Participating Schools

Rosa Parks Elementary
Opened in September 1997, Rosa Parks Elementary has exceeded its capacity since the outset. Built to accommodate 900 students, the school registered an initial enrollment of more than 1,200, which increased in 2000 to more than 1,500. With an enrollment cap and additional facilities now in place, Rosa Parks currently serves approximately 1,480 students. Roughly 70 percent of these students have limited English proficiency.

"The Pilot has helped our teachers provide the best possible education to our students. In addition, it has supported Rosa Parks Elementary's partnership with parents to get them involved in school—not only to help teach their children, but to further their own education."
—Emilee Watts, Rosa Parks Elementary

Monroe Clark Middle School
Opened in September 1997, Monroe Clark was the first school to be built by San Diego City Schools exclusively for sixth, seventh and eighth graders. It also quickly exceeded capacity. In 1998 Standardized Testing and Reporting (STAR) results, which measure reading, math, language and spelling proficiency, Monroe Clark students scored roughly 20 points below the district average in all areas. Nearly 50 percent of these students are classified as English language learners.

Hoover High School
Unlike Rosa Parks and Monroe Clark schools, Hoover High is one of the oldest in the city. In 2000, standardized test scores indicated that the gap between Hoover's average and that of the district in reading, math, science and social science was even greater than at the Pilot's primary schools—nearly 25 percentage points below average. More than 45 percent of Hoover students are English learners.

The Engaged University
In fall 1998, SDSU assumed administrative and operational responsibility for the three City Heights Pilot schools, which provide K-12 education for more than 5,000 students. SDSU applies the resources and expertise of its eight academic colleges and supporting divisions to the diverse academic and non-academic factors that affect learning for City Heights students. Examples of this commitment include:

- Students: SDSU students devote more than 50,000 hours of coursework, fieldwork and research to Pilot-related projects annually. Each semester, more than 100 SDSU students serve as tutors at Rosa Parks, Monroe Clark and Hoover. Scores of others are involved as student teachers working on their credentials, and dozens more participate in teaching as part of graduate and undergraduate classes and research.
- Faculty and Staff: More than 100 faculty have participated in more than 65 different Pilot programs. Faculty and staff contribute 10,000 hours per year to curriculum and program design, implementation, teaching and direct support of the Pilot.
- Academic Departments and Colleges: More than 40 academic departments, ranging from Anthropology to Women's Studies and from the College of Business Administration to the School of Social Work, contribute mentoring activities, social and health services, parent and family outreach, after-school recreational programs, and many other services in City Heights. In addition, SDSU's College of Education plays a key role in developing curricula and teaching practices in City Heights schools.

The Pilot brings to Monroe Clark Middle School many of the things that make it a special place to both teach and learn: after school programs, tutoring and mentoring from SDSU students; professional development, and many other programs and resources that otherwise would not be available.
—Frank Petersen, Principal, Monroe Clark

"It seems that everywhere you turn people are talking about the need for educational reform. To be a part of this unique partnership where people are actually doing rather than just talking is exciting."
—Ian Pumpian, Executive Director, City Heights Educational Pilot
Selected Unique and Innovative Programs

Concerted collaboration among the Pilot’s partners has resulted in dozens of innovations in education. A few examples provide a useful snapshot.

Rosa Parks Elementary:

- Bridges Cohort: Teachers and students from seven classrooms stay together from kindergarten through fifth grade. The cohort is designed to create more stable and effective relationships among teachers, students and parents.
- School in the Park: All third, fourth and fifth grade classes spend up to nine weeks of the school year in classrooms at San Diego’s famous Balboa Park, where they participate in week-long educational programs at the Science Center, Museum of Art, Historical Society, and San Diego Zoo.

Monroe Clark Middle:

- Extended Day Programs: Students receive after-school assistance with homework and participate in fun, leisure and sports activities afterwards. The program includes GEAR UP, which uses academic preparation and activities to encourage students and their parents to begin planning for college.
- SDSU Tutor and Mentor Programs: SDSU tutors and mentors provide academic assistance and serve as role models, encouraging students to pursue their education. In return, the SDSU students receive college credit and valuable experience.

Hoover High:

- Coordinated Classes: SDSU and Hoover students engage in a variety of collaborative learning experiences. For example, SDSU students utilize the cultural diversity of Hoover and City Heights to learn about ethnographic and anthropological field methods and research, as well as the fundamentals of multiethnic societies. Hoover students, in turn, explore their own parallel projects and receive both academic and personal mentoring from their SDSU partners.
- Faculty from SDSU’s College of Business Administration and Hoover’s business teachers jointly teach classes on economics, finance and entrepreneurship. Classes cover a full spectrum of financial literacy, from basic household accounting to formulating business plans, marketing strategies and organizational and legal structures.

Pilot Accomplishments

Interim results of the six-year program are encouraging:

Reading Level Growth

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<table>
<thead>
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<th>SATS MATH (% at or above 50th percentile)</th>
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<tr>
<td>Hoover</td>
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Other significant accomplishments:

- Attendance at all three schools averaged more than 95 percent during the 1999–2000 school year.
- More than 75 teachers were awarded a SDSU Masters in Education and, in addition, approximately 175 student teachers completed an on-site teacher credential program between 1998 and 2001.
- Pilot schools have averaged 90% teacher retention since the Pilot began.
- Parent volunteers logged approximately 30,000 hours through adult education classes, community service and school governance meetings.
- In addition to Price Charities’ support, more than $5.5 million has been secured by the Pilot’s grant development team to support activities such as the seventh-grade early college outreach program, extended day programs, health services, and summer academic camps.
- More than 25 journal publications, 10 book chapters, and seven conference presentations were generated from the City Heights Educational Pilot experience in the first three years.

The City Heights Community Center—a 84,000-square-foot facility in heart of City Heights purchased by the SDSU Foundation—recently opened. It houses or will house the Pilot’s offices and innovative community programs such as the SDSU Child and Family Counseling Clinic and Preparation Center, the Community Technology Center, the Community Business Incubator and Credit Union, the College of Education Reading Clinic, and the SDSU Literacy Center.

Through the City Heights K–16 Educational Pilot, SDSU, Price Charities and other Pilot partners are helping a local community find solutions to its most pressing problems. It is also the partners’ hope and intent that the Pilot will serve as a model for collaborative development of ethnically diverse neighborhoods that can be replicated in other communities.

API Growth

The State of California uses the results from SAT 9 tests to compute a score for each school called the Academic Performance Index (API). The state then sets a target score for the following year that indicates how much growth a school is expected to achieve.

Rosa Parks Elementary

Targeted growth: 17 points
Actual growth: 82 points

"Training teens in the principles and practice of economic development is crucial to revitalizing neighborhoods like City Heights."

—Craig Dunn, Professor, SDSU School of Business Administration