

The Small School With a BIG Heart!



# **SERRA HIGH SCHOOL**

## **SELF-STUDY REPORT**

**31422 Camino Capistrano  
San Juan Capistrano, CA 92675**

**Capistrano Unified School District**

**February 26-28, 2018**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2016 Edition**

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## Serra High School ACS WASC/CDE Self-Study Report

Self-Study 2017-2018  
Serra High School  
Submitted to the  
Accrediting Commission for Secondary Schools of the Western Association of Schools and Colleges

By the Stakeholders of

Serra High School  
31422 Camino Capistrano  
San Juan Capistrano, CA 92675

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Kiki Banuelos, Self-Study Coordinator

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**Serra High School Personnel**

**Leadership Team**

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Mrs. Kiki Banuelos	Teaching Asst. Principal I/Social Science/Teen Parent Coordinator
Mrs. Shannon Halbert	Counselor
Mr. Felix Hernandez	Academic Advisor
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Mrs. Naomi Lechuga	English Department Liaison
Mr. Matt Sheridan	Social Science Department Liaison
Ms. Ashly Ogden	Math Department Liaison
Mr. David Pino	Science Department Liaison
Ms. Ranna Dendel	Special Education Department Liaison

**Certificated and Classified Staff**

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Mr. Anthony Castorena	Campus Supervisor
Mr. Frank DeLara	Instructional Aide (SpEd)
Mr. Efren Florentino	Lead Custodian
Mrs. Deborah Forrester	Health Assistant
Mrs. Gillian Gebaurer	Registrar
Ms. Nancy Larkin	Child Care Specialist (Teen Parent Program)
Mrs. Haydee Mejia	School Psychologist
Mrs. Robyn Nixon	Academic Intervention Teacher
Mr. David Pino	Social Sciences/Science/College Career Readiness Teacher
Mrs. Alba Rawas	Attendance Clerk
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Mrs. Amy Short	Instructional Aide (EL)
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Mr. Andy Stratton	Campus Supervisor
Mrs. Megan Succi	Library Assistant
Mr. Ryan Talafus	Social Science Teacher
Mrs. Rocio Torres	Bilingual Community Liaison
Mrs. Becky Tran	English Teacher/ASB Advisor

## Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement
2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria
5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.



## PREFACE

Serra High School is known in the community as “The Small School with a Big Heart”. The staff of Serra High School truly believes in this identity and uses it as a lense to focus on all issues that come our way. We relish being in an alternative educational setting while dealing with the many challenges that come with serving a population that has struggled at a comprehensive high school. While we know from the start that our students face challenges and obstacles for a wide variety of reasons, we believe that Serra provides a unique educational setting where they can work towards reaching their full potential. We take full advantage of the low student to teacher ratio to develop personal relationships with our students, allowing staff to understand the obstacles to success that students face. In order to prepare our students for a successful future, a significant amount of time is spent in discussion of the current status of every student's individual academic progress as well as their next steps. Discussions among the entire staff are important to identify the current status of our students and school, and where we need to go from here.

The self-study process at Serra High is an ongoing operation that involves members of the community, the district, and the school itself. The school was last accredited in the spring of 2012 with a follow up 3-year status report and visit in 2015. Since then, our school has been in a cycle of self-reflection and continuous improvement. The more formal Focus On Learning process began in the fall of 2016 with trainings attended by the site administrator and WASC coordinator. These were followed by trainings held with all staff members during weekly ACE meetings, Just Kids meetings, Site Council Meetings, Student Leadership Council meetings and parent meetings such as ELAC. Serra High School and Capistrano

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Unified School District have undergone some significant changes since our previous self-study for our initial WASC accreditation. Serra has had three principal changes in this time period, as well as major changes in district leadership, including a new superintendent, new assistant superintendent and new associate superintendents. As Serra and CUSD continue to refocus on the Professional Learning Community model, we formalized our current self-study process at the beginning of the 2016/2017 school year.

As a staff we met weekly to discuss how our students are progressing through our program. We started discussing how we would like to progress with the self-study process and what metrics we would use to determine if we were moving in our desired direction. As a staff it was determined that our weekly time allocated for our “Just Kids” meetings was both insufficient in time to add this process, and also too valuable to lose. We implemented a weekly staff ACE meeting to focus on the self-study process and other essential staff professional development needs.

The school Single Plan for Student Achievement (SPSA) was developed in collaboration with members of site and district administration, input from the Student Leadership Council, and our Site Council, and was aligned with the district LCAP goals and information from our previous WASC accreditation visits. At the beginning of each school year the Serra staff meets to review the SPSA action plan and review significant issues which have an impact on student learning, such as attendance, behavior, and academic progress. We use the analysis of this data to actively guide the educational process at Serra High School. Areas of need are identified and an action plan is developed to address concerns i.e. severe attendance issues. Areas of strength are identified and celebrated along with identifying the components of the success to see if they can be transferred to other areas. A synopsis of this data analysis is shared with student representatives who have been selected to serve on our Student Leadership Council to gather input from their perspective.

### WASC Timeline

October, 2016	ACS WASC/CDE Self Study Training	WASC Overview Training at GGUSD
November, 2016	Staff Training	Intro during ACE, work on update of progress towards 2011-12 goals
November, 2016-February, 2017	Review 5 Pillars	Divide into Focus Groups, review five pillars, initiate data gathering and reflection on previous goals, review of SLOs, Mission, Vision
Spring, 2017	Ongoing Focus Group Meetings	Wednesday ACE meetings utilized to develop and write in identified Focus Groups
Spring, 2017-Fall, 2018	Gather input of parents, students and community	Meetings and surveys used to gather input from stakeholders
Fall, 2017	Finalize WASC Self-Study	Staff worked collaboratively using Google Docs and Google Classroom to jointly prepare the Self-Study documents and collect evidence

## Chapter I: Progress Report

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

**Comment on the original critical areas for follow-up not in the current plan.**

### Progress of Student Learning for Action Plan Sections and Goals

In the 2011-2012 Western Association of Schools and Colleges (WASC) Focus on Learning Self-Study, Serra High School's staff identified an action plan with five components:

1. Use student assessment data as the basis for instructional decisions to increase student achievement for all students, but particularly within our EL population.
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.
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.
4. 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.
5. 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.



Action Plan Item #1 - Use student assessment data as the basis for instructional decisions to increase student achievement for all students, but particularly within our EL population.

Professional development has been an ongoing goal for ALL teachers and staff at Serra High School since the last self-study. Teachers expressed an interest in further learning how to analyze data to improve the quality of instruction and to help increase the level of student achievement.

In 2011, Capistrano Unified School district began using Illuminate Education, which replaced Data Director. Illuminate Education, adopted district-wide, is a very important source of information for teachers seeking to analyze district, state, and national data as well as teacher-created content. Illuminate has been the district standard since 2012, but the staff at Serra had been slower to incorporate the use of this technology as a platform for online assessments due to limitations in available technology. However, with the implementation of 1-to-1 Chromebooks in 2015/2016, Illuminate and other uses of instructional technology to improve student learning has been gaining momentum. With this implementation there has been an increased need for training. We have regularly hosted onsite trainings with the District Technology TOSA and teachers have been helping one another. Illuminate enables teachers to access reports that can help to analyze data in various ways and by specific subgroups including English Learners. Staff can differentiate between grade level, standard, assessment, etc. and analyze reports to determine critical areas of need and improvement for their students.

An English Learner (EL) coordinator was identified to work with the coordinators at other high schools in bringing research-based instructional practices and curriculum to the site. The staff participated in SIOP training so that all teachers could incorporate techniques to support their EL students and all students. This practice is ongoing and Serra, as well as the other district schools, identifies which SIOP strategies to focus on each year. Staff development and learning walks support this work.

In order to further align with the district's overall implementation of Common Core Standards, Serra identified lead teachers in each of the core subject areas who meet quarterly with department chairs from the traditional high schools. Serra teachers have also joined the District Curriculum Alignment Guide (CAG) teams and Department Leadership teams within the district in order to implement new Common Core teaching methodologies aligned to school-wide goals and to the district's Wildly Important Goals (WIGs).

Action Plan Item # 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.

Serra continues to strive to provide its students with a high quality program designed to meet their individual needs. One important way we do this is through weekly Just Kids Meetings which focus on individual student successes and areas of concern. During Just Kids meetings, the teachers who work with each student being discussed work as a team to identify student struggles and needs and brainstorm solutions to remediate behaviors on campus and reward outstanding student efforts. This has developed into our Student of the Week and Student of the Quarter program. This program recognizes students each week who embody our SLOs, including recognition during Morning Announcements, a school shirt, and a phone call home by the principal to report the good news. One of the Students of the Week is recognized at each quarterly graduation as our Student of the Quarter and receives a certificate, a medal, and a gift from the staff.

Much like a traditional high school, Serra classes provide direct instruction by a teacher credentialed in the subject area. A significant difference is that Serra is on a nine-week quarter system rather than the traditional eighteen-week semester. Longer class periods, lower teacher: student ratios and curriculum that is designed to include essential assignments based on state standards allows students to cover the necessary content to earn five credits per class. Because of the design of the classes, teachers have time for both direct instruction and 1:1 support for students to complete their work in class. In general, most work is completed within the class period.



**Courses Offered throughout the year**

Math	Science	English	Social Science	Electives
Algebra 1A	Conceptual Physics	English I	World History & Geography	Academic Intervention
Algebra 1B	Anatomy & Physiology	English II	U.S. History	Culinary Arts
Geometry	Health	English III	Economics	Student Government
		English IV	Government	Yearbook
		ELD English	College and Career Planning (CCP)	Drawing & Painting
		Direct English		Teen Parent Class
				Child Development
				Physical Education

We have formalized a full time Bilingual Community Liaison position in the front office to help maintain communication for all students, including our EL population. This has allowed for increased communication with Spanish-speaking parents, as shown by the number of increasing contacts with our EL population. The Bilingual Community Liaison has been key in improving and increasing the relationships between the school staff and the parents. The Bilingual Community Liaison has set up various activities and events that bring parents, students, staff, and community together. Some of the key events that the Bilingual Community Liaison has set up include “Coffee with the Principal,” where parents can meet with the principal in a small group to discuss school issues and events. The Bilingual Community Liaison has also encouraged parents to actively participate in a series of workshops, funded through Title I funds, where they can learn about positive discipline, college and career awareness, mental health and drug awareness. The Bilingual Community Liaison has also been an important person in setting up the School Site Council meetings. These meetings are crucial in allocating the school’s Title I budget best benefit students.

Action Plan Item # 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.

Serra has historically struggled with low attendance and a significant tardy problem. Over the years we have tried multiple incentive programs and progressive discipline policies to address this issue. During the 2015/16 school, we started brainstorming a new solution to this issue. After visits to neighboring alternative education school sites and discussions with stakeholders at the school and district level, the staff at Serra agreed to pilot a new attendance system.

2016-17 Pilot Proposal:

- For each period missed, students need to stay during study hall to make up work and class time. Students can make up two periods per study hall. Study halls are (and have been) Tuesdays and Thursdays. Students need to make up absences in order to receive the full 5 credits per class. For each four tardies in a class, students need to stay during study hall to make up work/seat time.
- Attendance for ADA purposes would be handled the same way attendance is currently handled, there

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would be no change to attendance accounting procedures. This change would only impact the amount of credits a student can earn based on seat time.

- After 10 absences within a quarter, a student would be transferred to our in-house independent study program (like Fresh Start but on our campus for our habitually absent students, handled by our site within existing FTEs).
- Students who do not earn the full five credits will be given the opportunity to make credits up in Serra's Academic Intervention program during and after school or in Serra's independent study program (for EL and SpEd students). Both of these credit recovery systems are already used for students to make up missing partial credits.

During the initial pilot year (16/17), the school saw increases in the following areas compared to the previous year (15/16):

### CHANGE IN AVERAGE DAILY ATTENDANCE RATE

Average Student Daily Attendance Rate	Average	
2015-2016	78.93%	
2016-2017	85.76%	+6.83

### CHANGE IN THE OVERALL PASS RATE OF CLASSES

Classes Passed 60-100%	Total	
2015-2016	82.55%	
2016-2017	88.42%	+5.87

### CHANGE IN NUMBER OF EARLY GRADUATES

Early Graduates	Total	
2015-2016 (between 10/30/15-4/18/16)	49 of 109 (45%)	
2016-2017 (between 10/14/16-5/8/17)	62 of 110 (56%)	+11%

Based on an analysis of the data from the first year pilot, changes were made to the attendance program including the number of tardies which result in study hall (moved from four to two) and which study halls

would be served during which session. These changes have resulted in fewer students needing study hall, and fewer students missing study hall. The data will be analyzed continually to ensure that the attendance program supports students in meeting the school's SLOs of creating Responsible and Ready students.

Action Plan Item # 4 - 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.

Due to changes to state and federal assessment program requirements, the CAHSEE preparation objectives were removed from the master schedule at Serra High School. The focus on CAHSEE preparation was replaced with the District initiative on Great First Instruction (a District WIG). The GFI Initiative, developed by teacher, curriculum specialists and administrators, uses research-based strategies to support instruction that encourages all students to achieve disciplinary literacy at a Depth of Knowledge level three or higher. A consensus was reached district-wide that these strategies will drive professional learning in our district and at our site.

#### Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol Model was developed to provide teachers with a well-articulated, practical model of sheltered instruction. This model is driven by current knowledge and research-based instructional practices. The SIOP model consists of eight components and thirty features. All eight components are strategies for teachers to use while making subject matter concepts understandable for students who are still developing English language skills. Although it was originally developed to help English Language Learners master content while still developing English language skills, SIOP has been proven to be beneficial for all learners. ([www.cal.org/siop/about/](http://www.cal.org/siop/about/))

Capistrano Unified has incorporated the following SIOP strategies into the district's implementation of Great First Instruction (GFI). Staff development, structured classroom walk-throughs and observation protocols have been designed to support these eight strategies:

- Lesson Preparation: Content and Language Objectives
- Strategies: Scaffolding Techniques Consistently Used, Promote Higher-Order Thinking Skills
- Interaction: Frequent Opportunities for Interaction, Grouping Configurations Support Objectives
- Review and Assessment: Assessment of Student Comprehension and Learning

GFI and SIOP continue to be a focus area for the school and district and each year two of the eight strategies are the focus of school and district efforts to support student learning.

Students have also had the opportunity to increase reading and writing skills through the Serra High School's implementation of Edgenuity, an online learning program used for credit recovery program. Serra staff chose to migrate to Edgenuity from Apex Learning in the fall of 2015 due to the higher level of rigor and greater flexibility to implement academic intervention around our student's quarter schedule.

Credit Recovery and a District-run Late Grad program have been held in the summer at one of the district's comprehensive high schools since the summer of 2011. Due to the location of the program and the lack of transportation options, many Serra students are unable to participate in these credit recovery options. Therefore, we developed an onsite Summer Credit Recovery Program for our students, implemented for the first time during the summer of 2017. This program allowed students the opportunity to earn additional credits in classes in which they were deficient, as well as have a convenient option for students who needed a few more classes to graduate (late-grad program). With district support, Title 1 funds were allocated for a teacher/administrator to facilitate the program and additional support by the Bilingual Community Liaison to provide motivational assistance and provide feedback on progress to parents. In the inaugural summer, we had 16 students' complete 22 full or partial credit classes. Of those 16, four seniors in the late-grad program completed their course of studies and earned their high school diploma.

Action Plan Item # 5 - 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.

