



Focus on Learning

Self-Study 2011-2012

Junipero Serra High School

Submitted to the

*Accrediting Commission for Secondary Schools
of the Western Association of Schools and Colleges*

By the Staff, Students, Parents, and Community of

Junipero Sera High School

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TABLE OF CONTENTS

Preface	5
Chapter 1: Student/Community Profile and Supporting Data and Findings	8
Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data	46
Chapter III: Progress Report	51
Chapter IV: Self-Study Findings	61
A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources	61
B: Standards-based Student Learning: Curriculum	107
C: Standards-based Student Learning: Instruction	129
D: Standards-based Student Learning: Assessment and Accountability	142
E: School Culture and Support for Student Personal and Academic Growth	162
Prioritized Areas of Growth Needs from Categories A through E	189
Chapter V: Schoolwide Action Plan	192
Appendices	213



Preface

Serra High School has become a leader in the field of alternative education, pioneering programs such as Just Kids, to effectively support students who are credit deficient and have been unsuccessful at their comprehensive high schools. We accomplish amazing feats, despite our small parent support base, a transient student body, and limited financial resources and are always exploring new teaching strategies and methods of reaching our students effectively. Taking advantage of the low student to teacher ratio, we make the most of every moment we have with our students and strive to maximize their readiness for post-graduation endeavors. With the dedicated teaching staff, skilled administration, and committed support staff that we share, our students have a wonderful opportunity to grow and develop into responsible and respectful individuals who are ready to take on life's challenges.

Si se puede!!



Chapter 1: Student/Community Profile and Supporting Data and Findings

Vision and Purpose, Governance, Leadership, and Resources





Culinary Arts Program

Preparing students for a succesful future.



Culinary Art students cooking with CUSD school board trustee president Dr. Gary Pritchard.



Demographic Data: *Comment on trends, irregular patterns or anomalies for the data areas.*

1. Community and School

- a. Serra High School was built in San Juan Capistrano in 1928. San Juan Capistrano is known for its historical significance as a home to various local native American tribes, including the Acjachemen Nation and later to Spanish missionaries and settlers in the 16th and 17th century. In 1820 local ranchers, the *Californios* declared independence from the Spanish crown, ushering in the Mexican period of upper California history. This era of independence from both central Mexico and Spain lasted until the Bear Flag Rebellion of 1846 by Anglo American settlers. San Juan Capistrano, along with all of California and most of the Southwest became part of the United States under the Treaty of Guadalupe Hidalgo in 1848. During most of the 20th century, San Juan maintained a mixture of vibrant agricultural lands surrounded by expanding suburban tracts.

The high school is bordered by the Santa Ana Freeway (I-5), the Ortega Highway and Camino Capistrano. It is also connected by rail line to Los Angeles and San Diego. The campus is only two blocks from the Mission Junipero Serra built in 1776 and nestled amid older single family homes and condominium communities built in the 1970's. Serra High School was originally the only high school for the Capistrano Unified School District. Some years later, as the district began expanding, it became a school solely for 6th graders, and now it is the continuation school for the district, while also sharing the facility with the adult education program. As the district's sole continuation high school, Serra's student capacity of 230 constitutes about 2% of total district enrollment for grades 10-12. Serra serves students from the six traditional high schools within the Capistrano Unified School District, which encompasses approximately 195 square miles, and a student enrollment of 50,672; 14,772 of which are high school students. The district serves families residing in the cities of Aliso Viejo, Dana Point, Laguna Niguel, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and the unincorporated communities of Coto de Caza, Dove Canyon, Ladera Ranch, Las Flores, and Wagon Wheel. The student population at Serra is made up of 10th-12th graders, ages 15 to 19 years old, and is representative of the community profile.

Family and Community Trends

- b. Serra High School is located in San Juan Capistrano, which is approximately mid-point between Los Angeles and San Diego. The community is largely suburban with a commercial and downtown section. In terms of socio-economic status, the median income for a household in the city is \$75,383, the median value of owner-occupied homes is \$337,800, and the percent of people living below the poverty level is 10.7%. The city's population is approximately 36,078 and the ethnic distribution is as follows: 62.3% White, 33.1% Hispanic or Latino, 0.4% African American, 0.5% American Indian or Alaska Native, 1.9% Asian, 0.1% Native Hawaiian or other Pacific Islander, and 0.1% Other Races.



Ethnicity:

American Indian or Alaska Native - 0.5%

Asian - 0.5%

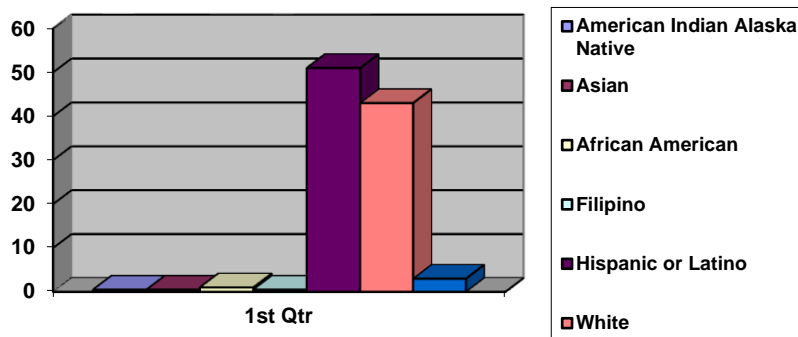
African American - 1%

Filipino - 0.5%

Hispanic or Latino - 51%

White - 43%

Other - 3%



Child care issues have an impact on student attendance at Serra. The majority of our students have two parents working outside the home, resulting in Serra students becoming the in home child care providers for younger siblings. In addition, teen parents form a significant group within the Serra student body (36 teen parents in 2010 and 35 in 2011). Even with our on-site CalSafe Child Care program, these students must be absent from school to care for their children when they are ill. Further, the economic climate has taken its toll on our families. Many have recently lost their homes and several of our students live on their own. These and related challenges negatively affect students' attendance rate, their tardy rate, and their ability to focus and attend to academics.

State/Federal Program Mandates

- c. The major employers in the city are the Capistrano Unified School District and county government offices. The median income per household (2009) was \$58,202. Median cost of a house or condo (2009) was \$330,000 while median rent (2009) was at \$1330. Over 11.6% of the city's population lives at or below the federal poverty level (2009). The city continues to work to increase the tax base by promoting tourism and encouraging businesses to move into the area. In close proximity to Junipero Serra High School, are shopping areas complete with food establishments and small businesses. Agriculture has been in decline as farmland is rezoned for housing and commercial use



Parent Involvement

- d. Parent input and involvement are strongly encouraged and critical to our students' success. Our parents are elected to participate in the School Site Council, which plays a key role in reviewing school wide data, including CAHSEE, and STAR testing scores, graduation rates, and API ranking, in order to identify our school wide needs and goals. In addition, parents of our EL students participate in our quarterly ELAC meetings, share their insights and ideas about programming, and hear from a variety of speakers about ways in which they can better support their EL students with the academic challenges that they face. Back to School Nights, offered twice each year, are yet another opportunity for parents to engage with teachers, learn about their child's classes, and experience Serra's unique schoolhouse atmosphere. BTSN parent involvement opportunities have included Random Drug Testing informational meetings, transcripts review, School Loop workshops, and Post-High School Planning workshops.

To raise awareness about post-graduation options, our Community Liaison and Academic Advisor host college fairs and evening events to answer questions and provide parents with information related to college entrance and vocational/career opportunities. We also conduct parent surveys each year to obtain their valuable input, thought, and ideas about our program. We use their insights and feedback to guide our discussions related to programming and any additions or changes we might need to consider.

Further, in efforts to support positive and timely home-school communication, Serra students are provided a weekly progress report card each Friday. Students obtain a weekly record of their attendance and academic performance for review by both Principal and parents. Recently, we have purchased the School Loop online data program that allows parents and students to receive daily updates on grades, assignments and attendance on their home computers. In addition, it provides email links for easy access and communication with our teachers. In this first year of using the program, we have a 25% parent participation rate and an 88% student participation rate, indicating that a vast majority of parents and students are actively using the system to support their education.

Our parents are active and generous supporters of the special events we host at Serra, donating food and drink, art supplies, and prizes; and meeting a variety of "needs" as they arise. They have spoken at our Commencement; participated in our Cultural Day, making ethnic dishes to share with all; in our Year End Carnival, demonstrating the making of tamales for our students; and even worked alongside our students, preparing a banquet that was catered for our Superintendent. Our parents are an integral part of our program, such that we continue to explore new ways to increase their involvement and participation each year.



Community Foundation Programs

- e. A positive relationship exists between San Juan Capistrano and surrounding cities. Members of the City Council are actively involved in school district activities offering support to and sponsorship of various programs and events. Funding for school related services are part of the city's annual budget and include (but are not limited to) programs such as gang prevention, community patrols, and support for non-profit organizations.

At Serra, specifically, community members and business owners are integral participants in our Senior Portfolio class. They are the audience to which our students present their portfolios and a resource for job shadows. Community members and employers serve in an “advisory” capacity and play a vital role in discussing, reviewing, and suggesting ways to implement interaction with the community in the form of career exploration internships. In addition, a number of SJC small business owners participate in our annual Chautauqua event, in which they share their career journey and experience with our students. Interested students have opportunity to meet with speakers individually and learn about possible internships or volunteer prospects. College and vocational tech programs, such as Wyotech, Art Institute, Paul Mitchell, and FIDM also contribute to our Chautauqua event, sharing information on training programs and employment opportunities that their programs provide.

School/Business Relationships

- f. Our community liaison has established strong relationships with various local businesses, including Ricardo's restaurant, which annually hosts the Senior luncheon and scholarship ceremony and our Teacher of the Year banquet. Students in our culinary arts program also intern in prestigious hotels and restaurants in the surrounding community.

2. WASC Accreditation History for School

Serra High School submitted its first ever WASC initial visit application for the 2007-2008 school year. Since then, it has met most of the major needs identified by the study including:

1. Additional instructional materials such as grade-level novels
2. New wiring so technology can be utilized
6. LCD projectors so we can have paperless classrooms and move away from handouts
7. More dictionaries and thesauruses
8. More modern equipment for the classroom
9. A computer lab
10. A new copy machine



3. School Purpose

Our mission: The staff at Serra High School nurture students to envision and realize their full potential regardless of their academic, social or emotional challenges.

Our vision: 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 personal and academic obstacles discover their own resiliency 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 (ESLRs): students who graduate from Junipero Serra High School will be respectful, responsible and ready to meet the challenges of the 21st century.

RESPECTFUL

Students will:

- Demonstrate honest, ethical, and courteous behavior
- Understand and respect the diversity of individuals/cultures
- Resolve conflict through effective communication
- Maintain their physical and mental health through good personal choices and habits

RESPONSIBLE

Students will:

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

READY

Students will:

- Acquire the ability to set achievable short term and long term goals
- Exhibit the social skills needed to be productive members of their school/community
- Explore careers and higher learning options to become successful lifelong learners beyond graduation
- Implement the tools of technology to access information and produce quality work
- Maintain consistent attendance and be punctual to all classes



4. School Performance

Junipero Serra High School is a School Wide, Title I school. Schools in which at least 40 percent of the children in the school attendance area are from low-income families or at least 40 percent of the student enrollment is from low-income families are eligible for Title 1 funds. 55.1% of our students receive free and/or reduced lunch. The purpose of Title I is to ensure that all children have a fair, equitable, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title 1 funding is of significant benefit to Serra High School students, in that it has funded our Computer Lab, mobile technology carts for all of our teachers, a mobile laptop cart for student use, and infrastructure (wiring). We anticipate the increased utilization of technology by both teachers and students will support higher levels of proficiency for our students.

Growth in API 2008-2011

Serra High School's API has consistently ranked in the top 20% of continuation schools in Orange County. API scores climbed a in 2009, and again in 2010, to hit a new high of 603 which is an overall improvement of 14% from 2008. In 2011, our scores dipped; however, it is important to note that our English Only students outperformed our goal, improving their API by 44 points. Our EL population's (61% of our test takers) scores, though, decreased approximately 70 points, resulting in the overall downturn. Adequate Yearly Progress (AYP) for all students was not met for the school year 2010-2011.

BASE API SCORES

529 in 2008
568 in 2009
606 in 2010
581 in 2011

ENGLISH LEARNER STUDENT POP

45% in 2008
57% in 2009
56% in 2010
61% in 2011



School: Serra High	2007-08	2008-09	2009-10	2010-11
Poverty Percentage	46.8	41.2	66.4	55.1
Demographics	Hisp/Latino 53 White 40 Two or More N/A American Indian 0 Asian 1 Filipino 2 Native Hawaiian/PI 0 Black/Af Am 5	Hisp/Latino 59 White 36 Two or More N/A American Indian 0 Asian 1 Filipino 2 Native Hawaiian/PI 0 Black/Afr Am 3	Hisp/Latino 55 White 32 Two or More 4 American Indian 2 Asian 2 Filipino 2 Native Hawaiian/PI 2 Black/African Am 1	Hisp/Latino 52 White 36 Two or More 4 American Indian 1 Asian 1 Filipino 4 Native Hawaiian/PI 0 Black/African Am 1
Attendance Percentage	86.4	87.53	86.47	
API	529	568	606	581
AYP Criteria	5/6 (83%)	5/6 (83%)	6/6 (100%)	2/6 (33%)
Students tested on STAR	111	132	125	157
Graduation Rate	95.4	76.42	91.92 (Goal 77.78)	89.31 (Goal 90)
% At or Above Proficient on CST – ELA	10 th – 2	10 th – 13 11 th – 17	10 th – 14 11 th – 10	10 th – 11 11 th – 18
% At or Above Proficient on CST – Algebra 1	N/A	11 th – 0	11 th – 2	11 th – 0
% At or Above Proficient on CST – World History	10 th – 0	10 th – 27 11 th – 10	10 th – 16 11 th – 13	10 th – 16 11 th – 23
% At or Above Proficient on CST – US History		11 th – 21	11 th – 16	11 th – 18
% At or Above Proficient on CST – Life Science	10 th – 0	10 th – 9	10 th – 29	10 th – 16
% At or Above Proficient on CST – Earth Science			11 th – 0	11 th – 26
Program Improvement	No	No	No	At-Risk
Awards/Recognition		WASC accredited	Just Kids-- Golden Bell Award	

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010- 11 Growth Target	2010- 11 Growth	Met Student Groups Growth Target
Schoolwide	57		581	606	10	-25	
Black or African American	0	No					
American Indian or Alaska Native	1	No					
Asian	1	No					
Filipino	4	No					
Hispanic or Latino	35	No	540	614			
Native Hawaiian or Pacific Islander	0	No					
White	15	No	651	607			
Two or More Races	1	No					
Socioeconomically Disadvantaged	35	No	553	570			
English Learners	34	No	542	604			
Students with Disabilities	3	No					

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

Further, there is an identified discrepancy between the grades earned in classes and performance on standardized tests. For example, our 2010-2011 data indicates that 48% of the grades earned across all classes were A's and B's and 25% of grades earned were D's and F's. While elective class grades must be factored in, further research and analysis of data is needed to determine both cause of discrepancy and best actions to be taken to improve our standardized assessment performance.



PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS ADEQUATE YEARLY PROGRESS (AYP) BY STUDENT GROUP											
	All Students			White			Hispanic			Asian		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Participation Rate	98	100	95	100	100	92	100	100	95	-	-	-
Number At or Above Proficient	4	-	-	-	-	-	-	-	-	-	-	-
Percent At or Above Proficient	26.7	-	-	-	-	-	-	-	-	-	-	-
AYP Target	33.4	-	-	-	-	-	-	-	-	-	-	-
Met AYP Criteria	YES *CI **EN	Yes *CL **EN	Yes *CL **EN	YES *CI **EN	Yes *CL **EN	Yes *CL **EN	YES *CI **EN	Yes *CL **EN	Yes *CL **EN	YES *CI **EN	Yes *CL **EN	Yes *CL **EN

Alternative Method of Evaluation -

***CI = Passed using confidence intervals:** Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology

****EN = Enrollment less than 50:** Schools or LEAs with less than 50 students enrolled do not have participation rate criteria, and "Yes" is shown for school-wide or LEA-wide in the "Met 2008 AYP Criteria" column on the report.



CST – Eng. Lang. Arts - Spring 2011

	# Students Tested	Advanced	Proficient	Basic	BB	FBB
EL 11th	26	--	--	5 / 19%	13 / 50%	8 / 31%
EL 10th	7	--	--	--	3 / 43%	4 / 57%
Total	33	--	--	5 / 19%	16 / 50%	12 / 36%
Eng. 11th	86	6 / 7%	15 / 17%	29 / 34%	19 / 22%	17 / 20%
Only 10th	37	1 / 3%	4 / 11%	17 / 46%	11 / 30%	4 / 11%
Total	123	7 / 7%	19 / 15%	46 / 37%	30 / 24%	21 / 17%

86% of our 10th and 11th grade EL students scored in the BB or FBB range in 2011.

41% of our 10th and 11th grade EO students scored in the BB or FBB range in 2011.

CST – Algebra I - Spring 2011

	# Students Tested	Proficient	Basic	BB	FBB
EL 11th	13	--	2 / 15%	6 / 46%	5 / 38%
EL 10th	--	--	--	--	--
Total	13		2 / 15%	6 / 46%	5 / 38%
English 11th	33	--	4 / 12%	15 / 45%	14 / 42%
Only 10th	3	--	--	2 / 67%	1 / 33%
Total	36		4 / 11%	17 / 47%	15 / 42%

84% of our 11th grade EL students scored in the BB or FBB range in 2011.

89% of our 11th grade EO students scored in the BB or FBB range in 2011.



CST – Eng. Lang. Arts - Spring 2010

	# Students Tested	Advanced	Proficient	Basic	BB	FBB
EL 11th	23	--	--	3 / 13%	5 / 22%	15 / 65%
EL 10th	14	--	--	4 / 29%	6 / 43%	4 / 29%
Total	37			7 / 19%	11 / 30%	19 / 51%
Eng.Only						
11th	65	2 / 3%	7 / 11%	30 / 46%	10 / 15%	16 / 25%
10th	22	3 / 14%	2 / 9%	12 / 55%	2 / 9%	3 / 14%
Total	87	5 / 6%	9 / 10%	42 / 48%	12 / 14%	19 / 22%

81% of our 10th and 11th grade EL students scored in the BB or FBB range for 2010.

36% of our 10th and 11th grade EO students scored in the BB or FBB range for 2010.

CST – Algebra I - Spring 2010

	# Students Tested	Proficient	Basic	BB	FBB
EL 11th	13	--	2 / 15%	9 / 69%	2 / 15%
EL 10th	--	--	--	--	--
Total	13		2 / 15%	9 / 69%	2 / 15%
English 11th	36	1 / 3%	5 / 14%	19 / 53%	11 / 31%
Only 10th	1	--	--	--	1 / 100%
Total	37		5 / 14%	19 / 53%	12 / --

84% of 11th grade EO students scored in the BB or FBB range for 2010.

84% of 11th grade EL students scored in the BB or FBB range for 2010.



CAHSEE Passing Rates for all Students Grades 10-12

CAHSEE ELA PASS RATE

2008

# Tested	% Pass	% Not Pass
116	47%	53%

2009

# Tested	% Pass	% Not Pass
123	41%	59%

2010

# Tested	% Pass	% Not Pass
126	47%	53%

EL Pass Rate was 22%

EO Pass Rate was 71%

2011

# Tested	% Pass	% Not Pass
139	40%	60%

EL Pass Rate was 34%

EO Pass Rate was 67%

CAHSEE MATH PASS RATE

2008

# Tested	% Pass	% Not Pass
110	41%	59%

2009

# Tested	% Pass	% Not Pass
120	43%	57%

2010

# Tested	% Pass	% Not Pass
129	38%	62%

EL Pass Rate was 16%

EO Pass Rate was 44%

2011

# Tested	% Pass	% Not Pass
137	36%	64%

EL Pass Rate was 22%

EO Pass Rate was 50%



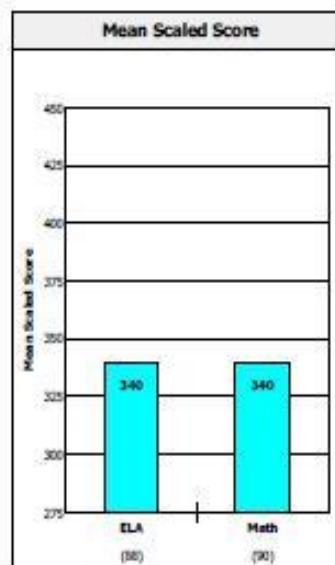
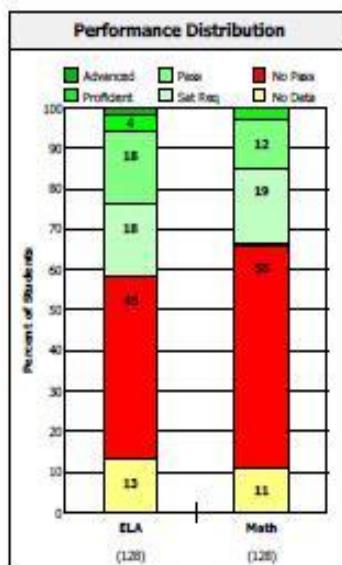
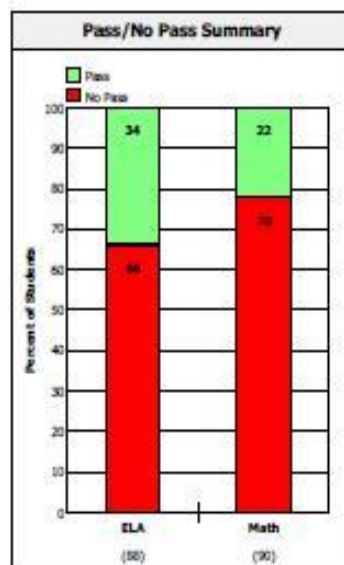
A Small School with a BIG Heart

WASC/CDE Self-Study Report

2009-2010 Group Performance
California High School Exit Exam
Hispanic

Capistrano Unified
Junipero Serra High
Mixed Grades

CAHSEE Subject Summary											
Subject	Student Count	Valid Count	Pass/No Pass Counts		Performance Distribution Counts						Mean Scaled Score
			Pass	No Pass	Advanced	Proficient	Pass	Sat. Req.	No Pass	No Data	
ELA	128	88	30 (34%)	58 (66%)	2 (2%)	5 (4%)	23 (18%)	23 (18%)	58 (45%)	17 (13%)	339.9
Math	128	90	20 (22%)	70 (78%)	1 (1%)	4 (3%)	15 (12%)	24 (19%)	70 (55%)	14 (11%)	339.7



CAHSEE Cluster Summary						
Cluster	Student Count	# of Ques.	Average Score	Avg % Correct	Passing* Count	Percent of Students Passing*
English-Language Arts						
Word Analysis	88	7	4.4	63%	45	51%
Reading Comprehension	88	18	10.3	57%	30	34%
Literary Responses and Analysis	88	20	11.7	58%	38	43%
Writing Conventions	88	15	8.4	56%	36	41%
Writing Strategies	88	12	5.2	44%	31	35%
Essay 1	88	1	2.0			
Mathematics						
Number Sense	90	17	8.6	51%	33	37%
Algebra and Functions	90	20	9.5	47%	27	30%
Measurement & Geometry	90	18	7.8	43%	33	37%
Probability and Statistics	90	13	6.4	49%	29	32%
Algebra 1	90	12	4.4	37%	37	41%

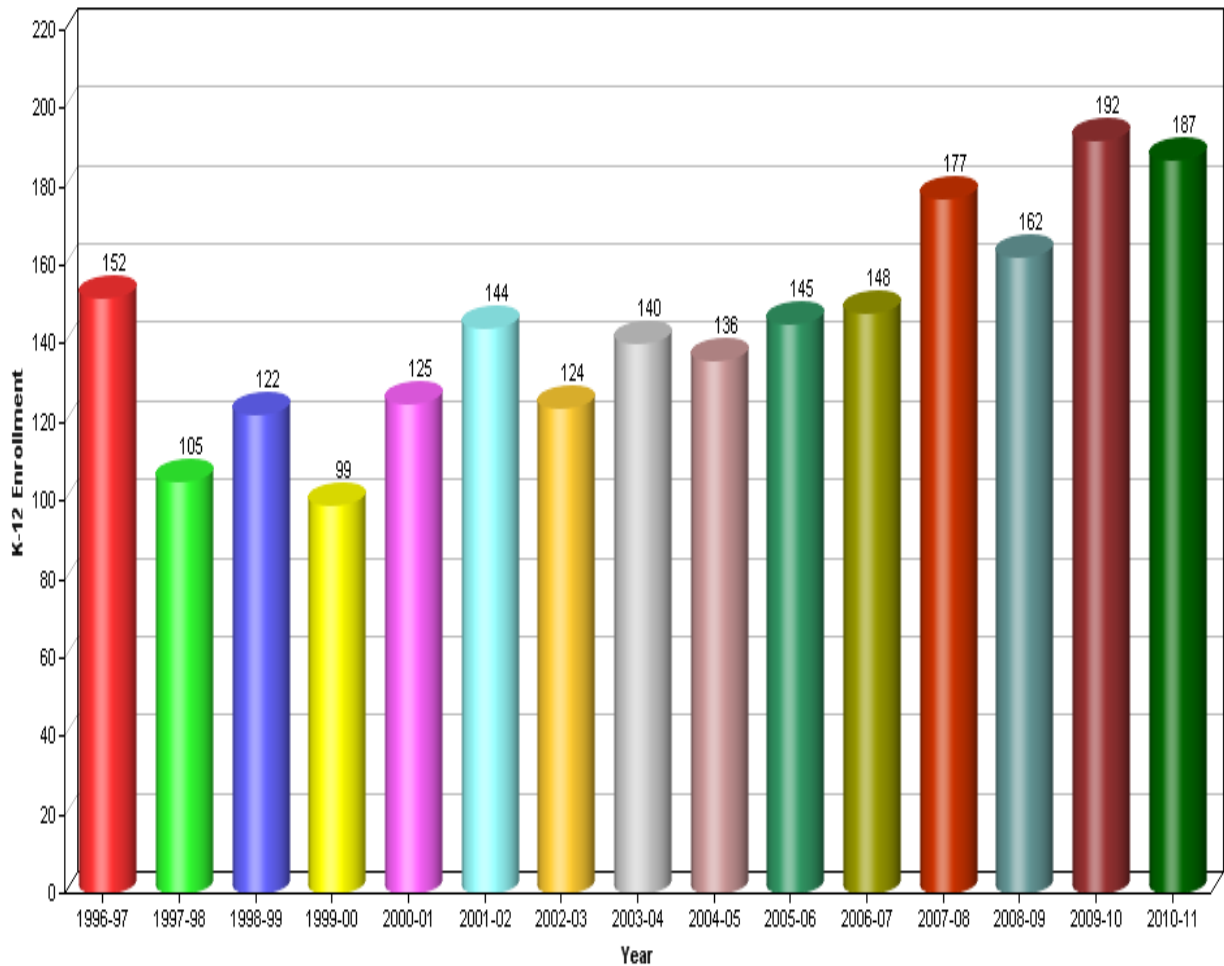
* The 'passing' scores for clusters are defined as the average percent correct of those students in the state sample who achieved the minimum passing scaled score of 350 in the content area (ELA/Math). Each student's performance is compared against these percentages to determine whether they 'passed' the cluster.



5. Enrollment

Serra's student enrollment changes frequently due to the transient population. It is not uncommon to experience a 90% turnover rate in any given year.

Serra Student Enrollment





Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.3	11	0		13.3	12	0		13.3	12	0	
Mathematics	12.8	4			15.8	4	1		15.8	4	1	
Science	14.3	4			11.0	4			11.0	4		
Social Science	21.2	4	2		17.0	7			17.0	7		

a. Grade

Junipero Serra High Report - Number of Students by Grade

Year	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
2010-11	0	13	61	113	0	187
2009-10	1	12	63	116	0	192
2008-09	0	9	79	74	0	162



b. Ethnicity

Serra HS -- Breakdown by Ethnicity, Grade Level and Year

2010-11 Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
Hispanic or Latino of Any Race	0	8	38	60	106
American Indian or Alaska Native, Not Hispanic	0	0	1	1	2
Asian, Not Hispanic	0	0	1	3	4
Pacific Islander, Not Hispanic	0	0	0	2	2
Filipino, Not Hispanic	0	0	4	1	5
African American, Not Hispanic	0	0	0	4	4
White, not Hispanic	0	5	16	41	62
Two or More Races, Not Hispanic	0	0	1	1	2
2009-10 Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
Hispanic or Latino of Any Race	1	2	43	67	113
American Indian or Alaska Native, Not Hispanic	0	2	0	0	2
Asian, Not Hispanic	0	0	1	1	2
Pacific Islander, Not Hispanic	0	0	1	1	2
Filipino, Not Hispanic	0	0	1	1	2
African American, Not Hispanic	0	0	1	8	9
White, not Hispanic	0	7	16	37	60
Two or More Races, Not Hispanic	0	0	0	1	1
Not Reported	0	1	0	0	1
2008-09 Ethnicity	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
Filipino	0	0	0	1	1
Hispanic	0	3	46	42	91
African American	0	0	3	1	4
White, not Hispanic	0	6	27	28	61
Multiple or No Response	0	0	3	2	5

**LEP NCLB Definition**

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
2010-11	0	6	38	48	92
2009-10	1	3	37	59	100
2008-09	0	2	39	37	78

Special Education Students

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
2010-11	0	1	3	3	14
2009-10	0	0	4	12	16
2008-09	0	1	4	8	13

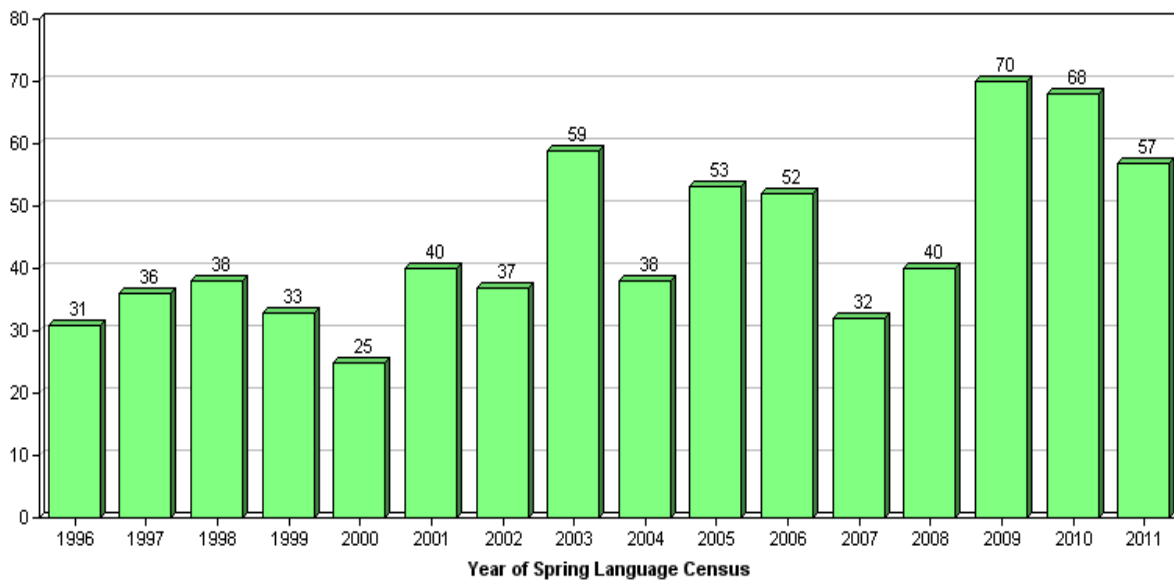
Socioeconomically Disadvantaged

Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll
2010-11	0	6	42	64	112
2009-10	1	4	42	63	110
2008-09	0	5	40	33	78



6. Language Proficiency

Number of English Learners for Junipero Serra High





CELDT DATA for Grades 10-12 in 2009-2010

Number and Percent of Students at Each Overall Performance Level 2009-2010: Serra HS														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	***	3 (16.0%)	8 (22.0%)	11 (19.0%)
Early Advanced	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	***	10 (53.0%)	16 (43.0%)	28 (47.0%)
Intermediate	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	***	3 (16.0%)	7 (19.0%)	10 (17.0%)
Early Intermediate	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	***	2 (11.0%)	5 (14.0%)	8 (14.0%)
Beginning	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	***	1 (5.0%)	1 (3.0%)	2 (3.0%)
Number Tested	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	1 (100.0%)	2 (100.0%)	19 (100.0%)	37 (100.0%)	59 (100.0%)

CELDT DATA for Grades 10-12 in 2010-2011

Number and Percent of Students at Each Overall Performance Level 2010-2011: Serra HS														
Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	2 (9.0%)	1 (3.0%)	4 (8.0%)
Early Advanced	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	9 (39.0%)	11 (38.0%)	20 (38.0%)
Intermediate	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	8 (35.0%)	11 (38.0%)	19 (36.0%)
Early Intermediate	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	2 (9.0%)	6 (21.0%)	8 (15.0%)
Beginning	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	***	2 (9.0%)	(0.0%)	2 (4.0%)
Number Tested	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	(0.0%))	1 (100.0%)	23 (100.0%)	29 (100.0%)	53 (100.0%)



Number of English Learners by Language

2010-11 Rank/Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Ungr.	Total	% of Total
1 Spanish	0	8	23	23	0	54	90.0
2 Farsi (Persian)	0	0	1	2	0	3	5.0
3 Filipino (Pilipino or Tagalog)	0	0	3	0	0	3	5.0
EL Totals	0	8	27	25	0	60	100
% of Total	0.0	13.3	45.0	41.7	0.0	100	

ELL Instructional Settings and Services

Year	Structured English Immersion	Total Number of English Learner Students
2010-11	35	57
2009-10	7	68
2008-09	19	70

School	ELs Receiving English Language Development (ELD) Services	ELs Receiving (ELD) and Specially Designed Academic Instruction in English (SDAIE)	ELs Receiving ELD and SDAIE with Primary Language (L1) Support	ELs Receiving ELD and Academic Subjects through the Primary Language (L1)	ELs Receiving Other EL Instructional Services	ELs not Receiving any EL Instructional Services	Total Number of English Learner Students
2010-11	0	48	0	0	7	2	57
2009-10	33	22	4	0	8	1	68
2008-09	30	35	0	0	4	1	70



Fluent English Proficient FEP by Language and Year

2010-11 Rank/Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Ungr.	Total	% of Total
1 Spanish	0	13	30	11	0	54	93.1
2 Russian	0	0	1	1	0	2	3.4
3 Filipino (Pilipino or Tagalog)	0	0	0	1	0	1	1.7
4 French	0	0	1	0	0	1	1.7
FEP Totals	0	13	32	13	0	58	100.0
% of Total	0.0	22.4	55.2	22.4	0.0	100.0	

2009-10 Rank/Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Ungr.	Total	% of Total
1 Spanish	0	0	20	19	0	39	92.9
2 Farsi (Persian)	0	0	1	0	0	1	2.4
3 Other non-English languages	0	0	1	0	0	1	2.4
4 Russian	0	1	0	0	0	1	2.4
FEP Totals	0	1	22	19	0	42	100.0
% of Total	0.0	2.4	52.4	45.2	0.0	100.0	

2008-09 Rank/Language Name	Grade 9	Grade 10	Grade 11	Grade 12	Ungr.	Total	% of Total
1 Spanish	0	8	13	7	0	28	96.6
2 Farsi (Persian)	0	1	0	0	0	1	3.4
FEP Totals	0	9	13	7	0	29	100.0
% of Total	0.0	31.0	44.8	24.1	0.0	100.0	



Redesignated-FEP by Year

Year	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
2010-11	187	60 (32.1 %)	58 (31.0 %)	1 (1.6 %)
2009-10	192	63 (32.8 %)	42 (21.9 %)	4 (5.7 %)
2008-09	162	70 (43.2 %)	29 (17.9 %)	2 (5.0 %)

7. Graduation and Drop Out rates 2009-10

Program Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate
English Learners	47	30	63.8	13	27.7	*	0.0	*	8.5
Migrant Education	*	*	75.0	*	12.5	*	0.0	*	12.5
Special Education	16	12	75.0	*	6.3	*	0.0	*	18.8
Socioeconomically Disadvantaged	84	64	76.2	15	17.9	*	0.0	*	6.0
All Students	149	122	81.9	16	10.7	*	0.0	11	7.4

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Drop Out and Graduation Rates for 2006-07, 2007-08, and 2008-09

Indicator	School				District		State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	6.8	13.0	7.7	0.5	0.9	**	4.4	3.9	**
Graduation Rate	95.4	76.4	91.1	98.1	96.0	**	80.6	80.2	**



Serra's overall attendance rate is currently about 95% each month. We are interested in obtaining statistics on the sub-groups of students who are repeatedly absent and/or tardy to school, to see if, in fact, they correlate with those students scoring low on our standardized assessments, and/or are the same students who also have a higher rate of disciplinary activity, as compared to our general population. Currently, we lack sufficient data and intend to develop a procedure for collecting and analyzing our findings.

**Junipero Serra High School
2011-2012 Monthly Attendance Average**

Month	Enrollment	Attendance	Percentage
Sept 2011	179	171	96%
Oct 2011	181	173	96%
Nov 2011	183	175	96%
Dec 2011	185	176	96%
Jan 2012	182	174	96%

7.B. Attendance

A review of individual student attendance shows a correlation between how often they are in school and the number of credits they earn. Therefore, one of our critical academic needs is to reduce tardiness and days absent among our student population.

TARDY ANALYSIS

2010-2011

Daily tardiness averaged around 30 students per day. With $\frac{1}{4}$ being over 15 minutes late, thereby considered truant. There was a high correlation between late student attendance and low grades.

After implementing our new Late Policy, tardiness decreased to an average of 22 per day.

8. Discipline

Suspensions

At times we find it necessary to suspend students who break school rules. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school and denied the opportunity to continue learning there; however, the majority of students recommended for expulsion in CUSD enter into Stipulated Expulsions and are enrolled at Serra HS as the alternative placement (35 students in 2010).

School				District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	24.3	41.4	41.4	3.3	3.3	3.3
Expulsions	1.7	3.1	3.1	0.3	0.3	0.3



During the 2009-2010 school year, we had 64 suspension incidents. We had 3 incidents of expulsion.

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person		4
48900(b)	Related to firearms, knives, explosive devices, etc.		2
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	2	18
48900(f)	Caused or attempted to cause damage to school property or private property		2
48900(h)	Related to possession or use of tobacco products		4
48900(j)	Related to possession or sale of drug paraphernalia	1	3
48900(k)	Related to disruption of school activities or willfull defiance		27
48900.4	Related to harassment, threats, or intimidation		3
48915(c)(2)	PDS-Brandishing a knife at another person		1
Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov.fg.aa.co/	Overall Total:	3	64
	Violence/Drug Total:	3	35
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	1.56%	18.23%
	Total of Persistently Dangerous Expulsions Only:		N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2007-2008? NO!	Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	Was school at risk of being designated "persistently dangerous" for 2009-2010? NO!	



Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	5	18
48900(f)	Caused or attempted to cause damage to school property or private property		1
48900(h)	Related to possession or use of tobacco products		8
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		1
48900(k)	Related to disruption of school activities or willfull defiance		38
48900.4	Related to harassment, threats, or intimidation		1
Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov.fg.aa.co/	Overall Total:	5	67
	Violence/Drug Total:	5	27
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	3.09%	16.67%
	Total of Persistently Dangerous Expulsions Only:		N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2006-2007? NO!	Was school at risk of being designated "persistently dangerous" for 2007-2008? NO!	Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	

9. Socioeconomic Status

a. Free and Reduced Lunch

The free or reduced-price meal subsidy goes to students whose families earned less than \$41,348 a year (based on a family of four) in the 2009-2010 school year. At Serra, 55.1% percent of the students qualified for this program, compared with 21% percent of students in the CUSD district as a whole.



<input type="checkbox"/> School	<u>Free & Reduced Price Meals</u>	<u>Unofficial Enrollment Used for Meals</u>
<u>JUNIPERO SERRA HIGH</u>	103 (55.1%)	187
<u>District Total:</u>	11,343 (21.4%)	53,027
<u>County Total:</u>	228,121 (45.6%)	500,364
<u>State Total:</u>	3,465,446 (56.7%)	6,113,250

b. Parent Education Level (STAR)

Percentage with a response***	41
Of those with a response:	
Not a high school graduate	32
High school graduate	15
Some college	26
College graduate	20
Graduate school	6

***This is the percentage of student answer documents with stated parent education level information.

10. Safety

The administrators and school security monitor the arrival of students from before the start of school until students are beyond the local area after school. The administration uses this arrival time to greet students with the goal of establishing relationships with both students and parents; and making certain that they know the adults involved in supervision care about their safety and well-being.

Dismissal time is at 1:30 p.m. At this time, school security monitors the front of the school to ensure that students exit campus in a safe and orderly manner while administration monitors foot traffic in front of the administration building and at the corner of La Zanja and Jacacema. Once the foot traffic lightens up (appx. twenty minutes later), security and administration return to the interior of the campus.



Serra High School is a closed campus, and the arrival of visitors is strictly monitored. Visitors must enter through the main office building located on Camino Capistrano. They sign in at the front office and report to front office personnel the nature of their visit. If it is to speak to one of the administrators, they are directed to wait in the front office. If it is to visit the main campus area, a campus supervisor is called and, upon arrival, visitors are given a badge. After the visit concludes, visitors are required to sign out through the main office. School security and administration are diligent in monitoring school visitors.

