proficient or Advanced level in English–language arts and mathemat- ics. Data on students receiving migrant education services are not available.

Subject	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English Language Arts	56.0	64.0	66.0	60	56	58	57	56	58
Mathematics	62.0	71.0	72.0	63	62	61	60	62	59

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

2014–15 CAHSEE Results by Grade 10 Student Group

This table displays the percentage of grade 10 students, by student group, who achieved each performance level in English language arts and mathematics for the most recent (2014–15) CAHSEE testing period. Data on students receiving migrant education services are not available.

Group	English–Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	34.0	29.0	38.0	28.0	39.0	33.0
African American	43.0	21.0	36.0	44.0	32.0	24.0
Asian	27.0	23.0	50.0	10.0	27.0	63.0
Filipino	6.0	35.0	59.0	12.0	29.0	59.0
Hispanic	52.0	23.0	25.0	39.0	41.0	20.0
Native American	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White (not Hispanic)	20.0	35.0	45.0	19.0	41.0	40.0
Two or More Races	23.0	31.0	46.0	26.0	47.0	26.0
Male	37.0	31.0	33.0	27.0	40.0	33.0
Female	31.0	26.0	43.0	29.0	39.0	32.0
Socioeconomically Disadvantaged	44.0	30.0	25.0	38.0	38.0	24.0
English Learners	92.0	4.0	4.0	67.0	29.0	5.0
Students with Disabilities	44.0	30.0	25.0	38.0	38.0	24.0
Receiving Migrant Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a
District Totals	38	26	36	36	38	26

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Physical Fitness Test Results (2014–15)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at *www.cde.ca.gov/ta/tg/pf/*.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.8	25.9	51.7

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Engagement

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational re- search validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their chil- dren's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

We are committed to communicating with and engaging parents as partners in their children's education. The district's Parent Out- reach and Engagement Department serves as a national model in providing opportunities and effective methods for parents, guardians, and family members to participate in the educational process. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Serra High School plays an integral role in the community and serves as a focus of activity. Parents, students, and community mem- bers participate in the School Site Council, the Parent Teacher Student Association, English Learner Advisory Committee, Governance Team, VEEP outreach, parent and community booster clubs to support academic, athletic, and extracurricular programs, and the Serra Foundation, which provides comprehensive support in academics and athletics.

If you want to get involved, please contact Bridgette Brunetto at (858) 496-8242, ext. 204.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate

This table displays the school's "cohort" dropout rates and graduation rates for the most recent three-year period for which data are availa- ble. (A *cohort* is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A *graduate* is a cohort member who earns a regular high school di- ploma by the end of the cohort's fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed in- formation about dropout rates and graduation rates can be found on the *DataQuest* website at *dq.cde.ca.gov/dataquest/*.

Indicator	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Dropout Rate (cohort)	1.7	1.3	0.2	6.1	5.2	4.5	13.1	11.4	11.5
Graduation Rate (cohort)	95.5	96.5	98.8	87.0	87.9	89.7	78.9	80.4	81.0

Completion of High School Graduation Requirements

Since the graduating class of 2007, students in California public schools have been required to pass both the English–language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. The following table displays, by student group, the percentage of students who began the 2013–14 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at *www.cde.ca.gov/ta/tg/hs/*.

Group	Graduating Class of 2014		
	School	District	State
All Students	100.7	83.8	84.6
African American	97.44	79.4	76.0
Asian	97.37	91.4	92.6
Filipino	100	93.7	96.5
Hispanic	101.8	79.4	81.3
Native American	0	74.3	78.1
Pacific Islander	100	89.6	83.6
White (not Hispanic)	100.8	87.4	89.9
Two or More Races	96.43	89.4	82.8
Socioeconomically Disadvantaged	101.9	81.9	81.4
English Learners	57.14	48.0	50.8
Students with Disabilities	87.18	45.6	61.3
Foster Youth	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculat- ed either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

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

Type of Action		2012–13			2013–14			2014–15		
		School	District	State	School	District	State	School	District	State
Suspensions	Number	150	9,622	—	133	7,744	—	56	6,130	—
	Rate/100 students	3.89	4.36	5.07	3.59	3.41	4.36	1.56	2.57	3.80
Expulsions	Number	4	212	—	7	139	—	2	85	—
	Rate/100 students	0.10	0.13	0.13	0.19	0.09	0.10	0.06	0.06	0.09

School Safety Plan (2015–16)

Last Review/Update: Fall 2015 Last Discussed with Staff: Fall 2015

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individ- ual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bully- ing; mandated child abuse reporting procedures; and school dress codes.

