

The Single Plan for Student Achievement

Serra High School

School Name

30-66464-3035987

CDS Code

Date of this revision: April 12, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Capistrano Unified School District

School District

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The District Governing Board approved this revision of the School Plan on June 07, 2017.

II. School Vision and Mission

The staff at Serra High School nurture students to envision and realize their potential. Serra is a safe and caring environment where students experience a second chance to achieve academically and grow socially. At Serra, students who have faced many personal and academic obstacles discover their own resilience by making good personal choices that will lead to graduating with a high school diploma, successful lifelong learning and a fulfilling career path. We are a small school with a BIG heart.

Expected School Wide Learning Results

RESPECTFUL

Students will:

- Demonstrate honest, ethical, and courteous behavior
- Understand and respect the diversity of individuals/cultures
- Resolve conflict through effective communication

RESPONSIBLE

Students will:

- Acquire the ability to set achievable short term and long term goals.
- Explore careers and higher learning options to become successful lifelong learners beyond graduation.
- Exhibit the social skills needed to be productive members of their school and community.

READY

Students will:

- Attain proficiency levels in all academic subjects.
- Communicate effectively in reading, writing, and speaking.
- Demonstrate proficiency in written and oral communication.

III. School Profile

Community Background

Serra High School (Serra) is a model continuation high school located in San Juan Capistrano, California. The school, located on the site of the original San Juan Capistrano Union High School, rests within two city blocks of the mission built by Junipero Serra in 1776. Serra is part of the Capistrano Unified School District (CUSD), a suburban district in south Orange County encompassing 195 square miles and serving approximately 50,000 students. The district, which offers a K-12 program and several alternative education programs, was unified in 1965 and operates 55 campuses including six traditional high schools and one virtual high school in addition to Serra.

Serra serves students from the six traditional high schools in CUSD and has a student capacity of 200 students or roughly 2% of the total population of high school students district wide. In order to gain admission to the school, prospective students must be approved through an Admissions and Discharge process set forth in Board Policy. Students may be voluntarily or involuntarily transferred to Serra based on numerous factors including behavior and social problems, but almost every student who is approved to attend Serra is severely deficient in credits, and Serra represents CUSD's primary dropout prevention program.

The students who attend Serra come from the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, Talega, and Wagon Wheel. Serra students are close to numerous post-secondary opportunities. Most notably students have access to Saddleback College, California State University at Fullerton, and University of California at Irvine in addition to numerous private universities.

The communities encompassed by the school boundaries vary in their demographic compositions. Within the community, students are served by organizations such as:

- The Boys' and Girls' Club
- YMCA of Orange County
- Boy Scouts of America
- Girl Scouts of the USA
- Little League
- Pop Warner Football
- Rotary International and Lion's Club
- Fire and Sheriff explorer programs
- Local faith-based youth groups
- Pepperdine Resource, Youth Diversion and Education (PRYDE)

The Parent Teacher Student Association (PTSA) is an active organization within district schools and helps to generate thousands of dollars through fund raisers to support CUSD students and teachers. While Serra does not have its own PTSA, the CUSD PTAs are active and generous supporters of the special events hosted at Serra, donating refreshments, art supplies, prizes, and meeting a variety of needs as they arise. The district has an active DELAC committee and all schools, including Serra, have functioning School Site Councils and ELAC committees where parents are able to provide needed input and direction relating to school decision making. The students within Serra are also served by generous donations made by community organizations such as the San Juan Capistrano City Council, Rotary clubs, San Clemente Ocean's Festival, and School's First Credit Union which attend and sponsor school activities, offer mentoring and job shadowing, and provide scholarships for Serra students planning to attend college.

WASC Accreditation History

During the 2007-08 school year, Serra submitted its initial visit application to the Western Association of Schools and Colleges (WASC). In 2011-12, Serra was awarded a six year accreditation. During the 2012-13 school year, Serra was named a Model Continuation High School by the California Department of Education. Serra was once again named a Model Continuation High School by the CDE during the 2015-16 school year.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Appendix A data was used in developing this plan and the goals contained herein.

B. Surveys

Information from the California Healthy Kids Survey and the CUSD Brightbytes parent, staff and student surveys, the Title I parent survey, and other data sources are used to inform the planning process.

C. Classroom Observations

The principal is engaged in regular walk-throughs to monitor the progress of both students and staff. It is commonplace for her to visit classrooms frequently through the week, often walking around and chatting with students as she does so. By coming into the classroom regularly, she can gauge what and how students are doing and the teacher knows to be prepared and ready to meet the high expectations that have been set. A walk-through digital form is used to provide feedback to teachers and staff around district and school goals specific to SIOP instruction. By utilizing this and other data, the principal can reconcile classroom observations, student input, and student achievement in guiding the instructional program. District personnel and Serra teachers are also engaged in classroom walkthroughs to provide additional lenses for continued improvement of the instructional program.

Serra staff participates in two types of evaluations, formal and informal. In March, formal evaluations are carried out based on a rotating schedule. The principal sets up an initial meeting to review the goals of a particular teacher, prior to the actual observation. The principal then conducts the observation and sets up a post observation conference to discuss items related to the observation. The observation is signed by the principal and teacher, with one copy given to the teacher and one copy to be placed in the teacher's personnel file. Administrators at Serra frequently do "instructional walks" and provide instructional feedback to help support student achievement; and informal observations are conducted regularly and are kept in the principal's office.

D. Student Work and School Documents

Each week, teachers share information on student progress during the Just Kids meetings. School documents such as D-F reports and progress towards graduation reports are regularly reviewed by leadership. In addition, other documents such as the safety plan and technology plan are regularly reviewed.

E. Analysis of Current Instructional Program (See Appendix B)

Serra serves a highly diverse student population. All students who attend Serra have struggled academically for various reasons ranging from health disorders to drug use, and everything in between. The stakeholder groups at Serra desire that all students be given a second chance to achieve academically and grow socially. Based on the data that has been reviewed there is a need to emphasize and focus on the students' ability to communicate effectively through reading and writing. In addition, data is continually reviewed (CELDT, SBAC, CIAs, etc.) so that staff can set short-term and long-term instructional goals for the students and the program.