Our School Safety Plan is reviewed annually. This plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The School Safety Plan is made available to our parents through the main office and is also on file at the district office. This plan is shared with all staff during a school-wide staff meeting. Each classroom is equipped with an easy to understand map illustrating its exit route. Fire and earthquake drills are practiced as required by law. The administration and safety team provides information to the staff on newly revised practices to make certain that students and staff are informed in order to ensure safety for all.

In compliance with the Williams settlement, an annual facilities inspection is held with the Orange County Office of Education personnel. This year our site received a passing score on emergency preparedness. Our goal is always to receive excellent marks in all areas.

11. Staff

- a. Number = 12 FTE , 1 STAP
- b. Emergency Credential = 0
- c. Special Ed = 1
- d. Gender = 9 Female, 4 Male
- e. Ethnicity = 11 White, 2 Latino
- f. NCLB = 13/13

12. Professional Development

English Language Arts teachers, including Special Education teachers, have ongoing professional development tied to our district-wide literacy initiative. This work focuses on five broad areas including authentic student engagement, effective questioning, meaning-making of texts, standards-based instruction, and assessment-driven instruction. ELA teachers have continuously experienced and experimented with engagement strategies designed to increase student participation and understanding. As a part of this ongoing work, teachers can take part in the many opportunities to collaboratively plan with lesson templates designed by our district literacy consultants.

Serra teachers have been trained in and actively utilize GLAD strategies across the curriculum; and three of our teachers are currently piloting the SIOP strategies program, geared toward reaching ELL and other struggling students. Opportunities to watch demonstration lessons, debrief the lessons, and look in on peers' trying on the lessons for themselves are also activities in which Serra High School teachers



have participated in. Balanced literacy approaches, including read aloud, shared reading, and independent reading with conferring, are being implemented with the support of instructional aides. Observation protocols emphasize evidence of student engagement and identification of teacher “moves” linked to student engagement, meaning-making of rigorous texts, and checks for understanding. Additional areas of focus include developing clear lesson objectives and using those objectives to introduce and close lessons.

In addition, CUSD is rolling out the Illuminate data analysis software program that allows teachers and administrators access to a variety of data tools and assessment scores for students at their school site. Training for this program is in its initial stages, and ties in nicely with our site goal of better utilizing data to drive our instructional programs.

Just Kids:

Just Kids was initiated in the 2003/2004 school year out of a desire for a student-centered time of collaboration among all staff members. Heretofore, meetings related primarily to school business and procedures, leaving no time for our students. Consensus was achieved and it was determined that each Monday staff would devote an hour and a half discussing issues related to our students, as they are THE most important part of our school. Procedure: A list of all students currently enrolled is provided the meeting facilitator (a teacher), from which he/she pre-selects six students, (two each from grades 10, 11, and 12). The list is then emailed to all teachers so they can gather the necessary information, including grades, attendance, behavior, etc. At the meeting, the facilitator calls out the first student, and whoever has that student in first period proceeds to disseminate information pertaining to that student. Then the second period teacher provides input, etc. As information is discussed and issues become apparent, we problem solve as a group and develop a plan of action. Follow up information is disseminated during the ensuing week via email by designated person. After the list of identified students is completed, staff nominates Students of the Week, which come from the overall student population. Students of the Week receive a certificate with positive comments from all their teachers, a \$5 coupon for a local eatery, and their name and comments read over the announcements. Finally, students of concern are addressed. These can be students who are not coming to school, are habitually tardy, are not working to their potential, are acting inappropriately, seem depressed or unmotivated, etc. Out of this discussion, the counselor might initiate an SST meeting (student study team), or a counseling intervention, the academic advisor may call the student and/or parents in for a conference, and the principal, who also participates in the meetings, is given a copy of the meeting notes and intervenes/conferences with students and parents as necessary.

Each year the program has a different facilitator, with everyone on staff taking a turn, and it has evolved with every new facilitator adding their own “flavor.” For example, our facilitator now has a schedule for each student, enabling staff to easily move from one teacher to the next during discussion.

Additionally, we now include a picture of the student, so staff who may not know that student have a



reference point. Also, the comment portion of the Student of the Week was added a few years ago. Teachers enjoy brainstorming creative and personalized comments to include on the certificate. With the advent of School Loop, we now have all information integrated and available on-line (i.e., transcripts, graduation status, credits earned/needed, grades, missing assignments, etc.) to facilitate our informed discussion of each student.

This program has made a difference for students in a variety of ways. First and foremost, it addresses the tendency for “middle of the road” students to go unnoticed and ensures that all students are given equal attention such that a student can’t “slip through the cracks”. It also gives all teachers an opportunity to hear how each student is doing in other classes. Often, when a student is excelling in one class and struggling in another, teachers can offer each other strategies and tools that have proven successful with that student in the past. Rather than resulting in a punitive solution, the student benefits from these interventions. A specific example of this occurred when a student was acting out in a particular class. The teacher was ready to write an office referral, but a teacher who had had the student the previous quarter suggested moving the student to the front of the room, giving him a job or task each day (passing out papers), and rewarding the task with a few points of extra credit. At the next meeting, the teacher reported that the strategy was successful, the student was doing well in the class, and the referral/disciplinary action was avoided. Other specific evidence includes an increase in counseling referrals, more student/teacher/parent conferences, connections to community resources for things such as glasses, housing, jobs, college application help, etc. Furthermore, students are referred to group counseling, after school tutoring or make up sessions, Smoking Cessation class, and our Drug and Alcohol Support Group.

The program is innovative and exemplary because it so powerfully supports teacher commitment to the success of every student. Recognized as unique among high schools, *Just Kids* was the recipient of the Golden Bell Award, given by the CA School Boards Association, in 2010. Most schools are so busy with meetings regarding testing, administrative tasks, scheduling, etc., that students are often not the main topic of discussion. . .and isn’t that why we are here? With *Just Kids*, all students are given attention and no one hides or slips by unnoticed. It systematically provides a mechanism

for us to acknowledge all of our students, develop interventions and supports for those who need them, and also recognize positive student achievement, with the Students of the Week program.

The program is sustainable because it has been, and continues to be, the product of a committed staff, that have come to think of this time as *sacred*. It involves teachers who are willing to meet solely to discuss students, a colleague who is able to coordinate and facilitate the meeting (this position rotates annually), and the other staff who provide the necessary interventions such as a counselor, academic advisor, paraprofessionals, community liaison, and the administrative team. As long as all stakeholders are determined to make it happen, the program is sustainable for years to come.



The program is connected to a district plan that focuses on PLC's – Professional Learning Communities. We are a PLC district and our small staff is a PLC model. In coming together to identify student achievement, student needs, positive recognition, and students of concern, we are in line with district and state policies of No Child Left Behind. Literally, as a result of *Just Kids*, NO child is left behind. Additionally, we have shared and modeled this program at the CCEA state convention, enabling other schools to implement something similar into their own program.

The district and school have communicated with the community about the program's implementation. It has been recognized at our board meetings, referenced at Back to School Night presentations to parents, and it has been an integral component of our WASC accreditation. Our contact and communication with our students and their parents to celebrate success, or work on challenges, is enhanced because of *Just Kids*.

The program is replicable for all the reasons stated above. The recipe for success includes specific ingredients that most schools already possess – staff and teachers who care about kids, a shared and mutual responsibility for all students at school, and a willingness to collaborate for an hour each week, all of which work together to produce a satisfying and consistent support program for students.

PLC – Best Practices

During our monthly staff meeting different teachers volunteer to present examples of their most effective curriculum plans and teaching strategies. The entire teaching staff role plays as students to experience firsthand how the activities play out in the classroom.

13. Content of Staff Development

The teachers at Serra are all NCLB qualified, and are very adept and trained in planning and implementing direct instruction which reaches a variety of learning styles. Our teachers use GLAD strategies (Guided Language Acquisition Design) across the curriculum to make learning accessible to all students. These strategies include the use of charts, graphic organizers, pictorials, and other hands-on, visual methods which allow the students to be active in their learning, and to use the tools created as a resource.

DIAL (Understanding by Design and Differentiated Instruction) is also used by many teachers. This enables the teacher to use cooperative learning groups based on ability, prior knowledge, etc. The students who are sometimes "left behind" are grouped together in order to learn material that has been challenging or difficult for them to grasp, while other students who are very familiar with this material and are ready for more of a challenge, are grouped together to further explore, at a critical thinking level, the material.



Teachers at Serra also use technology to present information and encourage students to use technology for their own projects. Everything from a CAHSEE prep math course taught via a computer software program, to web-navigation projects done in social science, to a famous chef research project in culinary arts, to a research-based, persuasive speech in English, and finally a stock report for economics, are all offered by teachers to reach a variety of learning styles, promote use of technology, and increase academic rigor and relevance.

Power groups were established by subject, and focus exclusively on student learning by utilizing student data, curricular and common assessments. The staff at Serra typically embraces staff development opportunities.

The Capistrano Unified School District prioritizes its commitment to staff development. From SIOP Sheltered Instruction Observation Protocol, to the Illuminate data analysis program, to individualized subject matter trainings, teachers can easily access virtually any staff development class at any time, via online registration. In addition, our teachers participate in and present at the annual CCEA conference, and have opportunities throughout the year to participate in various conferences that are subject matter specific.

The staff development available to teachers is beneficial in that it is immediately transferable to the classroom. For example, teachers are working closely with SIOP mentors to implement new and exciting strategies in their classrooms. We are very fortunate to work in a district that is so committed to providing such a wide array of staff development opportunities, and likewise, to have an administration which encourages teacher participation in such opportunities.



Serra Staff Professional Development Trainings

GLAD x 13	WASC x 7	SIOP x 4	DIAL x 4
BTSA x 5	CPR x 14	Illuminate x 3	School Loop x 5
CLAD x 3	RIC x 4	Parent Involvement/Family Network x 4	Autism x 2
Shining Star/Keystone Literacy programs x 3	Linda Mood Bell	Discovery Streaming X 5	Classroom Management (4+)
Community Services Training x 3	College Conferences x 2	Recommended Reading Practices	Developing Reading and Writing
Crisis Response Training	Conflict Resolution Training	Bully Prevention Trainings (3)	PE Trainings (8)
Early Childhood Ed (25+)	Counseling seminars (11+)	Community Services Trainings (4)	History Trainings (6) x 3 teachers
Technology and Assessment	Genesee Training (Sped IEP Program)	Home Ec Trainings (10+)	Effective Teacher Trainings x 5
CTAP Tech Trainings X 3	Strategies for Engaging all Learners	Special Ed/GATE x 4	Summer Reading Institute
Step up to Writing	Video Editing	Creating Your Yearbook	NCLB Science (addition to cred)
OCDE Math	Administrative Trainings/Cred	Physical Science Trainings/Cred	Tech and Assessment
Emergency Response	School Safety	ADHD trainings x 2	Foster Youth and Ed

x (#) = number of teachers participating in that training

(#+) = number of trainings on that particular topic

WASC/CDE FOL 2011 Edition

Revised 10/10



14. Student Participation

Our “informal” ASB (Associated Student Body) serves Serra High School by voicing student opinions and addressing student needs. They do this by supporting and recognizing campus activities, and sponsoring many school-wide programs and events.

The primary goals of ASB are to create a memorable experience for all students on campus, to promote pride and spirit in their school and in each other, in the spirit of the ESLRs, and to grow as student leaders. ASB actively works to ensure that student activities and campus life are alive and well. ASB students are enrolled in the Leadership Class.

15. District Policies/School Funding

Expenditures

Serra High School coordinates all of the funding it receives to ensure that all students receive both the core curriculum and any additional services and supports for which they are eligible to help them master grade-level standards. Serra receives a large portion of its funding from Title I and Economic Impact Aide (EIA).

Title I: Improving the Academic Achievement of the Disadvantaged

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. This purpose can be accomplished by —

(1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

(2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

(3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children.



Economic Impact Aid - EIA

This funding is a state categorical program that provides supplemental funds, kindergarten through grade twelve, to support (1) additional programs and services for English learners (EL) and (2) compensatory education services for educationally disadvantaged students. EIA funding is open to all public school districts that request participation using Part I of the annual Consolidated Application.

These major funding sources are utilized to support programs and activities designed to assist English learners in achieving proficiency in the English language and to support programs and activities designed to improve the academic achievement of educationally and economically disadvantaged pupils. Serra High School uses these funding sources to purchase supplemental state adopted materials and to fund expenses that support paraprofessionals.

Additionally, these funds are used to provide staff development in all subjects, including language arts, mathematics, social studies, science, and PE. They are also used to provide books for classroom libraries,

supplemental textbooks and equipment and materials for hands-on learning in math and science.	Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
	School Site	\$11,914	\$3,160	\$9,108	\$68,562
	District	N/A	N/A	\$5,281	\$76,384
	Percent Difference – School Site and District	N/A	N/A	72.49%	11.71%
	State	N/A	N/A	\$5,681	\$68,179
	Percent Difference – School Site and State	N/A	N/A	60.33%	0.56%

Learner funds provide for an aide to assist individual students in English Language Development (ELD) classrooms and for translation during meetings with parents.

Serra High School also receives funding from a variety of sources to supplement the general fund. Through the Carl D. Perkins Fund, grants are allocated to support students in the academic classes and fieldwork experiences in our Culinary Arts and class. Fund-raising by parent support groups and donations from community partners further augments our resources.



Process and Perception Data

Our new community liaison is creating parent, student, and teacher surveys with which to provide us information and feedback related to shareholders' perceptions of their experience at Serra. As such, these documents are in process and under revision, and the number of participants is fairly low, as we are just beginning data collection.

Parent Survey Summary

1. How do you think Serra is benefiting your son/daughter?

Top 3 responses:

#1 Student is more motivated

#2 Student has more support from teachers and staff

#3 Student will graduate on time

2. Please identify 3 aspects from Serra that have contributed to your son/daughter improvement. Top 3 responses:

1) small class sizes

2) immediate follow up with attendance, grades, behavior

3) teachers knowing our children

3. What do you think Serra should improve upon? Better communication with parents, stricter policies on attendance and behavior

4. What do you think Serra should add to its program? College oriented activities, career fairs, help with jobs and financial aid

5. Which of these would you like to have more information about (mark those that apply): #1 indicates most frequent response; #8 least frequent response

#8 Community and Volunteering Resources #7 How Alt. Ed. Works

#1 Credits #4 Grades and GPA

#3 Transferring to Community College #5 Counseling

#6 Work permits and driver's license #2 School Loop

6. Anything you want us to know?

"Serra has really turned my son's life around." "This is the first time my daughter has earned good grades."; "I feel he will make it."

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Student Surveys Summary

Three weeks ago we had interviews with our early graduate students. We did more than 30 interviews; we talk about their plans, goals and what they have learned in Serra. The general purpose of the interviews was to have a final record of our students' data on those topics. Here I present the results of these interviews:

Objectives

For the students:

Show that, after leaving the school, they still are Serra students and that they have the support of all of us.

Make the students aware of the challenges that they are going to deal with.

For the School:

Have a record of our students' final comments before they graduate.

Present a united (Institutional) front of support for our students.

Learn new ways in which we can help the students before and after leaving Serra.

Questions

1. Why do you want to graduate early?
2. What are you planning to do in the next two months (= what are your short-term plans)?
3. What are your long-term plans?
4. Are you going to apply to college? If so, which college?
5. Do you have information about that college and your career? Have you visited it? Are you planning to work? Where?

Some sample answers¹

To #1 "I have been in school for over 15 years and just want to graduate and get my diploma, so I'm not even really graduating early."

"Because I am over high school. If I don't graduate in April I will end up dropping out, this is my last chance."

To #2 "Attend Saddleback and get a darn job".

To #5 "No, I need more information and help".

To #6 "Yes, a part-time at some store where they pay fairly".

To #3 "Move out, high-paying job, nice house, live life to the fullest".

¹ I do not show a sample answer for question 4, because almost all are the same which is " Yes, Saddleback."



Some numbers:

- %97 of the interviewed students intend to attend college after graduating.
- %97 of our students intend to look for jobs in the next weeks, only %30 of them are currently working. Although every single student wants to get a job, 19 of them do not know where they want to work or what kind of job they want, 19 students represent %56 of all students that are graduating.
- (4-2) 26 of our students are going to apply or already did to Saddleback college, they represent %77 of the total of graduates, 3 of them show interest in applying to IVC, 3 in the military, 2 in Art Institutes, 2 in Cosmetology School, 1 in ITT college, 1 in LA recording School, and 1 is not sure (*).
- 4 of our students, %13, do not know any information regarding the career they want to study.
- Only 4 of our students, %13 of all, showed some kind of interest in transferring to a 4-year-college or university.
- 11 students haven't visited the campus of any college. They represent the %32.4 of the total of graduates.

Some plans for the interviewed students:

- Two weeks after the interviews get in contact with students, keep track of them periodically and send them information regarding jobs and college opportunities.
 - Coordinate interviews with the students that need more help
 - Invite some of them to the school, so they can share their experiences with the next graduates.
- For students currently in Serra:
- Increase student participation in volunteer campaigns (for their resumes)
 - Present more job opportunities to our students, make workshops, prepare them for interviews, etc., e.g., the "Job board".
 - Increase student participation in college-fairs (e.g. take small groups to a college to show them a specific career).

• Many of them show interest in applying to more than one Institution.



Teacher Surveys

Comprehensive Needs Assessment Summary

Serra High School 2009-10

Thirteen teachers responded .

What are Serra's strengths? Three top responses:

- #1 positive teachers and staff,
- #2 small class size
- #3 less credits to graduate

What does Serra need to improve on? Three top responses:

- #1 More outreach to the community
- # 2 More money for support staff and materials
- #3 Higher academic standards, attendance, test prep
- #4. Better technology

What suggestions do you have for improving Serra? Funding, programs, process etc...

Top responses:

Simple fundraising activities, scholarships, career fairs, college planning, more teacher prof development

Please Rank in 1,2,3 (1 being the most important)

- 1 Technology Improvements
- 1/2 Instructional support personnel
- 3 Infrastructure upgrades (buildings/ facilities)
- 1/2 Professional development for teachers & staff
- 1/2 Community Outreach
- 2/3 Extracurricular/ Sports program
- 2 Administrative support personnel
- 2/3 New academic courses
- 2/3 More elective courses
- 2 Student counseling/ support groups
- 1 Increased parent involvement
- 1/2 College and career courses/workshops
- 1 Test Preparation and Training

Restructuring our surveys and increasing the frequency of administration to 4x/year (quarterly, to coincide with graduation) are two ways we will improve upon this new process.



Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data

At Serra, meeting the educational needs and supporting the academic achievement of at-risk students is accomplished by providing small class sizes, direct instruction with implementation of research based instructional strategies, and cultivating personal and positive staff-student relationships. Serra staff work diligently to provide a nurturing environment that fosters student learning. Teachers are dedicated to providing high quality instruction that is designed to support both credit recovery and enrichment opportunities. Serra staff values and is committed to regular communication with parents through phone calls, automated messages, email, parent conferences, School Loop, and progress report cards.

Students concentrate on four academic or elective courses each quarter. This provides students with the opportunity to earn up to 40 credits each semester (20 credits/quarter). The opportunity to earn at least 80 credits per school year allows students who are credit deficient to catch up and return to their home high schools or graduate from Serra. A student who wishes to return to his/her home high school must have the endorsement of the site administration and have completed the appropriate number of credits to be at grade level.

Our instructional programs are aligned with the California State Standards and support our ESLR's. The delivery of instruction across the curriculum is more directed and heavily scaffolded, and additional time and effort is given to building bridges and connecting known concepts with unknown concepts, such that the pace of instruction is slowed, in an effort to meet these students where they are, and teach to their zone of proximal development, so they can attain the most educational benefit possible.

Student Enrollment: Based on student enrollment, Serra's student population is 48% Hispanic, 41% Caucasian, 4% Filipino, .5% African-American, and 6% other. English Language Learners (ELL) make up 31% of our student population and 52% of our students are Economically Disadvantaged. Approximately 10% of our students receive special education services within a Resource Specialist Program (RSP).

During the 2011-2012WASC planning process, students, parents, faculty and administration reviewed and evaluated Serra's mission, vision, and expected school-wide learning results (ESLR's). As a result of this review, recommendations were made to alter the ESLR's. The ESLR's below reflect the results of our collaboration:



Expected Schoolwide Learning Results (ESLR's)

Students will be respectful, responsible and ready.

RESPECTFUL

Students will:

- Demonstrate honest, ethical, and courteous behavior
- Understand and respect the diversity of individuals/cultures
- Resolve conflict through effective communication
- Maintain their physical and mental health through good personal choices and habits

RESPONSIBLE

Students will:

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

READY

Students will:

- Acquire the ability to set achievable short term and long term goals
- Exhibit the social skills needed to be productive members of their school/community
- Explore careers and higher learning options to become successful lifelong learners beyond graduation
- Be able to use the tools of technology to access information, produce work, and become lifelong learners
- Maintain consistent attendance as it plays a key role in their success and achievement

Budget/School Climate: As with most schools in California, the lack of funding has had a great impact on our budget. All levels of certificated, classified, and administrative staff have taken temporary pay cuts on the salary schedule, as well as furlough days; several have not been able to move off of “temporary” status, despite teaching for five or more years in the district. In addition, the cuts have had an impact on our school climate. We are having to do more with less, and are cutting programs and events, such as rewards (incentives) for perfect attendance and student of the quarter, barbeques on cultural day, dinner or refreshments at Back to School Night, etc.

On a more positive note, Serra is supported through a central administration/governing board. We receive Title I money for technology, classroom EL aides, and a community liaison, which has gone a long way toward facilitating improvements in technology throughout our school site and allows us to continue to enhance funding of instructional aides for our students. Title I funding makes up almost 100% of our budget; however, major infrastructure deficiencies mean a great deal of that money is used for costly technology and logistical support.



Implications of Data

As the WASC process continued, evaluation of multiple sets of data were analyzed by the entire staff utilizing the “Committee of Whole” concept and further disaggregated within their focus groups, which was facilitated by the FOL “Co-Chairs”. In the course of our self-study, focus groups identified needs including a better analysis of data to drive instruction, the addition of support/basic skills classes and/or tutoring for struggling students, and increased involvement of parents with our educational program. Following the evaluation process, the entire staff identified three critical areas: low overall academic achievement of our identified EL students, insufficient readiness for successful transition to post-graduate endeavors, and a tardy and/or absence rate of 15%.

Critical Findings based on Profile and Performance Data

Serra staff identified three specific academic needs that address student achievement and are the focus of our Action Plan, moving forward.

Critical Academic need 1: Use student assessment data as the basis for instructional decisions to increase student achievement for all students, but particularly within our EL population. ESLR’s - Responsible and Ready

Analysis of CST, CELDT, and CAHSEE data indicates a significant discrepancy in achievement between English Only and ELL students:

CST 2010 and 2011-- EL Performance

Serra staff specifically analyzed the percentages of EL who were proficient and above for 10th and 11th grades across two years of CST data (2010-2011). The percentage of students proficient in **10th grade** was 0% for ELA, Life Science, History, and Earth Science. CST data for **11th graders** showed 13% (3stu) Proficient in World History and 0% across all other subjects.

CST 2010 and 2011 – English Only Performance

Serra staff also examined the percentages of EO students who were proficient and above for 10th and 11th grades across two years of CST data (2010-2011). The percentage of students proficient or above in **10th grade** was 37% (10) for ELA, 65% (17) for Life Science, 44% (9) for W. History, 0% for Algebra, and 13% (1) for Earth Science. CST data for **11th graders** showed 38% (30) for ELA, 41% (31) for History, 46% (7) for W. History, 3% (1) for Alg, and 36% (4) for Earth Science.

CELDT Data 2009-2010 data reflects:

11th grade: 16% (3) advanced, 53% (10 early advanced, 16% (3) intermediate, 11% (2) early_intermediate, and 5% (1) beginning (19 students tested).

12th grade: 22% (8) advanced, 43% (16) early advanced, 19% (7) intermediate, 14% (5) early intermediate, 3% (1) beginning (37 students tested).

CELDT Data 2010-2011 Data reflects:

11th grade: 9% (2) advanced, 39% (9) early advanced, 35% (8) intermediate, 9% (2) early intermediate, 9% (2) beginning (23) students tested.

12th grade: 3% (1) advanced, 38% (11) early advanced, 38% (11) intermediate, 21% (6) early intermediate, 0% (0) beginning (29) students tested.

CAHSEE data for 2010 indicates an EL pass rate of 22% on the ELA subtest of the CAHSEE and a 16% pass rate on the Math Subtest. English Only students' scores reflect a pass rate of 71% on the ELA and 44% on the Algebra subtests.

CAHSEE data for 2011 indicates an EL pass rate of 34% on the ELA and 22% on the Math subtests. English Only data reflects a pass rate of 67% on the ELA and 50% on the Math subtests.

Critical Academic Need 2: Provide a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students. ESLR- Ready

Self-study findings indicate we are currently graduating 90% of our students and transitioning approximately 8% back to their home schools to graduate with their class. The vast majority of these students are typically more stable, focused, and centered on achieving the goals they have set for themselves. In fact, our graduating senior student survey data indicates that 75% of our graduates feel they are "ready and prepared" for post-graduate life; and 75% intend to pursue a community college degree. This interest in higher education is a recent trend that we are seeing in greater numbers than we have in the past. Recently, however, several of our graduated seniors have reported back to us that they were having difficulties and feeling ill-equipped to manage the rigors of college.

Parent Survey feedback indicated they felt their child "benefited" from attending Serra (100%), citing individual attention, teacher support, accountability, and acceptance as the primary "benefits" of our program. Parents also stated they would benefit from additional information on making the transition to a community



college (50%), obtaining work permits (40%), and learning about the process by which to obtain a drivers license (50%). As a result, focus groups agree that strengthening our transition program is a priority and must include our families and community.

Critical Academic Need 3: Improve student attendance, decrease the rate of tardies, improve student behavior; specifically targeting the group of students (15% of population) who are chronically absent, tardy or in trouble at school. ESLR – Respectful & Ready

Self-study findings on our attendance data indicate that although we have an outstanding overall attendance record of 96%, we also have a sub-group of chronically tardy or absent students. It is within this group of about 15% of our population, that we would like to decrease the number of students tardy to no more than 10%, in an effort to improve student performance. We know that discipline issues such as tardies and unexcused absences can affect test scores, and student achievement across the board; students need to be present to learn. Our Hispanic and EL sub-population, in particular, needs to improve test scores; we need to analyze data to determine the role that absences/tardies has played.

Questions raised by the analysis of the student performance, demographic, and perception data:

1. How will limited financial resources and future budget cuts impact our ability to hire instructional aides, support staff, pay for professional development and field trips to colleges, and/or provide incentives programs to students?
2. How will we effectively bridge the gap between EL and EO learners?
3. How can we improve Algebra / Math scores on standardized assessments across all students?
4. While our students demonstrate academic ability in the classroom as evidenced by increasing numbers of students earning all A's and B's in their classes, this trend has not translated as well to state mandated testing. How can we, as a staff, more effectively correlate and channel student achievement into better results on state mandated testing?
5. As we increase enrollment of EL students, how effectively can we broaden and enhance the strategies of SIOP/ADD, being implemented this school year for a small group of our staff, and empower all staff to embrace the strategy by next school year?



Chapter III: Progress Report

Summarize progress on each section of the action plan that incorporated *all critical areas* of follow-up from the last full self-study.

I. Significant Developments

The following represents the significant improvements made to our school site, based on the list of “major school needs” that was identified at the end of our initial application for accreditation. We met, exceeded, or resolved each area of need noted, except for building issues (air conditioning, heating, handicapped accessibility) that require district intervention.

Additional Instructional Materials: The English Department teachers met to review the district approved book list and identify additional novels that would be relevant, timely, and germane to students at each level of English taught. Consideration was made to aligning curriculum with history classes where that was possible. Class sets were ordered and each level of English now has no less than seven novels from which to choose. Also, additional dictionaries and thesauruses have been ordered to support students in their classrooms.

Serra has maintained a subscription to the LA Times for over three years that is regularly utilized in classrooms throughout the campus. We now hold a weekly subscription to Newsweek Magazine, for classroom use, as well.

Culinary Arts Department utilizes supplementary Culinary Arts texts to support student learning in the classroom.

Our EL Department is utilizing the district-adopted Keystone textbooks and ancillary materials, all of which are aligned with state standards, and include pre and post assessments, benchmarks, formative and summative assessments.

Government class utilizes supplementary text and assessments that are closely aligned with CAHSEE standards to support student learning and familiarity with CAHSEE format, in addition to their district-adopted textbooks.

Serra has added Academic Intervention (on-line), Geometry, Senior Portfolio and Yearbook courses to our master schedule, expanding academic, post-graduate transition, and technology advancement opportunities for our students. We have also added a Basic Composition and CAHSEE Preparatory classes for our students still developing basic skills.

Serra has instituted an enhanced attendance policy to better track and support regular “offenders” so that they are able to develop responsibility, dependability, and consistency over time.

Wiring for Utilization of Technology: Serra High School has been moving towards a more technologically



sophisticated campus over the last two years. We are now Wi-Fi accessible, which enables any personal computer or device to be connected to the internet within range of the wireless network. Each classroom is internet-ready and has cable TV capability. Routers are being added to support Wi-Fi access to portables on campus.

A Stationary Desktop Computer Lab: In addition to the two mobile laptop carts that are available to teachers on two separate floors, each holding approximately 15 laptop computers; we now have a comprehensive computer lab with 25 desktop computers, a ceiling mounted LCD projector, a printer and Elmo Visualizer, all of which are synced together and fully functional. All teachers have access based on a first come, first served sign-up basis.

While the computer lab represents a significant improvement in technological advancement on our campus, students would benefit from additional student-use computers in each classroom.

LCD projectors for Paperless Classrooms: All teachers are now equipped with a comprehensive, stand-alone and synced laptop, LCD, document reader, and printer system that is easily accessible and user-friendly.

Air Conditioning/Heating/ Handicap Accessibility: Requests to the district have been put in for heat/air and ADA accessibility and are being discussed/reviewed at the district level.

Modern Equipment for the Classroom:

Serra Leadership Team has obtained and installed new desktop computers for all teachers. We are looking into the possibility of obtaining hand-held electronic devices for students that allow students to respond at the click of a button to questions and receive instant feedback as to the accuracy of their responses.

II. Implementation and Monitoring of School Wide Action Plan

The administrative team, consisting of the principal, assistant principal and Leadership Team, as well as the School Site Council (which includes our parents and students), takes on the primary responsibility for ensuring implementation and monitoring of the action plan, though all staff members are involved with the process on an ongoing basis. Monthly meetings provide opportunity to discuss and evaluate progress, and make necessary changes based on findings. Additionally, progress is communicated at meetings with district staff, parents, community members, and students on a regular basis. Serra High School has a Single Plan for Student Achievement, the Academic Improvement Plan, which integrates the WASC critical areas for follow up.



Critical Area for Follow-up #1:

Growth in API scores and CAHSEE passing rates

Our SPSA Goal to improve the passing rate for English and Math CAHSEE by at least 30% from the 2007 scores was not met. In fact, pass rates have remained fairly consistent, with only slight variations each year.

CAHSEE ELA PASS RATE CAHSEE MATH PASS RATE

2008

# Tested	% Pass	% Not Pass
116	47%	53%

2008

# Tested	% Pass	% Not Pass
110	41%	59%

2009

# Tested	% Pass	% Not Pass
123	41%	59%

2009

# Tested	% Pass	% Not Pass
120	43%	57%

2010

# Tested	% Pass	% Not Pass
126	47%	53%

2010

# Tested	% Pass	% Not Pass
129	38%	62%

2011

# Tested	% Pass	% Not Pass
139	40%	60%

2011

# Tested	% Pass	% Not Pass
137	36%	64%

EL PASS RATE for ELA CAHSEE

34% in 2011

EO PASS RATE for ELA CAHSEE

67% in 2011

EL PASS RATE for MATH CAHSEE

22% in 2011

EO PASS RATE for MATH AHSEE

50% in 2011



Data indicates that there is a consistent and significant discrepancy in pass rates between the EL population and the English Only population. Our EL population is passing the CAHSEE at about 22% for Math and 34% for ELA, where our EO population is passing at about 50% for Math and 67% for ELA. It is important to note that that out of the total population tested, 50% to 66% of our tested students are EL, Hispanic, and/or Economically Disadvantaged.

API scores have climbed steadily since 2008, to hit a new high of 606 in 2010. Most recently, however, scores fell to 581 in 2011.

BASE API SCORES

ENGLISH LEARNER STUDENT POP

529 in 2008

45% in 2008

568 in 2009

57% in 2009

606 in 2010

56% in 2010

581 in 2011

61% in 2011

In analyzing the data, several significant points are noted:

1. The %age of EL students in the testing population continues to increase, to a new high of 61% of the total number of students tested in 2011.
2. While our EL students' scores decreased by approximately 70 points from 2010, our EO students outperformed our goal, improving their API by 44 points.
3. Only a very limited number of students (57) were counted for the purposes of figuring the API score.
4. Last year, we had many beginning level EL students. Here is what they had in common:
 - a. 2-3 years in the US
 - b. Undocumented, not citizens
 - c. Families broken up and living in different areas (student lives with one parent and other parent is still in Mexico or another part of the US)
 - d. Financial responsibility to family so work would come first before school. Work hours interfered with learning. (One student had a night job wrapping and delivering LA Times—he started work around 10pm and left work around 7).
 - e. Gaps in education due to moving, financial problems in family, pregnancy, choosing work over school, low self-esteem due to fear of English speaking environments and failing grades at home school, fear that they would not graduate
 - f. Poor or spotty attendance. Many EL students missed at least one day a week due to family, self-esteem, lack of motivation to continue their education.

Clearly there remains an identified need for continued progress, specifically among the sub-group of English Learners, which represents approximately 50-60% of our testing population, as well as the 20% of students who



scored at “below basic” and the 30% that scored far below basic, across 10th and 11th grades in 2009 and 2010. This is an area of Critical Academic Need that we have recognized and included in our Action Plan going forward.

In an effort to directly address these challenges, Serra High School has made a number of additions and improvements to our programming:

We have instituted a Basic Composition class, in addition to our CAHSEE ELA Prep class, to support the development of basic writing skills. Students are identified as being in need of this skills-based class by teacher recommendation, CAHSEE ELA test scores, and by their performance on the quarterly school-wide diagnostic writing prompts that we present to our students and evaluate.

We are in process of instituting a tracking system whereby we use the rubric grade (4 point scale) as evaluated on these writing prompts, not only for English class placement, but also to track progress/improvement in individual student’s skills. This information will be electronically maintained in our AERIES program for easy access by all staff. Further, we intend to utilize the data to inform our teaching of these classes: identify what’s working, and what isn’t, and make changes accordingly.

Several of our teachers have instituted the practice of adding several STAR practice questions 1x/week to a content quiz, in an effort to both familiarize students with the format, structure and vocabulary associated with standardized testing, as well as provide practice opportunities; all of which work to support improved performance on the CST. Other teachers utilize supplemental texts that have CAHSEE-type quiz questions that provide students those same practice opportunities. It is our intent to make these activities systemic across all classes to enhance students’ familiarity with the language, format and substance of standardized testing.

Our school Site is now using the School Loop program to support parent and student access to assignments and grades, on-line, from any computer, at any time. In addition, teachers now have easy access to their students’ grades in ALL of their classes, as well as the ability to track overall trends in student performance within their own classes. School loop has become an invaluable data analysis tool that we are using to inform our instruction and evaluate student learning.

Each of these programming additions directly support and have contributed to students’ accomplishment in the ESLR areas of “Responsible” and “Respectful”, as students are attaining proficiency levels in math, demonstrating proficiency in written and oral communication, and communicating appropriately and effectively in reading, writing, and speaking across the curriculum.

**Critical Area for Follow-up #2:****Challenges of adequately supporting our EL population**

Our SPSA goal of creating stronger relationships between the school, parents, and the community, and providing support to the EL population, in particular, has been addressed and accomplished in a number of ways. Our EL population continues to grow here at Serra High School, as evidenced by the most recent Language Census of the Capistrano School District. This census confirms that we currently have the highest percentage of EL students, relative to total student population, at a particular school site. EL students make up approximately 52% of our total student population. Our School Site Council has responded by funding a bilingual community liaison person to tap into the vast resources available at the local, state, and national levels. Our liaison works as a partner with parents to create a more supportive environment for students and families, and works with community businesses and agencies to support our students' needs. His responsibilities include the following:

- *Organizes classes and parent education workshops, such as our ELAC meetings
- *Makes home visits to provide and obtain school related information.
- *Assesses various needs of new families to the District.
- *Recruits school volunteers.
- *Organizes and coordinates special cultural activities.
- *Contacts parents regarding absences.
- *Communicates with community organizations and clubs.
- *Performs oral translations for non-English speaking parents and participates in parent/teacher conferences, as necessary.
- *Secures social services and health services for children in need.
- * May serve as a representative to various advisory committees.
- *Coordinates the home language proficiency survey.
- *Translates school communications from English to a second language.
- *Receives and processes Free and Reduced Lunch applications.
- *Assists parents in the completion of various school forms.
- *Verifies student immunization records.
- *May work with other school staff regarding student needs.

In addition, our liaison interfaces with community colleges in the area, sets up campus tours, supports students with making contacts, and helps students find volunteer and internship opportunities in career areas of interest. He has developed a quarterly college and career fair here at Serra High school in which area schools and businesses come to speak with our students, markedly improving the access our students have to career and education resources, as well as specific contacts.



We also have an annual Chautauqua event in which speakers from area businesses, entrepreneurs, and even former students, share their experience and expertise with our students. Not only do our students benefit from the personal interaction, but these community businesses and local entrepreneurs become invested in our students, our program, our Schoolhouse and regularly “give back” to our students in a variety of meaningful ways.

Serra HS has also begun an intramural soccer team for any and all students who would like to participate. It meets after school on Thursdays, and is supported by numerous staff that dons their athletic gear and competes right alongside our students. It’s a wonderful opportunity for students to showcase their superior skills and abilities on the field, when a large part of their day is spent trying to improve academic skills in areas in which they struggle. It’s also a great way for staff and students to interact socially further developing relationships and rapport, something our students hunger for and appreciate so much.

Further, our School Site Council has recently funded an after-school tutor, who meets with students for individual and small group tutoring three days a week to support academic skill development and success in the classroom. In addition, we have three instructional assistants, two of whom are bilingual, who are available to special education and EL students throughout the school day. Recently, we have added two additional hours/week of funding for our instructional assistant to work solely with students preparing for the next administration of the CAHSEE.

Serra has instituted the NTI, a nightly phone call to all students and staff at our school site, advising parents and students of coming events, schedule changes, etc. We have recently made these NTI calls bilingual to facilitate communication with our families who are primarily Spanish speaking.

Finally, we are investigating the option of creating leveled CAHSEE courses to better address the significantly different needs of students who are preparing for the exams, to better meet them “where they are.”

Each of these additions to our program directly support and have contributed to students’ accomplishment of our ESLR’s in all areas, as students are attaining academic proficiency, becoming individuals of upstanding, ethical, and moral character, and demonstrating the ability to set goals, be productive members of society, and transition successfully to college or career.



Critical Area for Follow-up #3:
Staff training for more efficient utilization of data to analyze student performance and drive instructional practices

At the time of the WASC initial visit, Serra High School was piloting the Data Director software program for data analysis. However, this program was soon obsolete and discontinued throughout the district. As such, we have focused our efforts on achieving our SPSA goal of improving teachers' performance through professional development and use of instructional technology. To this end, Serra High School has made numerous technological advances and provided for professional development and training on our new mobile cart systems and the district-wide software program Illuminate, which provides easily accessible data for analysis of our students' performance in a variety of academic areas.

*We are now a Wi-Fi accessible school

*We now have a stationary desktop computer lab

*All of our teachers now have complete LCD, computer, printer, scanner and screen systems in their rooms.

*Serra HS has met its goal of providing all teachers with new desktop computers to replace outdated systems.

*Serra HS intends to begin utilization of the Illuminate data analysis program, which replaces the Data Director. It is expected that all staff will be trained and utilizing this system by end 2012.

*Serra has begun utilizing the district-wide School Loop program to provide parents and students easy access to grade and assignment information, as well as for data analysis of instructional practice and student learning trends in the classroom.

In addition, Serra faculty and staff are focusing on the development and use of formative and summative assessments to evaluate student performance and adjust instructional practices to better serve our students' identified needs and incorporate technology wherever possible.

Formative Assessments:

White slips

Pop or review quizzes

Starters

Class debates

Daily questions

Sponge and exit activities

KWL

Comprehension checks

Summative Assessments:

Final Exams



Projects

Portfolio Review

Final Essays

Research Reports

Multi-Media Presentations

Debates/Oral Presentations

STAR, CAHSEE, CELDT assessments

Each of these programming additions directly support and have contributed to students' accomplishment in the ESLR areas of "Responsible" and "Ready", as students are becoming independent self-advocates (keeping track of personal grades and assignments), proficient with new technology (creating multi-media presentations), and communicating effectively in reading, writing, and speaking, across the curriculum.

Critical Area for Followup #4:

**Improved communication of the benefits and advantages of
the Serra HS program to students and parents at the
comprehensive high schools.**

Our SPSA goal of creating stronger relationships among school, parents, and community connects directly with the need for improved communication of the benefits and advantages of the Serra program to students and parents at the comprehensive high schools. Since the initial WASC visit, several changes and additions have been put in place, supporting our achievement of this goal.