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

Serra High School is constantly working on various ways to improve school safety. The presence of one full-time school police officer and three campus security assistants on campus contributes greatly to the school's safety. In addition, all counselors and administrators supervise the campus before school and after school. 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 the use of trained drug dogs to reduce the incidents of drug and alcohol use on campus. In the 2005–06 school year, a new public address system was installed. This new system allows for better communication during a crisis. The School Safety Plan was revised to take advantage of this new system. New posters containing evacua- tion maps and procedures were created and posted in every classroom.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English language arts (ELA) and mathematics
- Percentage proficient on the state's standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

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

AYP Overall and by Criteria (2014–15)

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

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate—English Language Arts	Yes	Yes
Participation Rate—Mathematics	Yes	Yes
Percentage Proficient—English Language Arts	n/a	n/a
Percentage Proficient—Mathematics	n/a	n/a
Met Graduation Rate	Yes	Yes

Federal Intervention Program (2015–16)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009–10	2009–10
Year in PI*	5	3+
Number of Schools Currently in Program Improvement†		147
Percentage of Schools Currently in Program Improvement†		76.2

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

Average Class Size and Class Size Distribution (Secondary)

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

	2012–13				2013–14				2014–15			
	Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms		
Subject	Size	1–22	23–32	33+	Size	1–22	23–32	33+	Size	1–22	23–32	33+
English	27	18	25	34	29	14	19	37	30	9	19	36
Mathematics	29	10	29	27	30	8	23	30	29	11	18	31
Science	31	7	19	34	31	6	15	37	33	1	16	35
History–Social Science	30	6	16	32	34	1	9	38	33	1	10	33

Academic Counselors and Other Support Staff Members (2014–15)

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

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	449.00
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (Paraprofessional)	1.0	
Psychologist	1.5	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2013–14)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or *unrestricted sources* are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental* or *re- stricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: *www.cde.ca.gov/ds/fd/ec/*. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: *www.cde.ca.gov/ds/fd/cs/*. To look up expenditures and salaries for a specific school district, see the Ed- Data website at: *www.ed-data.org*.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,299	$1,173	$5,125	$68,582
District (excludes charter schools)			$5,218	$69,748
Difference: School Site and District (%)			-1.8	-1.7
State			$5,348	$72,971
Difference: School Site and State (%)			-4.2	-6.0

Types of Services Funded (Fiscal Year 2014–15)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

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

Serra High uses its funding sources to provide AP courses, AVID, English language support courses, after-school tutoring, after-school programs, and credit recovery programs.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

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

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$39,983	$43,165
Mid-Range Teacher Salary	$60,754	$68,574
Highest Teacher Salary	$82,578	$89,146
Average Principal Salary (Elementary School Level)	$114,227	$111,129
Average Principal Salary (Middle School Level)	$116,019	$116,569
Average Principal Salary (High School Level)	$126,214	$127,448
Superintendent Salary	$252,960	$234,382
Percentage of Budget for Teachers' Salaries	39	38
Percentage of Budget for Administrative Salaries	5	5

Advanced Placement Courses (2014–15)

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

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	0	
English	8	
History–Social Science	18	
Mathematics	5	
Science	4	
Visual and Performing Arts	0	
World Languages	1	
Total	**36**	**1.1**