V. Description of Barriers and Related School Goals

Success in future college or career opportunities will in some part be dependent on a student's ability to communicate effectively in reading and writing. The expectation in the State of California and at the Federal level is that schools help all students become proficient in these areas and that the receipt of a high school diploma signify to some degree a student's ability to communicate well. In response to the lack of student proficiency in this area across the state and nationwide, Federal and State accountability measures place high value on the English-Language Arts curriculum offered in public schools. The standards established and adopted by the California State Board of Education demand that students be able to use texts to acquire knowledge and defend arguments, to think and read critically, and to develop original texts of their own with well reasoned conclusions.

School Goal 1 - Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students by (a) providing a rigorous, data-driven pre-k through 12th grade instructional program, (b) implementing a Multi-Tiered System of Support (MTSS) for all students to support their social, emotional, and academic growth; and (c) providing personalized pathways for students to be college and career ready through partnerships with higher education institutions and local businesses. School Goal #1:

The perceived barriers to improving goal 1 at Serra include but are not limited to the following:

1. Poor attendance.
2. Avoidance of homework and classwork, particularly when reading and writing are involved.
3. Academic deficiencies caused by gaps in learning, limited English abilities, or other disabilities.

School Goal 2 - Communicate with, and engage students, parents, employees, and community members in District wide and community-specific decisions.

The perceived barriers to Goal 2 at Serra include but are not limited to the following:

1. Lack of support from home and a stable home environment for some students.
2. Substance abuse and dependency issues.
3. Academic deficiencies caused by gaps in learning, limited English abilities, or other disabilities.
4. Poor attendance.

School Goal 3 - Optimize facilities and learning environments for all students.

The perceived barriers to improving facilities and learning environments at Serra include but are not limited to the following:

1. Aging facility
2. Lack of resources designated for improving aging facility.
3. Issues around expenditures v. compliance.
4. Designation as a historical site make improvements more complicated.

VI. Planned Improvements in Student Performance

The School Site Council 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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>SCHOOL GOAL #1: Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students by (a) providing a rigorous, data-driven pre-k through 12th grade instructional program, (b) implementing a Multi-Tiered System of Support (MTSS) for all students to support their social, emotional, and academic growth; and (c) providing personalized pathways for students to be college and career ready through partnerships with higher education institutions and local businesses. (Goals should be prioritized, measurable, and focused on identified student learning needs)</p>	
<p>What data did you use to form this goal (findings from data analysis)? Data sources included results of state testing over time, CELDT data, district and site assessments, graduation and attendance rates, grades and other sources.</p>	<p>How does this goal align to your Local Educational Agency Plan goals? This goal aligns to the LEA Plan Performance Goals 1, 2, 3, & 5:</p> <ul style="list-style-type: none"> • All students will reach high standards, at a minimum attaining proficiency or better in reading and math. • All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and math. • All students will be taught by highly-qualified teachers. • All students will graduate from high school.
<p>What did the analysis of the data reveal that led you to this goal? Serra continues to focus on the implementation of Common Core in the continuation high school setting. There are achievement gaps between subgroups within the school and district. In English language arts, we will focus on on non-fiction and informational text, reading and analyzing complex text, and developing critical thinking skills. In math, we will focus on mathematical practices and habits of mind, as well as the implementation of the district's new three-year math requirement.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Students, parents, teachers, administrators and district support staff.</p>
<p>Who are the focus students and what is the expected growth? All Serra students are considered At Risk and will benefit from the increased focus on Common Core language arts and math standards.</p>	<p>What data will be collected to measure student achievement? SBAC, CELDT, district assessments and classroom assessments</p>
<p>What process will you use to monitor and evaluate the data? Staff will meet weekly to discuss student progress toward graduation, grades, and intervention results.</p>	<p>Actions to improve achievement to exit program improvement (if applicable). N/A</p>

SCHOOL GOAL #1: Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students by (a) providing a rigorous, data-driven pre-k through 12th grade instructional program, (b) implementing a Multi-Tiered System of Support (MTSS) for all students to support their social, emotional, and academic growth; and (c) providing personalized pathways for students to be college and career ready through partnerships with higher education institutions and local businesses.

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
<p>Professional Learning Communities will analyze and interpret data to plan instruction</p> <ul style="list-style-type: none"> Use Standards Schedules to plan lessons in order to ensure that all students have access to state standards in alignment with District timelines. Follow Curriculum Alignment Guides (CAGs) as additional support to meet standards in Standards Schedules. Use Common Assessments (formative, interim, and summative) to inform instruction, monitor student progress, and adjust instruction to meet individual student needs (students with disabilities, English learners, students not meeting standards through students exceeding standards). 	August-June	No planned expenditures from site funds	None Specified		
<p>Increase disciplinary literacy to a Depth of Knowledge (DOK) level 3 or higher for all students</p> <ul style="list-style-type: none"> All teachers implement Great First Instruction (GFI) All teachers implement integrated ELD across all content areas, 9-12. All teachers differentiate to meet the needs of all learners (students with disabilities, English learners, students not meeting standards through students exceeding standards). 	August-June	Staff Development	1000-1999: Certificated Personnel Salaries	Title I	5000
<p>Implement intervention instruction and progress monitoring data collection and relevant professional development to support students not meeting standards.</p>	August-June	No planned expenditures from site funds	None Specified		
<p>Improve SSR program to encourage reading for pleasure, or identify other uses of that period of the day.</p>	August-June	No planned expenditures from site funds	None Specified		
<p>A new pilot Academic Intervention program will be implemented to provide direct instruction via web-based learning to students who have failed courses to help them recover credits required for graduation. Additionally, students will be provided the opportunity to complete courses outside of their four period day through an onsite independent study program.</p>	August-June	AI Direct Instruction Curriculum Independent Study Teacher	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I	8130