First, the CUSD district policy has recently changed, making Serra High School the priority transition/transfer school for students who have not been successful at their comprehensive high schools. ACCESS, an alternative high school outside of our school district, is no longer a first option for students needing supportive services. This change has not only resulted in a larger number of students attending Serra each quarter, but has also made Serra High School significantly more visible to parents of students at the comprehensive high schools, as well as to staff at those schools.

In addition, in an effort to ensure an accurate description of Serra and its programming, our site administrators host a summer Open House for all Academic Advisors in the district. They are invited to tour the school, learn about the programming options, and what makes Serra "different" and an invaluable resource to them and their students.

We have also hosted Silverado, Back Bay, and Brea Alternative High School teachers "for a day" presenting our program, touring our classrooms, and engaging in collegial conversations with one another about similarities and differences in our programs, options to explore, etc.

WASC/CDE FOL 2011 Edition

Revised 10/10



Further, faculty and staff attend off-site ELAC meetings (on other comprehensive high school campuses), to inform parents, students, and community members of our unique programming and opportunities, including being the only school to offer a Teen Parent Program and nursery for teen mom's, their children, and those who are pregnant.

Annually, our Counselor meets with the San Clemente Rotary Club, San Juan Capistrano Rotary, CUMA, Schools First Credit Union, and South OC Exchange Club to discuss the benefits of our program to the students we serve and obtains scholarship monies from them that are awarded to students of their choosing at our year's end graduation ceremony.

At least once/year, several of our students stand before the Board of Directors and community members at a Board Meeting to share their experience at Serra, provide an overview of school activities, and/or receive an award or commendation of some kind. Board members regularly attend our graduation ceremonies and often, along with a variety of district-office personnel, will tour the facility during the school day to observe the program as a whole.

Moreover, all prospective students and their parents meet with our principal, as part of our structured enrollment procedure. They are given a tour of our schoolhouse, the opportunity to ask questions about our programming, and the ability to "see us in action".

Our bilingual community liaison coordinator records frequent NTI messages in both Spanish and English, keeping parents and students informed about school site events, individual's attendance, calendar considerations, etc.

Each of these programming additions directly support and have contributed to students' accomplishment in the ESLR areas of "Respectful" and "Ready", as students are acquiring the ability to set achievable short and long term goals and demonstrating the social skills needed to be productive and courteous members of their school/community.



Chapter IV: Self-Study Findings

Analyze the criteria in each category by responding to the prompts and documenting the supporting evidence. Refer to the suggested areas to analyze listed for each criterion to assist in this assessment.

For each category, synthesize the findings and supporting evidence in order to list prioritized strengths and areas of growth.

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

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

A1. Organization Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

CRITERION A1 INDICATORS AND PROMPTS

Vision – ESLRs – Profile

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.*

Findings	Supporting Evidence
Our Mission: The staff at Serra High School nurture students to envision and realize their full potential regardless of past academic, social, or emotional challenges.	Individual student information/portfolios
Our Vision: Serra offers 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 resiliency 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.	Career oriented school activities (Chautauqua)
	Student writing samples
	SARC
	SPSA
	Mission Statement



A Small School with a BIG Heart

WASC/CDE Self-Study Report

The primary purpose of our vision is to create an environment that fosters the growth and development of all students. The ESLR's support the vision of creating this positive environment and encouraging all students to become successful citizens and lifelong learners. We enable students to achieve the ESLR's and meet state standards through instruction delivered by a staff who believes in and embraces the mission and the ESLR's; incorporating them intuitively and deliberately into our work.

Our students and staff are committed to the attainment of core academic standards. To that end, the student intake process has been expanded to include essential baseline data for every entering student. This data is utilized to determine appropriate student placement in classes, after school intervention assistance, and support for attaining academic skills and standards.

Additionally, every student at Serra participates in a school wide diagnostic writing activity each quarter. The process replicates a testing environment and has an established, common rubric developed to evaluate essential academic standards in writing. The essay becomes part of the student's individual portfolio for ongoing reference, data is utilized by staff to inform their instructional practice, and student scores are utilized, along with teacher recommendation, to determine class placement and needs.

Serra is supported through a central administration/governing board. The school receives Title I money for technology, classroom EL aides, a community liaison, and small class size. Our enrollment is 48% Hispanic, 31% ELL and 52% Economically Disadvantaged. Analysis of CST data indicates a significant discrepancy in achievement between English Only and ELL students. As such we have a need for classes and instruction geared toward supporting these students in learning and improving their basic reading and writing skills. We have recently added CAHSEE preparation classes and a Basic Composition class to our master schedule in an effort to address these needs, in addition to our leveled ELD classes. Additional factors like sporadic attendance, family concerns, and sick infants (children of our teen moms) impact our students' ability to attend school on a consistent basis and increase academic knowledge and skill.

Our instructional programs are aligned with the California State Standards and incorporate our ESLR's; however, the delivery of instruction has become more directed, more heavily scaffolded, and the pace of instruction has slowed a bit, at least in the basic skills classes, in an effort to meet these students where they are, and teach to their zone of proximal development, so that they can attain the most educational benefit possible.



Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.*

Findings

The expected school wide learning results actually originated from tenets we, as a staff, established six years ago at the onset of a new administration. We called them the five B's: Be Respectful, Be Responsible, Be Ready, Be There, Be Healthy. As a staff, we recently revised them, brainstorming the most important elements for our students' success. Students were involved in the process through a school wide writing prompt in which they were asked to articulate what the ESLR's meant to them and how/why they are important in one's development. Parents were involved by completing surveys handed out at Back To School Night and the ELAC survey. We developed our ESLR's with our mission statement in mind: helping students recognize their potential while providing them with a safe environment to overcome the various obstacles they are facing. We refined our expected school wide learning results to include the "Three R's":

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:

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

READY

Students will:

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

Supporting Evidence

Documentation of original schoolwide learning results

Posting of staff collaboration in staff lounge of revised schoolwide learning results.

Student writing prompt

Parent survey, ELAC survey

SPSA



Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.*

Findings

Serra High School makes concerted efforts to include all stakeholders in the development of our purpose and ESLR's. Students and parents have been involved in the development of the ESLR's from the outset and continuously. Students provided input into the development of the ESLR's through a school wide writing prompt. Also, our School Site Council, made up of parents, students, teachers, and administration, has been actively involved in the development and refinement of the ESLR's through participation in annual meetings and completion of surveys. Further, parents participated by developing our school goals for our SPSA (Single Plan for Student Achievement) which were then correlated with our ESLR's.

Our students are made aware of the expected school wide learning results in the course syllabi they receive, in posters placed on our school walls, in new student orientation, and by hearing them on the morning announcements. Parents are informed of the ESLR's on Back-to-School Night, Open House, and through looking at their student's course syllabi. The ESLR's are the cornerstones of Serra's culture, as they focus on developing our students' character, academic skills, and readiness for transitioning to the next stage of life. They support the achievement of academic standards as evidenced by individual and school wide academic growth. Our entire school community views these ESLR's as fundamental building blocks for supporting student achievement.

Even with the visibility of the ESLR's, it is clear that our students, particularly our newer students, require direct and specific instruction related to our ESLR's, how they correlate with academic standards, and how/why they are important to students, individually.

Supporting Evidence

ESLR's posted in classrooms
 ESLR's posted in hallways
 ESLR's written into course syllabi and discussed at beginning of each new quarter
 New Student Orientation provides information/instruction r/t ESLR's
 Students refer to/describe ESLR's through school wide writing prompt
 SSC and SPSA surveys

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.*

Findings

Serra staff meets regularly in monthly staff meetings, focus group meetings, and leadership team meetings to discuss the relevance of our

WASC/CDE FOL 2011 Edition

Revised 10/10

Supporting Evidence

Staff meeting records



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mission statement and ESLR's in relation to student needs, global, national and local needs and the conditions of our local community. We examine how they both challenge and support our students to be the best that they can be, academically and socially; and how they support and encourage our students' readiness to transition to the next level post-graduation. In addition, parents and community members have opportunity to share and incorporate their insights, thoughts, and ideas in ELAC meetings, School Site Council meetings, conferences with student/principal/vice-principal, and through our community liaison. Students participate in the process via quarterly writing prompts and senior student surveys. Our ultimate goal is to maintain expected school wide learning results that are pertinent to our students' success and address the diverse needs of our unique population.

WASC/CDE Self-Study Report

Staff collaboration posters in staff lounge

SPSA

Student writing prompt samples

School Site Council surveys

Senior surveys

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Our population is made up largely of students who face inordinate life challenges and are working toward overcoming obstacles that have ultimately put them behind, academically. The population is fluid, as students transfer in and out of their home high schools and graduate on a quarterly basis. Serra's mission statement, purpose, and ESLR's have been developed with our students' unique needs in mind, and we have set the foundation and standards that will support them in successfully completing their high school education and becoming productive members of society. Students' academic progress is closely monitored by a diligent staff of teachers, counselors, administration, and parent and community groups. We are continually looking for new ways to improve their post-graduation readiness and success, and utilize student and parent survey feedback to inform our decisions. As each new student enters our school, we utilize our ESLR's as a tool to inform students of our expectations and provide the foundation for their success at Serra.	Student progress as they enter/exit Serra Quarterly graduation rates

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
After analyzing a variety of student performance data and conducting meetings and discussions with all school faculty and staff, Serra High School has determined three critical academic areas of need. The criterion addressed in Serra's expected school wide learning results directly impacts our school's critical academic needs. Critical Academic Need 1: Use student assessment data as the basis for instructional decisions to increase student achievement. <ul style="list-style-type: none">Based on review of the CAHSEE, STAR, and CELDT assessment data, there is a discrepancy between grades students	Standardized test results/data Student placement in CAHSEE classes and ELD classes based on need Sample of formative assessments provided by teachers Sample of summative assessments provided by teachers

WASC/CDE FOL 2011 Edition

Revised 10/10



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are earning in the classroom and proficiency levels being demonstrated on standardized assessments. Approximately 20%-25% of our tested students scored in the Below Basic and Far Below Basic areas of the CST in 2010. That is, 40-50% of our tested students scored in one of those categories. In addition, approximately 56% of our tested students were EL Students.

- Further, in the November 2010 administration of the CAHSEE, we had a 31% pass rate for all 11th and 12th grade tested students, on the Math portion. Of those tested, our EL Pass Rate was 16%; English Only Pass Rate was 44%. On the ELA, we had a 38% pass rate for all 11th and 12th grade students tested. Of those tested, our EL Pass Rate was 22%, while our English Only Pass Rate was 71%.

In the formation of our ESLR's, we incorporated these needs in the "Responsible" category. We have stated that students will: attain proficiency levels in math; demonstrate proficiency in written and oral communication; communicate effectively in reading, writing, and speaking. Our student population is 31% English Learner. The discrepancy between EL Pass Rate and English Only Pass rate was considered to be a priority when forming our ESLR's. Teachers are participating in SIOP training to enhance our instruction. While training is geared toward English Language Learners, the strategies enhance all students' learning. Also, students are supported through aides, small class size, and CAHSEE/ELD classes. Teachers are beginning to incorporate CST subject area questions in lessons and/or assessments. Also, teachers use a variety of formative and summative assessments to drive classroom instruction.

Critical Academic Need 2: Provide a quality program that emphasizes transition for at-risk youth and incorporates family and community involvement for the academic and social success of students.

This particular CAN is incorporated into all three of our ESLR's.

- Respectful: Students will be more prepared to transition if they have acquired the skills to be respectful members of society. Students at Serra learn to work together and solve conflicts using effective communication by incorporating team sports and activities into the classroom and school community.
- Responsible: Students are provided intensive tutoring for CAHSEE to insure they are academically successful. Also, the skill of effectively communicating in reading, writing, and speaking will help at-risk youth in transitioning to their next phase in life, academically and socially. Students learn/demonstrate this in the community through job shadow experiences and through the use of a Workability representative.
- Ready: Students acquire the ability to set achievable short and long term goals. Students are provided models and guided through the steps of setting goals and making a step-by-step plan to achieve those goals both in the classroom and in their lives. Students are made aware of the community and school resources

Classroom labs/group projects

Physical education teams, after school soccer

CAHSEE/ELD classes

Student portfolios/presentations

Individual classroom goals

College fair, Chautauqua



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available to help them in attaining these goals. Students are also put in contact with school staff or community members that are there for support. They are provided with job-shadow and ROP opportunities. Also, students benefit from career oriented school activities (college fair, Chautauqua).

Critical Academic Need 3: Improve student attendance, decrease the rate of tardies, improve student behavior; specifically targeting the group of students (10-20% of population) who are chronically absent, tardy or in trouble at school. ESLR – Respectful & Ready

This CAN is specifically targeted in our second and third ESLR, “Responsible” and “Ready”. Students must take responsibility for their success and the first step is getting to school and being there on time. Self-studies have shown that tardies and absences can affect student test scores because students must be present to learn. Our school has taken an active step to reduce the number of tardies and absences by revising our school’s absence and tardy policy. Students earn participation points for being in class and being there on time. This encourages prompt and consistent attendance. Also, when students are chronically absent, they miss work. We have implemented a 6 absence guideline on the number of days students may be absent and still make up their work. Again, this encourages student attendance. We have set a new tardy policy in which students have direct consequences for each tardy. Not only do they jeopardize participation points, but they receive a call home and may have to serve time after school or in community service. As a staff, we try to intervene in whatever way will be most effective in helping a student to get to school on time. Ultimately, we are working to improve students’ connection to their school and ownership for their education. We continue to explore ways in which to engender greater parent support and participation in their student’s education, to facilitate success and achievement commensurate with ability.

Participation points

Classroom starter questions

School wide absence policy

School wide tardy policy

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a copy of the written vision and schoolwide learning results
- student/community profile data
- research-based knowledge about teaching and learning
- national and state educational issues
- what shareholders groups have been involved in the establishment of the school’s vision
- the degree of involvement of these shareholder groups
- the process for reaching consensus among the shareholder groups regarding the vision
- interviews with staff, students, parents, board and district personnel and other shareholders to determine their level of understanding and commitment to the vision



- the process for regular communication with the school community regarding review and revision of other evidence identified by the school
- memos and other written documents
- other evidence identified by the school



A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

CRITERION A2 INDICATORS AND PROMPTS

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings

The Capistrano Unified School District has a seven-member Board of Trustees, with each trustee representing one of seven geographic areas within the school district. Each trustee is elected at large and serves a four year term of office.

The Board of Trustees is the policymaking body for the school district. It is charged with providing a quality educational program for students in grades kindergarten through 12, in accordance with the California Constitution, the laws of the state, adopted board policies, and the desires of the community.

In addition to establishing school district policies, the Board of Trustees adopts an annual budget and approves all expenditures, employs personnel, approves curriculum, textbooks and courses of study, and makes decisions on school sites, building plans, and construction contracts.

Trustees have no power to act individually, in the name of the Board. Action can be taken only when it is in formal session with a majority of its members present.

Ongoing support and oversight from the district level, in collaboration with the principal, is the responsibility of the Assistant Superintendent of Secondary Schools. Serra's staff and principal are actively involved with curriculum and subject area support; in taking identified academic standards and further developing power standards specifically designed to meet the quarter schedule. This is further supported with the use of common assessments. Serra staff is being trained on the new, district-sponsored Illuminate data analysis software program to further identify and respond to student learning needs.

Supporting Evidence

Board of Trustees Policies, Procedures and By Laws

Budget Reports

Illuminate Professional Development



Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings

Supporting Evidence

The Governing Board's policies are directly connected to the school's vision and purpose and expected school wide learning results.

BP 0200(a)

SARC

ESLRS

Our mission: the staff at Serra High School nurture students to envision and realize their full potential regardless of past academic, social or emotional challenges.

Our vision: 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 personal and academic obstacles discover their own resiliency by making good personal choices that will lead to graduating with a high school diploma, successful lifelong learning, and a fulfilling career path.

This matches up with Board Policy 0200(a)

GOALS FOR THE SCHOOL DISTRICT

The district shall provide for the educational, personal and career needs of its students by meeting the following goals:

1. All students will demonstrate competency in challenging subject matter, including language arts, mathematics, science, social science and the arts.

ESLR : Responsible

2. All students will demonstrate an understanding of and an appreciation for human diversity.

ESLR: Respectful

3. All students will demonstrate attributes of responsible citizenship, including the ability to solve problems individually and in cooperation with others.

ESLR: Responsible

4. All students will demonstrate conversational ability in a second language.

ESLR: Ready

5. All graduates will have a clear career orientation and marketable skill, and/or, be well prepared to experience success in an institution of higher learning or post-graduate vocational training.

ESLR: Ready

6. All graduates will be proficient in using the tools of technology.

ESLR: Ready.



Understanding Role of Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?*

Findings	Supporting Evidence
<p>SCHOOL PLANS/SITE COUNCILS</p> <p>The Governing Board encourages district employees, students, parents/guardians and other members of the school community to develop school plans designed to meet the specific needs at individual school sites. The Board may approve or disapprove school plans as necessary in order to fulfill the district's mission and accomplish the Board's adopted goals. The Superintendent or designee shall ensure that schools provide for participation in state-funded school-based programs by establishing and maintaining a School Site Council as required by law. When required for state funding, School Site Councils shall be composed of the following:</p> <ol style="list-style-type: none"> 1. The principal. 2. Teachers selected by the school's teachers. 3. Other school personnel chosen by the school's other personnel. 4. Parents/guardians of students attending the school, chosen by other such parents/guardians, or community members chosen as representatives by such parents/guardians. 5. In secondary schools, students attending the school, chosen by other such students. 	<p>BP 0420(a)</p> <p>SPSA</p> <p>SSC</p>

Governing Board's Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

Prompt: *How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?*

Findings	Supporting Evidence
<p>Ongoing support and oversight from the school district level in collaboration with the principal and School Site Council is the responsibility of the Assistant Superintendent of Secondary Schools. Serra's staff and administration are actively involved with curriculum and subject area support in taking identified academic standards and further developing power standards specifically designed to meet our quarter schedule. This is further supported with the use of common assessments. Parents and students work alongside Serra staff to identify, discuss, and approve critical academic needs in relations to meeting our ESLRs through their review and authorization of the SPSA and Title I funding.</p>	<p>BP 0420.1(a)</p> <p>SPSA</p> <p>SSC</p> <p>SARC</p>



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WASC/CDE Self-Study Report

The SPSA is annually reviewed and updated by the SSC and submitted to the Board of Education for approval.

Below are the Governing Board policies in relation to review, refinement, and implementation of the schools vision, goals, and ESLRs.

SCHOOL-BASED PROGRAM GUIDELINES

GENERAL PURPOSE

The Board of Trustees sets School-Based Coordinated Programs to encourage improvement of California elementary, middle, and secondary schools so they can respond in a timely and effective manner to the educational, personal, and career needs of every student.

Therefore, it shall be the district's policy to develop management systems to support and monitor school compliance with federal, state and District regulations, and to foster quality in school improvement plans, program development, and program implementation.

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?*

Findings

Supporting Evidence

Certificated Personnel BP 4131.5

BP 4131.5

PROFESSIONAL GROWTH

BP 4119

The Governing Board recognizes its obligation to help teachers meet their responsibility for fulfilling the professional growth requirements of their credentials. The Board expects that the increased competence attained by these teachers during their professional growth activities will contribute significantly to the District's educational program.

Certificated Personnel BP 4119

RIGHTS, RESPONSIBILITIES AND DUTIES

Responsibilities and Duties

1. All policies, rules, and regulations concerning school personnel shall be in writing and made available to all personnel.
2. The Governing Board shall adopt policies in cooperation with the administration and the teachers to encourage and provide opportunities and means for professional growth.
3. It shall be the responsibility of each building administrator to develop and maintain a handbook outlining specific responsibilities and duties of certificated personnel of that campus.

Basic Function - Teachers

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

WASC/CDE Self-Study Report

Each teacher shall be responsible for the teaching and supervision of the children in his/her room and responsibilities as assigned by the principal. He/she shall carry out the requirements of the prescribed course of study and policies as established by the Board. Teachers shall be responsible to the principal of the school in which they work and/or such personnel as designated by the principal. Certificated employees, as part of their professional responsibility, shall be available to provide information to parents/guardians, students and community members.

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Prompt: *Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.*

Findings	Supporting Evidence
SCHOOL-BASED COORDINATED PROGRAM GUIDELINES	BP 0500
1. The district will maintain a long-range strategic plan, which identifies district strategies to assist schools implementing School-Based Coordinated Programs and meeting the needs of CUSD students.	CBEDS
2. Each School-Based Coordinated Program School Site Council will carry out responsibilities of planning, implementing, and evaluating the program at the school site.	CAHSEE
Each School-Based Coordinated Plan will include all Consolidated Categorical Programs at the site and will address all of the following State Curriculum Frameworks as well as appropriate strategic action plan steps identified in the district's long-range strategic plan:	STAR
a. Language Arts	
b. Mathematics	
c. Science	
d. History-Social Science	
e. Visual and Performing Arts	
f. Physical Education	
g. Career, Vocational, and/or Technical Education	

PROGRAM EVALUATION

1. All School-Based Coordinated Program schools will participate in a four-year Program Quality Review or WASC accreditation cycle which consists of writing and implementing one-third of the plan each year, culminating in a Program Quality Review the fourth year.
2. The Program Quality Review will be conducted by a team of reviewers who are noted employees of the district.

WASC/CDE FOL 2011 Edition

Revised 10/10



3. Each SBCP school will conduct a formal self-study prior to the Program Quality Review or WASC accreditation process.
4. The School Site Council will review and report program improvement activities on an annual basis.
5. The district will form a committee to evaluate School-Based Coordinated Plans, which will include plans for the annual evaluation of Consolidated Programs at the school.
6. SBCP school plans shall be approved annually by the Board.

Furthermore the district monitors CAHSEE results on a quarterly basis along with graduation data and API scores. CBED data is uploaded annually with detailed information on overall student performance and that of subgroups.

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

Prompt: *Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.*

Findings

Supporting Evidence

Community Relations BP 1312.1(a)

BP 1312.1

COMPLAINT PROCEDURES

Capistrano Unified School District exists to provide the best educational program and learning environment possible for all students entrusted to its care. To that end, the District welcomes constructive criticism of policies, programs or operational decisions in order to improve its efforts and be responsive to its clients. To the extent that the District might need to consider changing a current practice or revisit a previous decision, it endeavors to do so in a deliberate and orderly manner. The District also has a need and desire to protect its employees from frivolous complaints which could serve as distractions to the effective pursuit of the District's mission.

Students, parents/guardians, and community members within the District having a complaint or disagreement about a District issue, situation or employee decision or action and seeking a specific redress are asked to follow the procedures outlined in this policy in order to have the complaint, grievance or difference of opinion addressed in an orderly manner. The procedures outlined herein are intended to be responsive yet fair, to encourage thoughtful deliberation, and to make clear a complainant's avenues of appeal.

In the interest of protecting the rights of anyone seeking redress of a perceived grievance, no harassment or retaliation of any kind against a

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

WASC/CDE Self-Study Report

student, parent/guardian, or community member shall occur because a complaint was filed.

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>By and large, Serra students have access to a rigorous standards-based curriculum as well as opportunities to explore real world applications of their educational interests, as evidenced by the 58% of our 11th grade and 60% of our 10th grade EO students who achieved Basic or higher levels on the ELA portion of the CST in 2011, our graduation rate of 90% and our rate of return (8%) of students to their home schools to graduate. The area of continued need is that of our EL students, who are performing at a significantly lower level. While Serra provides an efficient and effective academic support program to ensure students are meeting all graduation requirements, Serra staff recognizes we have room for improvement in our process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE. We are exploring ways in which to improve our analysis of data to drive instruction, including the utilization of a new district data program, Illuminate.</p> <p>We have always offered our 2+2 program whereby higher achieving students can concurrently enroll in Saddleback classes, while finishing up their high school graduation requirements. In addition, we have recently added courses to increase our career exploration opportunities for students, and are continuing to review ways in which to extend the curriculum for our higher performing students, such that they are adequately challenged, academically.</p>	<p>SARC</p> <p>Star Standardized Testing and Reporting</p> <p>Graduation Rate</p> <p>Rate of Transition to home school</p> <p>Saddleback Co-articulation</p> <p>Senior Portfolio Class</p> <p>CCP class</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Critical Academic Need 2: Provide a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students.</p> <p>While our mission and that of the district is to make parents an integral part of our daily governance; many factors make this difficult including socio economic hurdles, family composition and communication, and limited student academic / behavioral development.</p> <p>Our student population represents a large percentage of low income</p>	<p>SARC</p> <p>SSC participants</p>

WASC/CDE FOL 2011 Edition

Revised 10/10



families with English as their second language (31%). Parents struggle with working low pay jobs and long hours, limited personal educational experience, and difficulty in understanding and navigating the American educational system.

For many of our middle class students, we find high levels of social breakdown within their family units, including divorce, incarceration and drug use, which is often reflected in the actions of our students.

Furthermore, many of our students have moved multiple times before coming to us. This leaves some parents feeling initially jaded about the role of teachers and administrators in meeting the needs of their children. Some feel their stay at Serra is also only temporary. This creates a challenge in the recruitment of parents to sit on the SSC and limits the pool of available candidates. Nevertheless, we have always been able to find supportive parents to serve on the Council and be involved in our program..

We have not “grown” our own PTA, but have maintained a very close and supportive relationship with the entire body of CUSD PTA’s, often being “adopted” by the CUSD PTA body

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the legal status and organization of the school
- parent participation in the school’s governance
- the selection, composition and specific duties of the governing board
- the alignment between the governing authority’s policies and the school’s purpose and expected schoolwide learning results
- the nature and extent of the school community’s understanding of the governing board’s role
- the relationship between the duties of the governing board and the responsibilities of the professional staff
- the evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school
- the frequency and regularity of board meetings
- the involvement of the school’s authorizing agency in reviewing and monitoring student progress and overall school operations
- the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results
- complaint and conflict resolution procedures
- additional evidence



❖ **Additional suggested evidence to examine for Charter Schools:**

- the school's charter with respect to the governance structure, organizational charts, size, scope and composition
- the school's policies with regard to selection of board members, conflict of interest, meeting protocols and procedures, and delineation of powers and authority with school administration
- board policies and procedures that are clearly defined and written
- the qualifications of board members to carry out their responsibilities
- additional evidence



A3. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

CRITERION A3 INDICATORS AND PROMPTS

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

Findings	Supporting Evidence
<p>Serra High School's planning process is broad-based, collaborative, and has the commitment of its shareholders. Our principal encourages leadership, commitment, and participation from parents, teachers and administration, alike. Parents serve on the SSC, participate in our ELAC meetings, and actively contribute to our Back to School Nights. Our principal leads by example and promotes shared accountability for student learning by ensuring that all teachers are required to be involved in every aspect of our students' learning. Teachers are held to a high standard and are accountable for their performance. Our principal is not behind closed doors, but rather out and about on a daily basis, monitoring the progress of both students and staff. It is commonplace for him to visit classrooms daily, often walking around and chatting with students as he does so. By coming into the classroom regularly, he 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. By utilizing data on student achievement, the principal can reconcile classroom observations, student input, and student achievement in guiding the instructional program.</p> <p>In addition, because the school has such a small staff, meetings can be used to discuss students' progress, test scores, best practices, and ideas on how to best prepare our students.</p> <p>A very important component of Serra's program is learning across the curriculum. The principal encourages teachers to reach across disciplines to better educate the whole child. For example, our math teacher regularly engages her students in journal writing, sometimes on mathematics topics and other times on an unrelated topic. Our culinary arts teacher has students research and write a famous chef report; and English teachers routinely bring history and science into their lectures as they build background and lay foundations for reading novels or other pieces of literature. This is something all teachers at Serra strive to accomplish, and</p>	<p>SSC SPSA ELAC JUST KIDS</p>



A Small School with a BIG Heart

WASC/CDE Self-Study Report

it is due, in large part, to the principal's philosophy that making cross-curricular associations supports our students' ability to make connections and see the "big picture."

Further, the entire student body participates in a quarterly diagnostic writing activity to promote writing, demonstrate current writing skills, assess students' strengths and weaknesses, and recommend student placement in particular classes. Serra staff is currently brainstorming ways in which to best establish, monitor, and maintain a student writing portfolio that can provide a longitudinal look at individual student progress.

Additionally, the weekly Just Kids Meeting enables all teachers to take an active role in identifying and honoring our exemplary students, as well as those who are struggling in some way. Our staff works well as a team, actively participating and accountable for our students on campus.

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Prompt: *What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?*

Findings

The SPSA action plan is monitored in a variety of ways to ensure it both correlates with and supports the CANs, ESLRs, standards, and WASC action plan. Staff meetings and break-outs thereof, are used on a monthly basis as a venue in which to work on and share out the progress being made. For example, we both tackle and monitor the progress of specific tasks identified in our action plan to ensure we are actively working toward achievement of our goals. Where professional development is identified as a task, staff is accountable for participating and utilizing new knowledge, tools, and techniques in the classroom. With training on the Illuminate program, it is anticipated staff will become more consistent and adept at utilizing data to closely monitor individual student progress and academic trends, thereby informing our programming and instruction quickly and consistently.

Supporting Evidence

SPSA
CAHSEE
CST
STAR



Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Prompt: *What evidence supports the correlation between allocation of time/fiscal/personnel/ material resources, expected schoolwide learning results, and the improvement schoolwide action plan?*

Findings

The final draft of our SPSA demonstrates our commitment to allocating time and money to professional development and technology, creating relationships with parents and the community, along with increasing student performance on statewide tests. Our Title I and ARRA funding goes to financing major technology purchase such as a student computer lab, LCD projectors and laptops for teaching and student presentations, funding of a community liaison and hiring bilingual instructional aides. Other expenditures are used for printing, copying and purchasing supplemental resources for instructional use. Another major expense was the purchase of rights to the School Loop for teachers to communicate student progress in a timely manner to students, parents and other teachers.

Fiscal resources are also spent on sending teachers to conferences to increase their academic knowledge and skills.

Supporting Evidence

SPSA

Title I Budget

A3. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

One of Serra's greatest strengths is its staff. Parents and students alike have reported in surveys that it is the teachers: their acceptance, attention, accountability, support, and encouragement, which have made the single biggest difference in their students' lives. The leadership role taken by teachers and staff to identify and meet students' needs is exemplary, especially considering the budgetary constraints, transient student population, limited parental support and concentration of at-risk youth at Serra.

Instead of an exhausted and frustrated working environment, Serra staff works as a tight unit of professionals dedicated to student learning and achievement. Because of the unique small class size, teachers are able to identify their students' particular academic needs and support them with their personal struggles. We work here because we choose to; we thrive on the challenge of being surrounded by youth that demand more attention, patience and support than your typical high school student, and we reap the rewards of watching our students flourish and grow academically, socially, and emotionally.

The remarkable rapport between teachers and students is a result of the family-like, yet professional atmosphere established by our principal and support staff. Communication is open, honest and focused on the needs of our youth, rather than the personal agendas of individual teachers or

Supporting Evidence

SPSA



administration. Teachers are willing to sacrifice their time and sometimes their money to help students succeed, because they truly believe in the mission of the school and appreciate being a part of the collective effort.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Critical Academic Need #1 "To improve student learning through increased teacher professional development in instruction, curriculum design and use of technology." This CAN has been addressed most significantly, to date. A review of the rosters, minutes of meetings, interview/survey data and other indicators of inclusion show that the school planning process is broad-based, collaborative and has commitment of the stakeholders when developing and implementing this goal.

Teacher, student and parent surveys clearly demonstrated a broad based desire to upgrade technology at our site. This was further reinforced by the recommendations of the initial WASC visiting team, as some of the major identified school needs. Consequently, thousands of dollars have been spent on purchasing a computer lab, mobile laptop carts, wireless routers, LCD projectors with laptops, document readers, new printers and purchasing the School Loop grading and communication network. We intend to continue to address this critical academic need by obtaining an additional mobile cart of lap top computers, as well as additional internet infrastructure, so that more students can simultaneously access the internet for academic projects and assignments.

Supporting Evidence

Teacher Surveys

Parent Surveys

SPSA

SSC

WASC initial visit report

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, the expected schoolwide learning results, and academic standards
- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- the specific benchmarks and accountability tools used in the monitoring process
- indications of the number of staff involved in school action plans
- evidence of student involvement in developing action plans
- other evidence identified by the school



A4. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.*

Findings	Supporting Evidence
<p>Teachers, administrators, classified staff, and paraprofessionals facilitate the achievement of the academic standards and the ESLR's through emulation. As a staff, we have participated in ongoing development as educators through district provided classes, ongoing higher education, and seminars related to our various areas of expertise. This, in turn, enhances collaboration, increases communication, and demonstrates to students that we are independent and lifelong learners.</p> <p>Both CUSD and Serra HS follow specific employment policies and practices related to qualification requirements that support the hiring of qualified staff. Hiring new staff members is a collaborative effort between the district office, personnel, administrators, and our Leadership team. Administrators carefully select candidates for the interview process based both on candidate qualifications and the needs of our school site. Common criteria for most candidates include:</p> <ul style="list-style-type: none"> • Student-centered approach to teaching • Ability to work as a team member in a collaborative process • Willingness to contribute to the school beyond the classroom • Focus on student learning as a primary teaching goal in the classroom while maintaining high academic standards • Knowledge of subject matter <p>Staff assignments are made to satisfy student needs and to maximize expertise and staff members are assigned to teach within their credential field and experience. Because our school serves a unique clientele, we also look for individuals who have a heart for at-risk students and the skills to work effectively with them. Finding a "good fit" is of great importance for both the individual prospective employee, as well as our students.</p>	<p>Certificated and Classified Employee Contract</p> <p>Master Schedule</p>



Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.*

Findings	Supporting Evidence
All teachers are teaching within their areas of major and minor preparation and meet NCLB “highly qualified” requirements. In addition, all new teachers are required to participate in the Beginning Teachers Support and Assessment (BTSA) induction program.	Service Provider memorandum
Teachers hold single subject credentials in the academic fields in which they teach, and some teachers hold BCLAD (bilingual in Spanish) credentials to work with ELL populations and teachers continually add authorizations (such as CLAD), as they become available.	District Personnel Files
CUSD provides professional development opportunities outside of the school day. In addition, on site teachers provide “best-practices” trainings in our monthly Staff Meetings to share ideas collegially.	District Professional Dev Calendar
We are just beginning a “Peer Coaching” program with the new SIOP trainings. TOSA’s will be available to provide teachers release time to attend demonstrations of research based instructional practices.	
Teachers continue to participate in content area professional development opportunities to keep current with new practices and strategies to enhance student achievement.	Professional Development Listing
Furthermore, for the past several years the entire Serra staff has identified at least two major goals for inclusion in the evaluation process. This spirit of collaboration has focused on student literacy, WASC preparation, unwrapping the standards, and identifying the power standards.	Staff Evaluation Process
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.	Evaluation Forms
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.	Visitation Forms and Comments



Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings

Serra administrators work closely with our teachers to effectively assign staff members to maximize their expertise in accomplishing quality student learning. Not only do all of our teachers teach within our credentialing content areas, but we also have the opportunity to teach classes in which we have special interest and expertise. Administrators respond to our identified preferences and collaborate with teachers to add electives that are both instructionally enriching and challenging for our students and of great interest to us as professionals. For example, one of our English teachers shares her expertise teaching a Creative Writing class; another teacher with an expertise in theater took on a drama class; and a Social Sciences teacher with a love of digital photography has the Yearbook class. In addition, we have also offered team-taught collaborative courses, in which students have the benefit of two teachers in the room. Administrators and teachers alike are always open to exploring new enrichment course options that might meet our current student populations' needs and interest. As such, we expect that our course assignments may change from quarter to quarter, depending upon our students' needs.

Support Staff:

Through our SPSA, Serra has allocated resources to fund the following support positions in order to increase student learning:

Martha Bogard - Bilingual Instructional Aide - 22.5 hours per week

Job Description - To perform paraprofessional English language development instructional activities; to provide learning experiences to individual students and small groups; to converse with children in English and Spanish; to perform oral and written translations to and from English and Spanish; to perform routine clerical and supportive tasks for instructional personnel; and to do other related work as required. Martha goes above and beyond these duties, often giving students rides to and from school, to various doctor appointments, and other destinations as needed. Martha gives so much of herself and is loved by both students and staff, alike. She is a friend, mentor, and supporter of our students!

Cari Carter - Culinary Arts Instructional Assistant - 17.5 hours per week

Job Description - To perform paraprofessional instructional activities; to provide vocational learning experiences to individual students and small groups; to perform routine clerical and supportive tasks for instructional personnel; and other related work as required. Cari is a strong supporter of our students, and is, in turn, well liked.

WASC/CDE FOL 2011 Edition

Revised 10/10

Supporting Evidence

Master Schedule

SPSA



Summer Yim – Bilingual Instructional Aide – 22.5 hours per week.

Job Description – To perform paraprofessional English language development activities in the areas of science and math; and to provide learning experiences to individual students and in small groups. Summer has a wonderful rapport with the students and they find her to be both supportive and helpful in their continuing advancement of their English skills. Summer has recently been given 2 additional hours/week to tutor students preparing for the CHASEE.

Francisco De Lara – Special Education Instructional Aide – 19 hours per week.

Job Description – Responsible for clerical assistance to special education teacher, including making copies, filing, and other miscellaneous paperwork; assists students in their general education classes, and tutors students individually, as well as in small groups.

Community volunteers:

We have several community volunteers who assist our program. An organization called Helping Hands regularly donates food and flowers from local grocery stores that have overstocked their shelves, and/or need to make room for newer items. Each Thanksgiving, the Cub Scouts donate 10 turkey dinners with all the trimmings for families of students attending Serra. We also have parents who donate their time/resources. Recently the culinary arts program catered a luncheon for the Superintendent's Permanent Teacher Reception. Not only did the students donate their time to preparing and serving the food, but some of the students' parents also assisted. The Smoking Cessation program is offered weekly and often run by a community volunteer. This enables students to discuss their addictions in a private, supportive manner.

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.*

Findings

Our student registration packet lays out the rights and responsibilities of students and parents. It also includes our class schedules, attendance policies and information on graduation credit requirements.

Our published calendar lays out the days and times for teachers and break/nutritional times for students.

Our referral forms spell out the progressive discipline steps to be followed by teachers and administration. A copy is kept by the teacher,

Supporting Evidence

Student Registration Packet

Master calendar

Daily class schedule

Referral form



administration and one sent home to the parent.

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>Serra staff is a close knit, open, and mutually respectful and responsible group of professionals. Because we are a small group, we are able to collaborate and communicate informally, as well as in more formal, structured settings. We use email as a primary tool for internal communication of business and planning, catch up briefly in the hallways between periods, and use our common planning period after school to conduct more “formal” business.</p> <p>Weekly Just Kids meetings provide a forum for all staff to communicate, plan and resolve concerns surrounding our students.</p> <p>Monthly Staff Meetings provide a forum for all staff to participate in the planning of upcoming events, collaborate on policy development or revision, discuss budget expenditures, data, and/or instructional issues. For example, staff is currently considering the expenditure of Title I funds for technology: PC laptops or Apple ipads for our students?</p> <p>Our Leadership Team addresses school wide concerns, staffing issues; and other administrative and programming subjects, and brings their findings to all staff for consensus.</p>	<p>Just Kids Agendas</p> <p>Staff Mtg Agendas</p> <p>Leadership Team Mtg Agendas</p> <p>Complaint Procedure</p> <p>SPSA+</p>

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?*

Findings	Supporting Evidence
<p>Numerous types of collegial strategies are employed to implement innovation and encourage staff improvement. Collaboration is an essential part of Serra’s program and provides an environment for collegial interaction of staff to discuss and share teaching strategies and ideas. Serra’s common prep period provides a built in opportunity for regular collaboration among all staff.</p> <p>Serra promotes of system of peer shadowing whereby teachers are able to</p>	<p>Peer Shadow Log</p> <p>TOSA/SIOP Calendar</p> <p>PLC/Best Practices Agendas</p> <p>Focus Group Agendas</p>



obtain release time from their classes in order to observe each other's "best practices" in action.

The district provides TOSA mentors to train teachers in Sheltered Instruction Observation Protocol SIOP. This includes peer coaching, classroom observations, and group presentations of instructional practices developed to support ELL and other challenging populations.

Our monthly PLC meetings also allow for best practice demonstrations by teachers and support staff.

Staff members share technology strategies and materials as they are discovered (i.e., on our School Loop program, with Aeries student data base, etc.).

Teachers meet in focus groups and home groups to discuss curriculum, assessment, teaching strategies and the ESLR's and report findings back to whole staff.

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

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

Findings

Supporting Evidence

Serra's mission is to nurture students to envision and realize their full potential regardless of past academic, social, or emotional challenges, and successful student learning is our focus and our priority. As such, leadership regularly reviews processes by which we focus on our students and both seeks and considers the input and perspective of teachers, support staff, and our students.

Our teachers and administrators are visible, active, and approachable. Students feel comfortable conversing with us and giving us their honest assessment of processes and procedures at Serra.

In addition, administrators do instructional walks to keep a pulse on daily instructional practices and provide feedback in support of student achievement. This includes spot checks in which students are asked to explain the importance of the lesson, in other words, to explain the real life relevance of the assignment.