Self study findings as well as results of parents and student surveys indicate that small classes are 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.

With the implementation of our new attendance program, data shows that the combination of students attending school as well as smaller class sizes results in higher grades among all students, increased graduation rates, and overall parent satisfaction. There are, however, students who are still struggling with both attendance and grades, and more interventions need to be investigated to assist these students.

We continue to maintain positive relations with the district office and welcome monthly site visitations so they can observe the benefits of the smaller class sizes as well as the increased number of students attending school regularly. A recent visit by all high school administrators allowed them to see for themselves how their own struggling students have made the transition to Serra and are now realizing success where they previously struggled at their large, comprehensive high schools. These administrators noted that the students who struggled at their home high school seemed to feel more included and recognized and thus were not as likely to “slip through the cracks” while attending Serra. They also recognized a greater confidence level among students who had prior confidence issues.

In addition, each year we host all of the Academic Advisors and Counselors from the district's neighboring high schools, which allows them to see our positive learning environment, smaller class sizes, and overall success rate among students. Many reported being “pleasantly surprised” with the quality program we offer to our students. Some even admitted that they had prior negative connotations associated with continuation schools like Serra. They now are encouraging their struggling students to attend Serra, where before they would sometimes discourage enrollment in our school.



## Chapter II: Student/Community Profile and Supporting Data and Findings

Prepare a student/community profile. Include data and findings for the following:

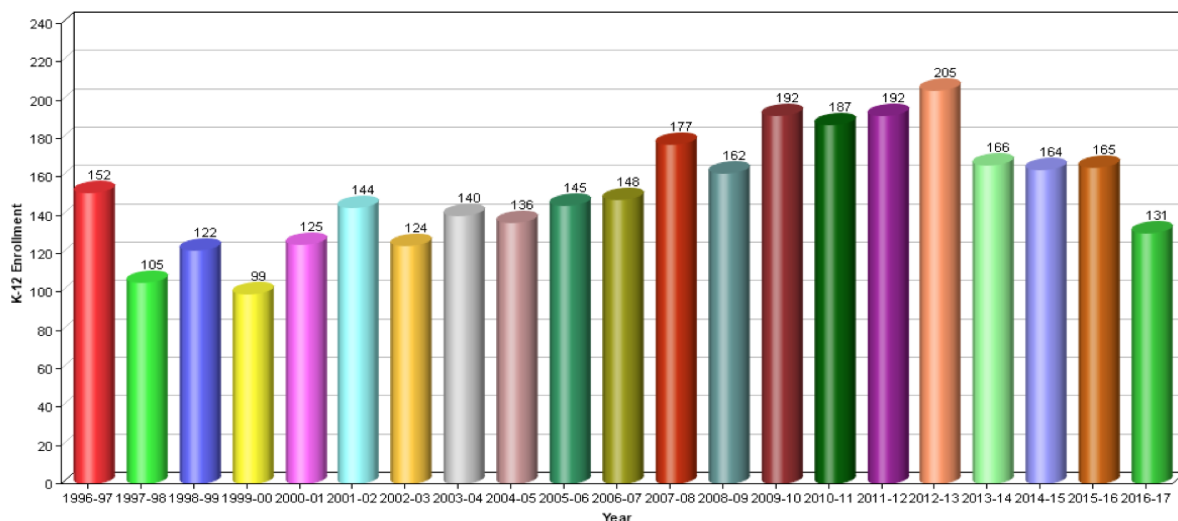
- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

### Community and School

Serra High School (Serra) is a Model Continuation High School (2013, 2016) located in San Juan Capistrano, a community half-way between San Diego and Los Angeles. Serra High School was originally built in 1928 as Capistrano Union High School and the current building dates back to 1934. The original high school closed in the sixties, and the site was repurposed to house Serra High School in 1981.

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 San Juan Capistrano, founded in 1776, and nestled amid older single family homes and condominium communities built in the 1970's. Serra High School shares a facility with Saddleback College's 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 serves the cities and communities of San Clemente, San Juan Capistrano, Capistrano Beach, Ladera Ranch, Dana Point, Laguna Niguel, Aliso Viejo, Wagon Wheel, and portions of Mission Viejo, Coto de Caza, Dove Canyon and Rancho Santa Margarita. The district serves 50,672 students in kindergarten-twelfth grade, 14,772 of which are high school students. In the spring of 2016, Serra High School entered into a partnership with the Simon Youth Foundation to become a Simon Youth Foundation Satellite Academy. The Academies give at-risk students the same education that they would receive in a traditional classroom, but in a more flexible environment.

The graph below shows enrollment trends at Serra. While it appears that enrollment dipped last year, the graph does not show the revised post-CBEDS numbers. Enrollment has consistently hovered between 160-180 for the last five years.



Student Enrollment 1996-2016

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The student population at Serra is made up of 10th-12th graders, ages 15 to 19 years old. Capistrano Unified School District is close to several post-secondary opportunities. Most notably students have access to Saddleback College, California State University at Fullerton, and University of California at Irvine in addition to several private universities. Serra students may also pursue a wide variety of career opportunities through our partnership College and Career Advantage, (formerly named South Coast Regional Occupational Program), which focuses on the career-training needs of students in the region, helping meet the employment needs of local businesses.

### **Family and Community Trends**

Serra High School is located in San Juan Capistrano, which lies in the center of the school district. 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 \$72,473, the median value of owner-occupied homes is \$541,400, and the percent of people living below the poverty level is 15.4%. The city's population is approximately 35,897 and the ethnic distribution is as follows: 57.8% White, 36.7% Hispanic or Latino, 2.8% Asian, 0.04% African American, 0.6% American Indian or Alaska Native, 0.3% Native Hawaiian or other Pacific Islander, and 0.9% Other Races.

Student Enrollment	9th	10th	11th	12th	NG	Total	Percentage
Female	0	5	17	43	0	65	40.12%
Male	0	3	46	48	0	97	59.88%
Total						162	100.00%

Ethnic and Racial Demographics	9th	10th	11th	12th	NG	Total	Percentage
Hispanic or Latino	0	4	48	54	0	106	65.43%
American Indian/Alaska Native	0	0	1	3	0	4	2.47%
Asian	0	0	0	1	0	1	0.62%
Black/African American	0	1	1	3	0	5	3.09%

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Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0.00%
White	0	3	12	26	0	41	25.31%
Two or more races	0	0	0	0	0	0	0.00%
Declined to answer	0	0	1	4	0	5	3.09%
Total						162	100.00%

Free or Reduced Lunch	9th	10th	11th	12th	NG	Total	Percentage
Female	0	4	14	30	0	48	29.63%
Male	0	2	29	33	0	64	39.51%
Total						112	69.14%

Homeless Students	9th	10th	11th	12th	NG	Total	Percentage
Female	0	2	9	15	0	26	16.05%
Male	0	1	18	15	0	34	20.99%
Total						60	37.04%

Pregnant and/or Parenting	9th	10th	11th	12th	NG	Total	Percentage
Female	0	0	2	1	0	3	1.85%

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Male	0	0	0	1	0	1	0.62%
Total						4	2.47%

Will Be First Generation High School Graduate	9th	10th	11th	12th	NG	Total	Percentage
Female	0	3	4	11	0	18	11.11%
Male	0	0	15	5	0	20	12.35%
Total						38	23.46%

Will Be First Generation College Student	9th	10th	11th	12th	NG	Total	Percentage
Female	0	4	9	16	0	29	17.90%
Male	0	0	22	13	0	35	21.60%
Total						64	39.51%

The teen parent population fluctuates throughout the year and, at times, forms a significant group within the Serra student body. Even with our on-site 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.

### **Parent Involvement**

Parent input and involvement are strongly encouraged and critical to our students' success. We feel so strongly that parents should be included in the process that one of the requirements for attending Serra is that all parents attend an orientation session with their student to be informed of the processes and procedures created to set our students up for success. Our parents participate in the School Site Council, which plays a key role in reviewing school wide data, including CAASPP test scores and graduation rates, 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 Night for the fall semester and Open House for the spring semester are another opportunity for parents to engage with teachers, learn about their child's classes, and experience Serra's unique schoolhouse atmosphere. Parents were provided with a parent involvement opportunity through the Parent Institute for Quality Education (PIQE). Families participated in a seven-week program which provided information about how parents can support their children's education and become informed and involved in schooling. A total of 19 parents of English Learners graduated from the program in December.

To raise awareness about post-graduation options, our Bilingual Community Liaison and Academic Advisor have developed our Lunch and Learn Program with information related to college entrance and vocational/career opportunities. We have partnered with Saddleback College to offer monthly tours of various Saddleback departments and specialized programs. Students meet college instructors and observe firsthand what options are available to them. We have also worked to make the college matriculation process easier for Serra students by facilitating this process on campus to increase the number of students eligible for the Freshman Advantage program. We conduct parent and student surveys each year to obtain valuable input, thoughts 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, an effort to support positive and timely communication, Serra's at-risk students are provided a weekly progress report card each Friday. Students obtain a weekly record of their attendance and academic performance for review by the Principal, and if necessary the parents. Parents are encouraged to sign up for a School Loop account, which is our online data program that allows parents and students to receive daily updates on grades, assignments and attendance from their home computers or smart devices. In addition, it provides email links for easy access and communication with our teachers. We currently have a 30% parent participation rate and an 88% student participation rate. 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.

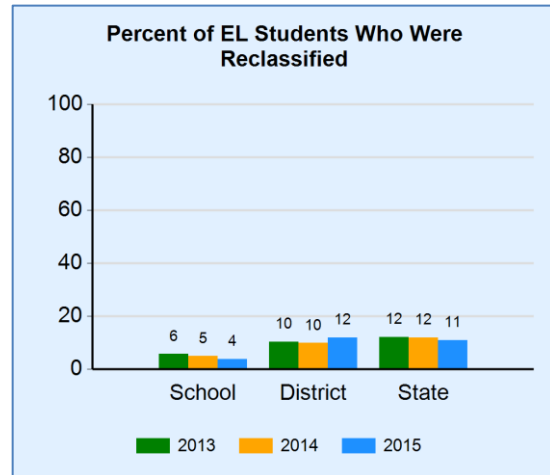
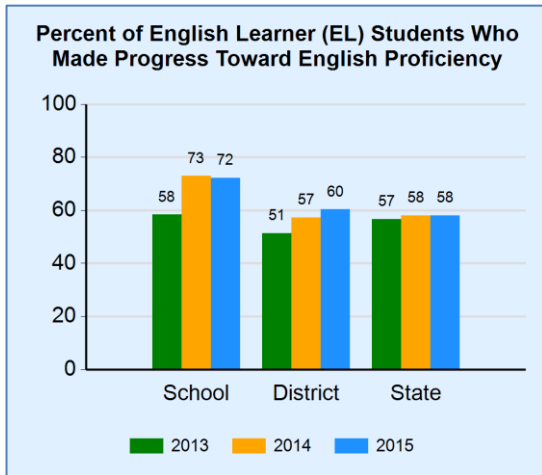
### **Student Achievement**

Serra looks at multiple measures of student achievement in order to analyze our progress towards schoolwide goals. As was reported in Chapter 1, Serra has seen an increase in the number of students passing classes, passing classes with As and Bs, attending school regularly and completing credits towards graduation. Those are important data points to examine. However, there are several other areas we look at when determining schoolwide needs. The SBAC test provides limited data as it is a snapshot of student achievement for a cohort of students who have generally arrived at our school within the last three quarters. We use the data to indicate how are students are doing compared to peers at other schools and also at neighboring continuation high schools. We want our students to be strong test takers as this skill will serve them in high school, college and beyond. We focus on giving students the strategies to show what they know in a variety of testing scenarios, including SBAC. Below is a table showing the percent of students in each performance band for 2016 and 2017.

<b>Smarter Balanced Assessment Test Results</b>	<b>2016 ELA</b>	<b>2017 ELA</b>	<b>2016 Math</b>	<b>2017 Math</b>
Standard Exceeded: Level 4	1	5	0	1
Standard Met: Level 3	7	6	0	4
Standard Nearly Met: Level 2	21	35	6	9
Standard Not Met: Level 1	71	53	94	86

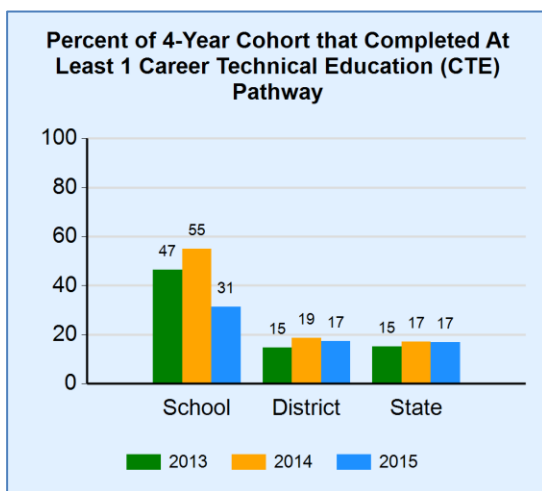
## English Learners

While the population at Serra fluctuates, 23% of the student population is currently designated as English learner. Of the population, 100% list Spanish as the primary language spoken in the home. Therefore, the availability of bilingual Spanish-speaking staff is important to support the needs of our English learner families. Currently, there are several bilingual teachers, a bilingual clerk, a bilingual community liaison, a bilingual instructional aide, and the academic advisor and principal both speak Spanish. We continue to monitor the progress of our EL students but recognize there is room for improvement.



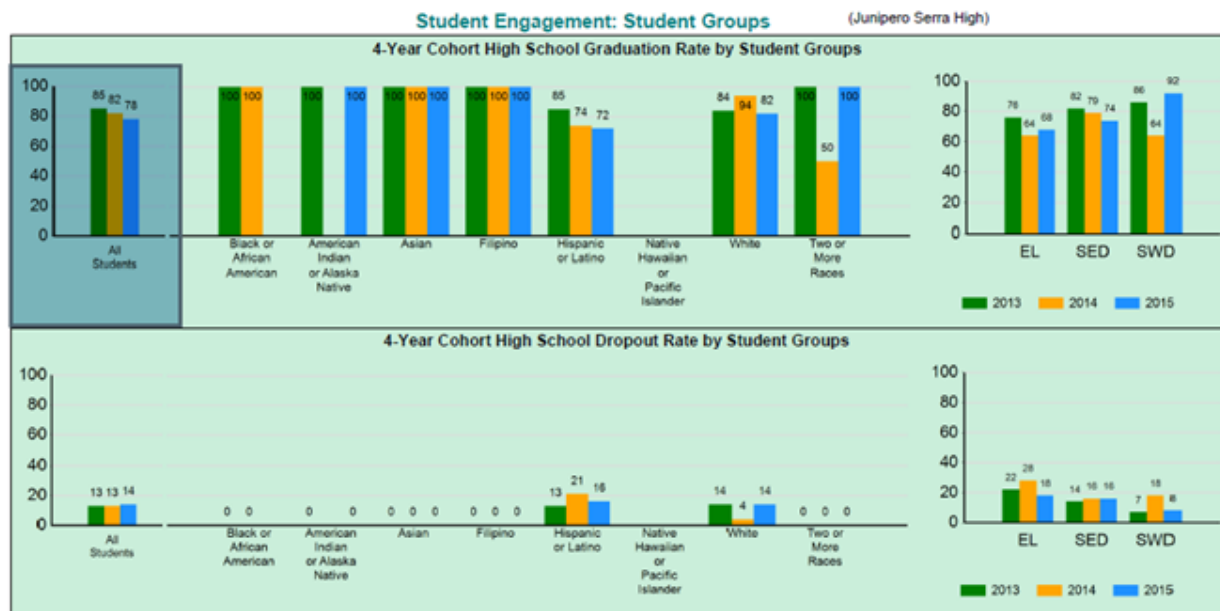
## Career Technical Educations Pathways

Serra currently offers two CTE pathways directly to students, Culinary Arts and Dental Assistant. In addition to these local pathways, students can enroll in a variety of pathways at other sites throughout the district. While participation is frequent, Serra staff believes that our students would benefit from the opportunity to have more CTE pathways offered on campus and continues to work with the CCA/ROP staff to develop a plan for additional options. At this time, there is a plan for the addition of a STEM pathway for the summer of 2018.