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted profes- sional development to build capacity and knowledge to support student learning success. The Office of Leadership and Learning collabo- rates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional develop- ment and also determine areas of individual need. Throughout the year, teachers participate in school-based professional learning commu- nities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Principals also provide the ongoing training needed to be professional site managers. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
High School Level					
ELA	9	English 1,2	*Literature for California*, Grade 9, McDougal Littell	2009	2008–09
ELA	10	English 3,4	*Literature for California*, Grade 10, McDougal Littell	2009	2008–09
ELA	10	English 3,4 Advanced	*Prentice Hall Literature: World Masterpieces*, Pearson Prentice Hall	2009	2008–09
ELA	11	American Literature 1,2	*Language of Literature, American Literature*, McDougal Littell	2006	2003–04
ELA	11	American Literature 1,2 Honors	*Language of Literature, American Literature*, McDougal Littell	2006	2003–04
ELA	11–12	Contemporary Voices in Literature 1,2	*Contemporary Reader*, 7th ed., Prentice Hall –*or*– *Legacies*, 2nd ed., Thomson Learning	2004 2002	2003–04 2003–04
ELA	11–12	World Literature 1,2	*The Language of Literature, World Literature*, McDougal Littell	2003	2003–04
ELA	11	English Language & Composition AP 1,2	*Readings for Writers*, Thomson Learning *Norton Reader*, Norton	2004 2005	2004–05
ELA	12	English Literature 1,2	*Timeless Voices, Timeless Themes—The British Tradition*, Prentice Hall	2005	2004–05
ELA	11–12	English Literature & Composition AP 1,2	*Reading Fiction, Poetry, and Drama*, Glencoe/McGraw-Hill	2010	2009–10
ELA	12	Expository Reading and Writing	Teachers of this course receive instructional materials during specialized training.	—	—
ELA	11–12	Writers Workshop 1,2	*Steps to Writing Well, with Additional Readings*, Thomson Learning *Writers INC*, Great Source	2002 2001	2003–04
ELA	12	Contemporary Communi-cations 1,2	*Elements of Literature Sixth Course: Literature of Britain with World Classics*, Holt, Rinehart & Winston	2003	2003–04
ELD	9–12	ESL Newcomers 9th–12th	*Word by Word Basic Picture Dictionary*, Longman	1995	2002–03
ELD	9–12	ESL 1-2	*Champion—Red Level*, Ballard & Tighe *Keys to Learning*, Pearson Longman	2008 2005	2008–09 2008–09
ELD	9–12	ESL 3-4	*Champion—Blue Level*, Ballard & Tighe *Quest: Introduction*, McGraw-Hill ESL/ELT	2007 2007	2008–09 2008–09
ELD	9–12	ESL 5-6	*Quest 1*, McGraw-Hill ESL/ELT	2007	2008–09
H-SS	10	Modern World History & Geography 1,2	*Modern World History: Patterns of Interaction, California Edition*, McDougal Littell	2006	2008–09
H-SS	10	World History 1,2 Ad-vanced	*World History: Modern Times, California Edition*, Glencoe	2006	2005–06
H-SS	10	World History 1-2 AP	*The Earth and Its Peoples*, McDougal Littell	2008	2008–09
H-SS	10-12	European History 1,2 AP	*Western Civilization*, Thomson	2003	2004–05
H-SS	10-12	Psychology 1,2 AP	*Myer's Psychology for AP*, 2nd ed., BFW/Worth	2015	2015–16
H-SS	11	U.S. History & Geography 1,2	*The Americans: Reconstruction to the 21st Century, California Edi- tion*, McDougal Littell	2006	2008–09
H-SS	11	U.S. History & Geography 1,2 Honors	*A People and a Nation*, McDougal Littell	2008	2008–09
H-SS	11	U.S. History 1,2 AP	*AP American History: Connecting with the Past*, McGraw-Hill	2015	2015–16
H-SS	12	Principles of Economics 1	*Economics: Principles In Action*, Prentice Hall	2003	2003–04
H-SS	12	Government 1	*United States Government: Democracy in Action*, Glencoe	2003	2003–04
H-SS	12	American Government in World Affairs	*World Politics in the 21st Century*, Prentice Hall	2004	2004–05
H-SS	12	Government & Politics: United States AP	*Government in America: People, Politics, and Policy, 16th AP ed.*, Pearson	2014	2015–16
H-SS	12	Microeconomics 1 AP	*Economics*, Glencoe/McGraw-Hill	2005	2004–05
H-SS	12	Macroeconomics 2 AP	*Economics*, Glencoe/McGraw-Hill	2005	2004–05
Math	9–12	Integrated Math I	*Mathematics I: Integrated CME Project*, Pearson	2013	2014–15
Math	9	Advanced Integrated Math I	*Mathematics I: Integrated CME Project*, Pearson	2013	2014–15
Math	9–11	Integrated Math II	*Mathematics II: Integrated CME Project*, Pearson	2013	2014–15
Math	9–10	Advanced Integrated Math II	*Mathematics II: Integrated CME Project*, Pearson	2013	2014–15
Math	10–12	Integrated Math III	*Mathematics III: Integrated CME Project, SE*, Pearson	2014	2014–15
Math	10–11	Advanced Integrated Math III	*Mathematics III: Integrated CME Project, SE*, Pearson	2014	2014–15