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
		Additional AI Software	4000-4999: Books And Supplies	Title I	356
Training of teachers including attendance at conferences, workshops, visits to other schools to observe practices.	Ongoing	Staff Development budgeted in another item			
Professional development in the area of implementation of SIOP training, observations, and workshops.	August-June	Staff Development part of other goal	None Specified		
Common Core Standards training including attendance at workshops, and visits to other schools to observe practices.	August-June	No planned expenditures from site funds	None Specified		
A representative from Saddleback College will visit with students weekly to answer their questions, facilitate application, and be a positive presence on campus.	August-June	No planned expenditures from site funds	None Specified		
Struggling students will be discussed weekly during Just Kids meetings and planned efforts to assist these students will be coordinated, recorded, and communicated by the coordinator.	August-June	No planned expenditures from site funds	None Specified		
Provide an infant/toddler program for the children of teen parents who are enrolled at Serra in an air-conditioned environment with a sink and adequate facilities.	August-June	Supplies for infant/toddler program	4000-4999: Books And Supplies	Title I	2500
Implementation of ERWC class for 12th grade students to ensure readiness for college or career options.	August-June				
One on one assistance from instructional aides and school volunteers for students who are struggling academically.	August-June	Instructional Aide Salary and Benefits	2000-2999: Classified Personnel Salaries	Title I	3900
Provide customized, onsite summer intervention program for potential non-grads to support them in meeting the graduation requirements during the 2016-17 school year.	June 2017	Admin/Teacher Support	1000-1999: Certificated Personnel Salaries	Title I	1500
		BCL Support	2000-2999: Classified Personnel Salaries	Title I	600
		Academic Advisor Support	2000-2999: Classified Personnel Salaries	Title I	200
Engage staff in developing knowledge of trauma-informed schooling through onsite and offsite professional development.	September-June	Conference Attendance	5000-5999: Services And Other Operating Expenditures	Title I	5000

VI. Planned Improvements in Student Performance

<p>SCHOOL GOAL #2: District WIG #2: Communicate with, and engage students, parents, employees, and community members in schoolwide decisions. (Goals should be prioritized, measurable, and focused on identified student learning needs) Expand parent and community engagement to include representation of all students.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Participation in parent advisory meetings and school site council was analyzed in the development of this goal. In addition, individual contacts by school staff with parents were discussed and considered as were survey results from a Title I parent survey that was administered during registration at the beginning of the 2014-15 school year. Also, attendance at Back to School Night, Open House, and both formal and informal graduation ceremonies were analyzed.</p>	<p>How does this goal align to your Local Educational Agency Plan goals? This goal aligns to the LEA Plan Performance Goals 1, 2, & 5:</p> <ul style="list-style-type: none"> • All students will reach high standards, at a minimum attaining proficiency or better in reading and math. • All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and math. • All students will graduate from high school.
<p>What did the analysis of the data reveal that led you to this goal? There is a need for increased parent and student engagement at Serra. The school has analyzed attendance and achievement data and will pilot a new credit/attendance plan to increase both areas. Parent participation at the high school level tends to wane at most comprehensive schools. This is even more of a concern at continuation schools where student academic issues are often linked to factors outside of school that involve parent interaction or a total lack thereof. While a parent participation level similar to comprehensive high schools or other schools is unreasonable, data indicates that many parents are involved and want to be involved to a greater degree. Since student achievement is related to parent involvement, the school desires to take steps to increase parent involvement at Serra.</p> <p>Both ELAC and SSC have been haphazardly implemented at Serra in the past due to difficulties with getting parents to commit to participate and limitations projected by staff members' past experiences with the difficulty of having strong parent involvement at the school. Both of these settings provide excellent opportunities for meaningful parent involvement.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Students, teachers, parents, staff, administrators, and district support staff.</p>

<p>Who are the focus students and what is the expected growth? All students at Serra are At Risk. Attendance has been identified as a barrier to student success and will be the focus of outreach this year.</p> <p>The anticipated increase is an actual attendance rate of 85%.</p>	<p>What data will be collected to measure student achievement? ADA apportionment Actual student attendance Student summative tardy data Participation in school site advisory and district advisory meetings Participation in school site committees Input from parent surveys California Healthy Kids Survey SBAC results Graduation rates Student attendance and tardiness data</p>
<p>What process will you use to monitor and evaluate the data? Regular review of relevant data</p>	<p>Actions to improve achievement to exit program improvement (if applicable). The contribution of parents through their direct and indirect involvement in school site committees, parent meetings, student conferences, school celebrations, and instructional activities will directly impact participation in mandatory assessments, student achievement on high stakes assessments, student attendance at school, and ultimately graduation results which all factor in to AYP calculations and exiting program improvement.</p>

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Collect data related to student attendance through Just Kids meetings, Aeries, and monthly attendance reporting. Support a schoolwide attendance intervention plan to improve student attendance.	August-June	Bilingual Clerk Salary	2000-2999: Classified Personnel Salaries	Title I	7000
		Benefits	3000-3999: Employee Benefits	Title I	1200
Provide weekly incentives for perfect attendance.	August-June	Gift Cards	0001-0999: Unrestricted: Locally Defined	Gift	500
Meet with students who have attendance concerns to discuss and resolve barriers to attendance at school.	August-June	No planned expenditures from site funds	None Specified		
Implement small group parent/student orientations for every new Serra student in order to provide information regarding the school and set the student up for success. Increase parent attendance at school-wide events and engagement opportunities.		Refreshments to increase parent attendance	4000-4999: Books And Supplies	Title I Parent Involvement	385
Utilize Bilingual Community Liaison to make positive contact with the parents and families of students where Spanish is the primary language spoken at home.	August-June	Salary and benefits of Bilingual Community Liaison	2000-2999: Classified Personnel Salaries	Title III-LEP	18000
		Salary and benefits of Bilingual Community Liaison	3000-3999: Employee Benefits	Title III-LEP	2500
Implement interventions for students who are truant including parent-student conferences and training, study hall model to provide opportunity for students to get back on track with attendance.	August-June	No planned expenditures from site funds	None Specified		