## Graduation Rates

Currently, the graduation rates reported to CDE are actually reflecting the cohort from the previous year. While Serra is successful in helping most students earn a diploma, the Hispanic population still lags behind their peers in achieving this milestone. Because of this, last year Serra started offering additional interventions including onsite credit recovery in the form of independent study and summer school, as well as additional tutorial support after school during study hall. The graduation rate for 2016 was 83%. The rate for 2017 has not yet been calculated based on state criteria but is expected to grow. Of the students who were with the school the entire second semester of 2017, 100% graduated. Our graduation rate remains an area of concern for staff as we seek ways to meet the needs of our ever-changing population so that all students graduate.



## School Climate

Serra is working on improving school climate and reducing the number of discipline incidents on our campus. While the number of suspensions for anything other than drug offenses has greatly reduced, we are obligated to suspend and expel for drug related offenses within the guidelines of district and state regulations. Therefore, we continue to see higher levels of suspensions and expulsions and will continue to focus on school climate as a means to decrease this issue.

RATE	2013-14	2014-15	2015-16
Expulsions	1.1	1.9	0.6
Suspensions	13.8	13.8	13.2

## WASC Accreditation History for School

Serra High School submitted its first WASC application during the 2007-2008 school year. We were awarded a 6-year accreditation in 2011, which was validated by a midterm visit. Serra has twice been awarded the Model Continuation School designation from the California Department of Education through the California Continuation Education Association (2013, 2016). Serra also received a Golden Bell for their Just Kids model.

## The Mission and Vision statement of Serra High School

Our Mission: The staff at Serra High School nurture students to envision and realize their full potential.

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 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 the small school with a BIG heart!

**Schoolwide Learner Outcomes (SLO's): Students who graduate from Serra High School will be respectful, responsible and ready to meet the challenges of the 21<sup>st</sup> century.**

**RESPECTFUL:** Students will possess a sense of worth and tolerance for all people, abilities, and values.

**RESPONSIBLE:** Students will be accountable for their actions, learning, and decisions as contributing community members.

**READY:** Students will demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving, and critical thinking. Be committed to academic achievement.

## CAPISTRANO UNIFIED SCHOOL DISTRICT Local Control Accountability Plan (LCAP)

1. Preparation for College and Career
  - a. Students will demonstrate academic growth and proficiencies needed to ensure they leave the TK-12 system ready for college and career.
  - b. Increase the number of students on track to graduate from high school who are college and career ready, reflecting a broad course of study.
- Goal 1 Objectives
  - Increase student proficiencies in ELA and Mathematics at all levels
  - Increase A-G completion rates
  - Expand course offerings to include advanced CTE pathways and electives
2. Support of Learning
  - a. Provide interventions and support for academically, behaviorally, and social/emotionally at-risk students.
  - b. Increase the number of English Learners who achieve English fluency and decrease the number of long-term English Learners.
- Goal 2 Objectives
  - Refine Systems for identifying students at risk.
  - Develop appropriate interventions to meet the academic and social/emotional needs of at-risk students
  - Enhance effective instructions and academic supports to students learning English
3. Safe and Effective Learning Environments
  - a. Develop a multi-year plan to enhance facilities that are safe, healthy, and appropriate to foster academic achievement. Increase the number of student and staff technological devices required to support 21st century learning.
- Goal 3 Objectives
  - Purchase digital devices for students using grade level phase in plan
  - Complete multi-year plan for site upgrades
  - Implement upgraded approach to asset management of district equipment and materials
4. Community Engagement
  - a. Expand community and parent engagement to include representation of all students
- Goal 4 Objectives
  - Enhance online and other communication vehicles to support parent information
  - Expand parent education offerings and opportunities for involvement
  - Facilitate increased community partnerships

## Chapter III: Self-Study Findings

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

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators with Prompts

##### Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; 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 and be college and career ready.

#### Mission and Vision Statement

*The staff at Serra High School nurture students to envision and realize their full potential. Serra is a safe and caring environment where students experience a second chance to achieve academically and grow socially.*

*At Serra, students who have faced many personal and academic obstacles discover their own 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 the small school with a BIG heart!*

#### SLO's (Schoolwide Learner Outcomes)

*BE RESPECTFUL: Students will possess a sense of worth and tolerance for all people, abilities, and values.*

*BE RESPONSIBLE: Students will be accountable for their actions, learning, and decisions as contributing community members.*

*BE READY: Students will demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving, and critical thinking. Be committed to academic achievement to prepare for college and career.*

## Serra High School ACS WASC/CDE Self-Study Report

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>The primary purpose of our vision is to create an environment that fosters the growth and development of all students to prepare them for post high school life. The SLO'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 SLO's and meet state standards through instruction delivered by a staff who believes in and embraces the mission, vision and SLO's</p> <p>The development of the school's vision and mission statements has been an ongoing process which we were able to fully implement following several PLC meetings. Our teachers and classified staff members poured through data while parents reviewed the same data to find common themes.</p> <p>Serra's mission and vision statements are reviewed annually as part of the school's Single Plan for Student Achievement process, which includes representation from varied stakeholders as part of School Site Council. As part of this process, the school's learner outcomes are also reviewed and were recently updated in early 2017.</p> <p>The majority of our students are here because they struggled to succeed in the traditional high school setting and needed a smaller, and more individualized educational environment. Almost all of the students attending Serra High School are transfers from the district's six comprehensive high schools. Both general education and special education students are accepted during the Admissions and Discharge (A&amp;D) Meetings scheduled throughout the year. A&amp;D includes a representative from each of the six traditional high schools, the three alternative high schools (online, special ed community day school and continuation), and the director of Pupil Services.</p> <p>As a part of the process to enter Serra High School, students and parents attend a mandatory orientation meeting where they are introduced to the Serra mission and vision, and the SLO's in the presentation and handbook. They tour the school and learn about how things work at Serra, including our attendance program.</p> <p>Our School Board, Superintendent, and Cabinet Members are very supportive of Serra High School. District members have affirmed</p>	<ul style="list-style-type: none"> <li>• Mission and Vision Statement</li> <li>• SLOs</li> <li>• Single Plan for Student Achievement SPSA</li> <li>• SSC Minutes</li> <li>• Orientation Presentation</li> <li>• Serra Handbook</li> <li>• Serra Website</li> <li>• PLC Meeting Agendas</li> </ul>

<p>the vision to support the needs of our students by attending various school-wide functions such as graduation, classroom learning walks, and special activities. Serra is also represented on district curricular teams and receives TOSA support to improve the instructional program.</p> <p>We are also the first school in the district to become a 1:1 Chromebook school with carts in every classroom. We are also in the process of rebranding the school to foster a more positive school experience for all students. This is being accomplished through school-wide, flexible classroom learning environments, new murals around the school designed to increase school spirit, new science and art labs and a new conference room that allows for large group gatherings for students and parents.</p>	
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#### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The Vision, Mission and School-wide Learning Outcomes are a living document, reviewed, discussed and potentially revised each year. For example, we recently revised the SLOs to specify our commitment to college and career readiness. The Vision, Mission and SLOs are initially shared with parents at the mandatory orientation prior to the start of the quarter and available on our school website. Parents and students provide feedback on them during ELAC and Back to School Night activities, as well as School Site Council and Student Leadership. Student Survey Data also informs the development of the Vision and Mission and SLOs. The SLOs were developed with one mission in mind: helping students recognize their potential while providing them with a safe environment to overcome the various obstacles to school success.</p>	<ul style="list-style-type: none"> <li>• SPSA</li> <li>• Website</li> <li>• Orientation PowerPoint</li> <li>• SSC Agenda</li> <li>• Student Survey Data</li> </ul>

#### Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Serra experiences a shift in student population four times each</p>	<ul style="list-style-type: none"> <li>• A&amp;D Packet</li> </ul>

year, at the start of each quarter. In order to ensure that students and their families understand and support the mission, vision and SLOs, families attend a 90 minute orientation prior to the start of each quarter. During the orientation, students learn how Serra works and their role in upholding the SLOs as members of the school community. The Vision, Mission and SLOs are also available to our community via our website. The ELAC and School Site Council also review and discuss them each year, which are incorporated into the School Plan. They are posted in classrooms and throughout the school as a reminder of the important work we are committed to pursuing as a school community.	<p>Questionnaire</p> <ul style="list-style-type: none"> <li>• Orientation Presentation</li> </ul>
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## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Indicators with Prompts

#### Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The school board members and district leadership of Capistrano Unified School District have demonstrated in words and actions that they truly understand the unique instructional setting of an alternative high school. They recognize that one size does not serve all and have given the school tremendous latitude to create a unique and individualized environment for our students.</p> <p>CUSD supports the school's mission, vision and SLO's by funding and supporting continuous improvements to Serra. Serra students provide an in-person board update to the school board every year, sharing information about programs and ongoing improvement efforts. The Special Education Department assists in (IEP) development and monitoring and the EL Department offers specialized support for our English</p>	<ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Learning Walk agendas</li> <li>• Just Kids Agenda</li> <li>• Board Policies regarding Alternative Education</li> </ul>



<p>learners.</p> <p>District office representatives participate in regular Learning Walks to provide feedback regarding the instructional program, including improvement efforts. The district supports Serra by allowing an alternative school schedule and a quarter system. The shortened school day allows for collaboration and common meeting time for Just Kids and PLC meetings, as well as the Study Hall model for student attendance. Serra was also able to leverage resources to improve the classroom environments with new flexible furniture and Chromebooks in every room.</p> <p>The School Board approved additional positions or extension of hours for key support personnel, both classified and certificated positions, such as the bilingual community liaison and the 20:1 certificated staffing ratio. Serra has also been able to create its own summer school and academic intervention programs to customize options for students. District TOSA regularly visit our site, participate in walk-throughs and provide customized training for Serra teachers and staff.</p>	
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#### Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>The school is well supported by the school board and district office staff. Board members have commented that they feel Serra is making a positive impact on students' lives. Cabinet and Board Members attend a variety of activities and have an important stake in all four graduations throughout the year. The board invites Serra's ASB to make a presentation every year. They provide extra resources in the form of certificated and classified staff to allow our school to provide a very personalized experience for students.</p> <p>When the state allowed certain categorical funding sources to be swept during the economic recession, many districts swept Cal Safe funds and folded their teen parent programs. CUSD chose to continue to fund the program for the small number of students districtwide who need the support of childcare in order to continue their education. We are one of the few remaining teen parent programs in the county and that level of support by the district and board are repeated in a variety of ways for our</p>	<ul style="list-style-type: none"> <li>• Board Agendas and Minutes</li> <li>• SSC Minutes</li> <li>• District Website</li> </ul>

<p>site.</p> <p>CUSD has established Widely Important Goals (WIGs) to support the district's work in supporting schools. The WIGs include:</p> <p><u>Teaching and Learning</u></p> <p>Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.</p> <p><u>Communications</u></p> <p>Communicate with, and engage students, parents, employees, and community members in District wide and community-specific decisions.</p> <p><u>Facilities</u></p> <p>Optimize facilities and learning environments for all students.</p>	
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#### Governing Board and Stakeholder Involvement

*A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.*

*A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>The Board of Education and the district analyze data provided by the school as well as the state. The district analyzes California Assessment of Student Performance and Progress (CAASPP) results, graduation rates, attendance, credit completion, LCFF Snapshot, CELDT test scores and English Learner placement data.</p> <p>The Board of Education receives reports from schools regularly during Board meetings. Student Government members report about the activities and progress at Serra High School annually.</p> <p>Once approved by the School Site Council, the Single Plan for Student Achievement is presented in May to the Board of Education for approval. The district State &amp; Federal Programs Office monitors compliance and ensures that Serra High School follows federal and state mandates. The same office ensures that all expenditures approved in the plan have a direct bearing on improving student achievement.</p> <p>Parents have a voice in the school's governance through Site Council, ELAC and Coffee with the Principal events. The principal also participates in a Principal's Forum as part of the</p>	<ul style="list-style-type: none"> <li>• Principal meeting minutes</li> <li>• District Data Reports</li> <li>• Board Meeting Agenda and Minutes (on CUSD website)</li> <li>• SPSA</li> <li>• PIQE Agenda</li> <li>• SSC Agendas</li> <li>• ELAC Agendas</li> </ul>

<p>annual Parent Institute for Quality Education (PIQE) 7-week program. The principal also meets monthly with Student Leadership. The six-member leadership team provides critical feedback in how the school is doing in supporting students. Student Leadership has changed the school schedule, the lunch schedule, schoolwide activities, the attendance program, and other schoolwide decisions. Student surveys indicate that students believe they have a voice in how Serra is run.</p>	
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#### Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>At the beginning of each year, as well as throughout the year, the faculty revisits the school goals and determines whether or not modifications need to be made to the school program. Parents and staff are provided an updated brochure of the District's Local Control and Accountability Plan, which is presented at various meetings along with district-identified priority areas called Wildly Important Goals (WIG's).</p> <p>The Single Plan for Student Achievement, which was created collaboratively, reflects the long range goals of the school based on these district WIGs.</p> <p>Spending decisions are made in collaboration with the staff. The school budget, specifically purchasing of instructional resources, is done with teacher input. All the resources of the school are sufficient to meet the needs of the student body in reaching the state standards and expected learning results. The school is compliant with legal mandates that are demanded with federal and state programs. The Single Plan for Student Achievement was developed by members of the Leadership Team and parents with district support. Staff was informed of Single Plan for Student Achievement and asked for input and feedback.</p>	<ul style="list-style-type: none"> <li>• Leadership Team Meetings</li> <li>• Single School Plan</li> <li>• SSC Minutes</li> <li>• CUSD LCAP Brochure</li> </ul>

#### Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>The district has a well-articulated complaint process, a Uniform Complaint procedure and a Williams Uniform Complaint Procedure. Each high school is part of a feeder family and a district representative is assigned to work with each member of their family to quickly and effectively resolve complaints.</p> <p>Procedures are available in English and Spanish on the district website. They are also made available to parents during the online registration process that is part of any student's enrollment at a CUSD school. Finally, they are part of each school's handbook which is available in both languages.</p> <p>While it is very rare that Serra has a complaint go to the district, the staff is committed to working towards a resolution for any parent and student concerns.</p>	<ul style="list-style-type: none"> <li>• CUSD Website</li> <li>• CUSD Complaint Procedures</li> <li>• Serra Handbook</li> </ul>

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

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 students alike. Parents serve on the School Site Council (SSC), participate in our English Learner Advisory Committee (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 out and about on a daily</p>	<ul style="list-style-type: none"> <li>• SSC</li> <li>• SPSA</li> <li>• ELAC Agenda</li> <li>• Just Kids Agenda</li> <li>• Leadership Team Meetings</li> </ul>