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Math	9–12	Algebra 1-2	*Prentice Hall Mathematics: Algebra, California Edition,* Prentice Hall	2009	2009–10
Math	9–12	Geometry 1-2	*Prentice Hall Mathematics: Geometry, California Edition,* Prentice Hall	2008	2009–10
Math	10–12	Intermediate Algebra 1-2	*Algebra 2,* Holt	2004	2005–06
Math	10	Intermediate Algebra 1-2 Advanced	*Algebra 2, California Edition,* Glencoe	2005	2005–06
Math	11–12	Precalculus 1-2 Honors	*Precalculus: Graphical, Numerical, Algebraic,* Prentice Hall	2004	2004–05
Math	11–12	Precalculus 1-2	*Precalculus,* Prentice Hall	2004	2004–05
Math	11–12	Statistics and Data Analysis 1-2	*Workshop Statistics: Discovery with Data and the Graphing Calcula- tor,* Key Curriculum Press	2002	2003–04
Math	11–12	Statistics 1-2 AP	*The Practice of Statistics for the AP Exam,* 5th ed., BFW/Freeman	2015	2015–16
Math	11–12	Topics in Discrete Mathematics 1,2	*Finite Mathematics and Calculus with Applications,* Prentice Hall	2002	2003–04
Math	12	Calculus AB 1,2 AP	*Calculus: Graphical, Numerical, Algebraic,* AP 5th ed., Pearson	2016	2015–16
Science	9–12	Earth Science 1,2	*Holt Earth Science, California Edition,* Holt Rinehart Winston	2007	2007–08
Science	9–12	Physics 1,2	*Conceptual Physics,* Pearson Prentice Hall	2006	2007–08
Science	9–12	Physics 1,2 Advanced	*CA Physics: Principles and Problems,* Glencoe/McGraw-Hill	2008	2007–08
Science	11–12	AP Physics 1 A,B	Wilson and Buffa, *Physics,* Prentice Hall	2003	2005–06
Science	11–12	Physics C 1,2 AP	*Physics for Scientists and Engineers,* Cengage	2008	2008–09
Science	9–12	Chemistry 1,2	*Chemistry, California Edition,* Prentice Hall	2007	2009–10
Science	9–12	Chemistry 1,2 Honors	*Principles of General Chemistry,* Glencoe McGraw-Hill	2010	2009–10
Science	11–12	Chemistry 1,2 AP	*Chemistry: The Central Science,* Prentice Hall	2009	2009–10
Science	9–12	Biology 1,2	*BSCS Biology: A Human Approach, 2nd ed.,* Kendall Hunt	2003	2004–05
Science	9–12	Biology 1,2 Advanced	*Biology: Concepts and Connections,* Pearson Prentice Hall	2003	2005–06
Science	11–12	Biology 1,2 AP	*Campbell Biology,* 10th ed., Pearson	2014	2015–16
Science	11–12	Marine Science ,2	*Oceanography: An Invitation to Marine Science,* Thomson	2007	2007–08
Science	11–12	Physiology 1,2	*Principles of Anatomy and Physiology,* Wiley	2006	2005–06
Science	11–12	Environmental Science 1,2 AP	*Environment: The Science Behind the Stories,* AP 5th ed., Pearson	2014	2015–16

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Stu

High School Graduation Requirements

The mission of the San Diego Unified School District is to ensure that all 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.

In order to graduate from a San Diego Unified high school, all students must meet all of the following requirements:

Attendance

All students in grades 9-12 must attend eight semesters for six periods daily.

If it is in best interest of a student, an alternative plan may be created, with an accelerated program or shortened-day schedule.
The plan requires counselor involvement as well as approval from the school principal and the student's parent/guardian.

Grade-Point Average

Students must maintain a cumulative weighted grade-point average (WGPA) of 2.0 or higher, computed on the basis of A = 4, B = 3, C = 2, D = 1, F = 0. The WGPA for graduation is computed from courses completed in grades 9-12. Students should talk to their school counselors about the effects of repeating courses on computing GPAs.

Advanced Placement (AP) courses, certain International Baccalaureate (IB) courses, and designated Honors courses earn credit on a weighted or five-point scale: A = 5, B = 4, C = 3, D = 1, F = 0.

Conduct

Students must maintain a record of responsible citizenship. To participate in graduation ceremonies, students must meet a minimum standard of a 2.0 average in citizenship during the senior year. The citizenship GPA is computed on a scale of E (excellent) = 4, G (good) = 3, S (satisfactory) = 2, N (needs improvement) = 1, U (unsatisfactory) = 0.

