



# Junipero Serra High School

## Expected Schoolwide Learning Results

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Serra graduates will be Responsible Citizens who:

- Show respect for individual and cultural diversity
- Know the history and values of our democratic nation
- Take part in school and community life

Serra graduates will be Effective Communicators who:

- Develop effective communication skills (reading, writing, speaking, listening)
- Utilize technology as tools for learning

Serra graduates will be Academic Achievers who:

- \* Produce quality work in all areas
- Demonstrate intellectual, artistic, creative and/or practical knowledge and skills

Serra graduates will be Effective Problem Solvers who:

- Cooperate with others to solve problems
- Consider thoughtful moral and ethical solutions to local, national, and world issues
- Know how to access information and integrate knowledge

Serra graduates will be Lifelong Learners who:

- Take responsibility for decisions and actions
- Maintain mental and physical health
- Make career plans

## Chapter II: Expected Schoolwide Learning Results

### **Restate the two to three critical academic needs based on the analyzed profile data.**

Analysis of profile data at Serra indicates that two areas of critical need for our students lie in the areas of literacy and mathematics. Of course, good literacy skills are the building blocks to success in many other academic areas; and mathematics reasoning skills are the prerequisite critical thinking skills that establish success in many areas of academics and in life. Student achievement scores in these two areas as evidenced by standards-based state assessments such as the California Standards Test (CST) and the California High School Exit Exam (CAHSEE) indicate the need to continue to improve instruction and strive toward improvement in the numbers of our students reaching proficiency in these areas.

Literacy and mathematics are also the focus of San Diego City School's districtwide reform efforts. In developing our 2002-03 Single Plan for Student Achievement (SPSA), the data that we studied led us to choose improvement goals in the areas of English/Language Arts and Mathematics. As you will see later in this chapter of the self-study report, we have chosen to concentrate on two ESLRs that correlate to the areas of literacy, or effective communication, and problem solving skills.

### **Describe the process used to determine or clarify these expected schoolwide learning results.**

Serra's Expected Schoolwide Learning Results were first developed in connection with the SB 1274 Restructuring Grant that we were awarded in 1991. The ESLRs were, at that time, known as Holistic Learner Outcomes (HLOs). They were first developed in the 1993-94 school year and have undergone some revisions since then.

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| Fall 1993   | Tentative HLOs were developed by committees of teachers and other staff.  |
| Summer 1994 | Parents and students were polled for input on the proposed HLOs which were then organized into three categories: Responsibility, Respect, and Excellence. HLOs were presented to and approved by staff in the fall of 1994. |

- October 1994 Posters of the HLOs were printed and posted in every classroom and in offices. Academic departments began discussing ways in which their curriculum already supported the HLOs or ways in which they could reinforce the curriculum to do this.
- November 1995 The title Holistic Learner Outcomes was officially changed to Expected Schoolwide Learning Results to coincide with our preparations for our WASC self-study. The revisions were presented to and approved by the staff on March 8, 1996.
- Summer 1996 Every student received a packet of pre-registration materials, as students do every year at Serra. Among their materials was a copy of the ESLRs. The ESLRs were also reprinted for them in the front of their Student Handbooks, which every student received in September of 1996. Every classroom and every office now displays a poster listing the ESLRs.
- Fall 1996 The ESLRs were printed in the *Serra Spirit*, the PTSA newsletter sent to the homes of all Serra students. Teachers were required to include in their course syllabus a list of ESLRs addressed by the course. Syllabi were submitted to the principal and distributed to students and parents.
- Fall 2001 In preparation for our WASC self-study, the Leadership Team proposed reformatting Serra's ESLRs and adding measurable indicators to better match them to academic standards. The proposed newly-formatted ESLRs were approved by the faculty, the Student Senate, and the PTSA in January of 2002. The reformatted, revised ESLRs have been distributed to all students and are posted in classrooms and offices around the school. It is this revised version of Serra's ESLRs that is reprinted in the beginning of this chapter.

**Identify the selected expected schoolwide learning results that correlate to the two to three critical academic needs.**

Inasmuch as our determined critical needs are in the areas of English/Language Arts and mathematics, the ESLRs that have been selected for our current self-study are listed below:

**Serra graduates will be Effective Communicators who:**

- Develop effective communication skills (reading, writing, speaking, listening)
- Utilize technology as tools for learning

and

**Serra graduates will be Effective Problem Solvers who:**

- Cooperate with others to solve problems
- Consider thoughtful moral and ethical solutions to local, national, and world issues
- Know how to access information and integrate knowledge