<p>basis, monitoring the progress of both students and staff. It is commonplace for her to visit classrooms daily, often walking around and chatting with students as she does so. By coming into the classroom regularly, she can gauge what and how students are doing and the teacher knows to be prepared and ready to meet the high expectations that have been set. By utilizing data on student achievement, the principal can reconcile classroom observations, student input, and student achievement in guiding the instructional program.</p> <p>The office manager, counselor, academic advisor and administrators make up our Leadership Team. They meet monthly and diligently look at feedback from staff, students, administration and the community. They then discuss the needs of the school, how to implement change if needed and finds ways of continuously promoting a positive school climate. In addition, because the school has such a small staff, Professional Learning Community (PLC) meetings once a week are often used for staff trainings, professional development, discussions regarding students' progress, test scores, great first instruction, and creating 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, all of our teachers engage their students in writing about character traits and speakers for our Chautauqua event (Day of Speakers). Our culinary arts teacher has students research and write about chefs, herbs, and foods they are currently working with; 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 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."</p> <p>Additionally, the weekly Just Kids Meeting enables all teachers to take an active role in identifying and honoring our exemplary students, as well as identifying and discussing those who are struggling in some way. Our staff works well as a team, actively participating and accountable for our students on campus.</p>	<ul style="list-style-type: none"> <li>• PLC Meetings</li> </ul>
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>The school faculty reviews student performance data periodically throughout the school year, at the interim grade report and at the end of each quarter. School leadership (administration and members of Leadership Team) create lists of students who need close monitoring to ensure progress towards graduation. Depending on the individual needs, the monitoring process may include a parent/student conference, a student conference, a weekly progress check and/or a quarterly contract.</p> <p>English learners are monitored in a similar manner and are placed by the academic advisor with the support of the EL teachers to ensure progress towards graduation.</p> <p>Special education students are addressed through Individualized Educational Plans for success but are also included as part of the whole school population in terms of monitoring and support.</p> <p>Serra monitors data on how many students participate in Career Technical Education (CTE), and offers Dental Assistant and Culinary Arts directly, and other options throughout the district. Serra also works closely with the local college to support students in matriculation, placement testing, orientation, class selection and financial aid.</p>	<ul style="list-style-type: none"> <li>• IEP Documentation</li> <li>• PLC Meetings</li> <li>• Saddleback College Matriculation meetings</li> <li>• Schoolwide EL Student List</li> </ul>

#### Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>One of Serra's greatest strengths is its staff. Parents and students alike have reported that it is the teachers: their acceptance, attention, accountability, support, and encouragement, which have made the single biggest difference</p>	<ul style="list-style-type: none"> <li>• SPSA</li> <li>• Just Kids Agenda</li> </ul>

<p>in their students' lives. The leadership role taken by teachers and staff to identify and meet students' needs is exemplary.</p> <p>Our principal is not a top down administrator. She fosters collaboration with teachers and staff during Just Kids meetings, Leadership meetings, and ACE meetings regarding the detailed workings of our school and how to improve the systems that keep the school running smoothly.</p> <p>Because of the unique small class size, teachers are able to identify their student's 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.</p> <p>The rapport between teachers and students is a result of the family-like, yet professional atmosphere established by our principal, counselor, academic advisor and office staff. Communication with staff, parents, and students is open, honest and focused on the needs of our youth. 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.</p>	<ul style="list-style-type: none"> <li>• PLC Meetings</li> <li>• Leadership Meetings</li> </ul>
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#### Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

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 staff meetings 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>Weekly PLC Meetings provide a forum for all staff to participate</p>	<ul style="list-style-type: none"> <li>• Just Kids Agendas</li> <li>• Staff Meeting Agendas</li> <li>• PLC Meeting Agendas</li> <li>• Leadership Team Meeting</li> <li>• Complaint Procedure</li> <li>• SPSA</li> </ul>

<p>in the planning of upcoming events, collaborate on policy development or revision, discuss budget expenditures, data, and/or instructional issues.</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>A part of Serra's success is the principal's open-door policy regarding any differences among the staff. She will make sure to hear all sides and assist in creating an environment that is best for students and staff alike.</p>	
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#### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### Indicators with Prompts

##### Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>Serra staff is made up of fully-credentialed teachers who, with rare exceptions, teach within their subject area. There is very little turnover of staff and a position at Serra is a coveted position within the district.</p> <p>Serra staff has always participated in district staff development opportunities. In the 2016-17 school year, they moved to a Professional Learning Community (PLC) model of weekly staff development meetings. The administration supports teacher collaboration through the use of classroom pullouts throughout the school year.</p> <p>Staff is surveyed about their professional development needs.</p> <p>The supervision and evaluation of faculty professional development is primarily the responsibility of the administration and each individual teacher being evaluated.</p>	<ul style="list-style-type: none"> <li>Professional Development Agenda</li> <li>Personnel Records of Highly-Qualified Teacher Inventory</li> </ul>



Teachers are encouraged to attend workshops and are supported when they sign up to attend conferences. For example, last year a team including the special education teacher, academic advisor, principal and counselor attended the Reaching the Wounded Student conference. The math teacher attended a national math conference. This year, a team will be attending the California Continuation Association Conference. TOSAs support onsite staff development and the staff collaborates as a PLC to promote teacher development and student learning.	
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#### Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>All of our 11 teachers are fully credentialed, and everyone is teaching within their subject area with the exception of a few board-approved teachers who are teaching our physical education classes. There is very little turnover at Serra, and any vacancies are typically filled from within the district as Serra is a desired assignment within the secondary ranks. Even when a temporary vacancy is filled with a long-term substitute, that teacher is fully credentialed as well.</p> <p>While none of Serra's current staff is new to teaching, the district does provide a full BTSA induction program for any new teachers if there became a need.</p> <p>In order to ensure parity with the large high schools, Serra teachers are part of the content-area district leadership teams in English, math, science, social studies and special education, attending quarterly meetings and release days as planned by CUSD.</p>	<ul style="list-style-type: none"> <li>• Personnel list and master schedule</li> <li>• Department Chair Notes</li> </ul>

#### Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making*

*processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Policies about employment are clear to all faculty members. The CUEA and CSEA contracts and job descriptions clearly spell out duties and responsibilities of all faculty members. Serra follows all state and federal laws regarding qualifications.</p> <p>Each year, every staff member goes through a process of training on specific policies and online policy acceptance to ensure full understanding and compliance with local, state and federal mandates.</p> <p>Faculty receives updated memos, information and data from leadership as needed throughout the year. The administration is readily available to communicate any staff concerns.</p>	<ul style="list-style-type: none"> <li>• Staff Meeting Agenda</li> <li>• District Policy Acceptance Website</li> </ul>

#### Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Serra staff is engaged in professional development that is based on the needs of the students and teachers. Staff development has included site, district, state and national professional development. In the last two years, with the addition of weekly PLC meetings, the staff has been able to maximize the use of district TOSAs to provide professional development in Great First Instruction, 1:1 Chromebook implementation, and other areas based on identified student and teacher needs. In addition, Serra has used designated Title I staff development funds to bring high-quality staff development to Serra, such as Why Try's Resiliency Breakthrough. Staff has attended state and national conferences, and trainings provided by the district and the Orange County Department of Education.</p> <p>PLC meetings have provided staff more time to dialogue and discuss data more frequently. Although time has been spent in preparation of our WASC visit, many developments have taken shape. Through ongoing discussions, the Leadership Team promoted and developed an onsite Summer Intervention Program, the Attendance Program, and other efforts to reduce</p>	<ul style="list-style-type: none"> <li>• PLC Meeting Agendas</li> <li>• Title I Budget from SPSA</li> <li>• Material from Conferences</li> <li>• Leadership Team Notes</li> <li>• Summer School Data</li> </ul>

dropout rates.	
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#### Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>CUSD has a comprehensive evaluation cycle for certificated and classified staff. The supervision and evaluation of faculty and staff is primarily the responsibility of the administration and each individual teacher being evaluated. Serra staff members receive an overview of the evaluation process and meet individually with the principal to set goals each year.</p> <p>The Administration makes classroom visits to ensure that teachers are performing job duties. The Administration works with faculty on improvement areas when appropriate.</p>	<ul style="list-style-type: none"> <li>• Goal Setting Form (available on CUSD website)</li> <li>• CUEA and CSEA contracts (available on CUSD website)</li> <li>• Employee Evaluation Form (available on CUSD website)</li> </ul>

#### A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

#### Indicators with Prompts

##### Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>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, college and career readiness, facilitating standards-based</p>	<ul style="list-style-type: none"> <li>• School Accountability Report Card (SARC)</li> <li>• Board Agendas and Minutes (available on</li> </ul>

<p>instruction and attaining the SLOs. 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 School Accountability Report Card (SARC) and up to date testing data.</p> <p>A major investment in classroom technology was made over the past 4 years that was spearheaded by our Leadership Team and site Principal in order to improve student access to technology and preparing students for college and career. The District had approved the upgrading of the infrastructure for wireless devices to a capacity of 30-40 devices in each classroom. They purchased mobile device carts (Chromebook). Serra High School is no longer limited to two designated computer classrooms. With the addition of new carts containing 30-40 Chromebooks or each, we can now incorporate more technology in the classroom. Serra is the first 1:1 high school in the district.</p> <p>Spending decisions are made in collaboration with the staff. The school budget, specifically purchasing of instructional resources, is done with teacher input based on student needs. The School Site Council approves expenditures involving Title I funds.</p>	<p>CUSD website)</p> <ul style="list-style-type: none"> <li>• Purchase Requisitions</li> <li>• Budget reports</li> </ul>
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#### Practices

A5.2. 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.

A5.2. Prompt: *Evaluate the effectiveness of 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	Supporting Evidence
<p>The school follows all district budgeting guidelines in developing a spending plan for the year. The administration is in communication with district officials when making spending decisions for the school. Each month, the principal meets with district administrator who monitors state and federal programs to ensure appropriate procedures are being followed for all categorical expenditures.</p> <p>The district conducts appropriate audits to ensure that funds are being spent in accordance with school finance law.</p> <p>The School Site Council oversees the spending of Title I funds in accordance with federal guidelines.</p>	<p>Site Budget Reports</p> <p>SSC Minutes</p> <p>LCAP Funding</p>

## Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>Serra is the oldest operating facility in the district, and as such has unique challenges. In the past few years, Serra has seen improvements to the educational environment including:</p> <ul style="list-style-type: none"> <li>• New flexible classroom furniture in all classrooms</li> <li>• Specialized furniture in art and science rooms</li> <li>• Chromebook carts in every room</li> <li>• Installation of heat-resistant blinds</li> <li>• School spirit murals in office, conference room and quad</li> <li>• New phone system</li> <li>• New fire alarm system</li> <li>• New outdoor furniture</li> </ul> <p>District resources have been allocated for immediate repairs to enhance the educational environment in the short-term. Long-term planning is in progress and improving facilities has been identified as one of the three main district WIG's. In the fall of 2017 a complete Facilities Condition Assessment was completed of the physical plant and a 5 tiered priority schedule was determined. As funds become available, additional improvements will take place.</p>	<ul style="list-style-type: none"> <li>• Serra High School Facilities Condition Assessment</li> </ul>

## Instructional Materials and Equipment

A5.4. Indicator: The policies and 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.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Spending decisions are made in collaboration with the staff. The school budget, specifically the purchasing of instructional resources, is done with teacher input.</p> <p>The school follows all district budgeting guidelines in</p>	<ul style="list-style-type: none"> <li>• SSPA</li> <li>• District adopted textbook inventory</li> </ul>

<p>developing a spending plan for the year. The administration is in constant communication with district officials when making spending decisions for the school.</p> <p>There are adequate instructional materials and equipment for each teacher's needs. At the end of the year each teacher requests materials for the upcoming school year. Williams's data is collected each year to ensure that there are adequate textbooks. Serra receives the same support for textbooks and instructional materials as other schools in the district, and additional support in the area of instructional technology.</p>	
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#### Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>Teachers provide feedback as to staff development needs and training is provided. Sometimes, teachers are cross-trained by staff members who are proficient in areas like Google Classroom and other technology in the classroom implementations.</p> <p>Serra has a full-time counselor assigned to the site to support the social and emotional needs of our students as well as providing key areas of assistance based on individualized evaluations.</p> <p>Serra has a six hour Campus Supervisor position to help maintain a safe and orderly campus.</p> <p>The custodial staff is exemplary in maintaining a functional and aesthetically pleasing site.</p> <p>Our full-time Bilingual Community Liaison position has been established to facilitate communication of ongoing educational opportunities.</p>	<ul style="list-style-type: none"> <li>• Leadership Planning notes</li> <li>• Leadership Agendas and Minutes</li> </ul>

#### Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The district and school board have an extensive process for gathering stakeholder input to develop and revise the LCAP. The LCAP goals then guide each School Site Council in developing site-based goals as part of the SPSA. The site goals are based in a variety of data sources to support improved student achievement.</p> <p>The Principal meets regularly with district office staff to review budget, progress towards goals, and revisions to the plan. Regular meetings with SSC are established to monitor progress.</p> <p>SHS has been able to expand its partnership with Saddleback, the local community college, to provide pathways for our students to explore their educational opportunities. This joint effort with support from district will provide students the opportunity to take college classes while attending Serra High School and make the transition to post-secondary education easier.</p>	<ul style="list-style-type: none"> <li>Principal meeting Agenda and notes</li> <li>SSC Agendas and Minutes</li> </ul>

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The new Local Control Funding Formula and LCAP has improved communication among the school sites by providing the opportunity for dialogue among stakeholders including district office leadership in areas such as goal setting. Serra High School was able to have discussions regarding summer Credit Recovery Program, the CTE Pathway, Edgenuity, and other programs in these collaborative goal setting meetings with the district. With the improved data collection software, Serra High School has been able to incorporate these programs to support our vision of student achievement.

Prioritize the strengths and areas for growth for Category A.