Computer Proficiency

Students may demonstrate computer proficiency (in Grades 5-12) through completion of a course of study (such as i21) that incorporates proficiency in computer applications. Proficiency may also be demonstrated through satisfactory results on the high school level district test of computer proficiency.

Diplomas and Certificates

The district issues diplomas and certificates based on the following criteria:

- **Diploma**: Awarded to students who complete all general and course requirements with at least a 2.0 grade point average.

- **Diploma with Academic Distinction**: Awarded to students who complete all general requirements for a diploma with a weighted GPA of 3.5 or higher in grades 10, 11, and the first semester of grade 12 or to students who in grades 10 through 12 complete 14 semester credits in designated, academically rigorous coursework specified in Administrative Procedure 4772 . *Note: This procedure will be revised for the Class of 2016 and beyond.*

- **Certificates of Completion** are presented to non-diploma-bound students receiving special education services who meet all the goals and objectives specified in their Individualized Education Programs (IEP). A Certificate of Completion is issued at the completion of the student's prescribed educational program. Students receiving Certificates of Completion are eligible to participate in commencement ceremonies.

San Diego Unified
SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURE

EFFECTIVE: 1-29-62

REVISED: **5-8-15**

CATEGORY: **Instruction, Academic Achievement**

SUBJECT: **Diploma with Academic Distinction**

A. PURPOSE AND SCOPE

1. The Board of Education awards high school diplomas inscribed "with Academic Distinction" to students whose achievements have been outstanding.

B. LEGAL AND POLICY BASIS

1. **Reference:** Board policies F-7000, F-7100, and F-7600.

C. GENERAL

1. **Originating Office.** Suggestions or questions concerning this procedure should be directed to the High School Resources Office.

2. Students are only eligible for the diploma with academic distinction if they have attended a district high school for their entire senior year and met all other graduation requirements (see Administrative Procedure 4770).

   a. Students who have attended high schools in other districts for all or part of grades 10 and 11 may qualify for this recognition if their academic performance in the San Diego Unified School District merits consideration.

   b. Mid-year graduates who meet all of the eligibility criteria are may be awarded the diploma with academic distinction.

3. Effective with the Class of 2016, two options are available for graduation with academic distinction:

   a. **Option 1.** The student must maintain a weighted grade point average of 3.5 (B+) or higher for all courses taken in grades 10 and 11 and the first semester of grade 12.

      (1) Students who raise their cumulative grade-point average to 3.5 by the end of the 12th week progress report of their senior year are also eligible to receive the diploma.

   b. **Option 2.** The student must meet three requirements:

      (1) Grades 9-12: Complete a minimum of three years credit in science and two years credit in world language.

         (a) Credit received prior to grade 9 in world languages and advanced math, if the courses are awarded graduation credit, may be counted toward meeting this requirement.

      (2) Grades 10-12: Complete 14 semester credits with grades of A or B in courses shown in Section D.3.

(3) Grade 12: Complete four of the 14 semester credits required in Section C.3.b.(2).

D. IMPLEMENTATION

1. High school principals have the authority to issue diplomas with academic distinction to students meeting the criteria in Section C.

2. High school counselors and registrars ensure that diploma with academic distinction is noted on the student's transcript.

3. Option 2 designated courses (grades 10-12):

Subject	Course Title	Course Number
Computer Education	Computer Science A 1-2 AP	4661, 4662
Computer Education	Computer Science Principals, Honors	4463, 4464
English	American Literature 1, 2 Honors	1589, 1590
English	English 3, 4 Advanced	1572, 1573
English	English HL1 IB 1, 2	1735, 1736
English	English HL2 IB 1, 2	1741, 1742
English	English Language and Composition 1, 2	1655, 1656
English	English Literature 1, 2	1641, 1642
English	English Literature and Composition 1, 2	1653, 1654
English	Expository Reading Writing & Composition	1698, 1699
History/Social Studies	American Government in World Affairs	6761
History/Social Studies	Economics SL IB 1, 2	6763, 6764
History/Social Studies	European History 1, 2 AP	6759, 6760
History/Social Studies	History HL1 IB 1, 2	6723, 6724
History/Social Studies	History of the Americas HL2 IB 1, 2	6647, 6648
History/Social Studies	History SL IB 1, 2	6643, 6644
History/Social Studies	Macroeconomics 2 AP	6842
History/Social Studies	Microeconomics 1 AP	6841
History/Social Studies	Political Science 1, 2	6825, 6826
History/Social Studies	Psychology 1, 2 AP	6834, 6835
History/Social Studies	Psychology SL 1, 2 IB	6713, 6714
History/Social Studies	US Government and Politics 1 AP	6389
History/Social Studies	US History & Geography 1, 2 Honors	6711, 6712
History/Social Studies	US History 1, 2 AP	6721, 6722
History/Social Studies	World History 1, 2 Advanced	6645, 6646
History/Social Studies	World History 1, 2 AP	6639, 6640
Mathematics	Advanced Integrated Math I A-B	4165, 4166
Mathematics	Advanced Integrated Math II A-B	4167, 4168
Mathematics	Advanced Integrated Math III	TBD
Mathematics	Algebra 1-2 Advanced	4063, 4064
Mathematics	Calculus AB 1-2 AP	4189, 4190
Mathematics	Geometry 1-2 Advanced	4175, 4176
Mathematics	Integrated Math III A-B	4163, 4164