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Contact parents as soon as possible when a student is suspected to have left campus without permission. Conference with parent/student prior to their return.	August-June	No planned expenditures from site funds	None Specified		
Maintain a part time receptionist/attendance position to communicate with parents regarding all attendance matters.	August-June	Already budgeted.	None Specified		
Arrange field trips as an attendance incentive for students who have excellent attendance.	August-June	Transportation	5000-5999: Services And Other Operating Expenditures	Gift	2000
		Cost of admission to selected venues	5000-5999: Services And Other Operating Expenditures	Gift	3000
Implement parent outreach opportunities such as parent workshops, coffee with the principal, and other opportunities for parents to join campus activities or possibly create volunteer opportunities like Communities with a Cause.	Quarterly	No planned expenditures from site funds	None Specified		
Create Student/Parent Handbook including school policies, activities, and description of school program including contact information for specific questions/concerns.	July	Printing/Translation	2000-2999: Classified Personnel Salaries	Title I Parent Involvement	500
			5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	100
Elect a School Site Council annually, provide training and conduct meetings.	August-June	No planned expenditures from site funds	None Specified		
Engage EL parents through ELAC meetings throughout the year.	Quarterly	No planned expenditures from site funds	None Specified		
Maintain a robust and current website with information in English and Spanish, and utilize School Connect, School Loop and other resources to provide information to parents/guardians and an avenue for communication between parents and teachers.	August-June	School Loop license	5000-5999: Services And Other Operating Expenditures	General Fund	400
Establish and meet with student leadership students at least two times per quarter.					
Continue offering ASB class and activities and include parent participation when applicable.					
Create a conference space to engage students, parents and staff in school improvement initiatives.	Winter 2017	Furniture/equipment	6000-6999: Capital Outlay	Title I	9500

VI. Planned Improvements in Student Performance

<p>SCHOOL GOAL #3: District WIG #3: Optimize facilities and learning environments for all students. (Goals should be prioritized, measurable, and focused on identified student learning needs) Enhance facilities to ensure they are clean, safe, healthy, functional, and appropriate to foster academic achievement, including access to technological devices to support 21st century learning.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Data on facilities and learning environments was collected in conjunction with a district-wide facilities focus. The most recent site/facility inspection was used in forming this goal. Informal inspections, teacher input, work orders, and complaints were also considered in forming this goal.</p>	<p>How does this goal align to your Local Educational Agency Plan goals? This goal aligns to the LEA Plan Performance Goal 4: <ul style="list-style-type: none"> All students will be educated in learning environments that are safe, drug-free, and conducive to learning. </p>
<p>What did the analysis of the data reveal that led you to this goal? During the 2015-16 school year, Serra received a new science lab, art lab, classroom furniture, and one-to-one chromebooks that have greatly improved the learning environments. There are remaining needs around the aging facility.</p> <p>Students are happier and more successful when they feel like they are important. The cleanliness and functionality of school facilities contributes to the overall feeling students have about their importance. Keeping Serra clean and functional makes the students feel important and respected.</p> <p>As students are preparing for college and career readiness in the 21st century, it will become more and more important for them to have access to current technologies. While Serra boasts a high student to computer ratio, it will be important to maintain or replace technologies to ensure that this access continues to exist.</p> <p>In addition to access to technologies, teachers will need to have access to training to be able to fully utilize the technologies and help students to do the same.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Students, parents, teachers, staff, and administrator.</p>
<p>Who are the focus students and what is the expected growth? This goal area pertains to all Serra students.</p>	<p>What data will be collected to measure student achievement?</p>
<p>What process will you use to monitor and evaluate the data? Campus walk-throughs, purchase requisitions, work-orders and other facilities-related documentation will be utilized to evaluate progress.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Inspect facility daily to identify safety concerns and ensure the campus is clean.	July-June	None Specified			
Utilize district work order process to ensure that identified repairs or maintenance concerns are addressed in a timely fashion.	July-June				

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount
Collaborate with ROP to create career-tech ed classroom spaces in existing classrooms	July-September	Career-Tech Classroom	6000-6999: Capital Outlay	Title I	5000
Update office to reflect additional personnel work spaces	July-September	Office furniture	6000-6999: Capital Outlay	General Fund	5000
			6000-6999: Capital Outlay	Gift	2000

VI. Planned Improvements in Student Performance

SCHOOL GOAL #4: (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance

SCHOOL GOAL #5: (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount

VI. Planned Improvements in Student Performance

SCHOOL GOAL #6: (Goals should be prioritized, measurable, and focused on identified student learning needs)	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to your Local Educational Agency Plan goals?
What did the analysis of the data reveal that led you to this goal?	Which stakeholders were involved in analyzing data and developing this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Strategies/Actions to Implement this Goal	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source	Amount

VII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
General Fund	15,500	10,100.00
Title I	76343	26,457.00
Title I Parent Involvement	985	0.00
Title III-LEP	20,500	0.00
Gift	10,875	3,375.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	5,400.00
Gift	7,500.00
Title I	49,886.00
Title I Parent Involvement	985.00
Title III-LEP	20,500.00

VII. Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	6,500.00
2000-2999: Classified Personnel Salaries	30,200.00
3000-3999: Employee Benefits	3,700.00
4000-4999: Books And Supplies	3,241.00
5000-5999: Services And Other Operating Expenditures	18,630.00
6000-6999: Capital Outlay	21,500.00