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

- District support of the unique environment and needs of Serra High School

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- Ongoing professional development aligned to district and school goals.
- Shared understanding of school vision.
- Additional staffing (Bilingual Community Liaison and health clerk) to support student and family needs.
- Summer Credit Recovery Program has allowed us to extend the school year for at-risks students.
- Developing technology plan that is consistent with district plan.
- Attendance Program developed to support our students in improving SLO: Be Responsible
- Addition of weekly PLC ACE meetings to improve collaboration around student learning

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

- Increased opportunities for CTE Pathway Programs.
- Development of a consistent system for data analysis and responses resulting from analysis.
- Increased availability of instructional technology training for teachers and parents.
- Short and long-term plan for facility improvement



**Category B: Standards-based Student Learning: Curriculum**

**B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Staff has been participating for the past two years in district-wide departmental based development of common core curriculum at Serra High School to pilot at our school site. Professional development seminars and training have been centered around developing lessons plans that integrate DBQs document based analysis projects.</p> <p>Serra has also adopted new common core based textbooks in mathematics and science and is piloting the adoption for language arts. New textbooks are being adopted in other academic areas this coming two years.</p> <p>District provides common resources by grade and department levels for use by individual teachers in the classroom. Serra teachers have been using these resources in all departments on a regular basis.</p> <p>There is a continued commitment to using the Direct Instruction model in most classrooms, including a focus on Great First Instruction.</p> <p>College and Career courses are offered on a quarterly basis to prepare students for success in higher education. The course also offers training for selecting viable career paths and professional goals.</p>	<ul style="list-style-type: none"> <li>• ADD/SIOP Strategies Poster</li> <li>• CCA Course Catalog</li> <li>• Differentiated Instruction (observed)</li> <li>• Agendas from staff development</li> <li>• Curriculum guides</li> <li>• Mini-Qs</li> <li>• Textbooks</li> <li>• Edgenuity (online)</li> <li>• Digital Literacy compliance for use of online resources.</li> <li>• SLOs</li> </ul>

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

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B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>While Serra's courses have not been submitted for A-G approval, the courses cover the same content standards as like courses at the comprehensive high schools and are transferable to any district high school. Students are held to the same course requirements in all content areas, but are able to wave 6 semesters of elective credit which is especially useful as most of our students work outside of school.</p> <p>Saddleback College provides annual feedback as to the success of our students in their program and our staff makes adjustments and improvements to our instructional program based on this data to support our students in becoming college and career ready.</p>	<ul style="list-style-type: none"> <li>• Course Syllabi</li> <li>• CIA - English Writing Prompt</li> <li>• ERWC</li> </ul>

### Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>In order to meet our school-wide outcomes regarding being ready (SLO) for college, we offer direct and online instruction for College and Career Prep courses. These classes help prepare students to make the best choices for their post-secondary education and future professions by analyzing the demands of the workforce, the learning offered by universities and the different ways to finance their academic paths. Serra also funds a Community Liaison that works with students and parents to offer college events and opportunities. For example, Serra organizes monthly tours at the local community college in regards to vocational training.</p> <p>Our courses help teach students to be responsible (SLO) for their learning. The development of a stringent attendance policy helps youth take responsibility for completing all the requirements of a rigorous academic based curriculum. The students need to put in the time and effort it takes to graduate high school.</p>	<ul style="list-style-type: none"> <li>• College and Career courses</li> <li>• Attendance Policy</li> <li>• Saddleback Lunch and Learn</li> <li>• ADD-SIOP Focus</li> <li>• Edgenuity (online)</li> <li>• CIA - English Writing Prompt</li> <li>• CCA/ROP courses</li> <li>• ERWC</li> </ul>

Students are taught to be respectful (SLO) of their learning by having binders, writing materials and maintaining their Chromebooks and computers. In many courses students do quarterly oral presentations, debates, and projects.	<ul style="list-style-type: none"> <li>• Articulated college courses (ex. Culinary)</li> <li>• Saddleback Matriculation</li> <li>• Financial Aid workshops</li> <li>• ELAC Meetings</li> <li>• Oral Presentations and Debates</li> <li>• Chautauqua</li> </ul>
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#### Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Serra is beginning to see cross-discipline integration among social studies and English teachers. Academic Intervention courses include all disciplines and are supported by the use of Edgenuity, an online platform aligned to Common Core Standards. Vocational courses like culinary arts are articulated with Saddleback Community College and offer college credit for transferring high school students. Students are also enrolled through Serra into vocational courses offered by the local college, thereby granting extra credits and hands on learning of a future trade.	<ul style="list-style-type: none"> <li>• Edgenuity</li> <li>• CCA/ROP Course Catalog</li> </ul>

#### Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
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<p>Serra HS has added systems to ensure a smooth transition between our six feeder high schools. This includes hosting meetings and tours with counselors, academic advisors, and administrators from all the other high schools.</p> <p>The transition of students does not stop with their enrollment and orientation at Serra. SHS has teamed with the local community college, providing field trips to the campus, as well providing on-site matriculation, field trips for placement testing, and support for financial aid such as FAFSA and the Dream Act so that students can fully take advantage of early enrollment opportunities post-graduation. Serra also collaborates with the college outreach staff to coordinate “Lunch and Learn” visits to different departments or programs every month.</p> <p>During student’ tenure at SHS various outside speakers and programs are introduced onto campus in order to expose our students to the plethora of opportunities available to them.</p> <p>In the Spring, we host a speaking day, where people from various backgrounds and careers come and talk to our students. This is not simply a career day, but rather a way to show students that no matter their background or challenges, that people can and do overcome personal challenges and grow.</p> <p>Serra HS redirected funding to create a new classified position, whose responsibility is to provide a bridge between our students, their families and the community at large, and postgraduate opportunities at large.</p>	<ul style="list-style-type: none"> <li>• Weekly Admissions &amp; Discharge meetings with all feeder high schools</li> <li>• Orientation PowerPoint</li> <li>• Intra-district transfer of students</li> <li>• Saddleback College Matriculation workshops</li> <li>• College field trips</li> <li>• Chautauqua Speakers</li> <li>• Saddleback Liaison</li> </ul>
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## B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

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Findings	Supporting Evidence
<p>College and Career Preparation (CCP) courses offer students a wide range of college and career alternatives including admission standards, university admissions and financial aid opportunities.</p> <p>Students are provided the opportunity to take courses for career development in the CUSD College and Career Advantage (formerly ROP--Regional Occupational Program) Program. Serra students have taken courses in dental assistant, medical assistant, and restaurant careers</p> <p>Serra High offers a program called Lunch and Learn. This program provides monthly field trips to the local community college. Students visit a department, meet with staff and learn about different pathways and then are provided lunch.</p> <p>Students are offered an opportunity to complete the early matriculation for Saddleback College. Serra offers a series of workshops for students and their parents to complete financial aid and college applications. This is available every quarter to accommodate our early graduates who may choose to attend college mid-year.</p>	<ul style="list-style-type: none"> <li>• CCP Syllabus</li> <li>• CCA Course Catalog</li> <li>• Saddleback College Lunch and Learn</li> <li>• Saddleback College Matriculation Workshops</li> </ul>

### Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>All departments within SHS follow Common Core Standards and curriculum as identified by district committees and department chairs.</p> <p>All Serra courses are available to any Serra student and cover the same content objectives as like courses at the traditional high schools. Serra content lead teachers meet with department chairs from the other high schools to ensure that our courses are aligned and include the rigor students will need when transferring back to a traditional high school or moving on to college.</p>	<ul style="list-style-type: none"> <li>• CUSD Department Chair Meetings</li> <li>• CUSD Curriculum Guide and Course of Study (website)</li> </ul>

### Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>Students and parents attend a mandatory orientation for Serra High School prior to first day of class. Orientation explains school policies, curriculum, and school culture. At this meeting, the principal reviews graduation requirements and introduces the counselor and academic advisor, both of whom are important to the students' personal learning plans.</p> <p>Students create a graduation plan based on their transcripts in CCP. They also meet with the principal, counselor, and/or academic advisor to update the plan as students' progress through classes. Students are given opportunities to remediate and accelerate based on their individual goals which could include early graduation, transfer back to a traditional high school, or on time graduation from Serra.</p> <p>In CCP and economics courses, students create personal career choice projects and presentations based on personal interests and college degree goals.</p> <p>All progress report grades are mailed home and posted on School Loop so that parents and students are able to monitor progress towards goals.</p>	<ul style="list-style-type: none"> <li>• SSC Minutes</li> <li>• Orientation PowerPoint</li> <li>• CCP/Econ Syllabi</li> </ul>

#### Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Serra offers a variety of opportunities to help students transition to college or career post high school.</p> <p>CCA (College and Career Advantage) vocational training offers students courses and certificates in dental assistance, medical assistance, restaurant careers, and many more.</p> <p>Freshman Advantage offers seniors an opportunity to complete the matriculation process and enroll in the local community college. Students that complete the process receive priority</p>	<ul style="list-style-type: none"> <li>• CCA Enrollment</li> <li>• Freshman Advantage Enrollment</li> <li>• Lunch and Learn Enrollment</li> <li>• List of Chautauqua Presenters</li> </ul>

<p>registration for the coming year.</p> <p>Lunch and Learn field trips offer students an opportunity to explore vocational careers offered at Saddleback College. Students attend a seminar in a different vocational program each month and are provided lunch with the staff on campus.</p> <p>Chautauqua: Serra offers a career day where professionals from the community speak to students. The objective is to inspire students to pursue options post high school.</p>	
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ACS WASC Category B. Standards-based Student Learning: Curriculum  
Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Serra High School has been recognized by the California Department of Education as a Model Continuation High School. One of the reasons this is so is because of Serra's ability to offer an excellent comprehensive educational program to at-risk youth and work with the student as a whole. The curriculum offerings here at Serra are updated each year and the opportunities for educational growth for our students are varied. We work very hard as a staff to ensure that each student is taught in a safe environment and to ensure that each student is completing rigorous work aligned to the CCSS.

Prioritize the strengths and areas for growth for Category B.

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

- Increased participation of the student body in schoolwide activities and events
- Increased articulation with districtwide department leads including incorporation of rigorous curriculum like DBQs, ERWC courses, Physics and Anatomy courses
- Collaboration with the community college including matriculation, FAFSA workshops, trips to take placement exams, and "Lunch and Learn" field trips
- Increased Graduation rates from prior years, fewer late grads
- Increased percentage of students completing courses, graduating early, and earning As and Bs

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

- More rigorous instruction in all classes

- Focus on writing in all academic areas
- Better tracking of student academic progress across attendance years
- More detailed tracking of student success in college
- Incorporation of Illuminate in all class
- Additional use of technology to support collaboration within classes



**Category C: Standards-based Student Learning: Instruction**

**C1. Challenging and Relevant Learning Experiences Criterion**

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

**Indicators with Prompts**

**Results of Student Observations and Examining Work**

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>In observing students and examining student work, we have found that students are engaged in challenging learning activities across the curriculum. In some cases students work independently to formulate narratives and arguments in writing, as well as creating multimedia presentations such as Google slides, Google docs, and PowerPoint presentations. Students also work in pairs or small groups to accomplish tasks such as math equations, social science projects, and science experiments. Whether a tactile activity, a lab, an essay, or use of technology, students are engaged in challenging learning to achieve the standards.</p> <p>As we consistently maintain a 20:1 ratio in our classes, we can evaluate the degree of involvement of students with diverse backgrounds and abilities fairly easily. Teachers know their students one on one, as does the administrative staff, and we can provide additional support based on personal interactions/observations, as well as evidence from the number of A's and B's in a quarter along with the number of F's.</p> <p>Students who receive one or more F's on a progress report meet with the principal to discuss options in placement, scheduling, and extra help to meet their varying needs. English learners receive additional support in the EL class, along with bilingual instructional aides placed in those classes where students need the extra support. Teachers use various instructional strategies and scaffold material so it is accessible to all learners. We also utilize an after school study hall to give</p>	<ul style="list-style-type: none"> <li>• ERWC</li> <li>• CCA/ROP Course Catalog</li> <li>• Student transcripts</li> <li>• Data Binder</li> <li>• Final Project Assignments</li> <li>• Just Kids Agenda</li> </ul>

<p>additional support to those students who need it.</p> <p>Finally, our Just Kids meeting enables us to cover every student in our school and bring up students of concern, who are then referred to the appropriate staff member/resource to provide the necessary tools to meet their individual needs.</p>	
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#### Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Students understand the expected standards and performance levels they must meet by use of class syllabi, content/language objectives posted in each class, and rubrics for assignments in different classes. At the start of each quarter, teachers utilize a syllabus which must be signed by the student and parent. Each syllabus outlines the standards for the course, the different areas of study, and the guidelines that must be met in order to pass the class. Every classroom has content and language objectives on the board, so students can see what they will be required to learn and in what manner they will demonstrate proficiency. Teachers also utilize rubrics so students can see ahead of time how they will be graded and the requirements needed to demonstrate proficiency.</p>	<ul style="list-style-type: none"> <li>• Class Syllabi</li> <li>• Rubrics</li> <li>• Standards Posted (observed)</li> <li>• Quarterly Contracts</li> </ul>

#### Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Differentiation of instruction occurs across the curriculum and takes on many different forms. Teachers scaffold instruction and build upon students' background knowledge, also formulating connections with the students' prior knowledge. We continue to offer classes at higher levels, such as Geometry, Anatomy, and Physiology and Conceptual Physics, to meet the NGSS (Next Generation Science Standards). Teachers also utilize SIOP strategies to make the curriculum more accessible to all students. We also offer Academic Intervention classes as well as Independent Study for those students who are struggling and/or who want to take higher level courses. Directed English classes are provided for our special education</p>	<ul style="list-style-type: none"> <li>• Student work observed in classrooms</li> <li>• Student grades, A/B Reports, D/F reports</li> <li>• Classroom Engagement (Observed)</li> <li>• School Loop Data</li> <li>• SpEd Data</li> </ul>

students, along with instructional aides for additional support. Our math teachers utilize a software program to make the material more accessible to those students who need the extra help.	
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## C2. Student Engagement Criterion

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.

### Indicators with Prompts

#### Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
All teachers utilize a variety of instructional methods in their delivery of the curriculum. TOSA's (Teachers on Special Assignment) are provided by the district to train teachers in the latest instructional methods and strategies. Every classroom is equipped with a Google Chromebook cart with a class set of Chromebooks and allows students to access Google Classroom and create multimedia presentations such as Google Docs, Google Slides, etc. Our math teachers employ the use of a software program, IXL, to make the curriculum more accessible. Social science teachers utilize project-based learning in many areas of study. English teachers are using speeches, essays, debates, and multimedia presentations. Science is doing several hands-on experiments along with extensive use of Chromebooks.	<ul style="list-style-type: none"> <li>• Classroom observation</li> <li>• Google classroom</li> <li>• Google docs/slide</li> <li>• IXL Math Program</li> </ul>

#### Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
A coach's job is to push his or her students just beyond their comfort level, while also providing the support and mentoring needed to make that student's forward progress a success. This is exactly what teachers do at Serra.	<ul style="list-style-type: none"> <li>• Student conferences with various staff members (intervention/counselor)</li> </ul>

<p>Students know they are cared for as people first, and teachers at Serra foster a climate of safety, equity, and tolerance. Students know they can come to a staff member any time they are in need of assistance, whether it be school related or not.</p> <p>We utilize our “Just Kids” meeting to discuss every student at our school, and pay particular attention to any students we feel need extra support or interventions. Out of this meeting we generate our Student of the Week awards, as well as a list of students of concern, who we match up with a counselor, administrative staff member, or other staff member who has a connection with that student.</p> <p>In the classroom, teachers are also coaches by scaffolding material, using SIOP strategies for questioning and inquiry such as entrance and exit tickets, whiteboards, thumbs up/thumbs down, and other strategies that allow us to gauge who is understanding the material and who may need extra help or an extra push.</p> <p>As mentioned previously, Serra teachers employ a nice variety of strategies in the classroom to help facilitate learning. Independent practice, pairs, small groups and technology are all utilized to help make learning more accessible and give students the confidence to know they can master these learning outcomes and be ready for the material they will receive in college and beyond.</p>	<p>screen in Aeries)</p> <ul style="list-style-type: none"> <li>• Weekly contracts</li> <li>• Just kids</li> </ul>
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#### Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Teachers at Serra utilize a variety of instructional tools to allow students to show that they can think critically, problem solve, synthesize and inquire. In English classes students are given assignments that are taken from the beginning stages and result in essays, speeches, debates, and/or Socratic seminars. In the Social Science classes students engage in debates, simulate real-world scenarios by inventing a business plan to learn about supply and demand, create budgets and learn to work around the challenges of the cost of living. In Science classes students are engaged in hands-on projects learning	<ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• Classroom observations</li> <li>• Science labs/projects</li> <li>• Multimedia presentations</li> <li>• Economic/Government</li> </ul>