Subject	Course Title	Course Number
Mathematics	Intermediate Algebra 1-2	4151, 4152
Mathematics	Intermediate Algebra 1-2 Advanced	4065, 4067
Mathematics	Functions Analysis	4183, 4184
Mathematics	Mathematical Studies SL IB 1-2	4291, 4292
Mathematics	Mathematics 150-151 Honors Calculus	4191, 4192
Mathematics	Mathematics HL1 IB 1-2	4195, 4196
Mathematics	Mathematics HL2 IB 1-2	4173, 4174
Mathematics	Mathematics SL IB 1-2	4295, 4296
Mathematics	Pre-Calculus 1-2	4161, 4162
Mathematics	Pre-Calculus 1-2 Honors	4181, 4182
Mathematics	Statistics 1-2 AP	4055, 4056
Mathematics	Statistics and Data Analysis 1-2	4046, 4047
Mathematics	Topics in Discrete Mathematics 1-2	4185, 4186
Science	Biology 1, 2 Advanced	6121, 6122
Science	Biology 1, 2 AP	6191, 6192
Science	Biology HL I IB 1, 2	6197, 6198
Science	Biology HL2 IB 1, 2	6196, 6199
Science	Chemistry 1, 2	6211, 6212
Science	Chemistry 1, 2 AP	6291, 6292
Science	Chemistry 1, 2 Honors	6221, 6222
Science	Chemistry HL1 IB	6295, 6296
Science	Chemistry HL2 IB 1, 2	6297, 6298
Science	Environmental Science 1, 2	6455, 6456
Science	Physics 1, 2	6311, 6312
Science	Physics 1, 2 Advanced	6321, 6322
Science	Physics B 1, 2 AP	6391, 6392
Science	Physics C 1, 2 AP	6393, 6394
Science	Physics HL1 IB 1, 2	6395, 6396
Science	Physics HL2 IB	6397, 6398
Science	Physics I A, B	6349, 6350
Science	Physiology 1, 2	6151, 6152
Science	Physiology 1, 2 Honors	6153, 6154
VAPA	Art History 1, 2 AP	0381, 0382
VAPA	Music Theory 1, 2 AP	5375, 5374
VAPA	Studio Art 2-D Design 1, 2 AP	0367, 0368
VAPA	Studio Art 3-D Design 1, 2 AP	0369, 0370
VAPA	Studio Art Drawing Portfolio 1, 2 AP	0377, 0378
World Language	Any third year or higher modern world language course (e.g., French 5-6, Spanish 7- 8)	
World Language	French 5-6 Advanced	2035, 2036
World Language	French 7-8 Honors	2033, 2034
World Language	French HL1 IB 1-2	2039, 2040
World Language	French HL2 IB 1-2	2041, 2042
World Language	French Language 1-2 AP	2013, 2014
World Language	French SL IB 1-2	2037, 2038

Subject	Course Title	Course Number
World Language	German 5-6 Advanced	2085, 2086
World Language	German 7-8 Honors	2093, 2094
World Language	German HL1 IB 1-2	2089, 2090
World Language	German HL2 IB 1-2	2091, 2092
World Language	German Language 1-2 AP	2063, 2064
World Language	German SL IB 1-2	2087, 2088
World Language	Latin: Vergel 1-2 AP	2209, 2210
World Language	Spanish 5-6 Advanced	2425, 2426
World Language	Spanish 7-8 Honors	2307, 2308
World Language	Spanish HL1 IB 1-2	2429, 2430
World Language	Spanish HL2 IB 1-2	2431, 2432
World Language	Spanish Language 1-2 AP	2333, 2334
World Language	Spanish Literature 1-2 AP	2339, 2340
World Language	Spanish SL IB 1-2	2427, 2428