VII. Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	General Fund	400.00
6000-6999: Capital Outlay	General Fund	5,000.00
0001-0999: Unrestricted: Locally Defined	Gift	500.00
5000-5999: Services And Other Operating	Gift	5,000.00
6000-6999: Capital Outlay	Gift	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,500.00
2000-2999: Classified Personnel Salaries	Title I	11,700.00
3000-3999: Employee Benefits	Title I	1,200.00
4000-4999: Books And Supplies	Title I	2,856.00
5000-5999: Services And Other Operating	Title I	13,130.00
6000-6999: Capital Outlay	Title I	14,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Parent Involvement	385.00
5000-5999: Services And Other Operating	Title I Parent Involvement	100.00
2000-2999: Classified Personnel Salaries	Title III-LEP	18,000.00
3000-3999: Employee Benefits	Title III-LEP	2,500.00

VII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,186.00
Goal 2	45,085.00
Goal 3	12,000.00

Appendix A: School and Student Performance Data

Student Enrollment by Group

Student Group	Percent of Enrollment		Number of Student	
	2015-16	2016-17	2015-16	2016-17
American Indian	0.0%	0.0%	0	0
African American	0.0%	2.3%	0	3
Asian	0.0%	1.5%	0	2
Filipino	1.2%	0.0%	2	0
Hispanic/Latino	66.1%	58.0%	109	76
Pacific Islander	0.0%	0.0%	0	0
White	30.3%	33.6%	50	44
Multiple/No Response	0.0%	0.0%	0	0
		Total Enrollment:	165	131

Student Enrollment by Grade

Grade	Number of Students	
	2015-16	2016-17
Kinder.	0	
Gr. 1	0	
Gr. 2	0	
Gr. 3	0	
Gr. 4	0	
Gr. 5	0	
Gr. 6	0	
Gr. 7	0	
Gr. 8	0	
Gr. 9	0	
Gr. 10	7	8
Gr. 11	46	47
Gr. 12	112	76
Total Enrollment:	165	131

Appendix A: School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	109	83		95	72		91	72		87.2	86.7	
All Grades	109	83		95	72		91	72		87.2	86.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2480.5	2458.3		1	1		11	7		33	21		52	71	
All Grades	N/A	N/A	N/A	1	1		11	7		33	21		52	71	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	3	3		45	39		52	58		
All Grades	3	3		45	39		52	58		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	1	1		37	24		59	75	
All Grades	1	1		37	24		59	75	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	4	4		43	47		53	49	
All Grades	4	4		43	47		53	49	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2	7		65	32		33	61	
All Grades	2	7		65	32		33	61	

Conclusions based on this data:

- 1.

Appendix A: School and Student Performance Data (Continued)

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	109	83		97	71		92	70		89.0	85.5	
All Grades	109	83		97	71		92	70		89.0	85.5	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2452.9	2417.0		0	0		0	0		9	6		86	94	
All Grades	N/A	N/A	N/A	0	0		0	0		9	6		86	94	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 11	0	0		7	4		93	96		
All Grades	0	0		7	4		93	96		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0		38	23		62	77	
All Grades	0	0		38	23		62	77	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	0	0		22	34		78	66	
All Grades	0	0		22	34		78	66	

Conclusions based on this data:

1.

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
All Students**

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
African American Students**

CAASPP Science Results for Black or African American												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
Asian Students**

CAASPP Science Results for Asian												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
Hispanic/Latino Students**

CAASPP Science Results for Hispanic or Latino												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
White Students**

CAASPP Science Results for White												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
English Learner Students**

CAASPP Science Results for English Learner												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data (Continued)

**California Standards Test
Socio-Economically Disadvantaged Students**

CAASPP Science Results for Economically Disadvantaged												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
10	23	16		14	44		14	19		27	22	

Conclusions from this data:

Appendix A: School and Student Performance Data

Title III Accountability (Serra High School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	47	35	37
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	47	35	37
Number Met	34	26	21
Percent Met	72.3%	74.3%	56.8%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3	44	5	32	6	31
Number Met	--	30	--	21	--	15
Percent Met	--	68.2%	--	65.6%	--	48.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	4550	4382	4,219
Percent with Prior Year Data	100.0		100
Number in Cohort	4550	4380	4,217
Number Met	2603	2642	2,499
Percent Met	57.2	60.3	59.3
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3290	1829	3310	1796	3,440	1,522
Number Met	878	903	883	946	1,019	742
Percent Met	26.7	49.4	26.7	52.7	29.6	48.8
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions from this data:

Appendix A: School and Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
10	***			***											
11				53	55	33	20	45	20	20		13	7		33
12	17	25	14	63	46	41	17	17	23	3	4	14		8	9
Total	13	17	8	60	49	38	17	26	22	9	3	14	2	6	19

Conclusions from this data:

Appendix A: School and Student Performance Data

2015-16 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
English-Language Arts**

2015-16 CAHSEE Grade 10 Combined Results for English-Language Arts							
Student Group	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation							
Students Receiving Services							

Conclusions from this data:

Appendix A: School and Student Performance Data

2015-16 California High School Exit Exam (CAHSEE) Results

**Grade 10 Combined Test
Mathematics**

2015-16 CAHSEE Grade 10 Combined Results for Mathematics							
Student Group	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							

Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							

Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							

Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							

Special Education Program Participation							
Students Receiving Services							

Conclusions from this data:

Appendix A: School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
Asian	1	1	*
Hispanic or Latino	166	63	38.0
Two or More Races	1	1	*
White	92	44	47.8
Male	171	68	39.8
Female	103	47	45.6
English Learners	52	14	26.9
Students with Disabilities	27	13	48.1
Socioeconomically Disadvantaged	181	79	43.6
Foster	1	1	*
Homeless	42	18	42.9
Grades 9-12	274	115	42.0
Total	274	115	42.0

Conclusions based on this data:

1.