<p>about physics and motion when building mousetrap cars and straw towers. In Geography students must plan a vacation to one of the National Parks within the allotted budget they were given. In CCP class students select a university they would like to attend and must research and budget all the costs associated with a four year term. In Yearbook class students utilize Lumapix to create that year's annual.</p> <p>Classroom teachers utilize a DOT chart (Depth of Knowledge) that shows the students the higher level of thinking we expect of them.</p>	<p>projects</p> <ul style="list-style-type: none"> <li>• Yearbooks</li> <li>• DOK charts</li> </ul>
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C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Students work samples demonstrate that students are able to think, reason, and problem solve both individually and in group settings. Examples of this can be seen in:</p> <p>English Classes - students are given a prompt that they have never seen until that moment, and must write an organized, logical, and cohesive essay that demonstrates their ability to think on their feet and under a time constraint. Socratic seminars are also conducted in which students are given questions that allow them to think critically and consult with the group in original responses and rebuttals.</p> <p>Social Science Classes - students are given a task of creating a business, marketing that business, and making it profitable. Students from other classes come in and vote for which business idea is the smartest/most likely to be profitable. Students participate in both group and individual moderated debates. Students are also given real life scenarios, such as choosing a college to attend for four years and finding the money to sustain that four year stay.</p> <p>Science Classes - students are given several hands-on projects that utilize the various concepts they have learned. They must think outside the box to construct a mousetrap car that will go the farthest, and a straw tower that will be structurally sound.</p> <p>Culinary Arts Classes - groups of students make and present dishes based on the ingredients they have on hand. This</p>	<ul style="list-style-type: none"> <li>• Sample Writing</li> <li>• Google slide presentations</li> <li>• Speeches/Debates (observed)</li> <li>• Projects in various classes (observed)</li> </ul>

requires teamwork, communication, and delegation of responsibilities.	
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C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Technology has been an integral part of the curriculum at Serra and continues to grow in each discipline. Students utilize software programs in math to assist in learning difficult concepts; students in Social Science classes use Chromebooks to access original source documents, research topics for their debates, and create a variety of projects from starting a business to budgeting their resources. Students in English class use Chromebooks to research speech topics, research papers, essays, and create multimedia presentations to support their research. Science class uses Google Classroom on a regular basis, incorporating almost every aspect of the curriculum with use of technology.	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• IXL Online Math</li> <li>• Edgenuity</li> </ul>

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; 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	Supporting Evidence
Serra has long been a big advocate of incorporating technology into the classroom. Currently each classroom has its own Chromebook cart and students continually utilize technology to do a variety of assignments and projects. In English classes students use technology to research Google slide presentations; in Social Science classes students use Google Slides to create timelines of historical events, create visual aides for their debates, and conducting research for various projects. Science uses Google Classroom almost exclusively. Math utilizes technology for the software program IXL, which allows students to practice math at their own, individualized pace. In addition, English and social studies classes use current events and real documents to move students beyond the textbooks. In science, students regularly learn through hands-on experiments to augment the textbook learning.	<ul style="list-style-type: none"> <li>• Google Classroom</li> <li>• Google Slides</li> <li>• IXL Math Program</li> <li>• Science Experiments</li> </ul>

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>College and Career Planning (CCP) is a graduation requirement for all CUSD students. Students enrolled in the CCP class spend the quarter researching careers and the colleges/vocational schools that will assist them in meeting their career goals. In Senior English, students participate in a resume and interview skills unit, which allows them to create a resume that they can then present to possible employers. They receive professional interviewing skills and participate in mock interviews as well.</p> <p>Many of our students are also enrolled in College and Career Advantage (ROP) classes, where they participate in job shadows, internships, and receive the training they need to obtain employment in their desired field and/or pursue higher learning/training in that field.</p>	<ul style="list-style-type: none"> <li>• CCA/ROP Course Catalog</li> <li>• CCP Syllabus</li> <li>• Student transcripts (available in Aeries)</li> </ul>

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

After collaboration among staff, critical areas of student needs were identified: attain academic proficiency, develop and promote a 21<sup>st</sup> Century culture and competencies, and develop instructional practices to increase student engagement. Overall, instruction at Serra High School is actively addressing all areas of critical student needs. Teachers have been and currently are being trained in RTI, PLC, and Resiliency. All aim to build student engagement, improve collaboration and instruction, and reach 21<sup>st</sup> Century skills. However, there is much room for growth to meet the goals and standards of Common Core and 21<sup>st</sup> century competencies.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Bell to bell direct instruction

- Small classes (20:1)
- Use of scaffolding strategies
- Ongoing training in research-based instructional practices
- Multi-modal instruction
- Real-world learning opportunities
- Differentiated instruction for struggling students, students on IEP's, and with 504 plans
- Frequent comprehension checks
- Each classroom is equipped with a teacher laptop, document reader, LCD projector, and Google Chromebook cart.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Differentiated instruction for high achieving students
- Student use of technology...specifically Google classroom
- Congruence between classroom grades and standardized test scores
- Expanding the course offerings to include higher level courses and more elective choices



**Category D: Standards-based Student Learning: Assessment and Accountability**

**D1. Using Assessment to Analyze and Report Student Progress Criterion**

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Serra High School uses many forms of assessment in order to make appropriate and productive decisions for our students. Assessments range from authentic or work integrated diagnostic assessments to dynamic, criterion referenced assessments as well as formative and summative assessments.</p> <p>Administrators and staff analyze data in a variety of ways to make program improvements. This data is available for all staff members to analyze to ultimately help and support student learning.</p> <p>The data leads to appropriate placement, curriculum offerings and master schedule.</p> <p>Counselors and teachers meet regularly as well to measure the results of the data therefore making the best-informed educational decisions on behalf of each student.</p> <p>The results from CELDT, Edgenuity, Healthy Kids Survey, CAASPP, District Benchmarks etc. is vital information available to parents, teachers, staff, administrators and counselors to support student goals and outcomes.</p>	<ul style="list-style-type: none"> <li>• Formative and Summative Assessments</li> <li>• Report Cards</li> <li>• Weekly Blue Cards</li> <li>• Gradebooks in School Loop</li> <li>• A/B Lists</li> <li>• Standardized assessment (Illuminate)</li> </ul>

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Serra High School has effective procedures for keeping all shareholders informed of student progress toward achieving the academic standards and the Schoolwide Learner Outcomes (SLO's). School-wide SBAC test results are made available to the community through the CUSD web-site, web-based reports published on the internet by the California Department of Education, and through the School Accountability Report Card published by the school district. School Loop is reliable for real-time access to grades, assignments, attendance records, and contacting teachers by email. Quarterly report cards are mailed home at the end of each quarter. A group of students is selected based on credits and grades to participate on weekly blue cards that monitor grades and study halls for the purpose of a successful quarter. Serra High School is dedicated to academic achievement as success for all students. Consistent school attendance is a critical part of that process. Serra enforced the School Attendance Review Board process, sending SARB letters #1, #2 and #3 to parents of students who have missed school. Throughout the year Serra offers multiple parent/guardian meetings such as BTSN, ELAC, Open House and Coffee with the Principal. The PIQE program serves our Serra parents through an eight-week workshop that focuses on developing parents' capacity to engage in their child's school at a deeper level. State and District wide scores are available to parents through Parent Portal.	<ul style="list-style-type: none"> <li>• CUSD and Serra Website</li> <li>• SBAC Reports</li> <li>• School Loop</li> <li>• Quarterly Report Cards</li> <li>• Weekly Blue Cards</li> <li>• SARB Letters</li> <li>• Aeries</li> <li>• BTSN</li> <li>• Open House</li> <li>• PIQE</li> <li>• ELAC Meetings</li> <li>• Coffee with the Principal</li> <li>• Parent Portal</li> </ul>

#### Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Students admitted into Serra High School are required to attend a new student orientation. Students have generally	<ul style="list-style-type: none"> <li>• Orientation PowerPoint</li> </ul>

<p>shown academic struggles at a previous school so grades are collected and evaluated by the principal on a monthly basis. From these reports, students who are not experiencing success are monitored weekly. Those students who have failed to attend study hall after an absence are not admitted back to school until they have had a meeting with their parent and the principal. This practice has greatly increased our attendance. Each semester we have a writing prompt that is administered to all students. Prompts have included topics surrounding career options, job vs. college decisions, ranking of life values and overall life choices. Essays are graded by the entire staff and top scores are read aloud with an open forum discussion of why specific papers earn the grades they receive. Students take the SBAC and CAASPP test to measure student achievement in both Math and English. Illuminate is used in both Math and English classes to familiarize the students with the format of the test as well as the critical thinking they need. Since state testing does not provide timely feedback, staff carefully analyzes local measures of student success including grades, pass rate, attendance, progress towards graduation, success in academic intervention and district measures to monitor progress.</p>	<ul style="list-style-type: none"> <li>• Weekly progress report blue cards</li> <li>• Parent/Administrator meeting following truancy for study hall</li> <li>• Semester writing prompts that include career, college and life choices.</li> <li>• SBAC and CAASPP tests</li> </ul>
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## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators with Prompts

#### Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Students are provided with multiple opportunities to participate in a variety of formative and summative assessment strategies to assess their progress towards identified learning goals and content standards. These strategies include, but are not limited to the use of multiple choice assessments, short answer prompts, essay prompts, project based learning, oral presentations, technology-based assessments, debates, and portfolio reviews. Assessment strategies and methods are planned and developed to provide students with the opportunity to best demonstrate their knowledge and mastery</p>	<ul style="list-style-type: none"> <li>• Illuminate</li> <li>• Common Interim Assessments (CIA)</li> <li>• SBAC</li> <li>• CELDT</li> <li>• Student Work Portfolios</li> </ul>

## Serra High School ACS WASC/CDE Self-Study Report

<p>towards identified learning goals and content standards while also allowing for the opportunity to participate in assessment processes and strategies in manners which build upon their learning strengths and/or preferences, that provide for real world application, demonstrate relevancy to real life, and prepare students to become college and career ready. The data and results of student performance on assessments are then evaluated and analyzed by staff to further refine and drive instructional practices based on student needs. Parents and students have access to assessment results as they occur through School Loop.</p>	<ul style="list-style-type: none"> <li>● IXL Math Program</li> <li>● Pre and Post Tests</li> <li>● Project Based Assessments</li> <li>● Labs/Experiments</li> <li>● Hands-On Applications of Skills</li> <li>● Edgenuity</li> <li>● Google Classroom</li> </ul>
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### Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>Serra High School implements many techniques and strategies that support the students and the effectiveness of the program. Serra staff meets regularly during PLC time to assess student performance and results. Our staff collaborates and analyzes data for each student with the intent of preventing students from falling through the cracks. This collective information tells us of further modifications and adjustments to the curriculum that may be necessary and vital to student success.</p> <p>Summative and formative assessments have been created and implemented across the curriculum in all classes and continue to be utilized schoolwide. Data will continue to be analyzed each coming year and will be used to continue modifications for those students who may need it.</p> <p>Serra also has the support of Teachers on Special Assignment (TOSA) for each content area who attend staff meetings periodically to present updated assessment practices being used throughout the district. CUSD collects and compares assessment results within departments across schools and the results are discussed at department chair meetings. This enables Serra teachers to see how their students are doing compared to peers at other sites. In the case of the district</p>	<ul style="list-style-type: none"> <li>● TOSA</li> <li>● Entrance/exit tickets</li> <li>● Starter and review quizzes</li> <li>● KWL charts</li> <li>● Graphic organizers</li> <li>● Semester writing prompts</li> <li>● Group/individual projects</li> <li>● Whiteboard comprehension checks</li> <li>● Kahoot</li> <li>● Staff meetings</li> </ul>

writing prompts, all Serra teachers participate in the grading of the assignments so that they are aware of the students' strengths and weaknesses that can be supported across content areas.	
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#### Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>One of the most beneficial aspects of maintaining a 20:1 class size is the level of student-teacher interaction it affords us. Every teacher makes a concerted effort to get to know students on a level that leaves the students feeling comfortable and safe. This interaction allows the staff to ascertain how the student is doing, what additional interventions/services they may need, and provide those as necessary. The weekly "Just Kids" meeting starts off with a video of each student scheduled to be covered on that particular day. These videos, as simple as they may be, often give us more insight into how a student is feeling about school, themselves, and life in general. They provide an invaluable tool in assessing how students are doing both academically and emotionally. We often say that no student can slip through the cracks at Serra, and the smaller class sizes and "Just Kids" meeting are hugely responsible for that.</p> <p>With a focus on Great First Instruction, it is the expectation that content and language standards are posted and reviewed with students daily so that they are aware of what they are expected to learn in class. In the classroom, teachers use a variety of formative and summative assessments to gauge how students are comprehending the material. This allows teachers to go back and re-teach any material that was not understood before moving on to the next concept. There is also a schoolwide writing activity that is conducted twice a year, which enables the staff to better understand how students are thinking critically and synthesizing the information they have learned.</p> <p>Our principal meets regularly with parents both formally and informally. There is a "Coffee with the Principal" get together that occurs weekly, as well as parent meetings when a student</p>	<ul style="list-style-type: none"> <li>• Master schedule/Class rosters</li> <li>• Just Kids student videos</li> <li>• Formative and summative assessments</li> <li>• Student evaluations</li> <li>• List of A's/B's and D's/F's</li> <li>• Parent communication via BTSN and School loop.</li> </ul>

is missing study hall, incurring too many absences, not being “themselves,” etc. These meetings allow the administrative staff to receive parent and student feedback and provide the necessary interventions/program changes that will allow the student to reach their full potential.

The principal also meets with every student and their parents at the mandatory orientation prior to being enrolled at Serra. Parents often provide feedback about how our school is preparing the students to meet Serra’s expectations and requirements. Back to School Night also allows parents and students to mingle with staff in an informal setting, and feedback by both the parents and their students is plentiful at these events.

The counselor provides a support group which allows students to discuss issues both relating to school and their outside lives. The counselor reports back in our Just Kids meeting and advises us if we possibly need a schedule change or other intervention for a student who may be struggling.

Teachers often utilize evaluations at the end of each quarter, allowing the students to share what they enjoyed about the class, and what they would like to see change. This feedback gives the teachers an opportunity to adjust their curriculum to better meet the students’ needs.

Student grades are constantly being monitored by teachers, administrative staff, and the academic advisor. When students receive one or more F’s on a progress report, they meet with the academic staff and academic advisor to discuss what additional support they may need to be more successful. Parents are involved in these meetings and provide valuable feedback, along with the students.

Classes such as Geometry have been provided for our students who wish to advance their math skills, and a new Academic Intervention program has been utilized to offer assistance to those students who have failed classes and/or would like to take classes not offered in our program. We also have added an Independent Study teacher after our students informed us that Academic Intervention, a strictly computer based program, just wasn’t for them. This Independent Study program allows students to work on the curriculum as they would in a direct instruction class, but at their own pace and with human assistance...rather than a computer.