E. FORMS AND AUXILIARY REFERENCES

1. Diplomas and transcripts
2. Course of Study, K-12, available on the district website at http://www.sandi.net/page/1605

F. REPORTS AND RECORDS

G. APPROVED BY

General Counsel, Legal Services As to form and legality

H. ISSUED BY

Chief of Staff

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SERRA HIGH SCHOOL

2016-17

37-68338-3730173
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Mays, Vincent
Contact Person: Mays, Vincent
Position: Principal
Telephone Number: 858-496-8342
Address: 5156 Santo Rd, Serra High, San Diego, CA, 92124-2037,
E-mail Address: vmays@sandi.net

The following items are included:

- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☒ Home/School Compact

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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.

TABLE OF CONTENTS

1. Introduction

2. Executive Summary

3. SPSA Template

4. Appendix

    A. Data Reports

    B. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

    C. Home/School Compact

    D. Categorical Budget Allocations Summary Grid

    E. 2016-17 SPSA Assessment and Evaluation

    F. Professional Development Expenditures for Program Improvement and Watch List Schools Only

    G. WASC Recommendations (WASC Schools Only)

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 of Serra High School is to provide a rigorous, relevant, standards-based curriculum that will prepare our students to be responsible citizens and productive members of the twenty-first-century workforce. In 2016 our WASC team developed, S.P.I.R.I.T, Scholarship, Passion, Integrity, Reflection, Involvement, Teamwork, a student brand designed to market Serra High School's vision.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
High School: 1:29.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.
Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. High School = 4 days for each counselor. High School counselor ratio is 1:459.

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continuous improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.
With this understanding, 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 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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Include Real-World application of lesson when writing a lesson's purpose, activity(s) and outcome. Create and administer regular formal formative assessment (benchmark assessment) and use the data to determine students learning needs to drive instruction. Increase the amount of writing in all core subject areas. Provide teachers with common core school wide writing rubric/prompts. Implement (daily) a researched-based student-centered instructional strategy to increase math fluency (number facts, fractions, operations) for all students. Collaborate with middle schools (grades 6-12) to vertically align standards in ELA and Math content areas. Increase the instructional support in class through the use of differentiated instructional strategies. Decrease the number of D's and F's by providing additional supports and strategies in order promote student success.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Joe Muzika	Parent
Leslie Guiterrez	Student
Anja Wood	Student
Amari Jernigan	Student
Ruth Howell	Teacher
Bobby Dyson	Teacher
Brad Pulverenti	Teacher
Vincent Mays	Principal
Elizabeth Griego	Teacher
Mary Turnberg	Other School Representative
Ed Peterson	Parent
Russ May	Parent
Nguyen Pham	Student

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/12/2016, 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 06/12/2016, 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 06/12/2016, 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).

Title 1 Arts Grant (Award Sites ONLY):

Area 2: Mathematics

Mathematics SMART Goal:
* By 06/12/2016, 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 06/12/2016, 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 06/12/2016, 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).

Title 1 Arts Grant (Award Sites ONLY):

Area 3: English Learner

English Learner SMART Goal:

* By 06/12/2016, 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).

Title 1 Arts Grant (Award Sites ONLY):

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/12/2016, 96 % of Serra High Students will perform at proficient level in Graduation/Promotion Rate

Closing the Gap SMART Goal:
* By 06/12/2016, 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).
Title 1 Arts Grant (Award Sites ONLY):

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 Gradebook and estimated the percentage of parents who attend Open House.

Progress and Growth Monitoring:

Title 1 Arts Grant (Award Sites ONLY):

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 SDAIE to improve achievement of English learners.
- 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 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 0 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 0 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.

90% Unduplicated Count Schools Only (1.0 FTE): Write a brief description on the SGT decision for the additional 1.0 FTE. Include the date of the meeting and the decision vote.

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.