Administration also does 15 minute observations to determine if specific instructional practices are being implemented, such as checking for understanding in clear and observable ways.

instructional observation and comment sheet



A4. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The actions of our leadership are highly correlated to student achievement of the academic standards and the ESLR's. In fact, decisions are made with students' needs a first priority. This focus continues through the decisions and actions staff members take, as well. Staff is intimately involved in actions focusing on successful student learning, as our administrative team makes great effort to include staff in the decision making process. Examples of this include our staff decision to take on the WASC accreditation process; our commitment to improving our ability to analyze and utilize data to drive instruction; our commitment to improving our use of technology in the classroom; our commitment to staff development; and our commitment to doing whatever it takes to create a positive, supportive, and authentic experience for our students.</p> <p>An identified growth area is the need for administrative and faculty handbooks and formalized written procedures in a variety of areas. We have many processes and procedures that we put in practice, but most are passed verbally among staff, and have not been formalized in writing.</p> <p>Historically, Serra staff enjoyed annual team building events and off-site activities when funding and staff in-service days existed; however, with the current economic climate, we have cut back significantly, becoming creative with limited time and funds. The nature of our schoolhouse is such that all staff pull together to launch successful events like our quarterly graduations, orientations, back to school nights, carnivals, etc. We depend on one another to accomplish these tasks, knowing that it takes each and every one of us working together to bring the best experience to our students.</p> <p>Our staff is hand-picked, highly qualified, and provided assignments that maximize our areas of expertise and interest. We have begun and continue to develop collegial strategies such as shadowing, coaching, peer observation, and mentoring; especially through the new district SIOP staff development program in which we are participating.</p>	<p>Staff Mtg agendas</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>This criterion impacts our addressing of all three of our identified critical academic needs:</p>	

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

WASC/CDE Self-Study Report

- Continuing to develop our practice of using collegial strategies to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations will improve students' academic achievement;
- Continuing to participate in professional development activities will improve student achievement and readiness for transition;
- Continuing to develop and refine our use of surveys and student feedback will enhance our ability to support student readiness for transition;
- Working together as a staff to brainstorm solutions to truancy/tardy concerns and implementing ideas will support improved prompt and daily attendance across all students.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which the actions of the leadership are directly linked to student achievement of the academic standards and the expected schoolwide learning results; cite examples
- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- strategies for team building used at the school
- the structures for internal communications and resolving differences
- the leadership's processes and procedures for involving staff in shared responsibilities and actions to support student learning
- the level of actual staff involvement in actions focusing on successful student learning; obtained through interviews with staff and administration
- descriptions of collaboration across the school
- employment policies/practices related to qualification/statutory requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise
- the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations
- other evidence identified by the school



A5. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

CRITERION A5 INDICATORS AND PROMPTS

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>CUSD and Serra High School are committed to professional development that focuses on identified student needs. We recognize that our site is, by design, geared to support “at risk” students, and that we serve a disproportionate number of English Language Learners and Economically Disadvantaged students in relation to our total population. Incorporate these factors with the district’s goal that all students graduate with the ability to read and communicate effectively, and we have a staff that focuses on literacy across the curriculum and diligently integrates a variety of multi-modal instructional strategies and scaffolded instruction, both in general education and sheltered classes. Teachers are trained in the most up-to-date educational strategies available to staff. Staff is accommodated through in-service trainings, both on site and at the district office. TOSA’s provide release time so that teachers can practice new strategies and observe one another in the classroom. Funding for the most recent trainings has been supplied by state Program Improvement monies. Staff development trainings include Guided Language Acquisition Design, Differentiated Instruction for all Learners, Sheltered Instruction Observation Protocol, and most currently, Illuminate training, all of which are focused on reaching students effectively.</p> <p>All of our teachers have met or exceeded NCLB qualifications and have their CLAD and RIC certifications. We participate in ongoing School Loop training and have individual teacher websites.</p> <p>This educational improvement is aligned with the state standards and expectations set forth by the district. It addresses the focuses of the district: Special Education, English Language Learners, and use of technology in the classroom (by both teachers and students); and both the SIOP and Illuminate trainings are a part of our district mandated program improvement. Title 1 funds provide training in use of technology such that our delivery of instruction supports and enhances student learning, as well as infrastructure and the tools (computer lab, wireless lap tops, etc.) for students themselves to learn the skills necessary to utilize technology</p>	<ul style="list-style-type: none"> • Staff development and professional growth activities (PDA Academy Calendar) • Staff Development Sign-in sheets and agendas • List of PDA’s attended by staff by individual • CUSD Course Offerings Catalogue • Budgets and Grants • Staff meeting agendas • School site council minutes



effectively in their research, presentations, and other multi-media projects.

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
Serra utilizes a variety of supervisory and evaluative procedures to promote professional growth of staff. First and foremost, our principal is a hands-on and very visible presence on campus for our students and teachers, alike. He makes a regular practice of taking prospective students and their parents on "walk-throughs", encouraging them to get a feel for the interaction between students and teachers, the various teaching styles, and the relaxed and engaged atmosphere that permeates our schoolhouse. He and our assistant principal also visit classrooms frequently and spontaneously, throughout the day, such that they are well-informed and aware of activities and instruction in individual classrooms. The fifteen-minute walk-through, another regular process at Serra, is also unannounced, but is more structured than the "drop-in's". A rubric is utilized, by which teachers are evaluated and given feedback related to administrators' observations. In addition to direct instruction of concepts being taught, every educator is expected to make frequent checks for student understanding and to adjust their instruction accordingly (review and assessment). While brief encounters provide only "snapshots" of teacher-student interaction, the frequency and deliberateness of them provide administration with an accurate assessment of teachers' instruction as a whole.	<ul style="list-style-type: none">• 15 minute walk through and rubric• Yes/no exit slips• Regular administrative drop-in's• Parent/student tours

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
Serra staff meets weekly to discuss the student population's needs. One of the ways Serra teachers measure the effect of professional development upon our students is discussing each student by name and addressing his/her particular needs. Often, a student who might otherwise go unnoticed is brought up by a staff member as a student of concern and evaluated collaboratively by all staff members. In addition, quarterly grades and annual test scores are indicative of effective learning. While the population sample varies greatly each term, the high quality instruction is reflected in the summative results. Assessment data is analyzed continuously, and effectively utilizing data to inform our instruction is a recognized area of needed growth for our	<ul style="list-style-type: none">• Quarterly Honor Roll• Cahsee Scores• Celdt Scores• Star Scores• JK: Student of the Week



school site.

A5. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The current economic conditions at both state and national levels are well known and have certainly had a fiscal impact on our district and our school-site. Where monies once were available for all-staff conferences, retreats, and other team-building and professional development opportunities, these sources have dried up as drastic cuts have been made. “Teacher in-service” days are no more and even teacher work days at the beginning of each year and at the semester have been cut out. Even so, we have been able to make significant upgrades to our schoolhouse in terms of technology and infrastructure (through use of Title 1 funding), we have continued to invest in professional development training (by taking advantage of district offerings), and we have creatively come up with ways to remain on the cutting edge of teaching practices (by engaging in short “best practices” presentations by our own teachers, for our own teachers). Each of these activities has been prioritized because of the instant and consistent benefit they bring to our students.</p> <p>Further, many of Serra’s students utilize additional support from various staff members. Often it is through private counsel that one studies the unique needs of a student. Resource specialists, counselors, and academic advisors are privy to pertinent information that is often useful in accommodating students.</p>	<p>Support staff</p> <p>Support groups</p> <p>“Best Practices” presentations</p> <p>District Staff-Dev Opportunities</p> <p>Title 1 Funding</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Serra staff has recognized the need for training to more effectively utilize data collected to inform our instructional practices. We are working collaboratively to improve our systemic assessment process and will be fully trained as a whole staff on the Illuminate program by year’s end, 2013. Illuminate provides educators access to an abundance of assessment information that can be utilized in working with individual students and in identifying trends and academic areas of strength and weakness in our student population as a whole, or by a variety of parameters. This data will then drive our instruction in the classroom, impact decisions related to our class offerings/ master schedule, and inform staff of new and updated goals/plans of action.</p> <p>Another area on which we might put additional professional development focus on is that of readiness for transitioning to post-graduate endeavors. Student survey results indicate that a percentage of students who have gone on to community college have felt unprepared and/or were unable to stay in school due to lack of preparedness. Serra staff recognizes a need to increase the rigor of our academic program to support students’ success at</p>	<p>Student academic data</p> <p>Illuminate program</p> <p>Student surveys</p>



the next level.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards and the expected schoolwide learning results
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- occurrence and extent of monitoring
- written professional development plan and follow-up to professional development activities
- description of how plan was developed and how priorities are set
- interviews with staff members to learn their perceptions of the purpose and effectiveness of professional development
- the extent to which staff members have taken advantage of professional development options available
- written and verbal assessment of how professional development has impacted student learning and accomplishment of the expected schoolwide learning results
- other evidence identified by the school



A6. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

CRITERION A6 INDICATORS AND PROMPTS

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings

All expenditures either from general or categorical budgets are based on student need and evaluated by the School Site Council (SSC) made up of teachers, students, administrators, support staff and parents; therefore, all resources purchased directly tie into increasing student academic achievement, facilitating standards-based instruction and attaining the ESLRs. Since Serra is a Title I funded school, all large purchases require SSC approval. The SSC also approves the Single Plan for Student Achievement based on a review of the SARC and up to date testing data.

Supporting Evidence

SARC

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: *Evaluate the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings

The district allocates funds to Serra based on student enrollment.
The CUSD school board reviews the yearly school expenditures to ensure they meet the requirements set by state and federal funding policies.
The district has allocated Categorical Funding to Serra based on student enrollment. Categorical funding budgets for Serra includes: Carl D. Perkins Vocational and Technical Education Grant for culinary arts and

Supporting Evidence

Budget Account Summary



video production, Title I funding (schoolwide), Economic Impact Aide (EIA) Instruction for Limited English Proficient Students, American Recovery and Reinvestment Act (ARRA).

Facilities

Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Prompt: *Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.*

Findings

Supporting Evidence

Serra is the oldest high school and building in the CUSD district. It was built in 1928 and has survived many natural and man-made disasters. The facilities are solid but aging beyond the point of minor repairs.

The campus has a main u-shaped building with classrooms, bathroom facilities, large kitchen, library, computer lab, and nursery (for child care), teachers' lounge, book room, storage facilities, admin offices (main, AA, and counseling offices), and courtyard with a stage.

The large kitchen is used for the culinary arts class, while the district provides a daily lunch cart for students.

The library also serves as a multipurpose room that is used for staff PLCs, parent meetings, assemblies, testing and presentations.

Our computer lab also functions as our APEX online learning classroom.

Serra has additional portables classrooms adjacent to the main building with wireless access.

The physical education teachers use the large grass soccer field, tennis courts, indoor soccer ring and basketball courts for a variety of sports.

Custodial staff maintains a clean, organized, and safe environment for learning and report any damage or non-functioning equipment to the administration.

The maintenance personnel conduct periodic reviews of the facility.

Because of its age, however, the main building's inner walls are encapsulated in paint/plaster to stop seepage of any asbestos.

Consequently, nothing can be drilled into the rough or side walls. This has limited our ability to install AC units, new maps and whiteboards, overhead projectors, new lighting. Even the most minor holes need district approval.

In addition, the power supply runs off an upgraded but overtaxed transformer. This puts limits on how much energy we can draw at one time. Portable AC units can blow the fuse, for example, if turned on at once. And most rooms have few power plugs and Ethernet drops.

Furthermore, the building is not ADA compliant. We are grandfathered in because of the age of the building, but the layout of the school makes travel for the handicapped very difficult. It also makes movement of the laptop carts problematic.

Serra also lacks an enclosed multipurpose room to host graduation and

Campus Map



other large assemblies.

The sewer system is old and sometimes clogs up, causing nauseating odors to fill the rooms.

Serra also has limited resources to run a full PE program. We have no GYM or weight room, no locker room or showers for students to change in, and no pool.

The campus needs a million dollar renovation to make it compatible to many of the other schools in the district in terms of physical structure.

Nevertheless, our janitorial and maintenance staff work overtime to keep the facilities in the best shape possible. Painting is done whenever needed and upgrades wherever possible.

Instructional Materials and Equipment

Indicator: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings

All classrooms have a set of class textbooks and ancillary materials.

Each classroom has a mobile presentation stand that includes a document reader, LCD projector, laptop computer with speakers. Teachers are use networked printers throughout the building.

All teachers have a wireless access in their rooms.

All classrooms have white boards and corkboards.

All teachers have access to two mobile laptop carts with 20 Mac notebooks on each. (some are non- functional due to age.)

All teachers have access to a computer lab with 25 desktop PC's.

Supporting Evidence

Inventory List / Classrooms

Room 3 Lab

Wireless MAP from TIS

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings

As an alternative program, Serra generally maintains a 20:1 student: teacher ratio, about half the district average. It is one of the identified strengths of our distinctive program, and it makes a significant difference to our students' educational experience and success. Our principal

Supporting Evidence

SARC



A Small School with a BIG Heart

WASC/CDE Self-Study Report

prioritizes the hiring of well-qualified and nurturing staff who have the training, the commitment, and the heart for working with our unique student population.

All of our 13 teachers are considered to be “highly qualified”, according to NCLB guidelines.

Serra support staff includes: a full-time counselor, school psychologist, special-needs teacher, bilingual special education instructional assistant, bilingual instructional assistants, culinary arts assistant, campus supervisor, bilingual community liaison, TOSA SIOP support personnel, ELD/ELAC coordinator, attendance clerk/ front end manager, fulltime custodial staff, academic advisor, assistant principal, and principal.

Long-Range Planning

Indicator: The district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Prompt: *Evaluate the district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.*

Findings

Supporting Evidence

The district requires and reviews the yearly submitted SPSA to ensure monies are being spent in accordance with categorical funding requirements.

SPSA

A6. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Supporting Evidence

Serra has maximized its human resources in support of helping students learn. The core of our success is the dedication of the teaching staff. While many teachers may shy away from our program because of the nature of our student population, those teachers that have chosen to remain are deeply committed to working with at-risk youth, in spite of the odds. The small school environment and low student : teacher ratio provides us the ability to develop positive relationships with our students and participate in their growth, change, and success. We have the opportunity to meet them where they are and support them through the process of realizing their potential.

We also do well despite the old facilities with which we have to work. Serra staff is determined to adopt the best learning technology available for teachers and students to provide them every opportunity for success.



Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Supporting Evidence

Provide a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students. ESLR- Ready

The recent economic downturn has had devastating consequences to our state, our district, and our school site. Financial resources that once provided for enrichment programs are no longer available. Long term federal stimulus grants will most likely be reduced or eliminated in the coming years, due to ballooning federal deficit. Further, the recent ACLU law suit, preventing any fees being charged students, has further limited our options.

Areas in which we have already felt the impact are in our Culinary Arts budget, which provided food with which students could learn to cook, has been eliminated. Monies for senior activities and our annual school-wide field trip are no longer available. Our annual all-teacher/administrator professional development weekend (at which our teachers at times presented), is no longer an option. Teacher in-service days have been cut from the calendar and extracurricular enrichment activities are not available for our students.

Budget cuts all around have helped us to become creative and make the most of what we have; but there is no denying the cost to our students. One area we haven't been able to impact has been

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- description of the resources which are considered crucial to the operation of the school and its focus on academic standards and expected schoolwide learning results
- availability of materials, space, and equipment to support student learning
- number of staff members and level of professional expertise
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for maintaining the physical facilities
- the procedures for hiring and nurturing a well-qualified staff
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulative, laboratory materials
- the school plan which describes how resources will be utilized



- how resources are being coordinated to support all students accomplishing the academic standards and the expected schoolwide learning results
- how district resources are being applied to students accomplishing the academic standards and the expected schoolwide learning results
- the procedures for regular examination of the master or long-range plan to ensure all students are achieving the academic standards and the expected schoolwide learning results
- the involvement of the school's shareholders in long-range planning
- other evidence identified by the school



A7. Resources Criterion [Charter Schools only]

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future? Is the charter school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

CRITERION A7 INDICATORS AND PROMPTS

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Decisions about resource allocation are directly related to the school's purpose and schoolwide learning results.

Prompt: *To what extent the school regularly reviews its long-range (and other resources) plan in relation to the school's purpose and expected schoolwide learning results. Are the decisions made about resource allocation directly related to the school's purpose and schoolwide learning results?*

Findings

Supporting Evidence

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent the school has defined regular accounting and external audit procedures?*

Findings

Supporting Evidence

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure "transparency."

Prompt: *Comment on how the school has developed and monitors its annual budgeting process to ensure "transparency."*

Findings

Supporting Evidence

Adequate Compensation, Staffing, Reserves

Indicator: The school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Prompt: *To what extent does the school provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings

Supporting Evidence



Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Prompt: *Evaluate the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings

Supporting Evidence

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs?*

Findings

Supporting Evidence

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings

Supporting Evidence

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school?*

Findings

Supporting Evidence

Decisions-Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the expected schoolwide learning results and the critical academic needs of the students.*

Findings

Supporting Evidence



A7. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Supporting Evidence

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Supporting Evidence

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the long-range financial (and other resources) plan which is regularly reviewed and linked to the school's purpose and expected schoolwide learning results
- defined regular accounting and external audit procedures
- evidence that the school provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves
- the marketing strategies used to support the implementation of the developmental program
- the research and information used to form the long-range plan
- the involvement of stakeholders in the future planning
- governing authorities and school leaders involved in informing the public and appropriate governmental authorities about the financial needs of the organization
- the adequacy of the reserve funds to ensure the financial stability of the school
- the school's planning process for addressing long-range capital needs (buildings, equipment, endowment)
- decisions about resource allocations are directly related to the school's purpose and the expected schoolwide learning results
- the budgeting process involves board, administration, faculty, and staff, as appropriate
- the annual budget, its development and monitoring process, and its "transparency"
- other evidence identified by the school



A8. Resources Criterion [Charter Schools only]

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent has the charter school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

CRITERION A8 INDICATORS AND PROMPTS

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Evaluate the fiscal policies and procedures for internal controls.*

Findings

Supporting Evidence

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Explain how the school addresses the following: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.*

Findings

Supporting Evidence

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the degree to which personnel follow the fiscal policies and procedures.*

Findings

Supporting Evidence



Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; the monitoring of payroll information; the review of bank reconciliations and deposits/withdrawals of all school financial accounts; the policies and procedures for the use of credit cards and other lines of credit.

Prompt: *Explain the effectiveness of the following: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; the monitoring of payroll information; the review of bank reconciliations and deposits/withdrawals of all school financial accounts; the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
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Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Prompt: *Explain the effectiveness of the following: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.*

Findings	Supporting Evidence
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A8. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
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Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the written and adopted fiscal policies and procedures for internal controls
- the school's annual independent financial audit conducted employing generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school resolved to the satisfaction of the charter-granting agency



- written policies on the scope and responsibilities related to an independent financial audit
- the most recent, comprehensive audit by a credible outside CPA using generally accepted accounting practices and following state/federal laws
- the compliance of personnel in consistently following the fiscal policies and procedures
- written policies regarding person(s) who are authorized to sign contracts, write checks, and release institutional funds
- the process for monitoring of payroll information
- the process for reviewing bank reconciliations and deposits/withdrawals of all school financial accounts
- the policies and procedures for the use of credit cards and other lines of credit
- evidence that the school has sent its audit reports to the authorizing agency and other government entities as required by law
- evidence that the chartering authorizing agency reviews the annual audit report and responds to any corrective action plans of the school
- protections against mishandling of institutional funds
- the business, accounting, and ethical practices for handling institutional funds
- the contracting process for services, equipment, and materials
- an accounting of all contracts of \$75,000 or more and their purposes
- other evidence identified by the school



WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Clearly stated vision statement, mission statement, and ESLR's.

Annual monitoring of SPSA and continuous improvement efforts are directly related to student needs.

Developing peer coaching and use of TOSA's to receive ongoing professional development training that supports colleagues in the area of instruction.

Staff and administration have prioritized technology, purchased and continue to purchase technology, and remain dedicated to training staff on the utilization of technology in the delivery of instruction, as well as the analysis of data.

All staff are highly qualified and provided assignments that maximize their areas of expertise and interest.

Select staff has begun utilizing peer coaching, observation, and shadowing to improve instruction and will continue to do so to include all staff across curriculum.

Our staff is dedicated to ongoing professional development in prioritized areas of literacy development, instructional strategies, and use of technology to analyze data to drive instruction in the classroom.

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

Prioritize training of teachers in effective data analysis to improve instruction.

Continue to expand opportunities for students to articulate and demonstrate the ESLR's. Could possibly include an advisement period.

Recruit more parents/students/community members to participate in SSC, ELAC, and school-wide events.

Continue to develop more structured processes and written procedures.

Find funding for infrastructure repair and upgrade.

Continue to refine our process and format of surveying students, parents, and teachers to obtain the best possible data and feedback from our shareholders.



Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Serra High School evidences a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the state-wide academic standards and our expected school wide learning results. Teachers are well-informed about and teaching the California content standards which, along with our ESLR's, are posted, reviewed in the classroom, and used to develop class objectives for daily lessons and activities. Serra has adopted the district's base curriculum and reconciled it with our students' unique needs and our quarter schedule. Textbooks and ancillary materials include the state model curriculum standards. Teachers utilize research-based Direct Interactive Instruction techniques and methodologies, and lessons are differentiated to meet the needs of all students. A variety of course- and student- relevant instructional and assessment strategies (i.e.: hands-on practice and production, skill tests, written exams, oral presentations, etc.) are used across the curriculum to increase student participation in our various academic and elective programs.	Direct Interactive Instruction Differentiated Instruction Standards-based Textbooks and ancillary materials Individual Class Expectations CA State Standards/Power Standards Student Work Samples ESLR's Posted District Curriculum Guides Serra Pacing Guides Staff Development Handouts TOSA's
Curriculum and strategies are kept current through department and faculty collaboration and district-provided staff development. TOSA's provide on-site support.	SIOP, GLAD techniques and strategies Attendance Policy
Graduation requirements are district wide. While Serra does not have A-G requirements, students must meet the same mandatory course requirements as the comprehensive schools for earning a diploma (we require fewer elective courses).	API/CAHSEE scores

We have recently updated our attendance policy to improve our student rate of absence and/or tardies, which have been averaging about 15% of our student population. By implementing detention and phone calls home at the 2nd tardy, we are hoping to decrease the rate of tardies to school to



A Small School with a BIG Heart

WASC/CDE Self-Study Report

10% maximum. Research demonstrates that regular and on-time attendance to school is highly correlated with student success. The current Serra High School ESLR's are:

Respectful
Responsible
Ready

Serra High School's API scores have consistently ranked us in the top 20% of Orange County's continuation high schools. In fact, our API scores increased each year from 2008-2010:

529 in 2008
568 in 2009
606 in 2010
581 in 2011

In 2011, however, our overall score dropped to 581. It is important to note that our English Only non-Hispanic population out-performed our expectations with a 44 point increase; however, our EL/Hispanic population, (representing 61% of our test-takers), fell a total of 74 points, resulting in the overall decrease in score. In addition, in Spring 2011, we had a total of 9 EL students who were at the Beginning or Early Intermediate level, per CELDT assessment. These students would not have been equipped to manage a grade level CST assessment.

Our CAHSEE pass rates have remained fairly consistent year to year, though a significant discrepancy remains in the achievement of EL students as compared to that of our EO students.

We still have clear challenges in closing the achievement gap for our EL students. Serra notes a significant discrepancy between the achievement of EL students and non-EL's on our CST and CAHSEE assessments and is addressing this area as one of our Critical Academic Needs.

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Prompt: *To what extent are there defined academic standards for each subject area, course, and/or program?*

Findings

Serra High School teachers base their instruction on the academic power standards (derived from the CA State Standards) for their courses and develop rigorous course work accordingly. Serra has adopted the district's base curriculum and reconciled it with our students' unique needs and our quarter schedule. All teachers have their course standards/power standards posted in the classroom. An area of growth and consideration is that of student portfolios. We do not currently utilize student portfolios, which might include key work samples, transcripts, and graduation plans, and could provide a weekly/monthly/quarterly opportunity for students to review and assess their work and progress towards graduation. This is something we are taking under consideration and review.

Supporting Evidence

CA State Standards
Power Standards

**MATH**

Our Math courses are aligned with the CA state standards. The textbooks and test banks we utilize from Holt are directly mapped and aligned to state standards in Mathematics, Algebra, and Geometry and all teacher-made tests refer back to those standards. Daily starter questions given to given to students at the beginning of class are also mapped to state standards.

SCIENCE

Our science classes utilize district-developed power standards for Integrated Science and CA standards for Life Science courses. All tests and assessments are standards-based, utilizing standards-aligned textbooks, test banks and benchmarks.

SOCIAL SCIENCE

Economics, US History and World History classes utilize district-developed power standards, embed standardized release questions in their assessments, and create common assessments.

ENGLISH

English classes work off of Power Standards and teacher-made tests are written with standards in mind. Textbooks provide test banks and benchmarks aligned with state standards.

ELD/SPECIAL ED

English Language Development (ELD), and Special Education (SpEd) give individualized guidance and support to teachers and students as well as interdisciplinary emphases to the curricula. The special education RSP class supports all class standards through content-based goals on students' Individualized Education Plans. All special education students participate in general education classes for half to $\frac{3}{4}$ of their day. Regular communication between RSP teacher and general ed teachers around students' needs supports a team approach. In addition, our special education instructional assistant provides individual and small group support as needed, in the general education classes. The RSP teacher is currently working on effectively embedding standardized release questions/formatting into assessments to support additional practice and familiarity with these.

The English Language Development department offers two different levels of ELD. Students are placed in the appropriate level, based on their English proficiency as determined by the California English Language Development Test (CELDT) scores and teacher interviews with each student. Teachers are trained in and use the district-approved textbooks and ancillary materials, all of which are aligned to state standards. The goal is to improve their proficiency and to prepare them to succeed in mainstream English and content coursework as soon as possible. We have two EL instructional assistants who support our EL students in the general education classrooms. Additional tutoring after school is available for our EL students, as well. Our EL teachers are currently working on:

- Preparing all ELD students to pass the CAHSEE,
- Improving support strategies for underachieving students,



- Continuing support of ELD parents and families.

Our online APEX course curriculum is developed based on state standards and all assessments are aligned with state standards.

FINE ARTS

Our Art and Culinary Arts courses are aligned with state standards and each has its own set of Power Standards. These are clearly posted and related to students in their daily assignments and hands on activities.

Our most significant area of need is in closing the achievement gap for our EL students. We have recently made a number of programming additions to support our lower performing students (addition of CAHSEE prep courses, addition of Basic Composition class, and after school CAHSEE tutoring), and continue to explore other ways in which to help our students improve their basic skills.

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results.

Prompt: *To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results?*

Findings

As our curriculum and instruction is driven by the CA state standards and district mapping across the curriculum, there is a high degree of congruence between the concepts and skills taught and the standards. In addition, Serra's ESLR's are both explicitly and implicitly reinforced on a daily basis through curriculum, instruction, school-wide and classroom expectations, and school site policies.

The ESLRs are incorporated into all aspects of school life to create a comprehensive curriculum for our students. Our standards-based lessons are focused on molding respectful, responsible, and ready individuals who are effective communicators and productive citizens.

Our ASB program leads and unifies our student body by creating and implementing activities and programs that support positive character development, teamwork, and a focus on helping others.

Our enhanced attendance policy focuses on identifying students who are frequently tardy or absent and supporting them in improving their prompt attendance to school each day.

Mainstreaming our special education students promotes positive character development as our students work together to accomplish their goals.

Supporting Evidence

ESLR's
ASB Program
Attendance Policy
IEP's/ITP's
Academic Plans
Senior Survey
Chautauqua
College and Career Fair



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WASC/CDE Self-Study Report

ITP's focus on developing and implementing a plan for transitioning our special education students post-graduation and our Workability program supports our students in finding employment, creating resumes, filling out applications, etc.

Our AA and Counselor help to build and track students' academic plan and goals throughout their time at Serra. After our students graduate, follow-up surveys help us track how well we have prepared them for their next levels.

The senior survey tells us where students are planning to attend college.

Chautauqua – an annual, school-wide event in which community businesses, entrepreneurs, former students now in business, etc. speak with our student body about their business and their journey after high school.

College and Career Fair –an annual event in which local community colleges, the Art Institute, FIDM, and others come to Serra to speak with students about their programs, financial aid, making application, etc.

College Tours – every year Serra Senior Students tour Saddleback Community College, speak with counselors, and are assisted with enrollment and matriculation.

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the school wide student goals (ESLRs).

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the school wide student goals (ESLRs)?*

Findings

On any given day, at any time, an individual touring our school house would observe active engagement and interest on the part of our students. All teachers utilize explicit direct instruction, differentiated instruction, and strategies such as GLAD and SIOP to maximize student engagement in and comprehension of the standards-driven content. Regular use of technology also supports multi-modal instruction and student engagement and learning.

During our Sustained Silent Reading time, every student, teacher, administrator and support staff read silently for 15 minutes each school day. Students understand the value and importance of skills development in reading, respect the time put aside for this whole-school event, and are responsible to have their reading materials each day. Improving their reading skills supports effective communication and literacy; and the added benefit of a love of reading that many of our students develop as a result of this program.

In addition, each quarter, every student participates in the school-wide diagnostic writing prompt activity, which supports the development of

Supporting Evidence

GLAD and SIOP strategies
Explicit direct instruction
Differentiated instruction
Technology
SSR
Diagnostic Quarterly Writing Prompt and common assessment rubric
Orientation Program
Homework Policy
Attendance Policy



A Small School with a BIG Heart

WASC/CDE Self-Study Report

effective communication skills necessary for readiness to move on to post-graduate endeavors. This multi-paragraph essay is evaluated by our entire teaching staff, using a common rubric for scoring. Our staff is working on developing an electronic tracking system to better track individual student progress in written language from one quarter to the next.

Our whole school orientation program, held 1st and 3rd quarters, provides a fun and interactive way for teachers to present information about Serra's programs, policies, and expectations which are intrinsically tied to our ESLR's. These connections are explicitly made to students upon entry to our school, such that they can confidently participate in all facets of school life at Serra.

In response to the steadily increasing number of graduates who report in their exit surveys that they plan to go on to community college (approx. 75%), our English department teachers have recently implemented a "homework policy" with students to increase the rigor of our courses and to support the development of responsibility and readiness necessary for success in post-graduate endeavors. Each week, students have at least one homework assignment to complete outside of their school day to reinforce these ESLR's.

Serra has also recently enhanced their attendance policy to support students who are habitually tardy/absent, so as to improve the development of responsibility, respect and readiness necessary for success, post-graduation.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings

Serra provides a range of rigorous, relevant, and coherent programming to support all students. For example, our online APEX program provides students the ability to extend learning by accessing courses not available in our standard course offerings (i.e. foreign language) and provides the opportunity for self-paced instruction, as well. The addition of a Geometry class provides extended learning opportunities in math; our Senior Portfolio class supports students' transition to post-graduate endeavors by requiring the presentation of a portfolio to members/employers of our community; and Yearbook class provides hands-on creative and technological learning opportunities for students.

Supporting Evidence

APEX online learning
Master Schedule
Special Education and EL programs
IEP
504 Plans
Explicit direct instruction
Differentiated Instruction

WASC/CDE FOL 2011 Edition

Revised 10/10



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Further, our students are able to concurrently take classes at our local community college (via our 2 + 2 program) while in high school, earning additional credits and supporting a seamless transition to college.

Special education and EL classes support our students with additional needs. All instruction is explicit, direct instruction that is differentiated for our students' individual needs, both in pull-out and general education classrooms. Research-based strategies such as GLAD and, more recently, SIOP, are implemented to ensure student engagement and comprehension of content. Our instructional assistants provide individual and small group assistance in the general education classrooms, as well as after school tutoring, as needed. Special education students have access to accommodations and modifications necessary for access to the curriculum via the IEP, and teachers communicate regularly to facilitate academic success. Special education students also access the Workability program for support with resume building and employment opportunities.

Students also have 504 Plans available to document and support individual needs in the classroom. Small class sizes across the curriculum support positive peer and student/teacher relationships and the availability of academic assistance for all of our students. Our students also have easy access to Learning Center classes (located on campus), should they need to make up additional credits. ROP classes are available for students who desire work experience and/or internships.

Our after-school tutoring program provides 1:1 assistance and instruction with teachers for students who have been absent or are struggling with course content.

CAHSEE Prep classes provide additional support and instruction for students who have not yet passed the state exam. The class uses the state-developed, district-adopted workbooks which are designed specifically for CAHSEE instruction. Staff is considering a two-tiered CAHSEE preparation class to further differentiate instruction and tailor to the specific instructional needs of students.

A Basic Composition class is available to support students with building their basic written language skills.

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Prompt: *To what extent is there integration among disciplines?*

Findings

Serra's monthly staff meetings incorporate "best practices" presentations by our teachers and other instructionally-oriented activities designed to show-case state of the art, research-based techniques. District provided TOSA's provide on-site training in specific techniques and release time for teachers to observe one another implementing these strategies. Power group, focus group and home group meetings provide teachers opportunities to share their expertise and incorporate suggestions for improved student learning.

Our History teachers integrate English into history assignments by including journal and diary entries and reading novels or excerpts of, along

WASC/CDE Self-Study Report

Use of GLAD and SIOP strategies

Instructional Assistants

Co-articulation with local Community Colleges

Learning Center

ROP

After-school tutoring

CAHSEE Prep classes

Supporting Evidence

Monthly Staff Meetings Agendas

Share out of "best practices" handouts

TOSA's- release time/training handouts/calendars

Power groups, Focus groups, Home groups-calendars/agendas

Cross-curricular activities – lesson plans



with some basic math included via the use of surveys and statistical findings.

English teachers regularly integrate history in their classes, as a method of building background and context related to the time period, culture, and attitudes for the novel they will be reading. Teachers use GLAD strategies such as timelines, maps and KWL charts to elicit prior knowledge and new facts about the historical background in the novel. Oral discussions, photo displays, slideshows of scenes characters would have witnessed, period music, and video clips all help to bring the text to life for our students. Students develop power-point and multi-media presentations to share their research with and "teach" their peers their particular area of expertise.

Cross-curricular activities encourage the writing process. Oral and written assessments reflect the level of standards mastered.

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Findings

Monthly Staff Meetings, weekly Just Kids meetings, and Leadership Team Meetings, along with the regular articulation of our administrative staff with district-level individuals/groups, provide forums in which our faculty and staff review and evaluate school policies, credits, and graduation requirements. Regular collaboration and communication about these processes demonstrates Serra's commitment to providing a challenging, coherent, and relevant curriculum that will address the unique needs of our students.

For example, in an effort to increase student accountability and responsibility, we have incorporated a 6 absence guideline (per quarter/per class) in which students can make up missed work. When students are absent more than 6 days, they are generally no longer able to make up missing assignments. In addition, the English Department has recently agreed to assign homework to increase course rigor, as well as student responsibility, in an effort to better prepare students for the demands of college.

Teachers currently have individual grading policies. Serra staff might consider the potential benefits in creating a uniform standards-based grading policy that would address some of the individual differences in how students earn grades. This could be addressed as a growth area.

Supporting Evidence

Staff meeting agendas
Just Kids notes/agendas
Leadership Team notes/agendas
Attendance Policy
Homework Policy



Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings

Serra High School offers a challenging, relevant and coherent curriculum that is easily accessible for most of our students. According to the demographics of our student population and the distribution of students throughout course offerings, all students have equal access to all courses. ELL and Special Education students have specific English classes to which they are normally assigned, however, they can enroll in other English classes, as well, with parent permission and IEP paperwork completed (for special education students). One area of growth that Serra staff recognizes is the need to provide additional academically challenging course options for our high performing students. We are enrolling a greater number of students who would benefit from stimulating, thought-provoking curriculum, which in turn, would better prepare them for their next steps, post-graduation.

Supporting Evidence

Master Schedule

Demographics of student pop

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings

Serra faculty and staff articulate regularly with our feeder schools and local colleges and universities. For example, our community liaison coordinates College and Career Days on campus in which local community colleges, vocational and tech colleges, and community employers set up in our courtyard and spend the day with our students. They provide students with information, assist with the application process, schedule appointments for interviews, etc.

In addition, several colleges (FIDM, Art Institute (AI), make annual presentations to our students in the classroom. Our students also travel to Saddleback CC to tour the campus, speak with counselors, and familiarize themselves with the community college experience.

Serra hosts an annual Chautauqua event in which technical colleges, community colleges, employers in the area, etc. attend and give presentations to classes of students throughout the day. This is a “whole-school” event in which all students have the opportunity to hear all presenters.

Our administrative team (principal, AP, academic advisor, and counselor)

Supporting Evidence

Career and College Days Calendar

School Loop Calendar

Serra WebSite

College Speakers

Chautauqua

Weekly A&D Meetings



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WASC/CDE Self-Study Report

routinely articulate with feeder schools regarding the admission of students to our program via weekly Admission and Discharge meetings.

Senior Surveys

Senior student surveys provide students' perspectives and feedback on the relevance and rigor of our academic program, as well as their post-graduate plans.

Serra recognizes the need for further post-graduate tracking of our students to better gauge the rigor of our academic program related to students' readiness to manage the demands of post-graduate endeavors. This is an identified area of need that is addressed in our action plan.

B1. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Serra utilizes educational research, state standards, and current student data to deliver a comprehensive academic program that prepares students for graduation and beyond. Our ESLR's are part of our base curriculum and integrated into the fabric and culture of student life at Serra. Serra has adopted the district's base curriculum and reconciled it with our students' unique needs and our quarter schedule. Our smaller class sizes provide a more effective means of implementing the curriculum and addressing the standards. The curriculum and instruction is engaging, challenging and relevant and the recent addition of homework to English classes has increased student responsibility. Curriculum and strategies are kept current through department, faculty, collaboration, and district-provided staff development. Teachers are involved in regular collaboration via weekly Just Kids meetings and monthly staff meetings. Administrators articulate regularly with other high school and district personnel, to keep abreast of current issues. Students must meet all graduation requirements, including passing the CAHSEE and Algebra I, to successfully graduate from Serra. Our courses combine career-related and academic standards to prepare students for success in post-secondary education, careers, and life-long learning. While our overall attendance rate is exemplary (96%), we have noted a small group of "repeat offenders" who are chronically late or absent from school. We have recently updated our attendance policy to improve our student rate of absence and/or tardiness to school, especially among this small group of students. By implementing detention and phone calls home at the 2nd tardy, we are hoping to decrease the rate of tardies to school to 10% maximum, see an improvement in academics, and a decrease in disciplinary concerns.

Supporting Evidence

CA State Standards

ESLR's

Staff Development

Attendance and Tardy Policy

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Serra staff recognizes that more emphasis can be placed on providing transition assistance for at-risk youth and incorporating family and community involvement for the academic and social success of students.

Supporting Evidence

WASC/CDE FOL 2011 Edition

Revised 10/10



This is one of our identified critical academic needs that is addressed in our action plan. Improving student attendance and decreasing the rate of tardies is also an area of need. Self-study findings indicate a decrease in student tardies and absences will improve the academic performance of our students, particularly among the EL population. We further recognize the need to bridge the gap in achievement between the English Language Learners and others. While Serra has already made several additions and improvements to our academic program, we continue to address this need in our action plan.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- how current educational research and thinking documents such as the California *Frameworks* and other related publications are used to assist schools in work with academic standards and expected schoolwide learning results
- the academic standards for each subject area, course and/or program; the intra- and the inter-relationships of these
- the degree of congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results
- student work and student engagement in learning demonstrating the implementation of a curriculum defined by current research
- master schedule
- the extent to which there is integration among disciplines
- process which exist for articulation among and between levels, departments or clusters
- efforts being made to articulate with K-8 feeders schools and local colleges and universities in developing a strong foundation
- demographics and distribution of students throughout the class offerings (to include gender, ethnicity, primary language and students with special needs) (e.g., class enrollment lists)
- how the instructional practices and other activities facilitate access and successful educational outcomes for students who are learning English, economically disadvantaged, underachieving, gifted and talented, average ability; and students receiving educational services
- the procedures used for curriculum development, evaluation and revisions, the curricular organization of the school, including graduation requirements, credits, grading policies, homework policy
- follow-up studies of graduates
- other evidence identified by the school



B2. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

CRITERION B2 INDICATORS AND PROMPTS

Variety of Programs — Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
<p>Serra students are exposed to a full range of realistic career and educational options available to them via a variety of courses and school-wide events and activities. For example, a Career and College Planning (CCP) class is required for all students for graduation. Here students create Power Point presentations and personal digital collages, write college entrance letters and explore college options. In addition, students create career portfolios, present their portfolios to a panel of community members, and participate in job shadow opportunities in our Senior Portfolio class.</p> <p>Our community liaison organizes an annual College Fair every Spring, in which several local community colleges and trade schools set up in our courtyard for the day, with information on their programs. Our local community college, Saddleback, visits weekly at lunch time, to speak with students, set up individual tours of the campus, support students with registration, etc.</p> <p>At least once/year, all Serra senior students have the opportunity to travel to Saddleback CC for a guided tour of the campus.</p> <p>Serra also hosts an annual event called Chautauqua, in which community businesses, entrepreneurs, former students now in business, etc. speak with our student body about their business and their journey after high school.</p> <p>Some Serra graduates have reported via post-grad phone/ face to face contacts, that they did not feel ready to manage the rigors of community college and were not able to sustain their enrollment. As such, Serra staff recognizes the need to improve the rigor and/or resources of our program to better prepare our students for life beyond high school. This is an area of growth, and one of our identified critical academic needs.</p>	<p>CCP course</p> <p>Senior Portfolio Course</p> <p>College Fair</p> <p>Saddleback Senior Field Trip</p> <p>Chautauqua</p>



Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings

Supporting Evidence

Serra staff make collaborating and communicating with parents, students, and each other, a top priority, as we work together to educate each student based upon his/her learning plan, needs, and goals.