One area of growth would be to provide exit surveys for

students graduating, as well as surveys of our students a few years post-graduation, to see how they are doing, and what our staff/school can do to better prepare them for life after high school. This is something we are in the process of formulating and are aware of the many benefits such surveys will provide.	
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### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

#### Indicators with Prompts

#### Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>District</p> <p>District personnel analyze and monitor SBAC data as it comes from the state agencies that provide the results. They pass this information down to our principal and counselor who then disseminate the results to teachers and parents. District staff also monitors the results of district assessments such as DBQs, writing assessments and CIAs (benchmarks).</p> <p>Board of Trustees</p> <p>The board of trustees provides leadership and oversight functions. They determine policies and procedures to guide schools that will benefit CUSD schools and the district's objectives.</p> <p>Staff</p> <p>Teachers and 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 and staff also communicate regularly with parents and School Loop is utilized to indicate student progress.</p>	<ul style="list-style-type: none"> <li>• Frequent campus visits by district personnel, Superintendent, and Assistant Superintendent</li> <li>• Weekly principal conferences at district headquarters</li> <li>• Board minutes</li> <li>• Just Kids weekly meeting</li> <li>• Teacher planning/involvement in SBAC testing preparation</li> <li>• Staff development to discuss results of standardized tests</li> <li>• Enrollment of all</li> </ul>

<p>In addition, the orientation process and in-take conferences held with the principal allow parents and students to learn about the tools which can be utilized to monitor assessment and progress.</p> <p>Student Study Teams are convened when other interventions have proven unsuccessful. The student, parents, teachers, administrators, and counselor meet to determine a plan of action to improve a student's progress.</p> <p>Students</p> <p>Students are held responsible for monitoring their progress via School Loop. They can not only monitor their grades, but also their attendance and study halls served and owed, thus allowing them to constantly be aware of their progress in every class at all times.</p> <p>Parents</p> <p>Parents are made aware of assessment results by way of School Loop, conferences, phone calls, progress reports and report cards, both of which are mailed home at the midway point and end of the quarter.</p>	<p>students into School loop</p> <ul style="list-style-type: none"> <li>• Enrollment of parents into Parent Portal</li> <li>• Intake meetings with new students/parents with Principal</li> <li>• Group orientations with new students and parents</li> <li>• Student study teams</li> <li>• School Site Council</li> </ul>
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#### Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>The Serra administration and staff examine our students' Smarter Balanced Assessment Consortium (SBAC) results. In doing so, we can determine how effective our classes and test prep programs are and what is needed to be done to improve in these areas. Included in this is the overall "buy-in" by students to take these standardized tests seriously and put forth their best effort.</p> <p>Serra administration and staff compared our 2016 SBAC results to all other continuation high schools in our area. It was presented to the school in a staff meeting and strategies were</p>	<ul style="list-style-type: none"> <li>• <a href="http://caaspp.edsources.org">http://caaspp.edsources.org</a></li> <li>• CELDT scores</li> <li>• Title I Funding Report</li> <li>• IXL Math Program</li> <li>• Implement Math Camp</li> </ul>



<p>put in place to improve our student's willingness to take the assessments, including the provision of direct instruction of test taking strategies, the use of technology during classroom assessments, and the building of academic knowledge. There was a huge push for demonstrating the importance of taking these types of standardized assessments as they will continue taking standardized tests throughout their education.</p> <p>Please note that our school is different in that all juniors attending our school during the testing window take the assessment with us, however only the students who have attended Serra HS from the CBEDs date in early October will be reflected in the Serra HS data reports. This is considered when evaluating the results. It should be noted that while many juniors at traditional schools have completed Algebra and are in higher level math classes, many students who attend Serra do so because of a deficit in their education. Often students come to Serra as juniors needing to restart their mathematical journey. This means that they are not through the higher level math classes by the time they take these standardized assessment. It should also be noted that many of the students taking the SBAC Math assessment are not even enrolled in a Math course at the time of the test.</p> <p>Administration and teachers took on these challenges and created a program in which ALL students would receive mathematical instruction. Math Camp was a schoolwide effort in which juniors spent a week reviewing key math concepts regardless of whether they were currently enrolled in math. Similarly, English students spent the week testing with our English staff rather than the counselor and support staff in order to make a stronger connection with the subject.</p> <p>In reviewing the results of the 2017 SBAC assessment, it is evident that our efforts paid off as our students improved in both Mathematics and English. However, we continue to struggle with how to support our students in demonstrating their skills on state tests that are given once during their high school career and may not seem relevant.</p> <p>Administration and our English Language Development (ELD) advisor examine our students CELDT scores to indicate who might need additional language support in order to access the curriculum. Support staff and strategies are put in place to assist targeted individuals. This results in a higher rate of classes passed and an increase in the graduation rate.</p> <p>It is evident that Serra High School effectively evaluates and</p>	<ul style="list-style-type: none"> <li>• CIA and Classroom Writing Prompts</li> <li>• Chromebooks 1:1</li> <li>• Grades</li> <li>• Graduation Rate</li> </ul>
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analyzes standardized assessment and uses it to make schoolwide decisions.	
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#### Schoolwide Modifications Based on Assessment Results

D3.3. 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.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Based on our school wide writing prompts and DBQ assessments we have the ability to address students who are struggling with their writing and provide additional instruction. Within our professional development activities we have staff discussions regarding effective methods to instruct and assess students based on their performance. As a staff we determine what resources should be allocated to specific areas based on the students' performances.</p> <p>Professional development includes action plans by creating a community of engaged learners in which the staff takes ownership of student progress. Our results-driven process includes students using writing prompts, district implemented DBQ's that are graded by both staff and district employees and weekly meetings that discuss individual student performance.</p> <p>All students are enrolled in School Loop and have the ability to check their updated grades on a daily basis. Students are shown how to access their School Loop accounts and check their grades as well as any missing assignments. School loop provides them with the ability to stay informed on their grades and performance. Parents also involved in the process of school loop and encouraged to check their grades on a regular basis.</p> <p>Staff development occurs at the site and district level and includes content-specific training as well as training in Great First Instruction and PLC. District TOSAs have also provided staff development tailored to Serra's unique needs.</p>	<ul style="list-style-type: none"> <li>Professional Development Seminar for CUSD Secondary Teachers 11/1/17 Dr. Cruz</li> <li>School Loop Enrollment</li> <li>Just Kids Agenda</li> <li>Orientation PowerPoint</li> </ul>

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

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D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Over the years Serra High School has implemented many processes that help assess the effectiveness of the program. Teachers, counselors, and administrators communicate and review the completion rate, classroom policies, student's achievement, assessment results, report cards, and transcripts to best prepare all students for success.</p> <p>School Loop is a common tool to easily assess credit completion, grades, attendance, and study halls owed and served for each course. While the larger high schools have stopped mailing paper copies of progress reports home, expecting parents to exclusively rely on School Loop online reports, Serra has continued to mail progress reports every four weeks to ensure parents are aware of student progress even if they are not accessing online resources. Teachers publish grades weekly for parents, students, and staff to view. Students who are struggling are required to complete weekly Blue Cards that are filled out by each teacher and allow administration to have a very current view of how the student is progressing, as well as allowing students to self-monitor their own progress. Students of the week are recognized for those students who demonstrated exemplary behavior/achievement. Their names are read over the announcements, as well as the teacher comments about that student. Their pictures are hung up in the hallway and they receive a Serra T-shirt. We also give out a Student of the Quarter award during that quarter's graduation ceremony. The principal speaks about that student's efforts and achievements and the student wins a sizeable gift card. SST meetings take place when teachers and counselors feel it is necessary for student success.</p>	<ul style="list-style-type: none"> <li>• Student of the week recognition</li> <li>• Student of the Quarter recognition</li> <li>• Student graduation plan</li> <li>• School loop</li> <li>• Progress reports and report cards</li> <li>• Just Kids meeting</li> <li>• Weekly blue cards</li> <li>• Quarterly list of students with A's and B's for previous quarter</li> <li>• Weekly blue cards</li> <li>• Parent phone calls and emails</li> <li>• Back to School night</li> <li>• SST meetings</li> </ul>

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Before testing, each proctor must sign an affidavit stating that they understand the secure procedures that are to be followed during testing. All personnel administering assessments receive training in the administration of and testing procedures. All secure tests are proctored by certificated staff. In the event that an instructional aide is in the room to help with testing, the</p>	<ul style="list-style-type: none"> <li>• Affidavit</li> <li>• Locked Cabinet</li> </ul>

<p>aide must also undergo training and sign the affidavit. Whenever logistically possible, certificated staff assigned to proctoring testing is determined by subject matter which is being tested (i.e. Math teachers will administer Math assessments, English teachers will administer English assessments, etc.).</p> <p>Prior to and during the testing window, all testing materials are secured within a locked cabinet.</p> <p>If a student needs to use the restroom during the testing period, all test documents must be turned in and the student will leave his/her cell phone with the proctor.</p> <p>Student cell phones are powered off and out of view during testing. During testing, students are not allowed to have any non-testing related materials out and on their desk.</p>	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The monitoring of student growth is considered of paramount importance and Serra High School continues to work towards developing a process monitor learning and adjust instruction accordingly. With the introduction of new tools and oversight, Serra High School is in a better position to prepare all students for their choice of post-secondary endeavors.

Students are better prepared now than they have been in the past. The collective stakeholders have made a focused effort not only to prepare students, but to ensure that they are socially and emotionally ready to meet all the challenges that will come their way.

Assessment has allowed the administrator, teachers and counselor to team up and share their expertise with one another, allowing for a free flow of information between all and ultimately benefiting all Serra High School students.

Prioritize the strengths and areas for growth for Category D.

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 students.
- Use of a variety of summative and formative assessments to determine student knowledge.

- Writing across the curriculum.
- Incorporation of Math Camp for students to refresh their skills prior to the SBAC testing
- 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, attendance, study halls, etc.
- Just Kids meetings to discuss every student during the year.

**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 to support student readiness in post-graduation enrollment in higher learning institutions.
- Improve teacher's ability to disaggregate and analyze student performance data.
- Increase the variety and frequency of formal and informal assessments used during instruction to guide teaching and learning.
- Increase opportunities for students to collaborate in the completion of higher-level activities.
- Continue to improve Great First Instruction

**Category E: School Culture and Support for Student Personal and Academic Growth**

**E1. Parent and Community Engagement Criterion**

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Serra has multiple programs and formats by which we reach out to the community and to parents of Serra students. Before being admitted to Serra, new students and their parents/guardians attend an orientation with the principal. While the orientation is given in English, Spanish-speaking parents have the option of listening to a simultaneous translation through headphones. The content is translated by our bilingual office staff although the principal is also bilingual and able to answer parent questions in English or Spanish. The orientation includes an introduction to the school's mission and vision, the SLOs, policies and practices to promote student achievement, graduation and credit requirements, and supports available for students and families. Families also tour the school and ask questions specific to their students. In the fall, Serra hosts a back-to-school night which is open to parents and students. The school's culinary students prepare and serve a meal and beverages for all in attendance, and the atmosphere is welcoming and non-intimidating to parents who are new to the school.</p> <p>Each quarter, Serra hosts an ELAC meeting for Spanish speaking parents with agenda items provided by the district EL department as well as school-specific and parent-driven agenda items.</p> <p>The School Site Council is composed of parents, students and staff and oversees the school budget and the SPSA. Serra hosts the Parent Institute for Quality Education (PIQE) seven-week parent course which covers all aspects of educating a high school student. The institute culminates with a principal forum where parents ask questions important to</p>	<ul style="list-style-type: none"> <li>• ELAC</li> <li>• School Loop</li> <li>• Administrator-parent-student conference</li> <li>• Back to School Night</li> <li>• Orientation PowerPoint</li> <li>• Providing Child Care</li> <li>• Breakfast Club</li> <li>• Donations by Helping Hands</li> <li>• Ricardo's Senior Lunch</li> <li>• Scholarships from community</li> <li>• Laundry machines provided to students on campus</li> </ul>

<p>them, and then there is a graduation ceremony attended by the entire family and catered by the culinary arts program.</p> <p>A “Coffee with the Principal” is scheduled the second week of each quarter, giving parents an opportunity to meet with the principal and ask questions or provide feedback once the quarter is up and running and they know a bit more about how the school runs. Serra has an on-site daycare program and a teen parenting program for students who have children. Extended family members are welcome to become involved.</p> <p>The community here in South Orange County is very generous to the Serra students, providing them with many scholarship awards each spring. Serra also receives food donations from local stores through Helping Hands Worldwide, a community outreach. These donations are the foundation of Serra's outstanding culinary program and Breakfast Club (prepared by culinary arts once or twice a week).</p> <p>Ricardo's, a local restaurant, assists with providing a luncheon for all the graduates and staff. After learning that some students don't come to school because they don't have clean clothes, Serra students are welcome to use the laundry facility on campus for free. Food donations are also sent home with students or other community members who are in need. A local landscape architect is helping the Serra culinary arts and ASB create and manage a cooking garden. A variety of community members participate in the annual Chautauqua day of inspiration and career information.</p> <p>Serra has a strong relationship with Saddleback college which includes matriculation support each quarter, as well as monthly Lunch and Learn field trips to learn about different departments and their programs. Serra students also participate in the Senior Day hosted by the local college.</p>	
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#### Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Once a year, our school holds an event in which motivational speakers come and speak to our students. We rotate the	<ul style="list-style-type: none"> <li>Chautauqua speakers</li> </ul>

<p>students through a day of various career-oriented and motivational presenters.</p> <p>Each month, students visit a different department at Saddleback College for “Lunch and Learn” for an introduction to career/college pathways.</p> <p>Locally-headquartered retailer Tilly’s sends out two presenters twice a week to work with our students through their Tilly’s Life Center (TLC) Program which focuses on issues relevant to teens.</p> <p>Each year, we have a guest speakers from a variety of agencies present to our students. Examples include Human Options (domestic violence), Narconon (substance abuse), Job Corp (career opportunities), New Lung (smoking cessation), county counsel (juvenile law), various branches of the military, and others as opportunities and needs present.</p>	<ul style="list-style-type: none"> <li>• Field trips to Saddleback College</li> <li>• Tilly’s Teen Program TLC</li> <li>• Human Options-- Breaking the Cycle of Domestic Violence</li> <li>• Job Corp</li> <li>• Narconon</li> <li>• New Lung</li> </ul>
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Staff and teachers have gone out of their way to invite both internal and outside trainers to the school for training and implementation of inclusive and caring school policies and procedures.</p> <p>The school has formed business relationships, as well as directed resources to update facilities and tools to make Serra</p>	<ul style="list-style-type: none"> <li>• Mandatory Cyber Safety Lessons</li> <li>• Anti-bully trainings</li> <li>• An exploration into SOGI: Sexual</li> </ul>



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<p>High School not only an emotionally safe place, but a physically safe environment for our students.</p> <p>The staff committed to additional outside training to qualify the school to have Google Chrome carts in every classroom, making Serra HS the first of the district High Schools to achieve a one computer to one child ratio in all academic areas. In addition, staff provides students with mandatory CyberSafety lessons at all grade levels.</p> <p>Staff and teachers train early each year in procedures to respond to medically fragile students on campus, proactively acting instead of reacting to the needs of our students.</p> <p>Drug and alcohol education is provided to students each semester through guest speakers. Students who need additional help have the option of attending a weekly support group on campus to focus on issues around alcohol and drugs.</p> <p>Students and staff receive different versions of suicide prevention training. The counselor assesses any potentially at-risk students in order to make the appropriate referrals.</p> <p>Serra participates in the anti-bullying awareness month every year and follows up on any incidences of potential bullying within the school.</p> <p>Serra is dedicated to ensuring emergency preparedness. In addition to regular trainings and drills, the school updated our alarm system and emergency equipment this year.</p> <p>Serra administration continues to work with district administration to seek solutions for the challenges of an aging campus.</p>	<p>Orientation and Gender Identity in Schools training</p> <ul style="list-style-type: none"> <li>• New Furniture and Chrome Carts</li> <li>• Repairs to roofs, windows and infrastructure</li> <li>• School Murals and Painting</li> <li>• EPI Pen, diabetes, and other health training</li> </ul>
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### High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
The staff at Serra deeply cares about the emotional wellbeing of our students and consider it our job to foster an environment	<ul style="list-style-type: none"> <li>• Just Kids Agendas</li> </ul>