Glossary

ACT	American College Test
AMO	Annual Measurable Objective
AP	Advanced Placement
API	Academic Performance Index
ASB	Associated Student Body
ASAP	Academic Support & Assistance Program. Tutoring before and after school
AVID	Advancement Via Individual Determination
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Exam
CELDT	California English Language Development Test
Choice	Enrollment program for students who wish to attend a school other than their neighborhood school but do not qualify for VEEP
CIF	California Interscholastic Federation. The governing body for high school sports in California
CLAD	Cross cultural Language and Acquisition Development
College Financial Night	Presentation to seniors and their parents on how to apply for scholarships and grants
Connect Ed	Mass communication system which enables administration to send out targeted custom messages via phone or e-mail. Teachers can send out pre-recorded messages in multiple languages
CSF	California Scholastic Federation
CST	California Standards Test
CSU	California State University
EL	English Learner
ELAC	English Learner Advisory Committee
Encore!	On-line application used to write and store IEPs
EOS	Equal Opportunity School

FOCUS	Freshmen Organized to Create Ultimate Success; Serra's 9th grade small learning community
GATE	Gifted and Talented Education
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs. Targeted to schools serving lower income families, the program aims to ensure college readiness. A collaborative effort with UCSD, it provides academic, career, and social-emotional counseling to students beginning in 6th or 7th grade and continuing through high school. Students and families are bolstered with information, motivation and preparation to enter post-secondary educational programs
Gradebook	District standard grading program that allows parents to view assignment via Parent Connect
Healthy Start Grant	State funded grant for the betterment of the health of school age children and their families
i21	San Diego Unified i21 Interactive Classroom. www.sandi.net/i21
IEP	Individual Education Plan (for Special Education students)
ILS	Integrated Life Skills (Special Education Program)
ILT	Instructional Leadership Team. Team which includes administrators, representatives of each instructional department, and the leaders of each WASC Focus Group
Learning Contract	An intervention plan for any student who is identified as "at-risk"
LOP List	Loss of Privileges List
Mesa College	Local community college which provides a course (Political Science on campus
NCLB	No Child Left Behind
NJROTC	Naval Junior Reserve Officer Training Corps
Opportunities	After school activities including Anime, Ceramics, Driver's Ed, Scrapbooking & Weight Training
Parent Connect	Secure web-based application that allows parents to view their student's homework assignments, attendance, schedule information, testing scores, and report cards marks
Pink Progress Report Day	Every other Monday students may have their teachers fill out a pink colored report to inform them of their progress in class
PLC	Professional Learning Community
Powerschool	Newly adopted District school program that enables teachers to enter grades, establish a gradebook and track attendance. It is also used for uploading school's Master schedule

Prop MM	1.51 billion dollar bond measure for school construction and repair; passed in San Diego in 1998
Prop S	2.1 billion dollar bond measure to provide resources for the San Diego unified School District to repair, renovate and revitalize 181 schools; passed in 2008. www.sandi.net/props
PSAT	Preliminary Scholastic Aptitude Test
PTO	Parent Teacher Organization (formally PTSA: Parent Teacher Student Association)
Q-News	Weekly student produced news program
Q or Daily Q	Daily newsletter that is posted on school website. Usually refers to upcoming events, past events or current student or staff new. Any staff member or student can submit a Daily Q to administration for approval and posting on website.
Real Connections	Serra's Healthy Start program
ROP	Regional Occupation Program
SARC	School Accountability Report Card
S2S	Student to Student
SBAC	Smarter Balance Assessment Consortium, newly adopted State-wide assessment for English and Math, tested in 11th grade only.
SAT	Scholastic Aptitude Test
SDAIE	Specially Designed Academic Instruction for English Learners
Serra Foundation	Nonprofit group which raises funds to support Serra High School
Serra Spirit	PTO Newsletter available in English and Spanish. Posted on web site and mailed home upon request
Serranpidity	Serra's school newspaper
SLC	Smaller Learning Community
SMART Goal	Specific Measurable Attainable Realistic Timely goal
SPSA	Single Plan for Achievement
SPIRIT	Newly adopted Serra's School-wide learning goals, vision and mission.
SSC	School Site Council
SST	Student Study Team
STAR	Standardized Testing and Reporting

Success School	An after-school program allowing student to make up credits in core courses toward graduation

10 to Succeed	Program designed to keep students from dropping out through positive group interaction and thoughtful mentorship
Tierra Times	Community Newspaper, delivered free of charge to home in the Tierrasanta area
UC	University of California
VEEP	Voluntary Ethnic Enrollment Program
Weekly Conquistado	Weekly e-mail send out by administration to keep the staff up to date on upcoming events
Williams Act	Requires that every school in the district provide sufficient textbooks, or other instructional materials, for all pupils in core subject areas that are aligned to the content standards and are consistent with the cycles of the curriculum frameworks adopted by the State Board
WJ III	Woodcock-Johnson Cognitive Battery, 3rd Edition
Zangle!	San Diego Unified School's student Information system before Powerschool