Appointment log

Prior to enrolling in Serra HS, students and their parents schedule an intake meeting with the principal in which needs, goals, and expectations are discussed.

Academic Advisor Calendar

Students meet at least annually with our academic advisor to determine their academic plan and how best to meet their individual needs and goals. He is also readily available on campus for impromptu questions and appointments are easily made by students with "appointment slips" outside his office.

Orientations

Early in the first and third quarters there is a school wide orientation where all students visit different classrooms and teachers present the school rules and expectations, ESLR's, and incentives in various, creative ways. Additionally, during second and fourth quarter the school counselor does a smaller orientation with all new students.

The District Master Schedule for BTSNs

At Serra's Back to School Nights, held first and third quarters, parents meet staff and learn about Serra's courses and programs. Parents have opportunity to share information specific to their child's needs, make appointments with staff for more in depth discussion, and initiate communication regarding their child's progress towards graduation and future career paths.

504 Plans
IEP's

Students with 504 plans or IEP's have at least annual meetings with parents and teachers to discuss their academic and social progress. Goals and objectives are reviewed and updated, individual academic plans are revised and concerns are addressed. Teachers are notified every quarter of the students in their classes that have a 504 plan or an IEP, as well as the specific accommodations to be implemented for each of the student's academic success. Regular communication among students, teachers, counselor, academic advisor, and parents occurs throughout the student's tenure at Serra, with adjustments made as necessary.

Phone Logs

Teachers communicate regularly with parents regarding their students' academic progress in class; particularly if/when a student is falling behind, has demonstrated behavior concerns, or has been absent. Teachers maintain phone/email logs documenting communication.

Just Kids Meetings

Serra staff participates in a weekly meeting called "Just Kids" in which students are discussed by each of their teachers. Information is shared, concerns discussed, and a plan of action determined. In addition, [exemplary] students of the week are chosen, and students of concern are discussed, with plan of action determined. F/U on plan of action is conveyed via email.

SST
Parent Conferences



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WASC/CDE Self-Study Report

Student Study Team (SST) meetings and/or Parent Conferences are scheduled with teachers, Academic Advisor, Counselor, Administrator, student, and parents at any time that staff has identified concerns for a student. Student's academic plan is reviewed, revised, and carried forward, based on outcome of meeting.

School Loop

School Loop is another tool available that provides up-to-date information for parents and students regarding their child's academic progress, grades, and missing assignments; it also provides an easily accessible email link for access to teachers.

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings

Supporting Evidence

Serra staff implements a number of processes for monitoring and making appropriate changes to students' personal learning plans, with the input and feedback of parents and students.

Every quarter students fill out an elective request sheet that goes to the Academic Advisor. This identifies each student's personal priorities, as well as provides opportunity to review transcripts to ensure his/her schedule addresses the graduation requirements.

AA Elective sheets

Students may fill out an appointment request card to speak with the Academic Advisor when they feel a class is not appropriate for them, they have questions regarding their transcripts, and/or they would like to take classes outside of Serra's school day (i.e. Learning Center, ROP, Saddleback, etc.).

AA Appointment Slips

The Academic Advisor meets with potential graduates and lets them know the classes they need to complete in order to graduate that quarter, and if they will need to take additional classes through Learning Center, ROP, or Academic Intervention to meet their goal of timely graduation.

Graduation Status List is reviewed by the academic advisor and he speaks with potential graduates individually.

RSP teacher works closely with special education students to ensure that they are in classes that meet their needs, fulfill their graduation requirements, and prepare them for life beyond high school.

RST

EL teachers work with their students to ensure they are appropriately placed in English classes and that their schedule reflects a well-rounded academic opportunity.

EL teachers

Our weekly Just Kids meetings provide all staff opportunity to discuss individual students, address concerns and develop an action plan to move forward with a particular student.



Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings

Serra hosts two college fairs during the school year to allow students to explore their options for post high school education. Junior colleges, trade schools and ROP options are featured. Seniors have additional time set aside so that they can speak to representatives in depth. In addition, seniors and special education students have the opportunity to participate in campus tours at Saddleback College, speak to counselors, and obtain information r/t their programs and procedures.

Further, our Art class hosts speakers from the Art Institute each year to speak with our students regarding their programs, schedule of classes, financial aid opportunities, and college life.

Special education students meet with Saddleback Special Services Department counselors and have opportunity to work individually with a counselor to make application to the school. They also participate in mock interviews with a personnel manager from a local business. Each of our special education students also has opportunity to meet with our district Workability counselor for assistance with applications and the enrollment process to post-grad schools, as well as help finding employment.

Our Senior Portfolio class brings in a number of speakers to share their career journey. The teacher selects speakers based on the interests and requests of her current class and also assists students with finding and implementing job shadows in career areas of interest.

Our Community Liaison provides graduating students an exit survey so they can share their input and insights related to their experience at Serra. The survey asks students questions such as:

- What aspects of Serra High School best prepared you for your future goals;
- What do you think would improve the learning environment at Serra;
- Are there any classes or other services that would have better prepared you for life after graduation?

Recent results of our senior exit survey indicate that 75% of our students felt they were prepared for life post-graduation.

Serra staff recognizes the need to improve the rigor and/or resources of our program to better prepare our students for life beyond high school. This is an area of growth, and one of our identified critical academic needs.

Supporting Evidence

College and Career Fairs

AI Promotionals; calendar

Ride the Wave Flyers

Mock Interviews – Calendar; photos

Workability

Senior Portfolio Syllabus

Exit Survey



B2. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>Based on a review of the evidence, Serra is working diligently to address this criterion. We have made several recent additions to our programming (Academic Intervention, CCP, Senior Portfolio, Exit Survey) to increase academic rigor and improve senior students' readiness for post-graduate life. Students are informed of their options and encouraged to explore those options at Serra. Parents are communicated with on a regular basis using a variety of vehicles such as in person conferences, telephone contacts, and email/school loop.</p> <p>Our academic advisor monitors student transcripts and schedules each quarter to ensure they are continuing to make progress towards the goal of graduation.</p> <p>The community liaison is a wonderful new addition to Serra who provides new opportunities for students to explore and pursue post high school educational and work related options. He is extending his efforts to locating job shadow/work opportunities in the community, developing relationships with community businesses, and encouraging larger numbers of senior students to participate in the available senior activities.</p> <p>In addition, ROP classes remain a viable source of coursework and internship opportunity in career areas of interest.</p> <p>While Serra staff has recently added several courses to address academic rigor and an increase in curricular options, we identify student readiness for post-graduate endeavors and area of need that requires continued focus and brainstorming.</p> <p>In addition, we have only just begun the use of senior student exit surveys, parent surveys and teacher surveys. As such, we have minimal numbers of initial data and are refining and updating the process and format to obtain more reliable information.</p>	<p>Exit Survey Information</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>This criterion relates directly to our identified Critical Academic Need #2 that states we desire to provide a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students. We specifically need to focus on the extent to which our program provides for career exploration, preparation for postsecondary education, and pre-technical training for all students, as well as strategies for smooth transitions to post high school options. While we have recently begun to implement new courses, student surveys, and senior activities, we will continue to explore ways in which we can augment our program and</p>	<p>School Loop</p> <p>Senior Portfolio Class</p> <p>CCP</p> <p>Senior Exit Surveys</p> <p>College and Career Fairs</p> <p>College Tours and Speakers</p>

WASC/CDE FOL 2011 Edition

Revised 10/10



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collect data to better serve our students in this area.

WASC/CDE Self-Study Report

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a description of the variety of programs available to all students
- the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options
- the extent to which parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals
- the extent to which the student population and surrounding community influences curriculum offerings and choice and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- the extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students
- processes for monitoring students and their plans
- processes for making changes in classes, programs
- strategies for smooth transitions to post high school options (e.g., plans and programs in place which facilitate these transitions)
- follow-up studies of a wide variety of graduates and/or exit surveys
- other evidence identified by the school



B3. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

CRITERION B3 INDICATORS AND PROMPTS

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings

Serra students have a variety of opportunities to access real world applications of their educational interests in relation to a rigorous, standards-based curriculum.

Chautauqua – an annual event in which a variety of professionals from all types of business spend the day at Serra talking with students about their careers: how they started, the journey, etc. Some, such as 2 Guys Grilling, offer hands-on demonstrations and take applications from interested students for internships with their company. Students gain valuable insight and information, have opportunity to ask questions, and can make follow-up appointments.

Senior Portfolio Class – Students create their own portfolios, including: resumes, cover letters, autobiographical essays, and post-interview thank you letters. They perform job shadows in career areas of interest, sit for mock interviews, register for college, fill out job applications, hear from guest speakers on specific career opportunities, and participate in a portfolio presentation, in which they present their strengths, interests, and achievements to a panel of community members.

CCP Class: a new elective class that supports student proficiency with technology. With a comprehensive computer lab now available, students learn several computer programs, and are required to develop a multi-media PowerPoint presentation.

College/Career Day - an annual event in which local community colleges, the Art Institute, FIDM, and others come to Serra to speak with students about their programs, financial aid, making application, etc. Set up in our courtyard, students have opportunity throughout the day to visit each booth and learn about opportunities of interest to them.

College Tours – every year Serra Senior Students tour Saddleback Community College, speak with counselors, and are assisted with enrollment and matriculation.

Our bilingual community liaison works with local businesses to find volunteer, internship and employment opportunities for our students. He works to create a connection between the community and the school, such

Supporting Evidence

Chautauqua

Senior Portfolio Class

CCP

College and Career Days

College Tours

Community Liaison



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WASC/CDE Self-Study Report

that each year, additional support services are offered and utilized by our students. For example, several local businesses have provided our students tours of their facilities such that students learn about the multi-dimensional aspects of running a business and the variety of roles that individual employees take on in a small business.

Greater numbers of our graduating students are moving directly into college and career opportunities each year. As a result of student feedback received from Serra graduates, indicating a lack of readiness to meet the demands of college, specifically, we have identified the need to provide a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students as one of our critical academic needs to be addressed in our action plan.

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings

Supporting Evidence

Serra High School has a number of support programs in place to ensure students are meeting all requirements, including the CAHSEE.

Support Programs: Our EL department provides two instructional assistants, one of whom is bilingual, to support EL students in general education academic classes. In addition, special education funds an instructional assistant to support students with processing deficits to successfully access the general education curriculum. Students are supported individually and in small groups within the class, can be pulled out of the class for test-taking, and have extra tutoring available to them after school.

Instructional Assistants

SST Process: The Student Study Team process is in place for students who have been identified as requiring additional support and intervention, due to a decrease in or lack of academic progress. The meetings are designed to bring teachers, administrators, students and parents together to identify antecedents of the concerns, and then develop a plan of action to support the student's success. A timeline is determined, with next steps outlined, should these initial interventions prove ineffective.

SST Process

Just Kids: Our weekly Just Kids meetings provide all staff the opportunity to discuss concerns related to individual students, as a team. Teachers provide their insight and experience with each student, including behavior, grades and attendance in their classrooms, and administrators provide any applicable disciplinary background. This provides a comprehensive picture of a student such that we are then able to develop a plan of action to address the specific concerns. Point persons are appointed, and results of interventions are shared out at the next weekly meeting, or via email, as

Just Kids Meeting



appropriate.

Academic Intervention: New to Serra in 2010, the AI class is designed to assist students with credit recovery. It is a 5 credit elective course that allows students to work individually, at their own pace, on-line, to complete classes they have failed in the past.

CAHSEE Prep Classes: We have CAHSEE Preparation courses for both ELA and Math, usually offered first and third quarters, to support individuals who have not yet passed the CAHSEE. Using state-developed and district-adopted CAHSEE Workbooks and curriculum, teachers focus on developing and improving student skills.

Basic Composition: a relatively new class, implemented in 2009, that was developed out of an identified need for specific students to be supported in improving basic writing skills. Students are identified for this class based on teacher recommendation, grades in prior English classes, and proficiency on the quarterly diagnostic writing prompt.

IEP's and 504 Plans are also utilized with identified students to support their access to the curriculum.

In addition to the programs listed above, Serra students have additional opportunities available to them. The **Learning Center**, an independent study program through Adult Ed, provides opportunity to individually work on courses after school hours. LC is located on our campus, so is easily accessible to our students, and is supervised by teachers who can offer instructional support, as necessary. **ROP** is another program that provides students with vocationally oriented classes and internships. Students can sign up for ROP classes with our Academic Advisor, and take additional course hours outside of their Serra school day.

AI Program

CAHSEE Prep

Basic Comp

IEPs

504 Plans

Learning Center

ROP

B3. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

By and large, Serra students have access to a rigorous standards-based curriculum as well as opportunities to explore real world applications of their educational interests, as evidenced by the 58% of EO students who are achieving at Basic or higher levels on the ELA CST, our graduation rate of approximately 90% and our rate of return 8% of students to their home schools to graduate.

Serra provides a 2+2 program that allows for concurrent enrollment in Saddleback Community College, while finishing up high school graduation requirements. In addition, we have recently added courses to increase our career exploration opportunities for students, and are continuing to review ways in

Supporting Evidence

CST data

Graduation Rate



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WASC/CDE Self-Study Report

which to extend the curriculum for our higher performing students, such that they are adequately challenged, academically.

The area of continued need is that of our EL students, who are performing at a significantly lower level.

While Serra provides an efficient and effective academic support program to ensure students are meeting all graduation requirements, we recognize we have room for improvement in our process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE. We are exploring ways in which to improve our analysis of data to drive instruction, including the utilization of a new district data program, Illuminate.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Serra faculty, staff, and administrators have worked diligently to ensure all of our students have access to real-world applications and are meeting all requirements. Our success is evidenced in our graduation rate of approximately 90% and our transfer rate of approx. 8% of students back to their home schools from which they successfully graduate. Even so, it is clear that there remains a substantial gap in achievement between our EL students and our EO population and that more must be done to support student readiness for managing the demands of post-graduate endeavors. As such, both of these areas are identified areas of critical academic need, and addressed in our action plan.

We have made recent additions to our master schedule to better support our lower performing students (addition of Basic Comp and CAHSEE prep classes); and are looking at the addition of a counseling group geared toward graduating seniors to support them through the issues that arise as they prepare for life beyond high school. We would also like to come up with ways in which to improve our parent and community involvement, with the goal of increasing our ELL academic performance.

Supporting Evidence

Graduation Rate

Rate of Transfer back to Home Schools

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests
- academic support program to ensure students are meeting all requirements
- process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE
- the extent to which the school's educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- other evidence identified by the school



WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

Systemic utilization of standards-based curriculum

School-wide consistent credit policy is in place

School Loop as a tool for both communication and data analysis

Technology – used systemically as an instructional tool; available for student use

Collaboration: teachers are involved in monthly staff meetings, weekly Just Kids meetings, focus group meetings, best practices in-services, peer coaching and regular professional development to consistently serve our students using state-of-the-art tools and strategies in the classroom.

Communication (among staff, from staff to students, students to staff, and from staff to parents)

Small class size ensures personal accountability and attention

Recent addition of electives (CCP, Senior Portfolio class and Academic Intervention class)

Recent addition of basic skills classes to support struggling students (CAHSEE Prep and Basic Composition).

Adoption of the district's base curriculum and reconciliation with our students' unique needs and our quarter schedule.

All new students attend a mandatory orientation program to learn about our program, expectations, and incentives.

School wide attendance rate of 96%.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

There is a need to bridge the gap in achievement between EL and non-EL students.

There is a need to improve the CAHSEE pass rate and the proficiency rate in the CST scores.

There is a need to increase the rigor of our courses across the curriculum, without leaving our students behind.

There is a need to continue to refine a system of tracking students post-grad to determine our effectiveness in preparing them for the next steps.

There is a need to decrease the tardy rate for our sub-group of chronically late or absent students to at least 10%.

Explore possibility of having **new parents** and their students participate in a required orientation program.

There is a need to refine the process and format of our student, teacher, and parent surveys to better provide accurate and reliable data for analysis.



Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

CRITERION C1 INDICATORS AND PROMPTS

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

Findings

Students are engaged in challenging learning activities across the curriculum. Observations found students focused on and responding to multi-model instructional strategies and use of technology, as well as working in pairs, small groups, and independently. Students also create and utilize multimedia presentations, develop their visual and auditory communication skills, join in kinesthetic and tactile activities, lectures, labs, etc. Checking for understanding, GLAD (Guided Language Acquisition and Design) strategies, and SIOP (Sheltered Instruction Observation Protocol) are routinely incorporated into lessons to support students with diverse abilities.

Supporting Evidence

- Viewing and creating of multimedia presentations
- Creation of posters
- Oral presentations
- Simulations (Industrial Revolution recreation)
- Classroom observations

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings

Students are aware beforehand of expected performance levels by use of class syllabi, daily objectives, posted standards, and rubrics. All teachers supply students with and review syllabi with the class at the beginning of each quarter. Students and their parents are required to sign these, as evidence of their understanding and acceptance of expectations and guidelines for each class. Further, learning objectives are posted each day and referred to by teachers before/during/at the end of each lesson, such that students make the connection between class activities and learning goals. They (as well as the teacher) are able to determine whether they, as

Supporting Evidence

- Class syllabi
- Rubrics
- Classroom Observations



individuals, have met the expected/desired objectives, or not, which supports ownership and responsibility for one's own education. Rubrics for assignments give students the necessary information about expectations for assignment and grading.

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Prompt: *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

Findings

Differentiation of instruction occurs across the curriculum, to varying degrees. Direct instruction and scaffolding of lessons support student learning in all classes. Special emphasis is placed on building background knowledge and building bridges from known to unknown concepts. Special education accommodations and modifications are implemented in general education classes to provide them access to the curriculum. We also offer a variety of classes to support students requiring assistance with basic skills, such as remedial CAHSEE classes, Basic Composition, ELL Classes, Academic Intervention, and RSP. For higher level learners we offer Yearbook, Senior Portfolio, Academic Intervention, and Geometry. Differentiation occurs at different intensities in certain classes, and it is a school wide goal to improve in this area to a greater degree.

Supporting Evidence

- Classroom observation
- Master Schedule
- Special Ed accommodations list
- GLAD, SIOP instructional strategies

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

Prompt: *Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.*

Findings

ESLR's are posted in classrooms and throughout the hallways of our campus; they are known school wide as the 3 R's. Standards are posted in classrooms and referred to with different units of study. Learning objectives are posted on white boards and referred to in relation to that day's lesson. Students are also given course syllabi which list classroom expectations in all classes. We also review Serra academic and behavioral expectations, the ESLR's, and many other program components in our new student orientation, which is offered each quarter.

Student entrance and exit surveys indicate that their perceptions of the Serra educational experience are quite positive. Many of them say they have learned more during their short time at Serra than they ever did at their home high school. They attribute this success to small class sizes, one on one instruction, affirmation by staff, and scaffolded teaching strategies.

Supporting Evidence

- GLAD strategies
- Standards
- ESLR's
- Learning Objectives
- Classroom observation
- Course syllabi
- Student interviews
- Student surveys
- Orientation



On the other hand, when talking with students about our ESLR's, standards, and objectives, we found that although they are aware we have something called the "3 R's", and have heard the terms "standards" and "objectives", students are often unclear as to what each represents and how they tie into their educational process. Repeated explicit instruction in the classroom is necessary for our students to have a meaningful understanding of these three concepts, how they are related, and what they mean for their education. This is an identified area of growth for our school site.

C1. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Through our observations and evidence we have found that while we offer a variety of classes for different learners, we need to increase our opportunities for our high level learners. We have recently added a Senior Portfolio Course, in which community members serve in an advisory capacity; a Geometry Class, to provide an advanced math opportunity; and an online AI program that offers students the ability to access classes not available in our master schedule, (foreign language, chemistry, etc.), and are pleased with our students' response and achievement. We agree that continued efforts in this area will provide our students further options and opportunities to increase academic rigor and better prepare them for successful transition post-graduation.	<ul style="list-style-type: none">• See above
Prompt: <i>Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.</i>	

Findings	Supporting Evidence
In reviewing our findings, it is apparent that this criterion significantly impacts Serra's Critical Academic Need #2 – Providing a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students. Most, if not all of our students are considered at-risk, whether they are higher or lower level learners. We find that many students have intentions to go to college, but either do not go at all, or begin, but drop out. Increasing our extended learning opportunities is one way to support our students' post-graduate success. In addition, we would like to expand on our Community Liaison's efforts to develop programs/assistance for these students to bridge the gap between exiting Serra and entering post-high school life. Currently working with our graduating students, we anticipate incorporating families and community members in the process, as well. This is an identified area of need for Serra.	<ul style="list-style-type: none">• Graduates who are currently taking college classes• Graduate surveys

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:



- observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and expected schoolwide learning results (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests)
- the extent to which students know beforehand the standard/expected performance levels for each area of study
- the extent to which differentiation of instruction is occurring and its impact on student learning
- student interviews which illustrate the extent to which students recognize the academic standards and the expected schoolwide learning results and the expected level of performance
- the degree of involvement in the learning of students with diverse backgrounds and abilities
- other evidence identified by the school



C2. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

CRITERION C2 INDICATORS AND PROMPTS

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings

Teachers are current in the instructional content taught. They are all NCLB qualified and participate in professional development opportunities offered at Serra, through the district, and/or by outside agencies to keep current with new research and strategies. They use a variety of instructional strategies which address the different intelligences and learning styles, such as GLAD strategies, which scaffold lessons to make content more accessible to all learners.

SIOP strategies support student comprehension of material through use of visuals, white boards, and interactive question/response. Regular comprehension checks using the 3-2-1 strategy and use of entrance and exit tickets help keep teachers informed related to content that has been mastered and that which needs to be addressed further, such that instruction is continually monitored and adjusted to meet students' needs.

Many of our students have significant "gaps" in knowledge. Emphasis is placed on making connections between new concepts being taught and a construct that is familiar and relevant to our students. We work hard to make explicit associations and "bridge the gap" between what is known and unknown, to increase comprehension and meaningful learning for our students.

Teachers employ contextual learning theory across the curriculum. This emphasizes hands-on problem solving and utilizes real world experiences. This not only allows for a variety of learning modalities, but respects student experiences in the learning process and encourages collaborative learning, and differentiated learning based on ability, learning style and student interest.

Supporting Evidence

- **Graphic organizers**
- **Pictorials**
- **Simulations**
- **Multi-model lessons**
- **SIOP strategies**
- **Classroom observation**
- **Career portfolios**
- **Job shadowing**
- **Student debates**



Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *To what extent do teachers work as coaches to facilitate learning for all students?*

Findings

Coaches are designed to push their players beyond their comfort level, while providing the necessary support to help ensure success. Our teachers are able to work as coaches because of the small school and class sizes, the positive regard shown our students, and the belief we have in our students' ability to succeed. Serra provides a safe and positive learning environment in which mutual respect is a key component.

Students know they are safe, not only physically and emotionally, but also in that their thoughts and ideas are valued. Questioning and inquiry is honored. Our students have amazing intelligence, creativity, and talent that they are encouraged to explore, and they are given opportunities to demonstrate their learning in ways that are meaningful to them.

Students know they are cared for as people first. Teachers are interested in their students' lives and care about their personal well-being. We share in their successes and support them through their challenges.

Students are encouraged to take on leadership roles and we look for opportunities for them to do so. We help students recognize their skills, expertise, and passion and encourage them to utilize these for the benefit of the student body, the school environment, and their own development. Students take on leadership roles through their participation in ASB, Yearbook, Photography, Art, Technology; and they showcase their dramatic talents in our "Open Mic" forum every Friday.

Additionally, we instill a sense of structure through bell to bell instruction and policies such as the Cell Phone Policy, Attendance and Tardy policies, Make-up work policy, and expectations through our class syllabi to which students are held accountable.

Finally, we utilize staff meetings to share those "best practices" that teachers have employed in their classrooms. Staff benefits from a colleague's demonstration of a strategy he/she has found successful, which allows for all of us to add new "tricks" to our repertoire, thus constantly improving our coaching abilities.

All of these components work together to create strong, self-confident students who have tremendous buy-in and ownership of our school and program, and get all of us working together as a team.

Supporting Evidence

- **Classroom observation**
- **Student /staff interaction**
- **Staff interviews**
- **Class syllabi**
- **School wide policies**
- **Staff meetings**



Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

Findings	Supporting Evidence
<p>Student work demonstrates structured learning through different organizational tools. Teachers use a variety of techniques such as required interactive notebooks, writing assignments that take a concept in its beginning stages and work to fully develop this idea into an essay or debate/speech, and structured problem-solving - a strategy which presents a problem for solving but requires each member of the group to be a spokesperson for the group solution. This strategy promotes problem-solving strategies, group interdependence and communication skills. Creating Stock Market Simulations in Economics, developing a Multi-Media presentation in CCP and English classes, using Adobe Photoshop, InDesign, and Illustrator in Yearbook class, and participating in Science Labs are all examples of student work that evidence their ability to gather and organize information to apply, create, and even invent a final product for assessment of their knowledge.</p> <p>Blooms Taxonomy is also reviewed and utilized to show the students the different layers of questioning and analysis.</p> <p>Use of performance-based assessment in the classroom, both informal and formal, provides teachers with information about how a student understands and applies knowledge.</p>	<ul style="list-style-type: none"> • Student notebooks • Student writing samples • Classroom observations • Bloom's Taxonomy posters in classrooms • Multi-media presentations • Stock market simulations • Yearbooks • Science Lab results/products

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings	Supporting Evidence
<p>Student work samples demonstrate a variety of opportunities for students to think critically. Students are posed questions of higher level analysis regarding literature, current events, and personal situations. We use both group and individual activities in our classes which require thinking outside the box, critical analysis, and problem solving. For example:</p> <p>History Classes: students research topics in teams and debate the pros/cons in formal, timed, moderated debates in which each team member has a part. Individuals also orally debate one another on a variety of topics</p>	<ul style="list-style-type: none"> • Classroom debates related to research • Poster projects • Mathematical word problems • Essays • Food production



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they've researched.

English Classes: students research topics related to novels they are reading (historical events, time-period, geographical locales, etc.) and present their findings to peers using multi-media and/or Power Point presentations. Students prepare and present speeches "in character", again related to novel being read.

Culinary Arts: students are required to prepare and present a variety of dishes: they must gather appropriate ingredients, correctly read and follow the recipe, complete steps in appropriate order, etc. All of these things require each team to work together, divide responsibilities, and communicate effectively throughout the process.

In addition, across the curriculum, teachers use a variety of entrance and/or exit cards to check understanding, daily questions or starters to focus students on the day's lessons, and structured essays to demonstrate students' ability to articulate their thoughts, ideas, and knowledge in writing.

WASC/CDE Self-Study Report

- **Power Point presentations**
- **Speeches**
- **Daily questions**
- **Exit cards**

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Prompt: *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?*

Findings

Incorporating technology into instruction and the education of our students has been an ongoing project and priority at Serra. Title 1 funding has recently provided us the opportunity to fully equip a computer lab and purchase a computer cart with laptops, and "smart carts" for all of our teachers. As a result, students and teachers are consistently using technology to assist them in achieving academic standards.

We anticipate the ability to purchase a second computer cart with laptops and a printer in 2012, as well as additional infrastructure, so that a greater number of students can be actively utilizing the internet at the same time. We recognize that while teachers actively use technology on a daily basis to enhance instruction, we do need to present students with greater and more varied opportunities to use technology themselves to enhance their learning. Samples of student work such as our yearbooks, student portfolios, research projects, Power Point Presentations, and word processing products (essays) illustrate the ways in which our students are utilizing technology across the curriculum.

Supporting Evidence

- **Yearbook production**
- **Senior portfolio**
- **Word processing**
- **Internet research projects**
- **Student Power Point presentations**
- **AI Class**
- **Career and College Planning Class**



Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

Findings

Students have opportunity to use a variety of resources which link them to the real world. Whether researching information for debate topics, writing a research paper, or putting together a project, students utilize the internet, educational and news-oriented magazines and articles, educational videos, United Streaming, guest speakers, Science labs, culinary arts activities, Photoshop and design software, and computerized imaging for learning different techniques in art classes. Using these real-world resources promotes critical thinking skills, understanding of and proficiency with technology, creativity, and development and presentation of original products.

In addition, students have the APEX online program in which they can both make up credit deficiencies and extend their academic learning by taking online courses not available on our master schedule. To date, 67 students have completed 152 courses using this online format.

Further, our students have access to and utilize the School Loop online program to independently keep up to date with assignments and grades, and some utilize the online supplemental material that is available with district textbooks.

Supporting Evidence

- News magazines
- United Streaming videos
- History Channel videos
- Primary Source Documents
- Artwork
- Internet research
- Guest speakers
- Chautauqua

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

Findings

Serra administrators and staff have made student access to real-world experiences a priority at our schoolhouse. As such, we have been developing a variety of opportunities for students over the past several years. These include the following:

Our annual Chautauqua event, in which speakers from our community share their journey and what it took for them to find career success. Some of these individuals offer our students internships;

Our Senior Portfolio class, in which students compile a portfolio and present it to a panel of community members, participate in a job shadow, and listen to guest speakers from the community who share their real world experiences of how they attained their desired career;

Supporting Evidence

- Guest speakers
- Senior Portfolio Class
- Chautauqua
- School Board presentations
- Workability Program



A Small School with a BIG Heart

WASC/CDE Self-Study Report

Speaking opportunities that are awarded to selected students. They are invited to represent Serra at school board meetings;

Our teen mothers and pregnant teens are also given numerous real world experiences assisting in the baby room and participating in the Child Development Class. They learn CPR, are taught parenting skills, and participate in field trips;

Our Culinary Arts students have opportunities to create unique dishes, work with experts in the field (guests who come in and demonstrate), and compete in culinary competitions. Several of our students have participated in competitions and have gone on to Culinary Arts schools following graduation;

Our special education students have the opportunity to participate in mock interviews with community employers, be supported in actual on-site job interviews with prospective employers, and tour a community college campus to speak with the Special Services Department counselors.

Developing real-world opportunities is an on-going project at Serra as we seek to support, encourage, and challenge our students to pursue their dreams.

C2. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>With current economic conditions, funding has been unavailable for school-wide and classroom field trips that have, in the past, provided real-world learning experiences for our students. In addition, time constraints (one hour class periods) and resources (insufficient computer availability) have limited our students' ability to perform effective research. Further, our student population by and large lacks motivation and follow through with independent research based inquiries. They tend to be more responsive and successful with teacher-led, direct instruction opportunities. Computer based lessons and research must be closely supervised and monitored for students to achieve the desired learning objectives. We do, however, have a small minority of students who excel in this area, thus we need to work on providing new opportunities to challenge them.</p> <p>While we have improved significantly in the last three years with our use of technology, there is still room for growth. We are in the process of buying a new computer cart with Title I funding. We also hope to have some student computers in each classroom, smart boards, and the "Illuminate program" by end 2013. We hope to have students utilizing this technology for their projects.</p> <p>We would also like to investigate the possibility of incorporating a partial block schedule in order to provide students more time to discover, create, and invent original products on their own.</p>	<ul style="list-style-type: none">• Student work samples related to research based inquiries• Classroom observations• Computers available in classrooms• Computer lab which is used as a classroom 2/4 periods a day



Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

We find that this criterion impacts the school's addressing of Critical Academic Need #1 and #2. Critical Academic Need #1 states that we will use student assessment data as the basis for instructional decisions to increase student achievement. Based on the fact that there is a discrepancy between grades earned and student achievement on standardized tests, specifically within the EL population, it becomes clear that while EL students at Serra are fairly skilled at teacher-led direct instruction, they lack the ability to formulate higher level ideas/inquiries, research these ideas on their own, and come up with solutions/answers to these ideas or inquiries. Further, EL students often demonstrate significant gaps in their general fund of information and frequently do not have a context within which to understand the content of the passages they are asked to read on the CST. Using assessment data to monitor results, we hope to increase our students' general knowledge by: providing more opportunities to use technology, continuing to scaffold instruction of content and build bridges, and improving their ability to think critically, make inferences, and analyze, synthesize and evaluate text.

Critical Academic Need #2 states we will work to provide a quality program that emphasizes transition assistance. It is again clear that while we do provide certain classes in this area, we need to extend these opportunities to a greater percentage of our students. Adding to our technology with a dedicated lab, classroom computers and additional laptop carts will aid in facilitating this Critical Academic Need and reaching more of our students.

Supporting Evidence

- See above

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which various learning approaches and learning styles of students are addressed through the instructional approaches
- the extent to which teachers work as coaches to facilitate learning for all students
- student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral and multimedia formats
- student work that demonstrates the extent to which learning is structured so that students organize, access and apply knowledge they already have through such activities as:
 - relating the new information or learning tasks to personal experiences and knowledge
 - using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic
 - utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know



- student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation
- student work which shows the extent to which technology is used to assist students in achieving the academic standards and the expected schoolwide learning result
- student work which illustrates the extent to which current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate
- student work that reflects the materials and resources beyond the textbook available to students, such as
 - utilization and availability of library/multimedia resources and services
 - availability of and opportunities to access data bases, original source documents and computer information networks
 - experiences, activities and resources which link students to the real world
- the extent to which opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students
- other evidence identified by the school



WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Bell to bell direct instruction
- Small class sizes
- Use of scaffolding strategies (GLAD, SIOP, hands on learning)
- Ongoing training in these research-based instructional practices.
- Multi modal instruction
- Real world learning opportunities
- Differentiated instruction for struggling students, students on IEP's and with 504 plans
- Direct instruction methodologies
- Frequent comprehension checks
- Each classroom is equipped with a teacher laptop, document reader, and LCD projector.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Differentiated instruction – extended learning opportunities for high achieving students
- Student use of technology
- Research projects
- Providing advanced/higher level courses for gifted students
- Congruence between classroom grades and standardized test scores, particularly for EL students
- Develop a systematic plan to address incorporation of ESLR's into daily lessons.
- Explore possible partial block schedule.



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

D1 & D2. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

CRITERION D1 AND D2 INDICATORS AND PROMPTS

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

Findings	Supporting Evidence
Students at Serra are assessed using a variety of methods. Teachers use formative and summative assessments to gauge student progress and make any necessary adjustments. Daily quizzes, quick-writes, journals, questions of the day, exit cards and other methods are used to gather immediate evaluations, while unit tests, portfolios, projects, and papers are used as summative assessments to gather long term data on how students are performing. Data from API results and CAHSEE, CST and CELDT scores are also used to provide a complete picture of the student's progress. Student data is collected initially upon student intake and every Serra student participates in a quarterly, scored diagnostic writing activity to gauge student learning and inform appropriate class placement.	Formative and Summative assessments
In the past three years, Serra High School has recognized the importance of the analysis of assessment data at the school site level. With that in mind, it has implemented, and is currently piloting, a variety of programs (School Loop, Illuminate) to facilitate effective analysis of assessment data through a consistent use of technological tools.	CST Results CAHSEE Results API Results CELDT Results
One primary focus has been the analysis of the standards to develop Power Standards. The process was initially implemented through the district-level training of comprehensive high school site leaders, who were then asked to share out at individual school sites. This process is ongoing at Serra HS: English III/IV teachers have derived Power Standards from the existing English I/II district-identified Power Standards; Social Science classes utilize the district-derived Power Standards for Economics, World History, and American Government; and Integrated Science utilizes the identified district Power Standards. Serra teachers are actively utilizing the Power Standards to drive instruction, focus assessment and analyze	Student Intake Data Quarterly Writing Prompt School Loop analysis tools Illuminate Power Standards



data.

During this time period, Serra has also piloted different assessment data analysis programs for use at the district, school-site, and classroom levels. Data Director, an online database of state standardized testing results that can be used by teachers and curricular teams, is one such program that was evaluated. Teacher and administrator feedback was largely negative across school sites, and the program was discontinued by the district.

Currently, the Illuminate program is being rolled out by the district, and Serra staff plan to be fully trained and utilizing this program as a primary assessment and analysis tool by year end 2013. One of the benefits of the program is the instant feedback students and teachers have in the classroom with the document reader. Test results are immediately available with feedback related to the number of questions missed, identification of specific questions missed and the number of students that missed a particular question. Teachers are able to instantly make necessary adjustments to instruction.

Illuminate

In addition, a current Serra snapshot of assessment methodologies that allow teachers to adjust instruction based on formative and summative assessment data include the following:

- Exit/Entrance Tickets: identify 3 main points of lesson today; or identify one thing you have a question about from yesterday's lesson
- Starter/Review Quizzes: connecting material from previous day to current lesson...what do students' remember, what needs to be reviewed
- Questions Starters: "I wonder..."; "I still have a question about..."
- Daily Questions: related to material from previous lesson and mapped to state standards
- Sponge and Exit activities
- KWL charts and other graphic organizers that support students' linking prior knowledge to current material
- Quarterly Writing Prompts: whole-school activity in which staff uses common rubric to evaluate students' writing skills and ability levels. Use this tool to appropriately place students in English classes (identify students needing Basic Composition, CAHSEE PREP, etc.)
- Collaborative group and individual projects and portfolios
- Discussions of assessment data and how to modify instruction are a primary focus during PLC time.
- Regular comprehension checks throughout lesson: 3-2-1; thumbs up/ thumbs down; use of individual white boards for responses;

Formative and Summative Assessments



A Small School with a BIG Heart

WASC/CDE Self-Study Report

think/pair/share, etc.

- Weekly long and short-form writing tasks: journals, quick-writes, essays, research reports, etc.
- A variety of textbook digital resources and online assessment technologies specific to curricular areas. Algebra and Geometry classes utilize the Holt textbooks and test bank which is directly mapped and aligned to state standards in Mathematics and Algebra.

In all cases, Serra High School does an excellent job of communicating student performance data using a broad spectrum of tools:

- **School Loop:** all students and parents have access to currently published grades throughout the quarter. Many teachers update grades daily or weekly. In many cases, assignments and course resources, including study guides and rubrics, are posted, as well.
- **Systematic Progress Reports:** Progress reports are mailed home at the 3rd week of the quarter for all students. In addition, students have access to **weekly progress report cards**, which keep students, parents, teachers, and principal aware of current grades, attendance, tardies, and citizenship, on a weekly basis. The weekly progress reports are monitored and students are added/removed from the list based on improvement or decline in academic success. Typically, 40-60 students turn in progress reports to the principal as part of a personal agreement and support system.
- Further, phone/email communication by teachers to parents is standard for students who are missing assignments, habitually absent, tardy, or for some other reason, falling behind, academically. These calls/emails are documented in teacher **Phone Logs**.
- Weekly **Just Kids staff meetings** keep all staff apprised of students who are going above and beyond, as well as those for whom we have concern. All teachers and support staff contribute to discussion and any appropriate action to be taken is determined and carried out. Our students of the week are agreed upon and recognized school-wide, in our morning announcements.
- **Administrative Team/Parent meetings** for at-risk students are scheduled for students having failing grades. Each grading period a report is generated identifying students receiving one or more F grades and a counselor or the academic advisor meets with the students to discuss the reasons for the F's and strategies for success. The student is also placed on a weekly progress report, communication with family occurs and an action plan is put in place.

School Loop

Progress Reports

Phone Logs

Just Kids

Parent Meetings

In addition, school-wide STAR test results, including the API index, are made available to parents and the community through reports in local newspapers. The information is also available on the CUSD website, in web-based reports published on the Internet by the California Department of Education, and through the school report card published by the school

CUSD Website
CDE

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

district.

Parents are made aware of Serra ESLR's through documents on which they are printed, such as registration packets; during visitations to our school site where ESLR's are posted in the hallways and in classrooms; and via our school website, on which they are posted. There is an identified need, however, to develop new strategies to make the ESLR's more visible and widely recognized by all stakeholders.

District

District staff are kept apprised of Serra HS students' progress and status via a number of tools such as test scores, graduation rates, and quarterly grade reports. Our Principal meets weekly with district personnel to discuss these issues, answer questions, and problem solve, as necessary. Our school administration works very closely with the district level Director that oversees Title I. In addition, district personnel are made aware of our ESLR's via visits to our schoolhouse, as the ESLR's are posted in hallways and classrooms. These tools keep all shareholders aware of the current state of student achievement.

Board of Trustees

Trustees often attend Serra HS events, and Serra HS students regularly attend Board sponsored student panels. Feedback from Trustees has always been very favorable regarding the quality and involvement of students from Serra HS.

Parents

Parents are encouraged to enroll in School loop to receive near real time updates of their student's progress and daily assignments in class. In addition, our school counselor contacts parents and students upon receipt of any state mandated test results to keep parents informed of any test that might affect their student's graduation or advancement in school.

Our school site bilingual community liaison works with our growing ESL population to ensure effective and frequent communication with our Spanish speaking households.

WASC/CDE Self-Study Report SARC

Registration docs

ESLR Posters

District Meetings

Tours of School

School Loop

Basis for Determination of Performance Levels

Indicator: The school has determined the basis upon which students' grades and their growth and performance levels are determined and use that information to strengthen high achievement of all students.

Prompt: *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

Findings

Supporting Evidence

Serra High School staff have spent much time over the past several years in staff settings and PLC determining the basis for student growth and performance:

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

WASC/CDE Self-Study Report

CST Reports

- **CST Testing:** Using state-provided reports, each curricular area analyzes students' performance; identifies strengths and weaknesses, and then makes adjustments to curriculum and instruction to improve performance. Because the CST's represent a significant proportion of our API, this is a key focus year to year. Our overall increase in API is due in some part to our efforts of embedding in Serra culture the idea that data must be analyzed, disaggregated, and utilized to adjust curricula and instruction to improve student performance.