Appendix B: Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

All teams utilize data from SBAC, CST, CELDT, and other District assessments for growth targets for all students and for significant student groups.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teams analyze data from formative and summative common, embedded assessments to monitor student acquisition of essential skills, and determine which students need modified instruction and/or additional support.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

Personnel Services monitors teachers for Highly Qualified Teacher (HQT) status and assists teachers not meeting HQT status with resources to meet requirements.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Training has occurred on adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

Teachers have been trained in standards-based instruction with their current adopted materials. Professional development is ongoing and conducted through a variety of vehicles, including embedded PD, in-person coaching, and District-wide training.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

CUSD Professional Development has placed focus on standards-based and great first instruction, prioritizing areas in support of the LCAP and LEA Plan, with a focus on growth for all students and closing the gap for underperforming student groups.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coaches and Curriculum Specialists have been working with all sites in support of great first instruction that embeds scaffolds to ensure access to the core curriculum. In addition, they provide support and professional development in support of CA state standards.

8. Teacher collaboration by grade level (EPC)

CUSD has established common collaborative time across all grade levels and departments. In grades K-8, this time is called ACE time. In high school, this time is termed late start. Regardless of the grade level, the focus during this collaborative time is to ensure clarity on the essential standards, design assessments that target those essential skills and concepts, deliver additional support to students who demonstrate the need, and work to provide great first instruction for all students.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Current instruction and materials have transitioned to the CA state standards. CUSD is following the State calendar for the recommendation of state approved materials.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

District policies support specific instructional minutes to ensure appropriate instruction in ELA, mathematics, physical education, and English language development.

11. Lesson pacing schedule (EPC)

Teacher teams utilize Standards Schedules which embed time for additional support and differentiation across content areas.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

All students have access to standards-aligned materials and textbooks.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All core courses utilize State Board of Education or District-adopted standards-aligned instructional materials, including intervention materials, and are provided access to standards-aligned core courses.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Teachers utilize assessments to identify students needing additional time and support. Tier I and II interventions are embedded within the instructional day. Student Success Team support is activated when Tier II interventions are required.

15. Research-based educational practices to raise student achievement at this school (NCLB)

CUSD has implemented SIOP practices to enhance student achievement in the core curriculum. Teachers have been trained in the various components, have received coaching in support of their implementation, and monitoring is occurring schoolwide.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Several opportunities (varies by school and targeted student group) are available for increased learning time including but not limited to Saturday Enrichment Academy, After School Education and Safety (ASES), Extended School Year (ESY), and Summer CELDT Intensive.

17. Transition from preschool to kindergarten (Title I SWP)

Transition activities such as Kindergarten Round-Up parent orientation meeting, pre-assessment (varies by school), and Learning Link to assist preschool students with increased success in kindergarten. Learning Link provides parent education, child education, health and speech screenings, and referrals to community resources.

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

All schools in CUSD have counselors to provide social-emotional and behavioral prevention and intervention programs. All schools with 15% or more English learners have a Bilingual Community Liaison to assist families and connect them to resources and support. The homeless program provides school breakfast and lunch programs, transportation to and from school, school clothing, and school supplies.

19. Strategies to increase parental involvement (Title I SWP)

All Title I schools have a school parent involvement policy and parent compact that are developed with parents and revised annually. A Title I meeting is held annually to inform parents and explain the requirements of Title I. Additional parent involvement meetings are held to provide parents with information on how to be involved in their child's education and help them succeed.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

School site advisory committees such as English Learner Advisory Committee (ELAC) and School Site Council (SSC) provide input into the Single Plan for Student Achievement (SPSA). These committees have representatives of parents, teachers, administrators, and other school personnel. ELAC members serve on the District English Learner Advisory Committee (DELAC). The DELAC reviews the Consolidated Application.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

CUSD has allocated Title I, Title II, and Title III funding for supplemental services such as Instructional Coaches, teacher professional development, middle and high school sections to lower class size for English language development, and supplemental electronic learning programs to enable under-performing students to meet standards.

22. Fiscal support (EPC)

State and federal funding sources are allocated with priority on closing the achievement gap for all under-performing student groups.

Appendix C: Recommendations and Assurances (Serra High School)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 4/12/2017

Attested:

Dr. Meg Ervais		
Typed Name of School Principal	Signature of School Principal	Date
Rocio Torres		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix D: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Student's Responsibilities

I realize that my education is important to me. I know that I am the one responsible for my success. Therefore, I will:

- Come to school regularly, on time, ready to learn with all schoolwork completed.
- Be responsible for my behavior and attitude.
- Pay attention to my teachers, family, support staff, and ask questions when I need help.

Parents Pledge:

Parent and Family Responsibilities

We understand that participation in our child's education will help in his/her achievement and attitude. Therefore, we will:

- Support CUSD's and Serra's attendance, schoolwork, and discipline policies.
- Make sure that our child attends school regularly, is on time, prepared to learn with all schoolwork completed, and well-rested and healthy.
- Provide a quiet place and time for our child to do and complete schoolwork.
- Know what skills our child is learning in class each day, providing encouragement and support.
- Review all school communications and return school requested responses promptly.
- Attend parent-teacher conferences and communicate with our child's teacher, through notes and conversation, about how our child is doing

Staff Pledge:

School Responsibilities:

We understand the importance of the school experience for every child and our role as educators and models. Therefore, we will:

- Provide quality teaching and leadership to our students and their families.
- Teach grade level skills and concepts to our students, ensuring that we cover the State and CUSD content and performance standards.
- Communicate frequently with families about their child's progress and share with them ways to help at home.
- Recognize that students are accountable for every assignment.
- Strive to address the individual needs of your child.
- Correct and return school work in a timely manner.
- Participate in meaningful professional development.
- Provide a safe, positive, and healthy learning environment for your child.