We consider this a growth area, however, and are looking forward to staff training and utilization of the Illuminate Program which will provide the technological assistance necessary to more efficiently analyze and disaggregate data. We will be better able to track individual student progress longitudinally, as well as trends broken out by a variety of parameters, to better see the "big picture".

CAHSEE Results

- **CAHSEE Testing:** in the process of increasing the attention to standardized testing results, Math, English and EL teachers are analyzing CAHSEE data and exploring ways to create assessments in their classes which mimic both CST and CAHSEE formats. Our Algebra teacher has begun integrating questions closely modeled on CAHSEE and CST released questions into her formative and summative assessments. This is considered a growth area, as our staff looks to systemically embed CAHSEE and STAR released questions into our classroom assessments.

In addition, in our pull-out CAHSEE Prep classes, we are using the standardized, state-developed test preparation materials. Currently, CAHSEE data is analyzed by the teacher to identify each student's areas of strength and weakness. This information is shared with each student, and a plan developed for improving the priority skill areas identified. Further, within these CAHSEE Prep classes, Serra staff are exploring the idea of further differentiating instruction by creating leveled classes according to individual student's needs and abilities.

Students self-monitor

Growth and performance are monitored throughout the quarter, as students chart their scores on each test taken in the particular skills section of focus. Ultimately, passing the CAHSEE provides another indicator of student growth.

- **Standards-based assessments:** our Science, Math, and some History teachers are embedding STAR released questions in their tests and/or are creating standards-based formative and summative assessments from textbook test databases and benchmark questions, to measure student achievement. These assessments take the forms of multiple-choice, essay, short-answer, and project-based assessments. This is considered a growth area, as we look to systemically embed standards-based and/or standardized released questions into our classroom assessments.

STAR Release Questions

Standards-based assessments

Based on the analysis of data, master schedule course additions or changes might be made, course curriculum may be altered (i.e., include more



writing assign/assess across the curriculum) to address an area of need, or additional tutoring might be made available after school, such that Serra is always responding to the data, identifying areas of strength and need, and making necessary changes.

Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
As has already been established above, Serra High School teachers use a wide variety of assessment strategies to measure student progress. While some strategies are more common in some classes (essays in English, problem solving in Math), a collaborative staff activity demonstrated a widespread over-lap of assessment strategies across disciplines.	WASC Self Study Collaborative Activity
Math: Data analysis, problem-solving, discussion, chapter tests, whiteboard responses, project/presentations, graphic organizers	
English: Timed writings, essays, group projects, oral presentations (including PowerPoint, debates, discussion board responses), short answer assessments, skits, graphic organizers, dialectical journals, research, and study questions)	
Social Science: DBQ's (document-based questions), timed writings, essays, projects, presentations, short answer assessments, graphic organizers, journals, research, study questions, historical re-enactments	
Science: Observation, experimentation, labs, exit cards, oral presentations, group projects, on-line textbook activities, essays, short answer responses, research projects and papers.	
Fine and Practical Arts: Quizzes, manual and digital worksheets, observational image copying, written responses, including research and reflection, multi-media artifacts, mastery of complex process artifact creation, peer review	
Physical Education and Health: Quizzes, chapter tests, timed exams, physical activity proficiency, response to multi-media, teacher observation	

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.



Prompt: *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.*

Findings

Examining student work is a primary method for determining student achievement of academic standards and the ESLR's. This is an ongoing process. The progress Serra High School has made in API (we are consistently performing in the top 20% of continuation schools in Orange County) and other standardized testing measures, leads us to believe that while we are doing excellent job of reaching and teaching our English speaking students, we do have room for improvement, particularly with our English Learners. There appears to be a gap between grades students earn in core curriculum classes and the percentage of students who are scoring BB or FBB on the CST, particularly within the EL population. Over year 2010-2011, data indicates that 48% of grades earned across all classes were A's and B's and 25% of grades earned were D's and F's.

EL students in particular, but effectively ALL of our students, often demonstrate significant gaps in their general fund of information and frequently do not have a context within which to understand the content of the passages they are asked to read on the CST. Using assessment data to monitor results, we hope to increase our students' general knowledge by continuing to scaffold instruction of content and build bridges, as well as improve their ability to think critically, make inferences, and analyze, synthesize and evaluate text.

One way to improve our students' performance on standardized assessments is to familiarize them with the format of the tests, as well as practice the critical thinking scores they need. Systemically embedding standards-based STAR and CAHSEE released questions and/or format in more of our formative and summative assessments across the curriculum will support these goals. We will also be able to target specific skills using this format. While some of our teachers have begun this practice, it is in its beginning stages and is not yet standard practice for all.

Implementation of a quarterly, school-wide diagnostic writing prompt is another method of tracking student progress in written language and literacy that Serra HS has in place. Each quarter, the entire student body responds to a staff developed writing prompt (3 paragraph essay), which is then evaluated by staff via a common grading rubric. Data is taken and analyzed to determine numbers of students scoring 2.5 or above on a 4.0 scale. Data also helps to determine appropriate English class placement, including identifying students in need of the Basic Composition class and/or CAHSEE Prep class. This quarterly academic activity underscores writing across the curriculum, identification of specific student strengths and weaknesses, entire staff collaboration, development of common assessments, and establishes a work portfolio for the student. This activity was an outgrowth of staff commitment as they focused on the ESLR's of being ready and responsible student learners. Staff wants to ensure that the skills necessary to write well are seen as fundamentally essential to being ready and responsible in a school or work setting.

Serra staff recognizes that the writing prompt can also be utilized to track

Supporting Evidence

CST scores

API

Scores on CST/CAHSEE release questions

Quarterly Writing Prompt



individual student's progress in writing, and is exploring efficient methods of electronically tracking (and thereby making easily accessible to all staff) individual scores to further inform and drive instruction in the classroom. This is considered a growth area and one that we are addressing in our Focus Groups, and PLC.

Performance on written essays, research papers, oral presentations, debates, projects, labs, and multi-media presentations demonstrates student achievement of the academic standards and the expected school wide learning results. Accommodations are made according to individual's IEP's or 504 plans, and assessment is differentiated, accordingly.

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.*

Findings

Supporting Evidence

Standards-based curriculum embedded assessments in English include a variety of writing assignments, such as the autobiography, narrative essay, expository essay, research paper, debates, oral presentations, multi-media presentations, and responses to literature. In math, students are assessed with common, state or district developed assessments that are modified, when needed, for individual students (with IEP's or 504 plan). They are also assessed using poster assignments, in which students visually demonstrate their understanding of particular concepts. For our students whose primary language is not English, our bilingual instructional assistants translate and support our students, differentiating instruction and scaffolding their support, as needed.

Curriculum embedded assessments

Our quarterly writing prompt assessment (common rubric) and our CAHSEE Prep assessments are two additional examples of curriculum embedded assessments that are given at Serra. The CAHSEE prep class uses a state developed curriculum specific to preparation for that exam and our writing prompt calls on students to utilize and demonstrate the skills they have been taught in class.

Quarterly writing prompt

Focus Groups and other shareholders are actively exploring ways in which to further systemically embed standards based tests into our curriculum across all classes. Math, History and Science classes are currently utilizing standards-based test questions in a variety of assessment formats. As previously indicated, we see assessment as a growth area: we intend to devote time and energy to both professional development and training on our new district-wide Illuminate program, and to continue to systemically embed standardized assessments within our classes.



Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected school wide learning results.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected school wide learning results?*

Findings

Obtaining regular parent and student feedback is an important aspect of monitoring our students' academic progress. We listen to our students and their parents—we are all in this together and we all desire a positive and productive schoolhouse.

For immediate and ongoing feedback, teachers use a variety of formative and summative assessments throughout the instructional day. Longer term feedback is gathered in responses to our school wide writing activity and placement of students into classes to bolster their writing. The additions of a Basic Composition class for struggling students and a Geometry class for our higher performing students are two examples of ways in which we have utilized student feedback to meet our students' needs.

In addition, teachers provide our students with evaluations at the end of each quarter to give them opportunity to share what they liked/didn't like about a particular class, what they learned, areas in which to improve, etc. Teachers review the feedback students provide and make adjustments to their courses, accordingly.

We also utilize parent and student surveys to obtain feedback about their experience at Serra in an effort to consistently support our students more effectively. For example, in a recent survey provided to our students, the top four services that were reported as being most used and most helpful included: working with the academic advisor, speaking with the counselor, using School Loop, and having access to credit recovery classes. There is a very positive perception of the support groups run by the counselor, in particular. The demand was so high, in fact, that an additional group needed to be added.

Parent survey responses indicated teacher support, acceptance, individualized attention, and accountability of our students were the primary "differences" from other schools and "reasons" their students succeeded at Serra.

Supporting Evidence

Formative and summative assessments

Master schedule – additional classes

Student evaluations

Parent Surveys

Student Surveys

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings

Assessment data analysis is used to modify the teaching/learning process

Supporting Evidence

Curriculum Power Standards

WASC/CDE FOL 2011 Edition

Revised 10/10



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for the enhancement of the educational progress of every student. We utilize curriculum power standards, API indicators, STAR test data, CELDT testing, and CAHSEE results to help determine placement for students based on their individual test scores, as well as data from student intake and the school wide quarterly diagnostic writing activity.

Formative and summative assessments are used as a diagnostic tool to allow the teacher to make decisions on reorganizing a particular unit of study. We also make short-term goals with our students based on their assessments within the quarter, to better monitor and ensure a student's progress from start to finish.

Likewise, the **Just Kids** meeting is a very beneficial tool in gathering student data and analyzing students' progress and performance. Teachers bring up students in the meeting and gather additional information from other teachers. The academic advisor, school counselor, or the principal add information from the student's transcripts or history, and often a modification can be made to best suit the student's needs. Other teachers who have had the student can provide ideas, tools, and strategies the new teacher can employ to work with that struggling student. An action plan is developed, and when needed, **SST process** is activated, so that additional information can be gleaned from parents, student, and the community to better assist a student in meeting his needs.

In addition, within the daily instruction process, frequent comprehension checks are made and instruction adjusted accordingly; entrance and exit tickets utilized to determine student understanding and retention of concepts; and short, formative assessments given before/during/after smaller units of instruction. Instruction is directed, differentiated, and scaffolded according to students' needs and accommodations are implemented for students with IEP's.

Learning is extended for our higher achieving students in that we provide them "peer tutoring" opportunities within the classroom, leadership opportunities through ASB and Yearbook classes, as well as opportunities to represent Serra in speaking to the Board of Trustees and/or community members.

In addition, In our Apex Online Learning class, students can take courses not available at Serra, such as Biology, foreign language, or Chemistry.

WASC/CDE Self-Study Report

API indicators

CST Results

CELDT Results

CAHSEE Results

Student Intake Data

Quarterly Writing Assessment

CAHSEE Prep Classes

Formative and Summative assessments

Just Kids Weekly Staff Meetings

Individualized Education Plans (IEPs)

SST process

504 Plans

Peer Tutoring

Student Portfolios

Leadership Opportunities

Apex Online Program

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected school wide learning results.

Prompt: *Provide representative examples of how progress of all students toward meeting the academic standards and expected school wide learning results is monitored.*

Findings

Administration, Guidance, and teachers all monitor student progress and effectively and comprehensively report the progress to students and parents. The Aeries student data system is utilized in conjunction with

Supporting Evidence

Aeries

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

WASC/CDE Self-Study Report

School Loop (which includes Aeries student data and teacher progress grades) to generate reports that identify individual and groups of at-risk students. Once these students are identified, they are called in for additional counseling, monitoring and follow-up. If these students have D's or F's, they are put on a weekly progress report card and parents are contacted. We have several bilingual staff members who support Spanish-speaking families.

In addition, teachers can use these tools to monitor the grades of their students, not just for their particular class, but for all of each student's classes, each quarter. This provides individual trend analysis of students and specifically identifies students who are at risk in any of their curricular areas. School Loop allows teachers and administration an efficient and easily accessible student tracking system for more consistent, comprehensive analysis and follow up. Further, School Loop provides parents daily monitoring of their child's grades, assignments, and progress, as well as the ability to communicate questions or concerns to teachers through email, so that they are also informed and up-to-date.

Disaggregation and analysis of standardized assessment data have indicated need for skills intervention with our English language development students in the areas of English language arts and math. Further, we have recently begun utilizing the results from our quarterly writing prompts, along with teacher recommendation, to place students in newly added CAHSEE Prep courses and/or Basic Composition classes, in an effort to support and remediate basic skills of our struggling students.

Progress Reports

School Loop Analysis Tools

CST results

CAHSEE results

Quarterly Writing Prompt Results

CAHSEE Prep syllabus

Basic Composition syllabus

D1 and D2. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings

Serra High School teachers provide a variety of formative and summative assessment strategies (Comprehension checks, quizzes, Power Points, Oral presentations, essays, projects, research papers, debates, portfolios, etc.) that are designed to allow students to apply knowledge and skills and to complete real-life performance-based tasks.

Growth is determined via analysis of the data and information is used to adjust our instruction. For example, frequent comprehension checks within an individual class period allow the teacher to respond appropriately: when students demonstrate ability to answer questions correctly, we can move on to new content; when they do not, we can re-teach, as indicated. Instruction is differentiated to provide universal access to the base curriculum for all students, including special education and EL students.

Serra teachers are in the beginning stages of the SIOP professional development training, in which we are learning a variety of embedded formative and summative strategies to improve our immediate and ongoing assessment of students' understanding of content. This training is geared toward supporting the struggling student and will only increase our

Supporting Evidence

CCP Classes: curriculum and assessments

Workability curriculum and assessments

Senior Portfolio Class – portfolio assessment

Comprehension checks and strategies

SIOP



repertoire of strategies to use in the classroom.

The basis upon which students' grades and performance levels are determined is currently individual, by teacher. It is an area under consideration, as we explore the gap between grades earned in the classroom and performance on standardized assessments.

Our Math, Social Science, and Science departments are using common, standards-based curriculum assessments embedded in the curriculum, to varying degrees. Students whose primary language is not English work with our bilingual instructional aides who translate with/for them, as needed.

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>We find that this criterion impacts the school's addressing of Critical Academic Need #1. Critical Academic Need #1 states that we will use student assessment data as the basis for instructional decisions to increase student achievement. Serra staff recognizes that analyzing data to inform our need for course offerings, as well as classroom instruction is a growth area. We anticipate being fully trained on the Illuminate program by 2013, which will enhance our ability to use data effectively to better support our students' academic performance on standardized assessments, as well as in the classroom. We need to focus primarily on the EL student sub-group, as their performance lags significantly behind our English speakers on the CST reports. To that end, teachers are in the beginning stages of professional development on the SIOP model, which is geared toward reaching struggling students and of benefit to all students. We anticipate being fully trained by 2013.</p> <p>In addition, we have a wonderful tool in the quarterly writing prompt and need to find better ways to systematically track individual student's progress over time, as well as achieve student feedback, buy-in and ownership of his/her progress and development.</p>	<p>Illuminate program SIOP PDA</p>

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the nature and types of student assessment
- how growth is determined and how that information is used
- the basis upon which students' grades and performance levels are determined
- examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English



- how assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- the extent to which assessment is used to improve instruction for students
- examples of progress of all students toward accomplishing the academic standards and the expected schoolwide learning results is monitored
- notes from meetings during which discussions of student progress occur, including lists of participants
- analysis of student work to determine achievement of the academic standards and expected schoolwide learning results, including those students with special needs
- other evidence identified by the school



D3 and D4. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CRITERION D3 AND D4 INDICATORS AND PROMPTS

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings

District

District personnel analyze and monitor API, CAHSEE, and CST data as it comes in from the state agencies that provide the results. They pass this information down to our school counselor and principal who then distribute the information to teachers and parents.

Board of Trustees

The Board of Trustees provides leadership and oversight functions. They determine policies to guide schools in directions that they believe will further CUSD goals and objectives, in the best interests of children and their education.

Staff

Teachers and school staff implement the assessment activities that are involved in collecting data and monitoring student progress, and provide these results to students in a meaningful fashion with the goal of helping students understand how it affects their future plans. Teachers also communicate frequently with parents regarding student progress, concerns, and achievements.

Students

Students are held responsible for monitoring their progress and taking the initiative to work with staff to perform self assessment of their goals, and to develop actions plans to achieve them.

Parents

Parents are made aware of various assessments by way of district letters, district and school site level NTI phone calls home, school loop notices, school web site announcements, and phone calls and are invited to contact

Supporting Evidence

Frequent campus visits by district personnel, Superintendent and Assistant Superintendent.

Weekly Principal conferences at District HQ

Board Minutes

Board commendations for Serra HS

Just Kids Weekly meeting

Teacher planning/involvement in CST testing

Counselor sessions to disclose results of Standardized tests with students as results come in

Enrollment of all students into school loop.

Intake meetings with new students with Principal

Parent/Student intake conference



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school site personnel with any questions or concerns they may have. Assessment results are shared with parents via letters sent home from the state that provide student scores and an explanation thereof, parent conferences, and student/parent study contracts, as needed.

In addition, the intake conference that students and parents have with our principal helps to establish the guidelines and procedures of our school site, as well as the individual student's goals for his time at Serra. Parents and students, both, are encouraged to register on School Loop to support regular communication about the student's academic progress and to facilitate communication with teachers.

Teachers routinely make calls home when they have concerns for student progress, behavior or attendance concerns, etc.

Student Study Teams are convened when other interventions have proven ineffective and a team of teachers, parents, administrators, and the student meet to determine a plan of action for the student's success.

Further, staff, parents, and students work together to guide school programs via School Site Council.

WASC/CDE Self-Study Report

with Principal

Encouragement of all Parents to enroll in School Loop

Calls to Parents when issues occur with their student (Call logs)

Student Study teams

School Site Council

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings

Capistrano Unified as a whole, and Serra High School as a school site, have effective procedures for keeping all shareholders informed of student progress toward achieving academic standards and ESLR's. School-wide STAR test results, including the API index, are made available to the community through reports in local newspapers. The information is also available on the CUSD website, in web-based reports published on the Internet by the California Department of Education, and through the school report card published by the school district. School Loop is available for real-time access to grades, assignments, attendance records, and contacting teachers by email, and students utilize weekly progress reports each Friday to keep themselves and their parents apprised of grades and progress.

Parents are made aware of Serra ESLR's through documents on which they are printed, such as registration packets; during visitations to our school site where ESLR's are posted in the hallways and in classrooms; and via our school website, on which they are posted. There is an identified need, however, to develop new strategies to make the ESLR's more visible and widely recognized by all stakeholders.

District

District officers and staff are kept apprised of Serra HS students' progress and status via a number of tools such as test scores, graduation rates, and quarterly grade reports. Our Principal meets weekly with district

Supporting Evidence

[CUSD Website](#)

[Local Newspapers](#)

[CDE Web-based reports](#)

[SARC](#)

[Quarterly grade reports](#)

[Weekly progress reports](#)

[School Loop](#)

[API](#)

[CST and CAHSEE scores](#)

WASC/CDE FOL 2011 Edition

Revised 10/10



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personnel to discuss these issues, answer questions, and problem solve, as necessary. In addition, district personnel are made aware of our ESLR's via visits to our schoolhouse, as the ESLR's are posted in hallways and classrooms. These tools keep all shareholders aware of the current state of student achievement.

Further, our principal is currently the chair of the District-Intra-district Transfer Committee and works with both District and other HS personnel to determine the viability and appropriate placement of students referred to Serra HS.

Board of Trustees

Trustees often attend Serra HS events, and Serra HS students regularly attend Board sponsored student panels. Feedback from Trustees has always been very favorable regarding the quality and involvement of students from Serra HS.

Parents

Parental input is valued and utilized in guiding the direction of Serra programming, and as such, Serra staff works diligently to maintain regular communication with parents. Parents are encouraged to enroll in School Loop to receive daily, automated, near real time updates of their student's progress and daily assignments in class. In addition, our school counselor contacts parents and students upon receipt of any state mandated test results to keep parents informed of any test that might affect their student's graduation or advancement in school.

Our school site bilingual community liaison works with our growing ESL population to ensure effective and frequent communication with our Spanish speaking households.

WASC/CDE Self-Study Report

Graduation rates

School tours

Intra-district Transfer Committee Chair

Participation at Board Meetings

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Findings

Serra administration and staff note a discrepancy between classroom grades and student achievement on standardized tests, particularly within our ELL population. As such, we have made, and continue to make, changes in our programming to close the gap, such that a better analysis of data more accurately drives our instructional program.

One change has been the addition of basic skills classes to our master schedule. We have added CAHSEE prep classes in English and Math, as well as a Basic Composition course to our class offerings.

Also, because written language skills have been low, Serra staff implemented the quarterly diagnostic writing prompt. Low performing students are identified and, with teacher recommendation, directed to appropriate ESL, CAHSEE prep, or Basic Composition classes that have

Supporting Evidence

Expansion of Master Schedule

Results of Quarterly Writing prompt



A Small School with a BIG Heart

WASC/CDE Self-Study Report

been created to assist them in improving basic writing skills.

Likewise, analysis of CST results, CAHSEE test results and staff recommendations are now being utilized to determine appropriate placement of students to our CAHSEE Prep, Pre-Algebra, Basic Composition, and ESL classes, as well as our higher level classes: Geometry, Creative Writing, Senior Portfolio, and Apex Online. We have also periodically included an Advanced Reading and Theatre course in our master schedule, according to student interest.

Another recent addition to our practice is the intentional incorporation of STAR style questions and/or STAR release questions into our content assessments. Teachers are beginning to utilize these types of questions on a regular basis, to support student familiarity with format and comfort with length of reading selections that are a part of the STAR experience. We hope to make this a systemic practice across the curriculum.

In addition, standardized test results have been a major impetus in professional development activities that Serra teachers (and teachers throughout the district) have begun. Program Improvement (PI) funding supports SIOP training, a multi-modal methodology designed to incorporate a multitude of best practices for reaching our EL and special education population. Implementing frequent comprehension checks throughout daily lessons and at the end of each lesson, for example, is just one practice that supports our students' learning.

The Illuminate program is another recent PI addition to our district's professional development programming. This software program is designed to provide easy and instant access to assessment data on our students. The program allows teachers to break out data along many different parameters, identify specific student areas of strength and weakness (r/t content concepts taught in class), and design tests or activities to address areas of weakness. Further, in the classroom, Illuminate provides both teachers and students instant feedback: test scores are immediately available and specific test questions that students had difficulty with are instantly recognizable, such that teachers can "re-teach" particular concepts on the spot.

Serra teachers are in the beginning stages of professional development with both of these programs, and expect to be fully trained by 2013.

Serra HS has prioritized technology upgrades and has dedicated Title I funding to support our technology initiative. We recognize the importance of utilizing technology effectively in education and staying current with the changing face of education that technology brings. We now have a computer lab, individual multimedia carts for each teacher in every classroom, and a mobile cart of laptop computers. We expect additional infrastructure and the purchase of an additional mobile cart of laptops to come to fruition in the coming 2012-2013 school year.

Serra staff recognizes the low standardized test scores of our EL population to be a specific area of need that we must continue to address.

Bank of STAR Release questions

SIOP Professional Development Sign in Sheets

Illuminate Program Pro Development Sign in Sheets

Title I Funding Report



D3 and D4. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings

Serra administration and staff maintain open and regular communication with district personnel, the Board of Trustees, parents, and the community at large, and appreciates input and feedback from all. Schoolhouse visits and tours are encouraged and occur on a regular basis, as is involvement in our graduations and other school site events. As such, all parties are openly involved in review processes and informed of not only assessment results, but all goings on at our schoolhouse.

Serra High School is becoming a more recognized and valued resource for students throughout our district. In fact, the district has committed to a policy of growing the school to accommodate a larger student population. This is reflected in the 50% increase in student population attending the school from two years ago, an increase in staffing to serve this population, and an addition of portable classrooms in which to accommodate them. For example, the number of core curriculum teachers (History, English, Science) has increased in each of the past two years. While in many respects, this is a positive, expanding the size of any school can alter the atmosphere or learning environment. Serra administration and staff are always exploring ways in which to best address population changes and support growing numbers of students and staff, such that we are able to maintain the integrity of our program, if not improve on it.

Supporting Evidence

Student Population Records

Faculty hire list

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings

We find that this criterion impacts the school's addressing of Critical Academic Needs #1 and #3. Critical Academic Need #1 states that we will use student assessment data as the basis for instructional decisions to increase student achievement. ESLR – Responsible. CAN #3 states that we will improve student attendance, decrease the rate of tardies, and improve student behavior; specifically targeting the group of students (10-20% of population) who are chronically absent, tardy or in trouble at school. ESLR – Respectful & Ready.

Serra administration and staff are concerned about our students' academic and character development. We work diligently to address deficits, and will continue to make changes in our school program to tackle recent low test scores. Professional development in both the SIOP and Illuminate programs, for example, support improvement in this identified critical academic need, as well as attention to our students' attendance and tardy

Supporting Evidence



rates. We are interested in exploring whether there might be a connection or over-lap between the group of EL students scoring BB or FBB on the CST and the group of students chronically absent/tardy and/or requiring disciplinary action. Though we don't have data on this yet, it is an area of identified need going forward. We have already begun addressing these concerns by improving accountability in our attendance policy and intend to explore additional and more effective methods of involving parents, all of which will help us to progress in this identified area of need.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which district and board are involved in the review process
- the extent to which school staff is involved in the review process
- the extent to which students and parents are involved in the ongoing review process about student performance
- the means by which student progress toward achieving the academic standards and the expected schoolwide learning results is reported to the community (e.g., forums, newsletters)
- the extent to which parents and district and school board members are kept informed about the assessment results
- examples of responses from community members
- examples of how assessment results have caused recent change in the school's program
- examples of how professional development activities and topics have been determined by schoolwide assessment results
- examples of how all shareholder groups have been involved in a results-driven continuous planning process
- examples of how the site, district and board decisions on allocation of resources are influenced by schoolwide assessment results
- other evidence identified by the school



WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- *Serra has a professional development plan that is aligned with district focus of providing universal access to curriculum to all students, especially EL and Special education.
- * Use of a variety of summative and formative assessments to determine student knowledge.
- * Cross-curricular integration and assessment of writing across the curriculum.
- * Basic skills classes are available for students in Math and English (beyond basic state mandated curriculum).
- * Incorporation of CST or STAR style questions into daily lessons and/or assessments.
- * Incorporation of new technologies to improve feedback to students, parents and staff to guide curriculum
- * Larger incorporation of self - assessments and comprehension checks into lesson activities.
- *Use of a variety of teaching strategies, scaffolding, and other tools to increase student understanding
- *Use of School Loop for improved access to students' grades across all classes, interventions, attendance, etc.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Close the gap between classroom grades and standardized test scores.
- Increase the rigor of class assignments and possibly add homework to support student readiness for post-grad expectations.
- Investigate the possibility of expanding on current use of portfolios as a condition of graduation, in order to increase student responsibility for his progress and control of his future.
- Update the school wide diagnostic writing prompt assessment to better drive school wide instruction. We are exploring ways in which to maximize the usefulness of the experience: possibly make the prompt content-driven; as well as maximize the accessibility of information gained (how to store/hold/accumulate the information, as well as disburse to students).
- Develop the peer coaching model in order to create a self-contained professional growth and support network among colleagues.
- Improve teachers' ability to disaggregate and analyze student performance data.



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

E1. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

CRITERION E1 INDICATORS AND PROMPTS

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

Findings

Supporting Evidence

Communication with parents is vital for Serra. Our website is one vehicle we use to share relevant information, news, and events about our schoolhouse. It also allows parents to register on School Loop, which provide them the ability to closely follow their son/daughter's academic progress, track grades, and email teachers. The information is always available in Spanish through our in-website translator, as well.

Our fall and spring semester BTSN's provide an opportunity for parents to meet individual teachers and staff, learn about their child's classes and expectations, and become acquainted with the goals and objectives of our school wide programs. BTSN is an amazing way to connect with various students and staff, appreciate the unique environment we create, and become involved with school events and activities.

Teachers at Serra take an active role in communicating with parents regarding school attendance, behavior, and academic progress. We love to make calls home to share the accomplishments and growth we see in our students, as well as problem solve when challenges arise. Because we are a small school, we are uniquely able to identify the strengths and needs of each of our students and create a support network to meet his/her needs. One basic step we take with underperforming students is to set up an intervention team meeting with his/her assigned teachers, parents, and administrator to discuss the concerns and come up with an action plan for the student's success. Staff translators are available for non-English speaking parents.

For each absence of a Serra student, the Automated Phone Call System generates a phone call home and notifies parents of the absence. Teachers will also call home in the event of multiple absences, to facilitate

Serra High School Website
District Website
School Loop

BTSN

Teacher communications
Phone Log
Parent/Teacher Conference

Automated phone calls
School Loop



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WASC/CDE Self-Study Report

communication among all parties and to support accountability for the student.

The English Learners Advisory Committee (ELAC) of the School meets 5 times per year at Serra High School. These meetings are comprised of parents, students, teachers and administrators and focus on the needs of the school (facilities, infrastructure, personnel) regarding English Language Learner Students, as well as how to improve the teaching/learning process at Serra. Serra's ELAC representatives also attend and participate in the District English Learners Advisory Committee where they discuss district policies and bring back information regarding ELD students.

Most of our students and their parents meet with our Principal prior to enrolling in our program. In this meeting, program components and expectation are outlined, and questions addressed, such that all involved understand and agree to uphold key facets of our program.

Serra sends weekly NTI telephone messages to students' homes informing them about school activities, academic progress, holidays and other important information. These messages are both in English and Spanish.

Serra holds 5 meetings throughout the year for Spanish speaking parents. These are informative meetings regarding the differences between school systems in Hispano-American countries and the USA. Parents have the opportunity to ask questions in their own language and provide feedback related to our program here at Serra, as well.

The Parent Survey is an important source of information for Serra. Twice per year at Back to School Night parents are given a survey that addresses general questions regarding Serra High School, given parents the opportunity to leave their feedback and opinions about Serra.

Parents, students, teachers, and administrators meet for School Site Council Meetings twice each year to discuss the School Plan of Action, budget issues, and guidelines for Serra's programs.

ELAC meeting

DELAC meeting

Appointment with the principal

School Telephones messages

Meetings with Bilingual Community Liaison

Parent survey

School Site Council

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings

Supporting Evidence

Serra High School utilizes a Referral Binder in which many community resources are listed, for both students and parents. This binder addresses a wide variety of needs that students/parents may have, such as homelessness, pregnancy matters, or mental health related issues.

CUSD has a Family Resource Center that offers classes for parents and students. The topics of classes include such things as healthy families, love and limits, effective parenting, children adjusting to divorce, etc.

School Referral Binder

CUSD Family Resource Center

Community Liaison Binder



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The Community Liaison at Serra works directly with institutional partners, local businesses, educational sponsors, scholarship partners and resource centers. These relationships provide opportunity for students to access many resources to support their goals following graduation. In addition, these community resources often provide us speakers who share their experiences related to their career journey or provide motivational seminars for our students. One annual event we host is Chautauqua, in which we invite speakers from the community to share their journey to success.

One of the main goals and ESLR's of Serra High School is student readiness to attain their post-high school goals. At Serra we have a strong and supportive partnership with our College Community. We host a College Fair twice per year in which 10 or more academic institutions participate. Serra also provides their students the opportunity to visit the College they are planning to attend by having several College Field Trips. Serra works closely with Saddleback College and we have a Saddleback representative available on campus each week to support our students with information, application, and registration for Saddleback's programs.

Further, Serra works with resource centers like the American Red Cross, in order to create stronger relationships with the community. Serra believes that is important to give back to the community and is proud to host two Blood Drives per year.

Serra works closely with WIA (Work Investment Act) a program that helps students finding jobs that are adequate for them. Serra also has the Career Connect Class in which the students learn how to build a good resume, prepare a portfolio and perform well in a job interview. Students participate in mock interviews and participate in job shadow opportunities, as well.

Serra encourages and assists our students in finding and applying for scholarships. We have a special section on our webpage with information regarding a wide variety of scholarships, from local to state and even nationwide scholarships.

Prompt: *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?*

Findings

Each quarter the Community Liaison meets and interviews new students. These interviews are held in order to learn what new students expect from Serra. Serra staff is interested in hearing if there are classes or programs students think should be added to our schedule. These interviews also explain our ESLR's and other guidelines and expectations of our program.

At the end of each of quarter the Community Liaison interviews graduating students in order to evaluate how Serra's curricular and co-curricular activities have prepared them for post-graduation life

Parents of students are able to track their son/daughters academic progress

WASC/CDE FOL 2011 Edition

Revised 10/10

WASC/CDE Self-Study Report

Community Partnerships

Chautauqua

Educational partnerships

Saddleback Ambassadors

College Fair

College Field Trip

American Red Cross

Job Resource Centers

Career Connect Class

Website Scholarships

Parent/Community and Student Achievement

Indicator:
The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

Supporting Evidence

Entrance Interview Report

Exit interviews

School Loop Student Tracker



and attendance through school loop student tracker system.

E1. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Regular and effective communication with parents is a key component of Serra's program and staff works to consistently contact parents by phone, in meetings, or via email and/or School Loop. In addition, we provide students weekly Progress Report Cards each Friday, another tool by which parents and students can track their academic progress. We also mail the Progress Report to students' homes the third or fourth week of each quarter, to keep parents informed of their children's grades. Finally, we honor and recognize our higher achieving students, by mailing home the Honor Roll Certificate to their parents and congratulating them and their children for their hard work.

Supporting Evidence

One on One personal communication with parents
Quarterly Progress Reports
Weekly Progress Report Cards
Honor Roll Notification

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

- A) While Serra provides parents tools to be involved in the teaching/learning process through our ELAC meetings, our School Site Council, appointments with both the Principal and teachers, and participation in a Parent Survey, we acknowledge that greater contribution and involvement on our parents' part is desirable and are exploring ways in which to promote their involvement in meaningful ways.
- B) Serra's non-English speaking parents participate in the ELAC and DELAC meetings as well as in the School council. Serra staff also communicates regularly with parents in their native language, both by mail and automated school messages. Serra's webpage can also be seen in more than 10 different languages. Even so, with the significant discrepancy in scores between our English Only students and English Language Learners, more must be done to incorporate our non-English speaking parents into school life, such that they can then support their students more effectively at home. This area of need is addressed in the second of our three CAN's.

Supporting Evidence

- **School Site Council**
- **ELAC**
- **Appointment with the principal**
- **Parent/Teacher Conference**
- **Parent survey**
- **School Site Council**
- **ELAC**
- **DELAC**
- **Automated phone calls**
- **One on one personal communication with parents**
- **Progress Reports**
- **Serra WebSite**
-



Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- descriptions of the links with parents and community
- how local resources provided by parents and community are identified and utilized
- strategies for involving non-English speaking parents
- strategies and processes for supporting parents as active partners in the teaching/learning process
- how parents and community members are involved in the school's decision-making process
- other evidence identified by the school



E2. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

CRITERION E2 INDICATORS AND PROMPTS

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

Prompt: *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

Findings

Serra has developed an effective Emergency and Disaster Preparedness Plan in case of any emergency that arises. Our site administrators have been trained on the Standardized Emergency Management System (SEMS), which allows emergency responders direct access to all pertinent site information via the internet. We are networked with the Orange County Emergency response providers by emergency radio and all buildings on site have visible indicators to ensure quick and easy access for emergency personnel. SEMS is based on the Incident Command System (ICS), with which we are aligned. Serra HS implements emergency drills each year to support staff and student readiness for emergency situations. All staff members have specific assigned duties and have emergency supplies (backpacks and a medical tote) ready and easily accessible. We work in conjunction with the Adult Ed program on campus so that all personnel are working as a unified team and promoting the safety of all.

Our School Safety Plan is reviewed annually. This plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. The School Safety Plan is made available to our parents through the main office and is also on file at the district office. This plan is shared with all staff during a school-wide staff meeting. Each classroom is equipped with an easy to understand map illustrating its exit route. Fire and earthquake drills are practiced as required by law. The administration and safety team provides information to the staff on newly revised practices to make certain that students and staff are informed in order to ensure safety for all.

In compliance with the Williams settlement, an annual facilities inspection is held with the Orange County Office of Education personnel. This year our site received a passing score on emergency preparedness. Our goal is always to receive excellent marks in all areas.

Supporting Evidence

Emergency Plan

Regular Practice drills

District Level Trainings



All teachers and staff have been trained in CPR. Leadership team is currently identifying a training program for all staff to have their CPR certificates renewed/updated. Our District Nurse has provided on-site training for all staff, demonstrating emergency procedures in case of allergy, seizures, choking, and other medical concerns of students. Students with a medical history are identified and known to all staff so that their needs are met both in the event of an emergency and within the classroom environment.

Administrators, Secretary, Campus Supervisor, Head Custodian, Counselor, AA, and PE teacher have two-way radios (walkie talkies) on their persons for immediate access and efficient communication. This supports timely and well-organized response to situations that might arise and supports the ongoing safety of all. In addition, Serra staff closely monitors students during non-instructional time by being visible on campus and interacting with students.

Serra has a School Resource Officer available to us as needed.

Serra employs two dedicated and efficient custodians to preserve the upkeep of our campus. They do a wonderful job maintaining a safe, pleasant, neat and orderly environment that supports learning for all of our students. On any given morning, as students and parents arrive, the campus is neat and clean; we are ready to begin the day. Our students are encouraged to uphold these practices and, in general, take pride in their school. Those assigned “detention” often serve their time assisting our custodians with cleaning up at lunch and after school, which helps them to be more cognizant of their surroundings and behavior. Our school’s orderly appearance contributes to positive student attitudes and well being while they are on campus. These are reinforced by teacher expectations for respect in the classroom, further supporting a safe and nurturing environment. In addition, Serra promotes a green environment and advocates recycling. Our ASB students implement this program and promote school wide student support.

All visitors to Serra HS are required to check in and receive a visitors badge upon entering campus and Serra provides all staff and students with identification cards.

Serra has a two minute passing period to reduce student loitering. In addition, we have a closed campus, and students are not allowed to leave the campus during school hours, unless they have been called out or are on a three-period schedule.

Serra staff participates in a weekly Just Kids meeting where teachers present any concerns they have regarding student learning, behavior, attendance, etc. In addition, Serra staff attends monthly staff meetings to review school policies and expectations to ensure a safe, clean, orderly environment that nurtures learning. Serra is a small school with a close-knit and unified staff that works together to identify and correct any unusual behavior or situation that might negatively impact our students.

Training Sign in sheets

Medically Fragile Student List

Two-way radios

Staff list

Campus Supervisor

District Custodians

ASB recycle efforts

Classroom behavior expectations

Visitors Log

Student and Staff Id Cards

Daily Bell Schedule



Just Kids Weekly Meetings Staff Meetings

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings

Serra is a small school, with a close-knit, unified staff. We have a common prep period and share information regularly. In our weekly Just Kids Meetings, we discuss our students' academic, social, emotional, and behavioral progress and develop plans of action, as needed. We set expectations and work together to ensure all students are learning. We also identify (exemplary) students of the week so that we can publicly recognize them for their contributions to our school. In addition, calls home are made regularly to parents, which support effective communication, as well as parent awareness and involvement in their child's education and school wide events.

Our ESLR's are posted in school hallways, in classrooms, and are discussed in our student orientation program. They are explicitly connected to students' behavior and academics on a regular basis, by teachers, counselors, and administrators, such that students recognize that which is necessary for success in high school, post-graduation, and in life in general.

The expanded use of technology in classrooms provides a greater opportunity for teacher to prepare students for the technological demands of the 21st century. Every classroom is now equipped with a mobile cart that includes and LCD projector, camera/document reader, and laptop computer. In addition, we have two mobile carts of 20+ laptops that are available for classroom use. **Serra does need to upgrade its infrastructure, and has a plan to do that through use of Title 1 funds, so that its wireless capacity is upgraded to support simultaneous use of the internet by a classroom of students. We are also expecting a new cart of computers, funded by Title 1, as one of our carts is outdated and numerous computers are no longer reliable. This expanded use of technology encourages creativity in assignment options, supports individual differences in learning and validates our high expectations for students' projects.

We also have a new computer lab that supports 20+ desk top computers and is utilized for our CCP class and by sign up. Students create and present Power Points, conduct, prepare, and present research reports and projects, and are encouraged to prepare multi-media projects.

All new students participate in our Orientation program in which student academic expectations for achievement, behavioral expectations, and

Supporting Evidence

Just Kids Meeting
Students of the Week
Students of Concern
Phone logs

ESLR's

Technology
Mobile Carts in Classrooms
Mobile Carts of Laptops

Sign –in Sheet for Lab
CCP class

Orientation Program



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requirements for success at Serra High School, are clearly delineated.

All teachers provide a syllabus to students that clearly outlines academic and behavioral expectations. Teachers also have academic standards posted in their classrooms and objectives on the board, to support the connection of standards, concepts, and learning objectives to daily lessons.

Special education students are held to the same high expectations as their general education peers. Resource students have one pull-out period/day available to them and are otherwise included in the gen education program. They are provided additional instructional assistance as needed, based on individual ability levels and IEP goals. Lessons are scaffolded, accommodations implemented, and modifications made according to individual student needs. Special education teacher communicates regularly with gen education teachers and provides relevant information r/t accommodations necessary to support special education students' success in the general education classroom.

EL students are held to the same high expectations. EL classes are leveled and students are brought along in their English Language Acquisition. We recognize that our EL students, as well as those that are economically disadvantaged, are our student group that demonstrates the least amount of progress at this time. Additional focus on scaffolding lessons and STAR/CAHSEE preparation is needed. We are exploring ways to provide additional instructional support.