Appendix E: School Site Council Membership (Serra High School)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Meg Ervais	X				
Todd Amon		X			
Ashly Ogden		X			
Shannon Halbert		X			
Ranna Dendel		X			
Jeff Perry				X	
Nancy Cruz				X	
Lori Muir				X	
Corin Perry					X
Daniel Ramirez					X
Kaitlyn Bray-Sanchez					X
Rocio Torres			X		
Numbers of members of each category	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Preschool to Kindergarten Transition Plan

The transition plan between preschool and kindergarten was developed to improve the transition of children from preschool to kindergarten and includes the following components:

Action Steps	Benefits	Evaluation	Assigned To

Parent Involvement Policy

Capistrano Unified School District

Serra High School

Parent Involvement Policy

PART I. Background

Every school that receives Title I funds from the federal government is required to have a Parent Involvement Policy. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- A. That parents play an integral role in assisting their child’s learning;
- B. That parents are encouraged to be actively involved in their child’s education at school;
- C. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

PART II. Implementation

1. Serra High School has taken action to involve parents in the joint development and joint agreement of its School Parent Involvement Policy and its school wide plan, distribute the plan to parents of participating children and the local community, the School Parental Involvement Policy, and update the plan periodically to meet the changing needs of parents and the school.
2. Serra High School holds an annual meeting to inform parents of the following:
 - That their child’s school participates in Title I, the requirements of Title I, their rights to be involved, and their school’s participation in Title I.
3. Serra High School provides to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
4. Serra High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. The school will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT.

1. Serra High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph—

The school site frequently and systematically monitors students' progress to identify students' learning needs to insure maximum learning. An intervention program has been created to address students' diverse learning needs and to insure that all students' needs are being met.

2. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

PART IV. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS.

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- Adopting and implementing model approaches to improving parental involvement;
- Establishing a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART V. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the Serra High School Site Council Agenda(s) dated December 1, 2011.

This policy was adopted by the Serra High School on December 1, 2011 and has been revised by the School Site Council annually since that time. The school will distribute this policy to all parents of participating Title I students through the school's website. Printed copies are also available. It will be made available to the local community. The Serra High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

**NCLB Title 1
School Wide Program Plan
Plan Components**

The No Child Left Behind Act of 2001 (NCLB) Section 1114 requires that Title 1 schools implementing a school wide program develop or amend a School Plan [Single Plan for Student Achievement (SPSA)] to include the ten required school wide components. The plan is to be developed in consultation with parents including the School Site Council, the school staff, the district and additional technical assistance. This document is designed to assist schools in reviewing their plan to ensure all required components are included. Upon recommendation from the School Site Council (SSC), the district reviews the plan, works with the school to address any concerns, and submits the School wide Plan to the local Governing Board for approval.

School: Serra High School Date: 5/25/2016

Required SWP Components	Questions to Consider	*Rubric	Plan Page # Notes/Comments
<p>1. Comprehensive needs assessment of the entire school Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (A) NCLB Title 1 §1111(b) (1) School wide Guidance pp. 7-15</p>	<ul style="list-style-type: none"> • What data was collected for the comprehensive needs assessment? • Which subgroups, if any, have not made AYP? • Who participated in the analysis of data? • What conclusions were drawn from the analysis of data? 	<p>Exceptional: Includes a variety of data gathered from multiple sources; Examines student, teacher, school, and community strengths and needs.</p> <p>✓ Acceptable: Includes data gathered from two sources; Examines student strengths and needs.</p> <p>Needs Revision: Includes data gathered from less than two sources; Examines student deficits.</p>	<p>Plan Page # 5</p>
<p>2. School wide reform strategies that: provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement use effective methods and instructional strategies that are based</p>	<ul style="list-style-type: none"> • How will specific strategies be implemented to strengthen the language arts and/or mathematics program? • What strategies will be implemented to address the subgroup(s)? • How will individuals be held 	<p>Exceptional: Strategies increase the quality and quantity of instruction, using research-based methods and strategies; Research-based reform strategies are directly aligned with the findings of the needs assessment; Provides a detailed, enriched and accelerated curriculum for all students; Addresses the needs of all children in the school, but particularly those who are low</p>	<p>Plan Page # 7</p>

<p>on scientifically based research that – strengthen the core academic program; increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; include strategies for meeting the educational needs of historically underserved populations (migrant , homeless, and American Indian students) include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (B) (i) (ii) (iii) School wide Guidance pp. 18-21</p>	<p>accountable for the implementation of these strategies?</p> <ul style="list-style-type: none"> • Are goals specific? • Are goals measurable? • Are goals realistic in terms of ensuring all students meet standards? • How are additional learning activities outside of the school day for all students who are not proficient in English/language arts and/or math being provided? • What criteria will be used to identify students for participation in extended learning? • How will the program extend, support, and be coordinated with the core program? 	<p>achieving, and meets the needs of students representing all major subgroups participating in the school wide program; Addresses specific strategies that assist teachers to determine if student needs are met.</p> <p>✓ Acceptable: Increase the quality and quantity of instruction; Reform strategies aligned with the findings of the needs assessment; Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students; Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the school wide program; Briefly addresses how the school will determine if student needs are met.</p> <p>Needs Revision: Increases neither the quality nor quantity of instruction; Reform strategies are not directly aligned with the comprehensive needs assessment and do not reference research-based models; Provides a basic curriculum; Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met; Teachers are directed to meet student needs without specific strategies or approaches.</p>	
<p>3. Instruction by highly qualified teachers</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (C) School wide Guidance pp. 16, 32</p>	<ul style="list-style-type: none"> • Are all the teachers and paraprofessionals in the school NCLB compliant? • If not, what plan has been developed to ensure compliance? 	<p>✓ Exceptional: Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers; All teachers are assigned to the areas in which they are certified to teach.</p> <p>Acceptable: Teachers and paraprofessionals are prepared to meet the highly qualified requirements, however, all do not; parents are aware of the progress of the school in meeting this requirement; Teachers are sometimes</p>	<p>Plan Page # 34</p>