Syllabi

Standards posted

IEP's

Accommodations List

Special Education Caseload

EL/Econ Disadv. CST and CAHSEE scores

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings

All Serra faculty and staff value respect as a primary tenant of working with our students. Serra's expected school wide learning results are Respectful, Responsible, and Ready, and both students and staff are expected to demonstrate these ESLRs on a daily basis. Our staff has established procedures, policies and guidelines that foster respectful relationships among students and staff and lead by example. Students feel comfortable and are encouraged to discuss any concerns with teachers, the counselor, or in any of the various support groups offered on campus. The policies, programs and procedures in place to promote and ensure a respectful environment include:

- Each teacher establishes in writing his/her expectations and standards for behavior in the classroom.
- All students participate in an Orientation Program in which school culture, student safety, and student behavior are discussed.
- When students register for school, students return a discipline card, signed by them and by their parents/guardian, indicating an understanding and acceptance of our behavioral standards and expectations.

Supporting Evidence

ESLRs

Support Groups

Counselor

Class syllabi

Orientation Program

Registration/Discipline Card

Campus Supervisor



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- Serra employs a full-time campus supervisor, who along with teachers and administrators, monitors and responds to student behavior.
- All teachers provide a supportive environment where students feel comfortable asking for assistance and support with personal or academic concerns.
- Teachers participate in school activities (assemblies, faculty-student competitions and Red Ribbon Week) to promote school spirit.
- Small class sizes allow teachers an opportunity to interact and develop positive relationships with students.
- Through the collaboration process, teachers reflect on current educational research, share, discuss, and implement best practices.

Observation, parent and student survey, parents and student letters

Pictures

Class observation; rosters

Just Kids Meetings

Best Practices Presentations

E2. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings

Serra is often described by the community as a “small school with a Big heart”. Here at Serra, we have an ASB class of students who generate a variety of creative activities and friendly “competitions” in an effort to help all students feel part of the student life and culture. They are Serra’s “cheerleaders”, promoting events, recognizing individual student’s accomplishments, and encouraging prompt and consistent attendance each day in our morning announcements. These students work their magic with our more reticent students, helping them to find their niche and showcase their talents.

Serra also supports a yearbook class that has brought our students together. These students take ownership of their yearbook and work hard to make it the best that it can be each year. They advertise and promote their product with pride, knowing that they have not only become “experts” with several software programs, but have contributed their creativity and style in a keepsake they will have for years.

Serra has also added an online Academic Intervention course in order to support students’ ability to accelerate through credits, take classes (like foreign language) that aren’t normally available at Serra), and increase expand their learning experience to include online education, the up and coming wave of the future.

Supporting Evidence

ASB

Yearbook

Academic Intervention



Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Supporting Evidence

One of our Critical Academic Needs is in the area of transition and supporting our students' readiness to manage the rigors of their endeavors post-graduation. To this end, Serra has recently hired a community liaison who is working to build relationships in our community, as well as with area colleges. We are incorporating college and career days on campus, touring local college campuses, and hearing from community employers and college speakers at an annual Chautauqua event. In addition, we recently added a Senior Portfolio course that integrates a job shadow, portfolio presentation, and resume into its syllabus and a Geometry class for our higher performing students. Serra staff is exploring the possibility of beginning a counseling support group open to any senior student, with the focus being the issues that arise in the face of a looming graduation. Group would be open during the last three weeks of each quarter, just prior to graduation, and could support students with practical matters like goal setting and making application, to emotional obstacles that sometimes get in the way of a student's success.

While academic readiness is a large piece of this CAN, we must also look at our students' social and emotional readiness, and ways in which they demonstrate citizenship and ethical values and behavior. Our students have experienced numerous and varied challenges, and as such, they don't easily trust. In addition, they tend to be impulsive and reactive in their behaviors. Our administration and staff consistently show our students respect and caring, hold high expectations, and with this combination of positive regard/relationship and consistent, predictable guidelines/rules, help students to see their value and begin to believe in themselves. Even so, a number of our students continue to make poor choices and evidence a willingness to risk serious consequences in the event they are "caught." While we currently offer a number of support groups and are adept at developing rapport with students, our focus groups can continue to brainstorm ways in which to better reach students to support changes in their behavior and decision making.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning
- the analysis of all aspects of the school with respect to safety regulations
- the degree to which caring and high expectations for all students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect and professionalism



- ways that citizenship and ethical values and behaviors are demonstrated by students
- the procedures and the extent to which current educational research and thinking is shared, discussed, implemented and reflected upon by the staff at the school site
- other evidence identified by the school



E3 and E4. School Culture and Student Support Criterion

Respond to the criteria (shown as a guide question) by answering the prompts (findings and supporting evidence).

E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

CRITERION E3 AND E4 INDICATORS AND PROMPTS

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings

Serra High School staff work to address and support the “whole” student. As such, we provide assistance and referral services in many areas, attempting to meet our students’ wide and varied needs. Our staff understands that students have difficulty attending to academics when their basic needs are not being met. We work with our students to support them in improving their life circumstances such that they are free to focus on their education and life goals. To begin, each student and his parents are provided an intake interview and school tour with our principal. This provides opportunity to understand the student’s individual circumstances, promotes their understanding of our program and expectations, gives them an idea of what our schoolhouse environment is like, and provides for agreement of all parties, as to goals and expectations. In addition, one-on-one support is provided by the Academic Advisor, Counselor, and/or Administrator to ensure that each student is meeting all academic standards necessary for graduation. Each student is created a schedule of classes that is unique and takes into consideration his/her individual areas of strength and need.

Further, all students and their parents have access to our School Loop system in which they can follow their son/daughter’s academic progress, attendance records and school activities, as well as easily contact teachers with questions or concerns via email or phone.

We provide SST, IEP, 504 Plan, and student/parent/teacher meetings throughout the year to address academic and/or behavior concerns. IEP goals and objectives are designed for individual students with special needs; and modifications and accommodations for individual students are provided for both students with an IEP or a 504 plan. These are agreed

Supporting Evidence

Intake Interview

Academic Advisor

Serra H.S Counselor

Administration

School Loop

SST



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upon and then provided to students' teachers, such that they can be implemented across all of his/her classes.

Our weekly Just Kids meeting provides all staff opportunity to present concerns they currently have regarding student learning, attendance, or behavior. Staff shares their feedback and determines an action plan to support the student's success.

Our teachers communicate regularly with parents, via phone and/or email, both to advise parents of concerns and to share accomplishments and achievements their children have made.

Our school counselor provides students with individual counseling, as well as several support groups. Students can join a Drug and Alcohol Support group, participate in a voluntary Drug Testing program, and communicate with probation officers; all of which support and reinforce our ESLR's (Respectful, Responsible, and Ready). Moreover, our teen parents have opportunity to participate in a support group that specifically addresses concerns related to parenting and relationships.

Serra maintains an ever-expanding binder of resources for supporting students with referrals for outside assistance in a variety of areas from homelessness to mental health to family issues and pregnancy. We have cultivated relationships with outside agencies that are familiar with our students and work alongside us to help meet their needs.

In addition, Serra High School provides a variety of educational options for students to meet academic requirements for graduation. These include our online Academic Intervention program, Learning Center, ROP, and Fresh Start Independent Study. We also offer co-articulation with Saddleback Community College, such that students can be concurrently enrolled, if they so desire.

Further, our after school support program provides students individual tutoring with a teacher or an instructional assistant on an as needed basis.

Serra High School staff supports students with applying to and enrolling in Saddleback College, obtaining work permits, and accessing Job Boards. In our Senior Portfolio course, students create their resumes, and present a portfolio to community members (often employers). Our Special Education students participate in mock interviews with community employers and work with Workability Specialists to obtain employment in the community.

We also provide a smooth transition for students once they graduate, and are available to our graduates when they ask for assistance.

WASC/CDE Self-Study Report

IEP

504

Just Kids Meetings

Phone Calls Home

ESLR's

Job Board

Drug and Alcohol Support Group

Referrals to JADE/PRYDE

Drug Testing

Probation Officer

Referral Binder

Academic Intervention

Learning Center

ROP

Fresh Start

Co-articulation with Saddleback Community College

After School Support(teacher)

Work Permits

Workability Specialist

Saddleback College



Direct Connections

Indicator: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Prompt: *How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings

Connections between academic standards, ESLR's and the allocation of resources to student support services are fairly direct and beginning to be explicitly stated to our students. Teachers and administration are clear in their academic expectations and are beginning to make explicit connections to our ESLR's. This is an area that we need to continue to build on, such that it occurs systemically among all teachers. Our students, by and large, are not "incidental" learners, and require the explicit instruction to make the connections. They do understand that our support services and referrals are there to shore them up in areas with which they struggle. Though financial resources have been cut significantly throughout the district, our staff is creative and finds ways to meet our students' needs.

Our psychologist is on site one day/week, and on-call/available as needed; the district nurse assigned to our school is on-call and available, as needed. Our counselor is on-site full-time and provides numerous support services for our students, individually and in groups; she is also our main referral source. Our Teen Parent Program utilizes a number of state and community support programs: we have nurses and social workers who are engaged with our teen parents and link them with community services for which they are eligible. We also provide a number of supports for our teens' children, including the WIC program, vaccinations, learning links programs, well-baby health checks, and others. We support our teen parents with all of the paperwork for their medical needs and food stamps, provide bus passes, and offer them the many donations of clothing, car seats, etc. that come into our school house.

One of our staffs' biggest strengths is open communication and problem solving. We prioritize our "kids" and are adept at working together to find solutions to our students' needs.

Further, in addition to our small class sizes, we have structures in place, like our weekly Just Kids meetings, that keep our students front and center. Problems and concerns are seen and dealt with quickly. Students are visible, held accountable, and supported; no one is able to "disappear or hide" as he/she might have at the comprehensive high school.

Supporting Evidence

Psychologist hours

District Nurse contract

Teen Parent Program support services log

WIC

Medi-Cal

Cal-Safe Grant

Small Class sizes

Just Kids



Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.*

Findings

Our Serra High School teachers and staff strive to create a learning environment in which all students receive the support needed to be successful academically. Parent and Student Surveys indicate that 90% of parents and 75% students feel that Serra provides the resources and support for their child to succeed academically. Focusing on the skills in the ESLR's, our Mission Statement, and the content standards in the California State Frameworks, Serra has crafted a program to support and promote students' academic success.

One of the benefits of a small schoolhouse is the level of involvement teachers and administrators have with our students. Our principal and staff set the tone by being out in the parking area each morning as students and parents arrive, greeting them by name and welcoming them; we are there again at the end of each day, not only monitoring and supervising, but wishing them well on their way out.

Our small class sizes allow for teachers to get to know each of our students as individuals; and to demonstrate our care and concern for their well being. Our common nutrition period and campus-wide "fun" events provide opportunities for staff to mingle and socialize with our students, allowing all of us to interact informally. Students often remark that they have never experienced anything like this before, and are appreciative of the genuine interest, care, and concern that Serra staff takes in each of them.

All teachers at Serra have a common prep period, which supports our ability to meet in pairs, small groups, and as a whole staff to participate in professional development opportunities and develop, review, and revise curriculum, instructional practices, policies, processes, and procedures that drive our schoolhouse.

Our Just Kids meeting is a primary structure utilized to discuss as a whole staff, individual student's learning needs, academic progress or lack thereof, and obstacles to a student's achieving goals and success. A plan of action is determined and follow up/results of action plan are reviewed in the next meeting. In this way, all teachers are involved and aware of our students' needs, difficulties, successes, and achievements and we are able to respond to said student as a whole. The impact of reinforcement from a multitude of caring teachers cannot be underestimated. Students are

Supporting Evidence

Parent and Student Surveys

Master Schedule

Just Kids Meeting Notes



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touched by the recognition they receive for outstanding accomplishments, just as they are by the number of staff that approach them to express their concern and offer their support. Students know they cannot hide, that they are important, and that we will hold them accountable to be the best they can be. This is also a forum in which students who have not responded to our program can be discussed and appropriate educational alternatives recommended. While all staff is welcome to weigh-in with their insights and feedback, our principal makes the final decision and with our AP, completes the necessary procedural paperwork.

On initial enrollment, our Academic Advisor evaluates individual transcripts to ensure students are scheduled appropriately to meet their graduation requirements.

Counseling appointments can be made by students or parents to review class schedules, discuss personal issues, career options, or any other areas of concern.

A variety of counseling support groups are also available for students to participate in at their discretion.

Serra has an established SST process that allows for teachers to meet with parents and students to discuss any educational concerns regarding student achievement and determine a plan of action to address identified concerns.

Serra teachers follow IEP's and 504 Plan recommendations and goals in order to effectively provide support for students to achieve academic success. IEP/504 plan teams include student, parent or guardian, case carrier, school psychologist, counselor, administrator and any other agency or service provider that work with the students. At a minimum, meetings are held once per year to address student academic progress.

Special Education teacher provides general education teachers with a list of special education students, as well as individual students' accommodations and modifications needed such that they are appropriately implemented in the general education classroom.

Serra offers a pull-out RSP class for intensive instruction and remediation; as well as an inclusion model, in which students of varying abilities attend classes together without the label of special education. Teachers are informed of individual student needs and their accommodations to properly implement effective instructional strategies within the whole class setting. The inclusion model allows special education students to experience the general education environment while receiving the necessary support to be successful. The Resource teacher communicates regularly with general education teachers to facilitate student achievement and success.

Students receive graduation status and transcript reports quarterly. These are reviewed and some teachers and/or counselors work with students to set individual goals.

Serra utilizes a variety of community partners to refer families for additional support services when faced with issues such as gang diversion, drug and alcohol concerns, emotional overlays, etc. We work in partnership with the PRYDE program, Family Resource Centers, ROP, Adult Education, Learning Center, and Workability program for special education students.

WASC/CDE FOL 2011 Edition

Revised 10/10

WASC/CDE Self-Study Report

Academic Advisor

Counseling Appointments

Counseling Support Groups List SST Meeting Documents

IEP's and 504 Plans

Special Education Caseload Lists

Listing of Accommodations and Modifications for Individual Students with Special Needs

RST Teen Parent Program Coordinator Counselor

Serra Referral Binder



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DIS support services include a school psychologist, assigned to Serra one day/week, a school nurse and speech pathologist, who are available as requested/needed.

As part of Serra's credit recovery program, we offer: online Academic Intervention (AI), in which students work at their own pace on individual classes in which they need to earn credits; concurrent enrollment in Learning Center classes; concurrent enrollment in community college classes; and/or concurrent enrollment in ROP courses.

If students have not demonstrated academic success at Serra, they may be presented with alternative options, such as Fresh Start Independent Study, ACCESS, Adult Education, or other placement.

DIS schedule

Learning Center Applications

AI Syllabus

Community College course enrollment

ROP Applications

Fresh Start IS referral

ACCESS referral

Adult Education Referral

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Prompt: *To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.*

Findings

At Serra, we prioritize personnel over programs, and understand the value our instructional assistants bring to our students. We have two ELD instructional assistants working directly with students in our classrooms to ensure student learning and involvement. In addition, we have an instructional assistant for our RSP students who works individually and in small groups with students in their pull-out and general education classrooms. These individuals provide additional differentiation of instruction and explicit instruction as is needed. Students are better able to move through the curriculum at their own pace, take advantage of their accommodations and modifications, and make use of additional tutoring after school when necessary.

While we don't have an identified GATE program, per se, we do extend learning for our talented students by encouraging them to participate in activities that develop their particular skills and abilities. For example, those interested or gifted in photography, computer tech, the arts, etc. participate in Yearbook, Photography, Fine Arts, and Culinary Arts. Within these classes, they have opportunities to showcase their talents and products, individualize assignments and projects, and work with community members to create "real-world" products. Our teachers regularly offer students opportunities to enter into art and culinary art contests. Several of our students have entered culinary art competitions (the most recent on the art of slicing vegetables using different cuts and

Supporting Evidence

2 EL instructional assistants

1 RSP instructional assistant

Elective Offerings

WASC/CDE FOL 2011 Edition

Revised 10/10



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WASC/CDE Self-Study Report

knives). One of our graduates is interning with Two Guys Grilling and returned to share her experience in the “real world” at our Chautauqua event. Another was able to intern with a five star hotel in the area.

Our academic advisor works with each student to make certain that all students are placed in appropriate classes. He provides students with opportunities to make up credits in Learning Center after school, makes ROP classes available to all students, offers co-articulation with Saddleback Community College for students who are interested in a greater challenge and/or course load, and online Academic Intervention for those who would like to extend their learning and take classes that are not available in Serra’s master schedule (foreign language) or accelerate through credits for graduation. Serra staff has recently added a Geometry class and a Senior Portfolio class to support high achieving students, but does recognize the need to offer additional curriculum/courses for those who have the ability and the desire to work beyond graduation requirements.

Our Teen Parent Program is supported by community personnel, such as nurses and social workers, who provide seminars for our teen moms, make home visits to support them with their new babies, and coordinate medical care for the girls and their children. In addition, our program offers a nursery that provides childcare on campus so that young parents are able to attend classes while qualified staff cares for their child. Moms and their children also have opportunity to participate in the local learning links program, which provides medical care, age appropriate health screenings, and trainings to support positive and effective parenting information while continuing at school. Further, our school counselor provides weekly support groups for our teen moms; an opportunity to obtain support and assistance with the unique challenges they face.

Our counselor offers individual counseling, as well as a variety of support groups in order to maintain direct involvement with students’ learning and to shore up student academic success by addressing social, environmental, emotional, and addiction challenges that often are obstacles to our students’ academic success. Students that are concerned with substance abuse may attend a weekly support group offered on campus. Students also have access to a support group for smoking cessation. Guest speakers are invited in to speak to the whole school on these and other issues, as well.

Serra High School has recently acquired a bilingual community liaison who works with graduating seniors to develop and implement post-graduation plans. He assists students with college applications, financial aid, and scholarships; organizes community college tours, on site college and career days, weekly community college advisement opportunities, guest speakers from area colleges and community businesses; and creates, distributes and collects data from parent and student surveys to give us insight and feedback related to their experience at Serra.

Our Resource teacher works with the district Workability program personnel to provide our special education students with mock interview opportunities, employment applications, resumes, college applications, and college campus tours with focus on Special Services department (meeting counselors, developing connections, understanding service provision at

Academic Advisor

ROP

AI

Campus Childcare

Nurses/Social Workers

Teen Parent Program

Learning Links

Teen Parent Support Groups provided by the counselor

Substance Abuse Support Groups

Community Liaison

Workability



college level).

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?*

Findings

According to our demographics, students transfer to Serra due to credit deficiencies, disciplinary concerns, and/or requests for a change in program. Our academic advisor works diligently with students to give them a master schedule that will meet their academic needs. If students need to repeat a course or take an accelerated class, they are able to take it via online academic intervention, or in Learning Center, afterschool. In addition, they may make up additional credits by signing up for ROP classes after school. Furthermore, students that are eligible for early graduation at the semester have the opportunity to sign up at the local community college Saddleback in order to get a head start on their higher education.

Our demographics also indicate that Serra has a high population on EL students. Therefore, in order to ensure equal access and support, students are grouped into classes that instructional aides are available to meet their academic needs. Also our small class sizes allow teachers to differentiate curriculum with SIOP strategies in order to ensure students' success.

Supporting Evidence

Academic Advisor

Master schedules

Academic Intervention

Learning Center

ROP Schedule

Saddleback College petition for classes form

Instructional Aides

SIOP Training



Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Prompt: *To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?*

Findings

Serra leadership and staff make direct links between curricular/co-curricular activities and academic standards/ESLR's. In addition to our core curriculum classes, we offer elective courses that challenge students creatively, academically, technologically, and intellectually to achieve the standards and increase their level of readiness for transition, and responsibility and respect for themselves and others.

ASB is an elective class offered during the regular school day that often requires a time commitment outside of the class to complete tasks. The members of ASB organize recycling, theme/spirit days, lunch activities, the annual end of the year carnival and Open Mic (an open dramatic arts performing forum) every Friday. This group of students is responsible for our daily announcements and actively engages our student population in activities that promote energy, enthusiasm and passion for our high school. These students develop leadership skills, public speaking proficiency, and the ability to bring diverse groups of people together that will support their success as adults.

Yearbook class also requires time commitments beyond the school day, but more importantly fosters pride and ownership in a final product that will convey students' thoughts, ideas, and conception of their high school experience. This is "their" book, and they take seriously the task they have been given. Throughout the process, they develop creativity and artistic talents, are trained on a variety of software programs, and build technological and marketable skills that will serve them well post-graduation.

Each spring Serra High School holds a Chautauqua Event; a day in which approximately 20 guest speakers from community businesses and area colleges are invited to share with students their journey: how they found their career and/or success. Chautauqua is a motivational tool that supports our students' readiness for life after high school. We have had former students come back to participate as speakers, we have several returning speakers who offer internships for interested students, and we have had several students follow up with a speaker of interest to find employment. Chautauqua opens doors for students and supports their realization that opportunities are available, even for them.

We have recently added an online Academic Intervention class to our master schedule. This is an enrichment program that provides students opportunities to take classes not otherwise available at Serra (foreign language), as well as an accelerated credit recovery program that provides students opportunity to make up credits and graduate with their class or earlier. AI allows for students to take responsibility for their learning, work at their own pace, and experience a different type of learning format.

All seniors now have the opportunity to take our new Career Connect class

Supporting Evidence

ASB

Yearbook Classroom

Chautauqua Event

Academic Intervention Class



A Small School with a BIG Heart

that prepares them for getting a job after high school. The class incorporates the creation of a portfolio, including a resume, presentation of the portfolio to a panel of community members, and participation in a job shadow opportunity; all of which helps them to explore careers and higher learning options to become successful lifelong learners beyond graduation.

Quarterly orientations are presented to every incoming student regarding the rules and expectations of Serra High School. Covered topics include school policies, attendance, dress codes, incentives, instructional program, credits, college, counseling, and expected school wide learning results.

Being healthy is part of our expected school wide learning results. In addition to our PE requirement, Serra offers an after school weekly soccer pick-up game for any students or staff who wants to participate. This activity reminds students that exercise can be a fun part of their daily lives, is a means for students to demonstrate their athletic skill (important to them when academics are such a struggle!), and gives staff and students another opportunity to interact socially.

Students who have not yet passed the CAHSEE (California High School Exit Exam) and need extra support are given the opportunity to attend our CAHSEE Math or English class. These classes develop the skills needed for proficiency in reading, writing and math.

The Teen Parent Program offers pregnant students and teen parents a comfortable and safe environment to learn the skills needed in taking care of a child. The class assists the students in learning about the many different services offered to them both inside and outside the school which aids in them being productive members of their home and community.

Once a year, Serra offers a tutorial for students interested in signing up for FAFSA (Free Application for Federal Student Aid). This helps them to become aware of higher learning options and take responsibility for the success of their post graduate academic future.

In March, the academic advisor and counselor work together to give students the opportunity to use the school computer lab to complete an early bird application for community colleges. RSP students work with their RST and Workability Specialist to formulate and implement next steps post-graduation, including application to community college, connection with special services department at community college and/or employment options.

WASC/CDE Self-Study Report

Career Connect Class

Quarterly Orientation Schedule

Soccer Game Signups

CAHSEE Math Class

CAHSEE English Class

Teen Parent Classroom

FAFSA Tutorial

Academic Advisor/Counselor

RST

Workability Specialist

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings

Supporting Evidence

WASC/CDE FOL 2011 Edition

Revised 10/10



A Small School with a BIG Heart

WASC/CDE Self-Study Report

Our community liaison has recently begun working with every incoming student in an entrance interview. Questions are asked about their experiences at their home high school and what they are looking for at Serra. They are also asked about their previous behaviors: what has worked and what hasn't; and specifically, how they can identify and engage in more appropriate, positive, and effective practices going forward.

Entrance Interview Report

Our community liaison has also recently developed surveys for graduating students. Questions are asked about the curricular, co-curricular and support programs they participated in, their future goals, how Serra helped prepare them, what they think would improve the environment at Serra, and if there were any classes or services that would have better prepared them for post-graduation endeavors.

Exit Interview Report

Serra has an active ASB class that organizes events like dress up days, red ribbon week, anti-bullying week, recycling, carnivals, Thanksgiving Pie Eating contest, ping pong matches, and many other activities. ASB students take class totals of student participants in each activity and the class with the most wins a prize.

ASB Student Calculations

Every year Serra takes a field trip to attend Senior Day at Saddleback College. Seniors and early graduates sign up to attend. This outing helps clarify the opportunities Saddleback college offers its students and provides Serra students an exciting glimpse into college life.

Saddleback Senior Day Sign-Ups

RSP students also take a tour of Saddleback Community College, making a stop at the Special Services Center where they are advised of the services available to them as students with an IEP. They make contact with a counselor who can support them through their education at the college.

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings

Supporting Evidence

All of the support services offered at Serra are fully utilized by our students, and many additional referrals are made throughout the year to outside services, as well. Because our student needs are many and varied, the diversity of options is extremely important to students. According to our senior student exit survey responses, the top four services that were most used and were most helpful included: working with the academic advisor, speaking with the counselor, using School Loop, and taking credit recovery classes through AI. Students have a very positive perception of the support groups run by the counselor, in particular. The demand was so high that an additional group needed to be added. Further, the Teen Parent Program at Serra is the only one in the district, and is in high demand because any CUSD student can obtain daycare for their child.

Support Service Interviews

Exit Interview Report

Most students said they would change nothing at Serra. Some students reported they would like to have better food and more time for lunch, additional support groups with different topics, a bus service, and after

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Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Findings	Supporting Evidence
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Alternative Education brochure

Summer Open House

That being said, Serra staff recognizes that our EL program requires review and attention, as we seek to support students more effectively. Though we have recently added courses focused on the development of basic skills for our struggling students, and are being trained in additional instructional strategies and methodologies geared toward EL students, we continue to explore additional avenues. Perhaps finding ways to increase parent involvement and buy-in to educational goals for their students is a way in which to improve skills and abilities. In addition, Serra staff also recognizes the need to increase our course offerings for our high achievers and continues to explore options that might work.

Findings	Supporting Evidence
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Support Staff

Our Critical Academic Need #1 of utilizing assessment data to drive instruction is a recognized area of need across the curriculum, but particularly with our EL population. CST results indicate that 50% (13 students) of our 11th grade EL students are scoring in the BB range and 31% (8 students) in the FBB range for 2011. Being that we have an ELL student population of 31%, we need to examine the purpose and effectiveness of our EL program and find different and additional ways in

CST Results 2011



which to more effectively support these students to attain academic proficiency, despite the challenges inherent in a transient, economically disadvantaged population.

Another of our Critical Academic Needs addresses the “readiness” of our students to effectively transition to life beyond high school. Our graduating students are faced with many challenges. Therefore, in an effort to better support our seniors, we anticipate beginning a program in which every graduating student will have the opportunity to attend three weeks of group counseling and support, focusing on the many issues that arise due to leaving high school. The groups will occur during the final 3 weeks of the quarter, just before graduation.

Transition Counseling

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students
- instructional resources available through library/media services and facilities
- strategies which promote a more personalized approach to learning
- alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- the purpose and effectiveness of the school’s EL program and its relationship to the rigorous, standards-based curriculum
- a description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- the extent to which the master schedule reflects the school’s support for all students having access to the rigorous standards-based curriculum
- demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- strategies which ensure that all students are successful and connected to the school
 - level of teacher involvement with students in the classroom
 - existence of a curriculum which promotes inclusion
 - level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extracurricular and co-curricular activities, advisorships)



- homeroom and student advocacy programs
- systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
- connections of co-curricular and extra-curricular activities to the school's academic standards and expected schoolwide learning results
- processes for regular review of student and schoolwide profiles
- processes and procedures for interventions that address retention, redirection, retrieval
- interviews with students and staff to learn the effectiveness of these strategies
- the extent to which the services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked to provide comprehensive support
- direct connections between academic standards and expected schoolwide learning results and allocation of resources to student support services available to students, such as
 - counseling/advisory services
 - articulation services (into high school, level to level, and post high school)
 - psychological and health services or referral services
- other evidence identified by the school



WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Serra is known for being a small school with a BIG heart our school culture and support emphasize this by the following:

- Parent involvement and community outreach:
 - Our community liaison schedules field trip and college fairs to local colleges, provides opportunities for outreach such as blood drives, speakers from local businesses.
 - Small school allows parents and students to have interviews with Principal and advisor prior to entering and exiting school
 - NTI announcements are sent home regularly to keep parents informed.
 - ELAC meeting are scheduled monthly to support parents of EL students
 - School webpage and school loop provides parents with up to date news on the school and their child's academic success
 - Back to school night twice a year to meet teachers and parents and discuss programs.
- Serra offer's opportunities for students to participate in school culture:
 - Student body government, yearbook, career connect, after school soccer club, open mic Fridays, senior lunch, Prom, pie eating contest, spirit days, annual teachers and student softball game, end of the year carnival, and student orientation
 - Variety of support groups such as alcohol and drugs, ant-smoking and tobacco, teen parent support group, life after high school support group for seniors graduating each quarter
 - Quarterly orientations for new students
 - FASA workshops
 - Early Bird Sign up for college workshops
 - CAHSEE classes
- Serra is a safe and clean environment:
 - Small school
 - Recycle efforts
 - Opportunities for community service by after school clean up
 - Custodians on campus
- Personalized and academic support:
 - Just Kids meeting on Mondays to review students success and concerns with plans for intervention
 - SST process, IEPs and 504 plans for students with needs
 - Additional support such as instructional aides, school psychologist, district nurse, campus counselor
 - Community resource binder
 - Childcare for teen parent with parenting class provided
 - Availability to earn additional credit through learning center, AI class, ROP
 - Enrichment and extended learning through AI



Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

While Serra has improved greatly on parent communication, we continue to struggle with all parent involvement:

- Parent awareness and capability to use school loop needs improvement
- Updated contact information
- Attendance of ELAC meeting and Back to School Night

Due to high population of EL learners, Serra needs more instructional support in order to help these students improve on CAHSEE and STAR scores.

- Currently only have two instructional EL aides.

Serra would like to grow in the transition process of our graduates so that they are better prepared for the work force or signed up for and prepared to manage higher education when they leave:

- We are refining the format and process of surveying parents, students, and teachers to obtain more reliable information.
- According to interview of former graduates, students struggle with jobs or continuing their education after high school. We are currently working on steps to improve this transition.
- Develop a support group for seniors ready to graduate to assist them with goal setting and/or, identifying and problem solving obstacles to achieving goals.
- Clear written policies and expectations regarding what is levels of academic, behavior and attendance is expected each quarter in order for a student to make progress at Serra.



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- There is a need to bridge the gap in achievement between EL and non-EL students.
- There is a need to improve the CAHSEE pass rate and the proficiency rate in the CST scores.
- Serra would like to grow in the transition process of our graduates so that they are better prepared for the work force or signed up for and prepared to manage higher education when they leave: According to interview of former graduates, students struggle with jobs or continuing their education after high school. We are currently working on steps to improve this transition.
- There is a need to decrease the tardy rate for our sub-group of chronically late or absent students to no more than 10%. Need better data to determine sub groups of “repeat offenders”, correlation between attendance and achievement, effectiveness of programs/policies implemented, etc.
- There is a need to improve the low writing proficiency levels based on our quarterly writing samples
- There is a need to develop more formalized procedures and processes in several areas:
 1. Developing, monitoring and maintaining student portfolios
 2. Monitoring and tracking student writing prompt proficiencies over time
 3. Develop and implement formalized/standardized survey procedure for students, teachers and parents
 4. Developing and maintaining administrative handbooks and procedural manuals
- Differentiated instruction – extended learning opportunities for high achieving students
- Investigate the possibility of expanding on current use of portfolios as a condition of graduation, in order to increase student responsibility for his progress and control of his future.



Chapter V: Schoolwide Action Plan



Chapter Five

School-wide Action Plan

Goal 1 (Area of Improvement): Use student assessment data as the basis for instructional decisions to increase student achievement for all students, but particularly within our EL population. ESLR's – Responsible and Ready

Rationale: Critical Need: Self-study findings indicate a need to improve student achievement in ELA and Math curricular areas. The results of CST and CHASEE data, discrepancy between grades earned in the classroom and proficiency levels demonstrated on standardized tests, review of student work, and recommendations from focus groups support this need.

Supporting 2010 Data:

81% of our 10th and 11th grade EL students scored in the BB or FBB range and 36% of our 10th and 11th grade EO students scored in the BB or FBB range on the ELA CST in 2010. 84% of 11th grade of all tested students scored in the BB or FBB range on the MATH CST in 2010.

2010 MATH CAHSEE administration resulted in a 38% pass rate for all tested students. Of those tested, the EL pass rate was 16% and EO pass rate was 44%.

2010 ELA CAHSEE administration resulted in a 47% pass rate for all tested students. Of those tested, the EL pass rate was 22%, while the EO pass rate was 71%.

Growth Targets:

2011-12

5% more 10th and 11th graders will score basic or above on the CST's

- Within this 5% increase, there will be a 10% increase for Economically Disadvantaged and a 10% increase for EL's; and 35% of EL student CELDT scores will increase one level each year.

10% fewer 10th and 11th graders will score in FBB/BB on the CST's

- Within this 10% decrease, there will be a 10% decrease for Economically Disadvantaged and 10% fewer EL's

- 10% more 11th grade students, including 10% Econ. Dis. and EL's will meet the AYP pass criteria for CAHSEE.



Growth Targets cont'd:

2012-13

Additional 5% 10th and 11th graders will score basic or above on the CST's

- Within this 5% increase, there will be a 10% increase for Economically Disadvantaged and a 10% increase for EL's; and 35% of EL student CELDT scores will increase one level each year.

10% fewer 10th graders will score in FBB/BB on the CST's

- Within this 10% decrease, there will be a 10% decrease for Econ Dis and 10% fewer EL's

2013-14 Same targets

ESLR's Addressed: Responsible and Ready Individuals

Impact on student learning of academic standards and ESLR's: Direct, positive impact with slow steady progress on student learning of academic standards and ESLR's are expected.

Monitor Progress Tools:

CST data: All students, Focus Grp: EL, Econ Disadv.

CAHSEE 11th AYP proficiency – All students; Focus Grp: EL, Econ. Disadv.

Progress on CELDT – one level increase/yr

Curriculum embedded assessments – data analysis via Illuminate

Enrollment in CAHSEE prep classes

Report Progress:

Data Reporting: State Assessments; Master Schedule Allotments: Sept & Feb; Curriculum embedded assessments; CAHSEE

Action Plan Progress: Administrators/Focus Group Leaders will report progress to Board of Trustees, parents, staff, and students, annually in January and with annual reporting /approval of SPSA & to staff at monthly faculty meetings. Action Plan modified when necessary, at least annually.



Tasks	ESLR's Addressed	Steps for Improvement (goals, objectives, activities)	Time-line	Person's Responsible	Resources Allocated	Means of Assessing/ Reporting Progress
Develop a systemic data analysis process to support improved monitoring of student progress and identification of specific areas of academic need; utilize assessment data as the basis for instructional decisions to increase student achievement.	Ready Responsible	<p>Develop a "bank" of STAR Release questions for all teachers to incorporate into daily lessons so STAR is practiced school wide.</p> <p>Develop a "bank" of CAHSEE practice questions for all teachers to incorporate into their daily lessons so that CAHSEE is practiced school wide.</p> <p>Incorporate a system of comprehension checks throughout instruction to monitor areas of mastery and areas of need</p> <p>Provide staff training on SIOP strategies and methodologies to support improved instructional delivery</p>	<p>Immediate and Ongoing</p> <p>Immediate and Ongoing</p> <p>Immediate and Ongoing</p> <p>End 2013</p>	<p>Curricular Depts./ Teachers</p> <p>All Teachers</p> <p>District TOSA Site Leadership Team</p>	<p>Time allotment: staff meetings And/or common prep period and/or focus or home group meetings</p> <p>TOSA Support Teacher Release Time PI Funding</p> <p>District Program Improvement Funds</p>	<p>CST Scores CAHSEE Scores Bank of Release Questions</p> <p>Monthly Staff Mtg discussions</p> <p>Leadership Team Mtgs</p> <p>SIOP Training Sign-in Sheets, Agendas</p> <p>Administrative Walk-throughs</p> <p>Peer observations</p>



Tasks	ESLR's Addressed	Steps for Improvement (goals, objectives, activities)	Time-line	Person's Responsible	Resources Allocated	Means of Assessing/ Reporting Progress
<p>Develop our practice of using collegial strategies to implement innovations and encourage improvement, such as shadowing, coaching, observation, and mentors, to improve students' academic achievement.</p> <p>Develop an improved system of administering, assessing, tracking, monitoring and sharing the quarterly writing prompt and individual student results.</p>	Ready Responsible	Provide staff training on Illuminate data analysis program to support use of data to drive instruction	End 2013	District Level Trainings	District PI Funds/Teacher Release Time	Staff Meeting discussions, observations, experiences with Illuminate Data Analysis program
		Use School Loop to monitor progress and interventions	Immediate and Ongoing	Teachers	District Training	Staff Mtgs, Just Kids Mtgs, using program and reporting on benefits, challenges, etc.
		Conduct Peer observations, peer coaching, and or provide "model lessons"	Immediate and Ongoing	Admin TOSA's Teachers	Release time TOSA support	Standardized assessment scores Feedback and dialogue among staff – benefits
		Identify committee to address methods of administering and assessing quarterly writing prompt more effectively.	End 2012 End 2012	Committee Admin or Leadership Team	Release time Program availability; Consult with	Class grades Report to all staff in Staff Mtgs Report to all staff in Staff Mtgs



		<p>Identify and implement an easily accessible electronic tracking methodology</p> <p>Identify a systemic way in which to track, monitor, and share writing prompt results with students, parents, teachers, and administration.</p>	End 2012	Committee— ideas to be agreed upon by all teaching and administrative staff	district IT Staff training as needed Release time	Collect and analyze data as it becomes available.
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Chapter Five

School-wide Action Plan

Goal 2 (Area of Improvement): Provide a quality program that emphasizes transition assistance for at-risk youth and incorporates family and community involvement for the academic and social success of students.

Rationale Critical Need: Self-study findings indicate a need to provide family and community integration in the education process from initial enrollment through graduation, via regular communication, participation in parent-teacher meetings and parent night events, and the availability of bilingual services. Data on the number of students graduating with a certificate of completion, rather than a diploma, student survey feedback indicating our former students are not prepared for the demands of community college, and the recommendations of focus groups support this need.

Supporting 2010 Data: Graduation data from 2010 and 2011 indicates we are graduating an average of 11 students/year with a certificate of completion, rather than a diploma, due in large part to their inability to pass the CAHSEE. Student survey information indicates that 75% of our students intend to enroll in community college. Anecdotal information from returning graduates indicates they were ill-prepared for the rigors of community college and unable to sustain enrollment. Specifically, completing homework independently has been a challenge, as has the intensity and rigor of college courses.

Student survey data indicates 25% of our graduating seniors intended to enter the work force directly following graduation and of those, most are employed in entry level positions.

November 2010 MATH CAHSEE administration resulted in a 31% pass rate for all 11th and 12th grade tested students. Of those tested, the EL pass rate was 16% and EO pass rate was 44%.

November 2010 ELA CAHSEE administration resulted in a 38% pass rate for all 11th and 12th grade tested students. Of those tested, the EL pass rate was 22%, while the EO pass rate was 71%.

Growth Targets:

2011-2012

- 5% decrease in number of students graduating with certificate of completion /quarter.
- 10% increase in number of students enrolling in community college post-grad/year
- 5% decrease in number of students who report they are not prepared to manage the rigors of a CC program
- 10% increase in the number of 11th and 12th grade students who pass the ELA and Math CAHSEE's

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2012-2013

- Additional 5% decrease in number of students graduating with a certificate of completion/quarter.
- Additional 5% increase in number of students enrolling in CC post-grad/year
- Additional 5% decrease in number of students who report they are not prepared to manage the rigors of a CC program

2013-2014

Same targets.

ESLR's Addressed: Responsible and Ready Individuals

Impact on student learning of academic standards and ESLR's: Direct, positive impact with slow steady progress on student learning of academic standards and ESLR's are expected.

Monitor Progress Tools:

CST data: All students, Focus Grp: EL, Econ Disadv.

CAHSEE 11th AYP proficiency – All students; Focus Grp: EL, Econ.Disadv.

Progress on CELDT – one level increase/yr

Curriculum embedded assessments – data analysis via Illuminate

Enrollment in CAHSEE prep classes

Report Progress:

Data Reporting: State Assessments; Master Schedule Allotments: Sept & Feb; Curriculum embedded assessments; CAHSEE

Action Plan Progress: Administrators and Focus Group Leaders will report progress to Board of Trustees, parents, staff & students annually in January & with annual reporting/approval of SPSA & to staff at monthly faculty meetings. Action Plan modified when necessary, at least annually.



Tasks	ESLR's Addressed	Steps for Improvement (goals, objectives, activities)	Time-line	Person's Responsible	Resources Allocated	Means of Assessing/ Reporting Progress
<p>Increase academic work to be completed independently</p> <p>Provide advanced academic learning opportunities</p> <p>Improve short term and long term goal setting with students.</p>	Ready Responsible	<p>Implement homework policy to increase academic rigor in support of post-graduate readiness.</p> <p>Develop enrichment courses for our more academically advanced students</p> <p>Implement Senior Student Support Group last 3 weeks of each quarter to support students in making a successful</p>	<p>Immediate and ongoing</p> <p>Ongoing</p> <p>End 2012</p>	<p>All Shareholders to develop policy</p> <p>All Teachers to implement policy.</p> <p>Leadership Team Administrative Team</p> <p>School Counselor</p>	<p>Teachers Support Staff for data collection</p> <p>Teachers AA Admin</p> <p>Counselor</p>	<p>Gather and analyze data r/t homework completion, student feedback</p> <p>Student Course Evaluations</p> <p>Discuss in staff meetings</p> <p>Master schedule</p> <p>Analyze data r/t grades earned and student feedback Student Course Evaluations</p> <p>Analyze data r/t student experience and feedback</p>



TASKS	ESLR's	Steps for Improvement	Timeline	Person's Responsible	Resources Allocated	Means of Assessing/Reporting Progress
	Ready					
	Responsible	transition to post-grad endeavors.	End 2012			
Increase utilization of Title 1 and Title III transition specialists.		Increase 1/1 tutoring afterschool	Immediate and ongoing	Instructional assistants	Funding for IA – Title I	Analyze data on student performance in classroom and on standardized testing for those students utilizing tutorial services
Refine process and format for surveying students, parents and teachers for effective feedback and data collection/analysis from all shareholders.		Refine format of surveys	End 2013	Community Liaison	Community Liaison	Analysis of survey data
		Implement structured procedure for implementing surveys	End 2012			
Increase student use of technology to advance critical thinking skills and computer literacy skills.		Purchase additional mobile lap top cart	End 2013	Admin Master Schedule Teachers	Title I funding for computers and infrastructure	Collect and analyze data
		Increase availability of computer lab for				



Expand on use of portfolio to improve student responsibility and ownership of academic progress. Consider as grad requirement.	Ready Responsible	classes to utilize	End 2012			
		Increase wireless infrastructure to support additional use of internet	End 2012	Committee of teachers and Admin staff	Release time Electronic program for tracking and monitoring	Collect and analyze data as it becomes available. Report out to staff.
		Identify Committee to brainstorm ideas of how to best utilize portfolio, including way in which to monitor, meet with teacher regularly, etc.	End 2012			
Improve parent involvement in school activities:		Provide school loop registration and training for parents at BTSN's	Immediate and Ongoing	Admin or leadership team		Collect, analyze, and disaggregate data
increase number of parents utilizing school loop, attending ELAC and/or SSC meetings, and/or BTSN's		Promote ELAC meetings via website announcements, NTI phone calls,	Immediate and ongoing	Community Liaison Principal	Advertising and marketing \$\$	
		Promote SSC		Community Liaison		



Develop a support group for seniors ready to graduate to assist them with goal setting and/or, identifying and problem solving obstacles to achieving goals.		involvement via website requests, NTI phone calls, BTSN discussion and request		principal		
		Counselor to determine parameters of new support group for graduating seniors	End 2012	Counselor		Collect, analyze and disaggregate data



Chapter Five

School-wide Action Plan

Goal 3 (Area of Improvement): Improve student attendance, decrease the rate of tardies, improve student behavior; specifically targeting the group of students (15% of population) who are chronically absent, tardy or in trouble at school. ESLR – Respectful, Responsible & Ready

Rationale Critical Need: Self-study findings indicate a need to decrease the percentage of students who are habitually tardy to school. Our tardy rate is currently approximately 15-20% of students, most of whom represent a stable and identifiable group. Data indicates that this group of students has poorer academic performance, reduced buy-in and involvement with school activities/culture, and a higher rate of disciplinary action, as compared to the general student population at Serra.

Supporting 2010 Data: Attendance records indicate a 15% tardy rate in the student population, most of whom comprise an identifiable group of "repeat offenders. These students lose classroom participation points, instructional minutes, and continuity of instruction, all of which contribute to poor academic performance, a decrease in buy-in and involvement with school culture and activities, and a higher rate of disciplinary action.

Growth Targets:

2011-2012

- 5% decrease in number of students who are habitually tardy to school.
- 5% improvement in academic performance within identified student target group
- 5% decrease in disciplinary action within identified target group of students

2012-2013

- Additional 5% decrease in number of students habitually tardy to school.
- Additional 5% improvement in academic performance within identified student target group. Additional 5% decrease in disciplinary action within identified target group of students.

2013-2014

Same targets.



ESLR's Addressed: Responsible, Respectful, and Ready Individuals

Impact on student learning of academic standards and ESLR's: Direct, positive impact with slow steady progress on student learning of academic standards and ESLR's are expected.

Monitor Progress Tools:

CST data: All students, Focus Grp: EL, Econ Disadv.

CAHSEE 11th AYP proficiency – All students; Focus Grp: EL, Econ.Disadv.

Progress on CELDT – one level increase/yr

Curriculum embedded assessments – data analysis via Illuminate

Enrollment in CAHSEE prep classes

Report Progress:

Data Reporting: State Assessments; Master Schedule Allotments: Sept & Feb; Curriculum embedded assessments; CAHSEE

Action Plan Progress: Administrators and Focus Group Leaders will report progress to Board of Trustees, parents, staff & students annually in January & with annual reporting/approval of SPSA & to staff at monthly faculty meetings. Action Plan modified when necessary, at least annually.



Tasks	ESLR's Addressed	Steps for Improvement (goals, objectives, activities)	Time-line	Person's Responsible	Resources Allocated	Means of Assessing/ Reporting Progress
Decrease the rate of student tardies to less than 10% in the next year; increase the academic performance of identified students by at least 5%; and decrease the disciplinary action within identified group of students by at least 5%.	Ready Responsible Respectful	Improved tardy policy will be developed and implemented to include specific and graduated consequences for tardies.	2012	STAP Teachers Principal		Phone records Tardy Log Tardy consequence slips
		Attendance policy will directly correlate with make-up work requirements and expectations	2012	All Staff Leadership Team		Collect and analyze data r/t attendance, work completion, performance on standardized assessments, and grades earned
		Daily NTI calls home will keep parents apprised of their student's attendance.	2012	Support Staff District Program		
		Teacher phone calls home will provide specific feedback as to child's attendance, grades, behavior, etc.	2012	All Teachers		Phone logs Just Kids Mtg Reports



		<p>Incentives are provided students with perfect attendance: weekly and quarterly</p> <p>Teachers provide relevant "starter" activity each class period to encourage consistent and timely attendance to class</p>	<p>In place and Ongoing</p> <p>2012</p>	<p>Leadership Team Administrative Team Teachers</p> <p>All Teachers</p>		<p>Collect and analyze attendance/grades earned data</p>
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Chapter Five

School-wide Action Plan

Goal 4 (Area of Improvement): Increase the use of differentiated instruction, including SDAIE/ SIOP techniques, to assist the EL population in the attainment of skills necessary to pass the CAHSEE and earn a high school diploma.

Rationale Critical Need: Self-study findings indicate a need to increase the use of differentiated instruction techniques across all classes to assist the EL population in the attainment of skills necessary to pass the CAHSEE and earn a high school diploma. A majority of our testing population is EL (61%) and data indicate a significant discrepancy in CAHSEE pass rates between our EL and EO populations. In addition, discrepancy between grades earned in the classroom and proficiency levels demonstrated on standardized tests, review of student work, and recommendations from focus groups support this need.

Supporting 2010 Data:

November 2010 MATH CAHSEE administration resulted in a 31% pass rate for all 11th and 12th grade tested students. Of those tested, the EL pass rate was 16% and EO pass rate was 44%.

November 2010 ELA CAHSEE administration resulted in a 38% pass rate for all 11th and 12th grade tested students. Of those tested, the EL pass rate was 22%, while the EO pass rate was 71%.

81% of our 10th and 11th grade EL students scored in the BB or FBB range on the ELA CST in 2010.

Growth Targets:

2011-2012

10% increase in EL CAHSEE Pass Rate for Math and ELA sections
10% fewer EL students will score in the FBB/BB range on CST

2012-2013

An additional 5% increase in EL CAHSEE Pass Rate for Math and ELA sections
An additional 5% decrease in FBB/BB range scores within EL population

2013-2014

Same as above

ESLR's Addressed: Responsible and Ready Individuals

Impact on student learning of academic standards and ESLR's: Direct, positive impact with slow steady progress on student learning of academic standards and ESLR's are expected.



Monitor Progress Tools:

CST data: All students, Focus Grp: EL, Econ Disadv.
 CAHSEE 11th AYP proficiency – All students; Focus Grp: EL, Econ.Disadv.
 Progress on CELDT – one level increase/yr
 Curriculum embedded assessments – data analysis via Illuminate
 Enrollment in CAHSEE prep classes

Report Progress:

Data Reporting: State Assessments; Master Schedule Allotments: Sept & Feb; Curriculum embedded assessments; CAHSEE

Action Plan Progress: Administrators and Focus Group Leaders will report progress to Board of Trustees, parents, staff & students annually in January & with annual reporting/approval of SPSA & to staff at monthly faculty meetings. Action Plan modified when necessary, at least annually.

Tasks	ESLR's Addressed	Steps for Improvement (goals, objectives, activities)	Time-line	Person's Responsible	Resources Allocated	Means of Assessing/Reporting Progress
Implement systematic SIOP training schedule until all teachers are fully trained and utilizing all aspects of the SIOP model in their classroom instruction.	Ready Responsible	District level TOSA's provide professional dev. Lead Site Team provides professional development	Presnt Thru 2013	District TOSA's Lead Site Team Admin	District P/I funds TOSA's provide teachers release time	Dialogue among TOSA's/Admin/Lead Site Team Feedback from all teaching staff
Develop our practice of using collegial strategies to implement innovations and encourage improvement, such as		Conduct Peer observ, peer coaching, and/ or provide "model lessons" Teachers continue presenting "Best		All teaching Staff	Subs needed for peer observations	Standardized assessment scores Feedback and



shadowing, coaching, observation, and mentors, to improve students' academic achievement.		Practices" trainings on site				dialogue among staff – benefits
Consistently implement teaching strategies that effectively differentiate instruction to meet the needs of all students.		<p>As whole staff and/or small groups, Identify and practice specific strategies to differentiate instruction for all students:</p> <ul style="list-style-type: none"> *use supplementary materials *color code visuals, graphic organizers, etc. * link new concepts to students' known schema *link new learning to past learning *use manipulatives, hands on materials, etc. *pace appropriately; reteach as needed *variety of grouping configurations 		All teaching staff	materials	<p>Class grades</p> <p>Dialogue among staff; response of students; grades; standardized test scores, etc.</p>



Chapter Five

School-wide Action Plan

Goal 5 (Area of Improvement): Seek ways to maintain the low teacher-student ratio to support our students so that the strong relationships that parents and students currently report with staff, continues, as it is the foundation of our students' success and the platform from which they grow into productive high school students.

Rationale Critical Need: Self-study findings, as well as results of parent and student surveys, indicate that small class is a fundamental benefit and "difference-maker" at Serra High School. Parents and students overwhelmingly cited the importance of maintaining a small teacher to student ratio, noting that the relationships fostered and the acceptance and mutual respect found among all parties was key to student growth and success, academically, socially, and emotionally.

Supporting Data:

The top 3 parent responses to, "How do you think Serra is benefiting your son/daughter?" on the Parent Survey were answered by the following:

- #1 Student is more motivated
- #2 Student has more support from teachers and staff
- #3 Student will graduate on time

The top 3 parent responses to the prompt: "Please identify 3 aspects from Serra that have contributed to your student's improvement."

- 1) small class sizes
- 2) immediate follow up with attendance, grades, behavior
- 3) teachers knowing our children

Staff's response to what's thought to be the most important factor in student success here at Serra is small class size/small school, as it allows for all of the other benefits to be implemented and realized.

Growth Targets:

2012-Forward: to maintain the small class size environment, so as to realize the many benefits that spring from this one critical component of our program. Losing small class size has the potential to devastate the fundamental integrity of our program.

ESLR's Addressed: Responsible, Respectful, and Ready Individuals

Impact on student learning of academic standards and ESLR's: Direct, positive impact with slow steady progress on student learning of academic standards and ESLR's are expected.



Monitor Progress Tools:

CST data: All students, Focus Grp: EL, Econ Disadv.
 CAHSEE 11th AYP proficiency – All students; Focus Grp: EL, Econ.Disadv.
 Progress on CELDT – one level increase/yr
 Curriculum embedded assessments – data analysis via Illuminate
 Enrollment in CAHSEE prep classes

Report Progress:

Data Reporting: State Assessments; Master Schedule Allotments: Sept & Feb; Curriculum embedded assessments; CAHSEE

Action Plan Progress: Administrators and Focus Group Leaders will report progress to Board of Trustees, parents, staff & students annually in January & with annual reporting/approval of SPSA & to staff at monthly faculty meetings. Action Plan modified when necessary, at least annually.

Tasks	ESLR's Addressed	Steps for Improvement (goals, objectives, activities)	Time-line	Person's Responsible	Resources Allocated	Means of Assessing/Reporting Progress
Work with district personnel to emphasize significance of small class size to integrity of program.	Ready Responsible Respectful	Provide district personnel opportunity to tour our school, speak with our staff and students to see and hear for themselves the benefits of maintaining small class size. Determine alternative ways in which to meet budget constraints.	Present to 2014	Administration Principal Assist Principal District personnel Site Administration		Class size maintained



Appendix:

A.SPSA

- I. Comprehensive needs assessment of the entire school
 - a. School Accountability Report Card (2008-09)
 - i. Data and Access
 - ii. About the School
 - iii. School Climate
 - iv. School Facilities
 - v. Teachers
 - vi. Support Staff
 - vii. Curriculum and Instructional Material
 - viii. School Finances
 - ix. Student Performances
 - x. Accountability
 - xi. School Completion and Postsecondary Preparation
 - b. Student Surveys
 - c. Teacher Surveys
 - d. Parent Surveys
- II. School Goals
- III. Planned Improvements in Student Performance
- IV. Funding/Budget
- V. Assurances

B. Master schedule

C. Graduation requirements

D. A list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, social studies, and science



A. SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

AT Junipero Serra High SCHOOL

30-66464-3035987CDS Code

Date of this revision: November 15, 2010

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

Contact Person: Rich Bellante

Position: Principal

Telephone Number: 949-489-7216

Address: 31422 Camino Capistrano, SJC, CA 92675

E-mail address: rbellante@capousd.org

Capistrano Unified School District

The District Governing Board approved this revision of the School Plan on December 12, 2011



Table of Contents

- I. Comprehensive needs assessment of the entire school
 - a. School Accountability Report Card (2008-09)
 - i. Data and Access
 - ii. About the School
 - iii. School Climate
 - iv. School Facilities
 - v. Teachers
 - vi. Support Staff
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- IV. Funding/Budget
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I. Comprehensive needs assessment of the entire school

a. SARC

<http://capoused.ca.schoolloop.com/file/1229223473896/1218998864154/577678240342016893.pdf>

(Web printout attached to hard copy. 14 pages)

b. Student Surveys

Summary

Three weeks ago we had interviews with our early graduate students. We did more than 30 interviews; we talk about their plans, goals and what they have learned in Serra. The general purpose of the interviews was to have a final record of our students' data on those topics. Here I present the results of these interviews:

Objectives

For the students:

Show that, after leaving the school, they still are Serra students and that they have the support of all of us.
Make the students aware of the challenges that they are going to deal with.

For the School

Have a record of our students' final comments before they graduate.
Present a united (Institutional) front of support for our students.
Learn new ways in which we can help the students before and after leaving Serra.

Questions

Why do you want to graduate early?
What are you planning to do in the next two months (= what are your short-term plans)?
What are your long-term plans?
Are you going to apply to college? If so, which college?
Do you have information about that college and your career? Have you visited it?
Are you planning to work? Where?



Some sample answers²

To 1 Wyatt Hess said: "I have been in school for over 15 years and just want to graduate and get my diploma, so I'm not even really graduating early"

Brandon Lucero said: "Because I am over high school. If I don't graduate in April I will end up dropping out, this is my last chance".

To 2 Chandler Mitchener said: "Attend Saddleback and get a darn job".

To 5 Jessica Southkeshan said : "No, I need more information and help".

To 6 Angel Cervantes said : "Yes, a part-time at some store where they pay fairly".

To 3 Jim Trotter said : . "Move out, high-paying job, nice house, live life to the fullest".

Some numbers

- %97 of the interviewed students wanted to attend college after graduating.
- %97 of our students are going to be looking for jobs in the next weeks, only %30 of them are currently working. Although every single student wants to get a job, 19 of them do not know where they want to work or what kind of job they want, 19 students represent %56 of all students that are graduating.
- (4-2) 26 of our students are going to apply or already did to Saddleback college, they represent %77 of the total of graduates, 3 of them show interest in applying to IVC, 3 in the military, 2 in Art Institutes, 2 in Cosmetology School, 1 in ITT college, 1 in LA recording School, and 1 is not sure (*).
- 4 of our students, %13, do not know any information regarding the career they want to study.
- Only 4 of our students, %13 of all, showed some kind of interest in transferring to a 4-year-college or university.
- 11 students haven't visited the campus of any college. They represent the %32.4 of the total of graduates.
-

Some plans

For the interviewed students

- Two weeks after the interviews get in contact with students, keep track of them periodically and send them information regarding jobs and college opportunities.
- Coordinate interviews with the students that need more help, e.g., Jessica Southkeshan.
- Invite some of them to the school, so they can share their experiences with the next graduates.

For students currently in Serra

- Increase student participation in volunteer campaigns (for their resumes)
- Present more job opportunities to our students, make workshops, prepare them for interviews, etc., e.g., the "Job board".
- Increase student participation in college-fairs, e.g., take small groups to a college to show them a specific career.

² I do not show a sample answer for question 4, because almost all are the same which is " Yes, Saddleback."

• Many of them show interest in applying to more than one Institution.



c. Teacher Surveys

Comprehensive Needs Assessment Summary

Serra High School 2009-10

Thirteen teachers responded .

What are Serra's strengths?

#1 positive teachers and staff,

#2 small class size

#3 less credits to graduate

What does Serra need to improve on?

#1 More outreach to the community

2 More money for support staff and materials

#3 Higher academic standards, attendance, test prep

#4. Better technology

What suggestions do you have for improving Serra? Funding, programs, process etc...

Simple fundraising activities, scholarships, career fairs, college planning, more teacher prof development

Please Rank in 1,2,3 (1 being the most important)

Technology Improvements_____111

Instructional support personnel_____112

Infrastructure upgrades (buildings/ facilities)_____333

Professional development for teachers & staff_____112

Community Outreach_____121

Extracurricular/ Sports program_____2_33

Administrative support personnel____1,2,3

New academic courses_____233

More elective courses_____323

Student counseling/ support groups_____3, 32

Increased parent involvement_____111

College and career courses/workshops_____211

Test Preparation and Training_____112

WASC/CDE FOL 2011 Edition

Revised 10/10



d. Parent Surveys

Parent Survey Summary

How do you think Serra is benefiting your son/daughter?

- #1 More motivated
- #2 more support from teachers and staff
- #3 will graduate on time

2. Please identify 3 aspects from Serra that have contributed to your son/daughter improvement:

- 1) small class sizes
- 2) immediate follow up with attendance, grades, behavior
- 3) teachers knowing our children

3. What do you think Serra should improve upon? Better communication with parents, stricter policies on attendance and behavior

What do you think Serra should add to its program? College oriented activities, career fairs, help with jobs and financial aid

5. Which of these would you like to have more information about (mark those that apply):

- #8_ Community and Volunteering Resources# 7 How Alt. Ed. Works
- #1 Credits#4 Grades and GPA
- #3 Transferring to Community College# 5 Counseling
- #6 Work permits and driver's license#2 Web page – School Loop

6. Anything you want us to know?

“Serra has really turned my sons life around” “ this is the first time my daughter has earned good grades” “I feel they will make it”



II. SCHOOL GOALS

School Goal # 1 To improve student learning through increased teacher professional development in instruction, curriculum design and use of technology

Serra High School has been moving towards a more technologically developed campus for the last few years. It currently has two mobile laptop carts for use by teachers on two separate floors. Unfortunately, due to the fact that each notebook computer can only operate about two hours without a charge, the use of multiple class sessions is severely limited. Furthermore, the printer and online access is often disrupted because the system must be disconnected from the system network in order to be moved.

In addition, none of the classrooms have a roof mounted LCD projector for use with lectures, films or PowerPoint presentations. A few teachers do have a portable projector but their use is cumbersome and limited in capabilities.

Consequently, the School Site Council has decided to upgrade to a stationary desk top computer lab with fully integrated internet and printing capabilities. This would allow multiple teachers to use the computers for every period or whenever needed.

Professional development will occur by training teachers to meet student needs by getting updates on curriculum and instructional methods

- All students enrolled in courses which are based on state curricular standards or frameworks
- ELL focus on intervention with low math and reading levels- for students performing at Basic, Below Basic, and Far Below Basic on CST's- additional time through added intervention courses
- Intervention courses offered: CAHSEE Prep Mathematics and English
- ELD support staff for individual and small group assistance
- Benchmarks reflect standards taught for each time period
- Writing instruction and assessment → standardized quarterly writing prompt and evaluation - school wide across all grade levels
- Ongoing staff development focused on strategies to improve student achievement using standards-based instruction through our PLC trainings and sharing of best practices .



- Training in use of specific researched-based strategies in all subjects – Specially Designed Academic Instruction in English SDAIE /Guided Language Acquisition Design GLAD
- Walk-troughs to observe standards-based instruction and implementation of research based strategies
- Ongoing collaboration with focus on high expectations, instruction and assessment
- Process writing explicitly taught and faithfully replicated classroom-wide in ELA/ELD and school wide
- Standards-based curriculum and assessment in core content areas and in benchmarks
- Research-based strategy instruction delivered in classes
- Ongoing training for core content areas with a focus on standards based curriculum and data analysis
- Academic atmosphere- College-going culture enhanced with posters that advertise community college Requirements”, College Day and Career Day, College Trivia, Academic Planning sheets in the Student Planners, Financial Aid Workshops, College Tours, application and financial aid workshops

**School Goal #2 To create stronger relationships between the school, parents, and the community**

Serra has been hindered by a lack of funding for vocational programs, technology, extracurricular activities and academic courses for many years. This is due to multiple factors including: a large low-income parent base, limited personal-professional contacts with surrounding businesses and non-profit agencies, untapped grant applications to public and private donors, and designation of specific personnel to foster strong relationships with the community.

Therefore, the School Site Council has decided to fund a bilingual community liaison person to tap into the vast resources at the local, state and national level. The liaison would also work as a partner with parents to create a more supportive environment for students and families. Ongoing activities include:

- Parent meetings on how to support their kids through the educational process (The 10 Education Commandments for Parents workshops)
- Cal Safe Teen Parent Program with onsite day care.
- Provide babysitting and tutoring during ELAC meetings to help parents with supervision of children
- Parent literacy classes to learn English offered through our Adult Ed program
- Parents know academic expectations of Serra HS through Parent Back to School nights, signed teacher/student/parent contracts, and through Monthly ELAC Parent Meetings
- Parent Information workshops:
 - Standards and Testing: What does it mean? How can I prepare my child for success?
 - Police Guest Speaker: How to identify drug and alcohol abuse, gang affiliation, and more
 - College Admission and Financial Aid
 - CUSD adult education classes and services offered
 - Orange County Health and Human services information
 - OCDE services available with times, locations and contact info
 - ROP information for students and parents
- The value is for both parent and student to truly understand standards expectations and accomplishments
- Partnership with CREER community support services



- Parents invited to Open School Day during first three periods
- Parents invited to new student orientation
- Parent/teacher/student conferences to review exemplary work and discuss grades 'in detail'
- Parents serve on School Site Council, Title I Advisory, ELAC, and assist with writing the Single Plan for Student Achievement
- Local Services and Programs assist Social/Emotional Development
 - Drug and Alcohol prevention program smoke cessation support groups
 - Red Ribbon week
 - CalSafe Program to help teen parents with day care, parenting classes and WIC
 - Free and reduced lunch program
 - Culinary arts food donations and nutritional training
 - Referral Services to head start
 - Referral to Learning Center, ROP, Fresh Start, Adult Ed and Access programs
 - After school clubs and extracurricular sports
 - Community liaison to find community resources and assistance financial, career, social services and academic
 - College and career classes and workshops
 - Vocational courses offered that are articulated with local colleges
- Small class/school size allow more interaction between teacher and student and with parents
- Higher expenditure per pupil then district average



School Goal #3 To use student assessment data as the basis for instructional decisions to increase student achievement for all students, but particularly within our EL population; to improve CAHSEE scores by 10%.

Serra has had some difficulties raising the passing rate of its students in regards to the CAHSEE. While there has been improvement over the last few years, more needs to be done to increase the overall passing rate by aligning standards, analyzing data, and hiring bilingual aids.

Therefore the goal is for all teachers to have copies of state standards, and integrate these standards into the curriculum to guide instruction. The school will also implement Illuminate to monitor student performance. We will also offer After school tutorial on Tues and Thurs. for make up work and one-on-one tutoring for all students, EL support by providing a bilingual aide and Special Education Resource teacher and aide to assist students with special needs. Current strategies and activities include:

- Weekly formative assessment to catch problems early
- Students' schedules built according to CST data, teacher grades and recommendations
- Mathematics Intervention/ CAHSEE prep classes for all students who score Below Basic or Far Below Basic on Math CST
- Reading Development/CAHSEE prep classes for all students who score Basic, Below Basic
- Daily sustained silent reading
- Extended Day Tutoring / afterschool make up days in Math, English, Science, Social Science,
- Monitor student progress: Benchmarks and Grades
- Interventions→
 - Students with poor attendance or grades would be required to stay after on Tuesdays and Thursdays
 - Weekly at-risk intervention sessions (Just Kids)



III. PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Form A: 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 **To improve student learning through increased teacher professional development in instruction, curriculum design and use of technology**

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal: All Students		Anticipated annual performance growth for each group: Overall grade point average will increase by 10% All English learners will grow at least one level as measured by the CELDT assessment		
Means of evaluating progress toward this goal: Quarterly GPA analysis CELDT API Student Surveys		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • CELDT Data • AERIES grade reports 		
Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁴ Completion Date	Proposed Expenditures ⁵	Estimated Cost Funding Source
SIOP – ADD training for teachers		Dec/June	Materials, substitutes for release time to observe peers	Paid by district
Purchase and integration of full class computer lab with			desktop computers	

³ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

⁵ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.



updated hardware and instructional software.		Color printer	\$25,000	Title I ARRA
LCD Projectors in classrooms	Dec/June	Internet networking hardware		
	Dec/June	Software licensing		
Purchase of Schoolloop to monitor and support student progress		LCD projectors, screens, networking hardware	15,000	Title I ARRA
Teachers attend curriculum seminars and workshops		Software instillation and training	\$2000	Title I ARRA
		Conference fees, travel, sub cost	\$2000	Title 1



Form A: 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 2 To create stronger relationships between the school, parents, and the community

(Based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal: All Students		Anticipated annual performance growth for each group: Average student attendance and retention will increase by 10% All English learners will grow at least one level as measured by the CELDT assessment.		
Means of evaluating progress toward this goal: CELDT, ELAM, ELA portion of CST		Group data to be collected to measure academic gains: <ul style="list-style-type: none">• CELDT Data• ELAM Data• CST Data (ELA portion)		
Actions to be Taken to Reach This Goal6 Consider all appropriate dimensions (e.g., Teaching and	Start Date7 Completion Date	Proposed Expenditures8	Estimated Cost	Funding Source

⁶ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

⁸ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as “middle grades reading tutor” or “laptop computer”, and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

WASC/CDE FOL 2011 Edition

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Learning, Staffing and Professional Development)				
Bilingual Community Liaison will serve as a liaison between school, home and community and will provide assistance to EL families. Enhance staff communication.	September – June	Bilingual Community Liaison	14,000	Title I
	November - March	Purchase two-way radios	\$1,000	Title 1



Form A: 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 3 To increase by 10% the passing rate for English and math for all students taking the CAHSEE.				
Student groups and grade levels to participate in this goal: ALL Students		Anticipated annual performance growth for each group: A 10% increase in passing rate for English and math for all students taking the CAHSEE All English learners will grow at least one level as measured by the CELDT assessment.		
Means of evaluating progress toward this goal: CELDT, ELAM, ELA portion of CST		Group data to be collected to measure academic gains: <ul style="list-style-type: none"> • CELDT Data • ELAM Data • CST Data (ELA portion) 		
Actions to be Taken to Reach This Goal ⁹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁰ Completion Date	Proposed Expenditures ¹¹	Estimated Cost	Funding Source
Class size will be reduced and instruction will be targeted for EL's by providing additional sections (second.) or teachers	September-June	Sections (secondary)	TBD	EIA
Site ELD Advisor will form and lead ELAC English	Sept/june			

⁹ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

¹⁰ List the date an action will be taken or will begin, and the date it will be completed.

¹¹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.



Language Committee		ELD Advisory salary	\$2000	EIA
School wide writing prompts administered the beginning of each quarter to all students during the home room. A common rubric designed to help students reflect their own performance and evaluate their own growth over the school year	September – June 4x/year			
Bilingual Instructional Assistant to support small group instruction to meet individual needs and close the achievement gap.	Sept. – June	Bilingual Instructional Assistant	\$17,000	EIA
Instructional Assistants to support small group instruction to meet individual needs and close the achievement gap.	Sept. – June	Instructional Assistants	\$33,200	Title 1
Purchase of workbooks covering basic concepts and test-taking hints in language arts and math skills.	Sept. – June	Instructional Materials	1000	EIA



Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL #1 To provide district support services to English learners to close the achievement gap and comply with state and federal regulations.

(Based on conclusions from Analysis of Program Components and Student Data pages)

Groups participating in this goal (e.g., students, parents, teachers, administrators): EL students Testing Assistants Resource Teachers Site and District Administrators		Anticipated annual growth for each group: All English learners will grow at least one level as measured by the CELDT assessment.		
Means of evaluating progress toward this goal: CELDT, ELAM, ELA portion of CST		Group data to be collected to measure gains: <ul style="list-style-type: none">• CELDT Data• ELAM Data• ELA portion of the CST		
Actions to be Taken to Reach This Goal ¹² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹³ Completion Date	Proposed Expenditures	Estimated Cost
				Funding Source

¹² See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

¹³ List the date an action will be taken or will begin, and the date it will be completed.



<p>Within 30 days of enrollment, students will be assessed in English using the CELDT in order to obtain a base line English fluency level and to comply with state and federal regulations.</p> <p>Students will be assessed in their primary language within 90 days of enrollment. District staff will administer initial CELDT and Primary Language Assessments, and will conference with parents regarding results and program placement.</p> <p>Each year thereafter, students will be assessed in English using the CELDT in order to measure growth of English acquisition and fluency.</p> <p>ELD Resource Teachers will provide instructional support and coaching to teachers of EL students and will provide curriculum and instructional trainings, including GLAD strategies. Additionally, they will monitor program placement, progress and facilitate redesignation.</p> <p>District-wide parent notification letters will be sent to all EL learners.</p>	Within 30 days of enrollment	Testing Assistants to administer CELDT and primary language assessment. Certificated staff to conduct parent conference regarding results and program placement.	\$1000	EIA
	Within 90 days of enrollment			
	September 1 – October 31	Testing Assistants to administer assessments and Certificated teacher to conduct conferences.	\$1000	EIA
	September – June	Resource Teachers	\$1000	EIA
	Sept. – Oct.	Printing parent notification letters	100	EIA



IV. FUNDING/BUDGET

2009/2010 Estimated SPSA Categorical Funding

School: 18 Serra High						
<u>Object</u>	<u>Description</u>	Supply Alloc	Title I	Title I ARRA	EIA	Other
	Pseudo ID/Resource #	010/0002	300/3010	303/3011	426/7090	
Estimated 2009/2010 Grant		3,812	71,563	51,250	\$ 37,869.23	
Final Carryover from 2008/2009		193	21,511	-		
Direct & Indirect Administration Costs			(12,140)	(7,688)	\$ (4,939.46)	
Total \$		4,005	80,934	43,563	\$ 32,929.76	-
1000	Certificated Salaries					
1900	Cert. Support Services-R.T. - Salary				\$ 1,759.38	
1905	Cert. ELD Advisor AA Hrs. - Salary (Bak-Boyчук)				\$ 1,800.00	
1905	Cert. Support Services-Student Testing Initial - Salary				\$ 67.72	
2000	Classified Salaries					
2100	Class. BIA/IA - Salary (, Carter, C., Yim, S., Bogard M)		\$10,387 \$14,267		\$ 13,199.55	
2105	Class. Support Services-Student Testing-Initial - Salary				\$ 338.60	
2105	Class. Support Services-Student Testing-Annual - Salary				\$ 846.50	
2905	Class. BIA-AA - Salary (Bogard M)		\$13,000		\$ 1,360.00	



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WASC/CDE Self-Study Report

Approx for budgeting	3000	Class. Bilingual Community Services Liaison					
		Employee Benefits					
		Cert. ELD Advisor AA Hrs. - Benefits (Bak-Boychuk)				\$ 207.00	
		Cert. Support Services-R.T.- Benefits				\$ 496.56	
		Cert. Support Services-Student Testing Initial - Benefits				\$ 7.79	
				\$1,483			
		Class. BIA/IA - Benefits (Carter, C., Yim, S., Bogard M)		\$6,992			
		Class. Biling. Comm. Services Liaison - Benefits		\$1,000		\$ 598.81	
		Class. BIA-AA - Benefits (Bogard M)				\$ 156.40	
		Class. Support Services-Student Testing-Annual - Benefits				\$ 97.35	
		Class. Support Services-Student Testing-Initial - Benefits				\$ 38.94	
		H & W (FT) = \$11,500K+					
	4000	Supplies and Equipment		1,000	40,000		
	4310	Estimated Apportionment**				\$ 6,585.95	
	5000	Travel, Conference, Consultants, Print Shop.					
		Total Budgeted	-	48,129	40,000	\$ 27,560.55	-
		Remaining to Budget	4,005	32,805	3,563	\$ 5,369.21	-
						\$ 32,929.76	

*20% = 4310/Estimated Apportionment is set aside and currently not spendable in case the State imposes mid-year cuts. The Budget Dept. will notify you if NO cuts take effect in order for you to plan accordingly for allowable EL supplemental instructional



J. Serra HS (cont)		\$ 32,929.76
Holding Amount		\$ (6,585.95)
Total		\$ 26,343.81
1905	Cert. ELD Advisor AA Hrs. - Salary (Bak-Boyчук)	\$ 1,800.00
3000	Cert. ELD Advisor AA Hrs. - Benefits (Bak-Boyчук)	\$ 207.00
2100	Class. BIA - Salary (Bogard M)	\$ 13,199.55
3000	Class. BIA - Benefits (Bogard M)	\$ 598.81
2905	Class. BIA-AA - Salary (Bogard M)	\$ 1,360.00
3000	Class. BIA-AA - Benefits (Bogard M)	\$ 156.40
Subtotal - Direct Services		\$ 17,321.76
1900	Cert. Support Services-R.T. - Salary	\$ 1,759.38
3000	Cert. Support Services-R.T.- Benefits	\$ 496.56
1905	Cert. Support Services-Student Testing Initial - Salary	\$ 67.72
3000	Cert. Support Services-Student Testing Initial - Benefits	\$ 7.79
2105	Class. Support Services-Student Testing-Initial - Salary	\$ 338.60
3000	Class. Support Services-Student Testing-Initial - Benefits	\$ 38.94
3000	Class. Support Services-Student Testing-Annual - Benefits	\$ 97.35
2105	Class. Support Services-Student Testing-Annual - Salary	\$ 846.50
Subtotal - Support Services		\$ 3,652.84



Subtotal - Misc. Services	\$	-
Total Services	\$	20,974.60
20%*	\$	6,585.95
Total (+/-)	\$	5,369.21
	\$	32,929.76



Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> <i>California School Age Families Education</i> <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0.00
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$0.00
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$32,929.76
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	\$0.00
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	\$0.00
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$0.00
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$0.00
<input type="checkbox"/> <i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve library and other school programs.	\$0.00
<input type="checkbox"/> <i>School Safety and Violence Prevention Act</i> <u>Purpose:</u> Increase school safety.	\$0.00
<input type="checkbox"/> <i>Tobacco-Use Prevention Education</i> <u>Purpose:</u> Eliminate tobacco use among students.	\$0.00
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education)	\$0.00
Total amount of state categorical funds allocated to this school	\$



Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0.00
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0.00
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$80,934
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0.00
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$0.00
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$0.00
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$0.00
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$0.00
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0.00
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0.00
<input type="checkbox"/> Other Federal Funds (list and describe ¹⁴) Title I ARRA	\$43,563
Total amount of federal categorical funds allocated to this school	\$0.00
Total amount of state and federal categorical funds allocated to this school	\$157,426.76

¹⁴ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.



V. ASSURANCES

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community	Secondary Student
Rich Bellante	X				
David Pino	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Pollard	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Bailey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felix Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa McMeekin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ed Goodman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Juan Prado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members of each category	1	2	2	2	1



RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___x_ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other *(list)*
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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 school plan was adopted by the school site council on: _____.

Attested:

____ Rich Bellante _____
 Typed name of school principal Signature of school principal Date

____ David Pino _____
 Typed name of Chairperson Signature of Chair Date



B. MASTER SCHEDULE

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5
Andreasen	PE	PE	PE	Academic Intervention	
Bailey	Dir. Eng.	WASC	SPED	Yoga - PE	Prog. Status
Bak-Boychuk	CAHSEE Eng.	Eng. III	Eng. III	Eng. III	
Banuelos	Econ.	Econ.	CAL SAFE	Chld. Dev.	
Enmeier	Academic Intervention	YearBook	W/Hist. A	W/Hist. A	
Lechuga	ELD	Eng. II	Eng. II	Eng. II	
Newcombe	Coor. Sci. IIA	Coor. Sci. IA	Coor. Sci. IIA	Coor. Sci. IA	
Nixon	GEOMETRY	Alg. IA	Alg. IB	Alg. IB	
Ogden	Cul. Arts	Cul. Arts	Cul. Arts	HEALTH	
Pino	STAP II	STAP II	College & Career	CAHSEE Math	
Reynard	Draw / Paint	ASB	Draw / Paint	Draw / Paint	
Sheridan	US HIST. A	US Hist. A	Amer. Gov't	Amer. Gov't	
Tran	Eng. IV	Eng. IV	Eng. IV	Career Connect	
Pellow	W/Hist. A	Coor. Sci. IIA	US Hist. A	US Hist. A	



C. GRADUATION CHECKLIST

Capistrano Unified school District

Junipero Serra High School

Name: _____ Sex: _____ Grade _____

Home High School: _____ Needs: 190 _____ 220 _____ Exit Exams ELA _____ M _____

Subject	Required Courses										Units	Completed	Needed
English	9A 1	9B 2	10A 3	10B 4	11A 5	11B 6	12A 7	12B 8			40		
Math (10 credits Algebra)	A 1	A 2	M 3	M 4							20		
Science	P 1	P 2	L 3	L 4							20		
Health	1										5		
World Hist/Geo/Cult	1	2									10		
US History	1	2									10		
Economics/ Intern Relations	1										5		
American Government	1										5		
World Lang/ Fine Arts	1	2									10		
College/Career (class of 2012)	1										0/5		
PE	1	2	3	4							20		
Electives	1	2	3	4	5	6	7	8	9	10			
Electives	1	2	3	4	5						40/70		
Total Required											190/220		
1st semester					2nd semester								

**D.A list of standards-based local board adopted texts**

Title	Year	Class	genre
<ul style="list-style-type: none"> • <u>Night</u> by Elie Wiesel (novel) • “The Crucible” by Arthur Miller (play) • “Death of a Salesman” by Arthur Miller (play) • “Sizwe Banzi is Dead” by Athol Fugard, John Kani, and Winston Ntshona (play) • And assorted poetry and short stories by writers such as Nathaniel Hawthorne, Sandra Cisneros, Walt Whitman, EE Cummings, Shakespeare, Joyce Carol Oates, and Shirley Jackson • <u>1984</u> by George Orwell • <u>Huckleberry Finn</u> by Mark Twain • <u>Slaughterhouse Five</u> by Kurt Vonnegut • <u>One Flew Over the Cuckoo’s Nest</u> by Ken Kesey 		English III	Novels Plays
American Vision Textbook	2006	U.S. History	Textbook
Art Talk By Rosalind Ragans	Third Edition Copyright 2000 by Glencoe/McGraw-Hill	Art	Textbook
Life Science	Glencoe/McGraw-Hill ISBN 978-0-07-877800-1 copyright 2008	Coordinated Science	Textbook
Physical Science with Earth Science	Glencoe/McGraw-Hill ISBN 0-07-868554-0 copyright 2006	Coordinated Science	Textbook
Keystone	Pearson Longman 2010	ELD	textbook
The Language of Literature	McDougal Little 1997	English II	Textbook
The Pearl	Penguin 1992	ELD	Novel
The Language of Literature	McDougal Littell, 1997	English 1/II	Textbook



A Small School with a BIG Heart

WASC/CDE Self-Study Report

All Quiet on the Western Front	Fawcett Crest 1987	English 1/II	novel
A Raisin in the Sun			
Animal Farm	Vintage 1977	English I	Play
Lord of the Flies	McDougal Little 1977	English	Novel
Of Mice and Men	Perigee 1954	English	Novel
	Penguin 1965	English	Novel
"The Joy Luck Club"		English IV	Novels
"Things Fall Apart"			
"Cold Sassy Tree"			
"A Streetcar Named Desire"			
"The Glass Menagerie"			
Holt California Algebra	Holt 2008	Algebra 1	Textbook Practice notebooks
Geometry	Glencoe 2001	Geometry	Textbook Practice workbooks
Measuring Up	Peoples Education 2005	CAHSEE Math	Text/workbook
West American Government	West NTC 2006	Government 12th	Textbook