		<p>assigned to areas in which they are not certified.</p> <p>Needs Revision: Teachers and paraprofessionals, for the most part, do not meet the highly qualified requirements, and there is no plan in place to meet this requirement; Teachers are routinely assigned to teach in areas where they are not certified.</p>	
<p>4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents.</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (D) School wide Guidance pp. 11-12</p>	<ul style="list-style-type: none"> • How is professional development directly tied to the results of the comprehensive needs assessment? • How will professional development be sustained for teachers and what indicators will be used to ensure that teachers increase their knowledge and skill in language and math? • What training for principals, paraprofessionals and other support staff will be provided to address the needs of students at risk? 	<p>✓ Exceptional: All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school wide program; All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan.</p> <p>Acceptable: Most staff receives training toward meeting the needs of only select groups of students; Most staff receives ongoing and sustained professional development that is mostly aligned with the goals of the school improvement plan.</p> <p>Needs Revision: Some staff receives fragmented training unrelated to identified school needs; Few staff receives professional development: it addresses their individual training goals and is not necessary aligned with the goals of the school improvement plan.</p>	Plan Page # 34
<p>5. Strategies to attract high quality, highly qualified teachers to high-need schools.</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (E) School wide Guidance pp. 17</p>	<ul style="list-style-type: none"> • What strategies are being used to attract and retain highly qualified teachers? • Are any incentives offered for highly qualified teachers in high need schools? • Are highly qualified teachers assigned to teach low achieving 	<p>✓ Exceptional: The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p> <p>Acceptable: The school has developed a plan to</p>	Plan Page # 34

	students?	<p>review the qualifications of its staff, and is prepared to adopt an incentive structure for novice and experienced teachers; Teachers who do not meet the highly qualified status are rarely assigned to work with high needs students.</p> <p>Needs Revision: The school makes teacher assignments based on the availability of staff, and does not have a plan to make changes in the way it assigned or hires teachers; Teachers are not assigned to serve high need students based on student needs, but rather staff availability.</p>	
<p>6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (F) School wide Guidance p. 12, 17</p>	<ul style="list-style-type: none"> • What specific strategies for involving parents in supporting student achievement have been included? • What training will be provided so that the school will work more effectively with parents? • How are parents included as decision makers at the school? • Describe collaboration with community resources. • How will individual student academic assessment results, including interpretation of those results, be provided to parents in a language they can understand? 	<p>Exceptional: Specific strategies to increase parental involvement, based upon the results of the needs assessment have been identified and implemented; Strong collaboration with community resources is evident; Parents are included as decision makers in a broad spectrum of school decisions.</p> <p>✓ Acceptable: Specific strategies to increase parental involvement have been identified and implemented; Some collaboration with community resources is evident; Parents are included as decision makers in a limited number of school decisions.</p> <p>Needs Revision: Specific strategies to increase parental involvement have not been identified or implemented; No collaboration with community resources is observed; Parents have no role in the decision making process of the school.</p>	Plan Page # 36
<p>7. Plans for assisting preschool children in the transition from early childhood programs to local elementary programs.</p>	<ul style="list-style-type: none"> • How does the school collaborate with preschool programs in the community? • What transition strategies have been identified? 	<p>✓ Exceptional: Collaboration is evident between the elementary school and preschool programs (i.e. Head Start, Even Start). Specific strategies for helping students' transition into the elementary setting have been identified and</p>	Plan Page # N/A

<p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (G) School wide Guidance p. 17</p>	<ul style="list-style-type: none"> • (For middle and high schools, although not required, have transition support services been considered?) 	<p>implemented. (Transition addressed in middle and high school plans, although not required).</p> <p>Acceptable: Collaboration efforts have begun between the elementary school and preschool programs; Specific strategies for helping students' transition into the elementary setting are not included in the school improvement plan.</p> <p>Needs Revision: Collaboration and communication seldom occurs between the elementary school program and preschool programs; Specific strategies for helping students' transition into the regular elementary setting have not been identified or implemented.</p>	
<p>8. Measure to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (H) School wide Guidance p. 14-17</p>	<ul style="list-style-type: none"> • How are teachers involved in planning and selecting academic assessments? • What technical assistance will be provided by the district in data analysis? 	<p>✓ Exceptional: A team of teachers, administrators, and parents participate in the selection, use, and interpretation of school-based assessments.</p> <p>Acceptable: Student performance is considered when modifying the school improvement plan; Student performance drives modifications and improvements in the selection and use of school-based assessments.</p> <p>Needs Revision: Assessment decisions are made with little or no input from teaching staff; Student performance is not considered when making decisions about assessment.</p>	Plan Page # 36
<p>9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.</p> <p>Legal Citations/References:</p>	<ul style="list-style-type: none"> • What strategies will be implemented to address the students who are having difficulty mastering the state content standards? • How is timely assistance to student in need assured? 	<p>✓ Exceptional: The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards; Timely, effective and additional assistance is provided for students experiencing difficulty mastering the State's standards; Thematic, integrated instruction, designed to accommodate the needs of various</p>	Plan Page # 7

<p>NCLB Title 1 §1114(b) (1) (I) School wide Guidance p. 17-18</p>		<p>learning styles is provided.</p> <p>Acceptable: The school has a process in place to identify students experiencing difficulty mastering the State’s standards; Effective additional assistance is provided for students experiencing difficulty mastering the State’s standards; Students receive some differentiated instruction while working with support staff.</p> <p>Needs Revision: No process is in place to identify students who are experiencing difficulty mastering the State’s standards; Additional assistance is provided to some students experiencing difficulty, but the intervention is not regular and ongoing; All student are taught using the same methods.</p>	
<p>10. Coordination and integration of federal, state, and local services and programs.</p> <p>Legal Citations/References: NCLB Title 1 §1114(b) (1) (J) School wide Guidance p. 18</p>	<ul style="list-style-type: none"> • How are coordination and integration of other school state and federal programs included? • How were program funds prioritized to support planned activities to achieve school goals? 	<p>Exceptional: The school has established its improvement plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.</p> <p>✓ Acceptable: The school has established its improvement plan based on need, but plans to conduct a full inventory of its resources in order to carry out its goals.</p> <p>Needs Revision: The school has an improvement plan but its goals are not always based on need, and there is uncertainty as to what the available resources are, and how they can be used to address its goals.</p>	<p>Plan Page # 36</p>

*Taken from USDE Non-Regulatory Guidance, March 2006, Designing School wide Programs, pp.48-53.