<p>where students feel safe, heard, valued and appreciated at the small school with a BIG heart. In order to create this environment, Serra uses a variety of strategies to provide positive reinforcement and intervention when needed.</p> <p>While the staff already possess a mindset that looks at the student as an individual with unique talents and challenges, the staff has engaged in specific training to better understand how to support our unique student population. A team attended the national Reaching the Wounded Student conference in Orlando in June 2017. The entire staff participated in the Why Try Resiliency Breakthrough training held at Serra during our preservice days. Two teachers follow up with the intensive Why Try training this fall. Our counselor regularly provides staff with follow up training on supporting our students, including those who are particularly challenging because of obstacles they are dealing with in their lives.</p> <p>Staff and teachers hold a weekly Just Kids meeting to discuss our individual students. Just Kids is a program that has developed over years to help our staff identify both students in need as well as our outstanding students. Each meeting 6-8 students are “introduced” to the staff via a short video clip in which the students are asked a few questions. Staff members give input as to how those students are doing and any background they know that will help the larger staff know and support the students. In addition to the rotating introductions, staff spends time discussing possible recipients of the Student of the Week honor as well as students of concern. In this way, the entire school community is poised to wrap around students and ensure that nobody falls through the cracks. In order to ensure that these discussions align to the schools mission and vision as the Small School with a Big Heart, the staff identified norms about how they will talk about students and those norms are revisited each quarter.</p> <p>The school implemented a new attendance program to reduce the number of absences and tardies by our student population. By tying student attendance to credits earned, and increasing the student and parent contact for those that fail to strive with us to better attendance, SHS has been able to lower the absence rate for the school and increase attendance at the school. The policy focuses on a positive approach to attendance, rewarding students who are at school regularly with the opportunity to leave early on study hall days. Rather than the traditional approach at the large high schools that punishes truancy with detention, Saturday school and suspension, Serra rewards students by letting them leave early</p>	<ul style="list-style-type: none"> <li>• Student of the Week Rewards</li> <li>• ASB Activities</li> <li>• Attendance Policy</li> <li>• ELAC Needs Assessment</li> <li>• A/B Honor Roll</li> <li>• SLOs</li> <li>• Shared Commitments for Just Kids</li> <li>• Sample Videos from Just Kids</li> <li>• Attendance Data</li> </ul>
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<p>twice a week if their attendance justifies it (i.e. No Study Hall).</p> <p>The school also focuses on positive reinforcement to increase student expectations by honoring students with academic excellence, and also providing extra-curricular activities incorporated into the basic fabric of the campus and class schedule. Students specifically requested the opportunity to have fun field trips for students who earn it, and have enjoyed trips to local amusement parks as a result of their request.</p> <p>SHS is constantly re-evaluating and reflecting on its efforts, and utilizes a number of surveys and other inputs to modify or hone techniques that work or discontinue those that don't.</p>	
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#### Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>Serra has a commitment to operate as a professional learning community. As such, the school creates norms for our meetings, sets goals, and leverages our collective wisdom to support our students. There is a concerted effort to create an atmosphere of trust and shared decision making between all staff members. Teacher voice is encouraged and appreciated. For example, after the initial attendance pilot, a teacher recommended a significant adjustment that was agreed upon by the rest of the staff and has resulted in a refined and improved attendance plan. Students have had the opportunity to provide feedback regarding programs and policies and have a voice at the school. Their feedback has resulted in changes to the school schedule, the daily structure of the classes, incentives and more. With such a small campus, staff and students are very aware of what is happening in all aspects of the school program and interested in sharing ideas and opinions.</p> <p>Serra encourages our staff to continue to hone their craft, and supports teachers with release days and professional development programs. Teachers know they can request resources to support their work and their requests will be addressed.</p> <p>The school actively recruits students and parents into the SSC</p>	<ul style="list-style-type: none"> <li>• School Site Council</li> <li>• Leadership Team Meetings</li> <li>• Individual Performance Goals for Teachers</li> <li>• Staff Development Agendas</li> </ul>

and ELAC to ensure that their input is received and acted on to improve school wide culture and initiatives.	
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### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Indicators with Prompts

#### Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Serra High School provides a small, alternative setting to the six large comprehensive high schools within CUSD. One of our greatest assets is the number of adults who are available to support our teens. Our staffing ratio of 20:1 means smaller classes in all subject areas. In addition, Serra has a full-time academic advisor to help students develop graduation plans and ensure appropriate scheduling. We have an instructional assistant who helps our EL students and a bilingual community liaison to assist parents and students connect with resources in the community including Saddleback College. Our independent study teacher meets weekly with students to make up credits in English, history, science and electives, as needed. Our full-time counselor holds support groups for students, conducts workshops for teachers, and facilitates guest speakers for the school. Speakers include the National Alliance on Mental Illness, Narconon, New Lung, and Human Options. By leveraging these and other community resources, the staff provides support for a variety of issues facing students outside of school.	<ul style="list-style-type: none"> <li>• Instructional Assistant</li> <li>• Bilingual Community Liaison</li> <li>• Independent Study</li> <li>• Full-time Counselor</li> <li>• NAMI</li> <li>• Human Options</li> </ul>

#### Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as*

*personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>Serra is one of three alternative general education options for students. The district also offers a Fresh Start independent study program as well as Cal Prep Academy, an online high school. Serra is the only alternative school in the district that provides a classroom-based program. Since most of our students have struggled in the traditional school setting, Serra staff analyzes the obstacles to success students have faced and work to create an environment that mitigates those obstacles. For example, most of our students struggled to attend school regularly at their previous sites so we have created an attendance program that eliminates some of the problems students faced in trying to catch up after an absence. By requiring students to immediately spend study hall with the teachers whose classes they missed, with other students who missed the same class, students are able to make up the instruction and classwork they missed so they don't get into a hole. Teachers attend professional development days during the year.</p> <p>Teachers attend training to specifically address ways to support struggling students, and use that expertise in the classroom and during Just Kids meetings. When students do make mistakes and need to get back on track, there is an atmosphere that allows students to move forward from their mistakes and try again. We know that one size does not fit all and work to create a caring and supportive environment that accepts all types of students.</p>	<ul style="list-style-type: none"> <li>Professional Development Days by subject</li> <li>PLC Meetings</li> <li>All staff one-day "Why Try" Resiliency Training and intensive two-day workshop for individual staff members</li> <li>District continuing education courses</li> </ul>

#### Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
<p>Most of the students who attend Serra had significant academic struggles at their previous schools. Therefore, we</p>	<ul style="list-style-type: none"> <li>Just Kids Agenda</li> </ul>

<p>closely monitor the progress of every student beginning with our weekly Just Kids meetings where any staff member can initiate a conversation regarding a student of concern. The follow-up may include academic support, counseling support and contact with home. Occasionally, outside resources are called in as well. Once identified, students are monitored weekly, then monthly, then quarterly to ensure they are making academic and social progress.</p> <p>Academic Intervention class is available to students who have failed a class or have partial credits in a class and would like to make it up online. Edgenuity is the program used in AI. Independent study is a one-on-one program which provides students individual classes outside of their regular schedule so students can catch up more quickly. Students are placed in this class by consultation between existing teachers, the academic counselor and the school Principal.</p> <p>Teachers administer CIAs (Common Interim Assessments) to evaluate student progress towards proficiency in Common Core State Standards in language arts and writing. Teachers use a district provided common rubric to evaluate student progress and are able to compare how our students are progressing compared to peers at other sites. Serra also noted that some of our students were not being successful in the district-run summer intervention program because it was done from home or at a school far from most of our families. Serra piloted a site-based summer school program last summer and found that participants were more successful so we will continue that practice this summer.</p>	<ul style="list-style-type: none"> <li>• Edgenuity</li> <li>• Independent Study Contracts</li> <li>• Summer School Data</li> <li>• Counselor and Intervention Records</li> </ul>
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#### Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students ( i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>Serra's master schedule is designed to provide every student with the classes they need to meet graduation requirements and prepare for college or career. Students are not leveled in classes. Every class is open to all students with the exception of direct English (SpEd) and ELD English (EL). However, students in either of those classes take all their other classes with the rest of the student body. Serra's academic advisor</p>	<ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Edgenuity</li> <li>• Study Hall</li> <li>• Course Syllabi</li> </ul>

<p>creates quarterly master schedule based on all student needs and class enrollments. All students are given the opportunity to attend summer school to make up for lost credits. Study halls are provided twice a week to provide students with additional appropriate classroom time with their individual teachers within their subject area.</p> <p>Serra continues to improve the level of rigor in course offerings. Based on conversations among staff and with district and community college representatives, several shifts have occurred. Serra now enrolls all students in an Algebra-Geometry pathway rather than Algebra-Financial Math in order to better prepare students for placement in higher-level college classes. Rather than Coordinated Science I and II, Serra has embraced the CUSD shift towards Anatomy and Physiology and Conceptual Physics. Serra will continue to use site, district and Saddleback data to improve our course offerings.</p>	<ul style="list-style-type: none"> <li>• Saddleback Data</li> </ul>
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#### Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Serra has a small but active Associated Student Body (ASB) which is open to any student and does not require being elected. ASB plans activities for the school throughout the year. There are spirit days, activities and contests in the quad, fun field trips to reward students for attendance goals, and more.</p> <p>Each week staff selects Student(s) of the week and those students receive a certificate, a spirit shirt, and an invitation to a celebration lunch. There are other activities throughout the year to create the sense of school community including Red Ribbon Week, fundraisers like Pennies for Patients, anti-bullying month activities, ASB announcements which recognize student birthdays and advertise upcoming events, blood drives, and student-created yearbook.</p> <p>Student Leadership is an advisory group is made up of six student representatives who meets monthly with the principal and provide feedback on how things are going from the student perspective.</p>	<ul style="list-style-type: none"> <li>• ASB</li> <li>• Yearbook</li> <li>• Student Leadership</li> <li>• Lunch and Learn at Saddleback Community College</li> <li>• Spirit Days</li> <li>• Chautauqua</li> <li>• Field Trips</li> </ul>

<p>Saddleback College visits weekly in the quad, students attend monthly “Lunch and Learn” field trips, and meet quarterly to complete matriculation.</p> <p>Chautauqua is a one day “coming together” of community members to speak and interact with the kids, in multiple assemblies throughout the school.</p>	
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ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:  
Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified critical learner needs (Chapter III).

Serra High School, although it is a relatively small continuation school for the size of the district, prides itself by providing an intense focus on the individual and unique needs of all our students. Starting before the first day of class when all incoming students spend time learning how things work during orientation with the principal, students are empowered with information to take ownership of their high school experience and the path to graduation and beyond. Serra strives to live up to its motto as *The Small School With a Big Heart*.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Strong student involvement in Spirit Day activities are indicative of the student buy in of the campus culture.
- Strong attendance at study halls show that students care about earning the credits needed to graduate high school.
- The support of a counselor, academic advisor, and bilingual community liaison and EL instructional aide to provide additional support
- Guest speakers to support mental/emotional well-being and challenges students face outside of school.
- Student-centered campus with opportunities for fun events in addition to regular academics

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth.

- More outreach to parents to include them in the educational preparation of their children
- Additional resources for students struggling with dependency and other issues
- Additional connections with community resources to support student’s emotional needs
- Additional onsite career-preparation and career pathways opportunities for students



### **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

- More rigorous curriculum standards
  - Expanding the course offerings to include higher level courses and more elective choices
  - Increase the rigor to support student readiness in post-graduation enrollment in higher learning institutions.
  - Focus on writing across content areas
- Differentiated instruction for high achieving students
- Increased opportunities for CTE Pathway Programs.
- Development of a consistent system for data analysis and responses resulting from analysis
  - Improve teacher's ability to disaggregate and analyze student performance data.
  - Incorporation of Illuminate in all class
- More outreach to parents to include them in the education preparation of their children
- Student use of technology such as Google classroom to support individualized and collaborative learning
- Increased availability of instructional technology training for teachers
- Better tracking of student academic progress across attendance years
- More specific tracking of student success in college

## Chapter IV: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

### IMPLEMENTATION AND MONITORING OF SCHOOLWIDE ACTION PLAN

The WASC Action Plan guides the staff at staff meetings, leadership meetings, and wherever decisions are made. It is a force for change in the school. Each year, the administration and staff have continued the work in implementing the necessary changes to help students succeed.

#### MAJOR CHANGES IN PROGRAM SINCE LAST FULL VISITATION

- The school has made a significant investment in technology (both for faculty and students) including becoming the first 1 to 1 Chromebook school in the district.
- Implementation of a Variable Credit model based on attendance.
- Implementation of a mandatory Student/Parent Orientation process for newly enrolled students.
- Replacement of all classroom furniture with modular components used to create flexible learning spaces.
- Implementation of a Summer Credit Recovery Program to help increase credit recovery and increase graduation rates
- Several revisions to master schedule which reflect the needs of the changing student body.
- Implementation of new data analysis software (Illuminate)
- Implementation of Common Interim Assessments (CIAs) which more closely resemble questions and performance tasks students will encounter on the Smarter Balanced assessments.
- Alignment of science curriculum in accordance with district and Next-Generation Science Standards
- Addition of a six-hour Bilingual Community Liaison
- Replacement of district Academic Intervention classes with customizable intervention classes using Edgenuity
- Addition of an on-site independent study teacher to provide additional classes for students who need or want to earn additional credits
- Addition of a part-time, 5-day a week Health Clerk to promote wellness and monitor student health plans
- Two changes in site principal due to retirement and promotions
- Addition of weekly PLC meetings used for staff development, trainings, WASC activities

#### **Critical Learner Need 1**

*Increase student achievement by improving the instructional program*

Increase achievement for all students, including our English Learner, Special Education, teen parent, and other unique populations through the use of rigorous differentiated instruction to assist all students in the attainment of skills necessary to earn a high school diploma and be college and career ready.

#### **Questions:**

1. How can we help students attain academic proficiency as reflected in CAASPP performance, grades, and assessments?
2. How are we using assessments throughout our daily interaction with students to Great First Instruction of the curriculum?
3. Do students see a connection between how they perform on an assessment and how the curriculum addresses their success and failures?
4. How do we improve levels of success for all students?
5. How can we increase student motivation, engagement, and achievement for all learners, especially our special education, English Learner, and socio-economically disadvantaged population?

**Supporting Data:** CAASPP, Attendance, Student Course pass rates, Grades, CIA Results, College Placement Exam, Community College retention rates, Edgenuity completion data, Teacher Survey, Graduation Data, Student Survey data

**Schoolwide Learner Outcomes Addressed:**

**Be Responsible**

Students will be accountable for their actions, learning, and decisions as contributing community members.

**Be Ready**

Students will demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving, and critical thinking. Be committed to academic achievement.

**Critical Learner Need 2**

*Adequately prepare students for a variety of post-secondary options*

Increase the number of students who successfully matriculate, enroll, attend and persist in Community College or other career-oriented programs

- 1) Where do our students go after graduation?
- 2) Of our students who enter college, how many persist and complete a certificate or degree?
- 3) Of our students who enter college, how many transfer to a university and how many transfer students complete their degree?
- 4) How can we prepare students who are interested in a vocational program?
- 5) How do we prepare and support students pursuing a career in the military after high school?
- 6) How do we prepare and support students who plan to enter directly into the workforce?

**Supporting Data:** Graduation Rates, College placement data, military ASVAB data, Student Survey data, College persistence and graduation data, CCA/ROP enrollment and completion

**Schoolwide Learner Outcomes Addressed:**

**Be Responsible**

Students will be accountable for their actions, learning, and decisions as contributing community members.

**Be Ready**

Students will demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving, and critical thinking. Be committed to academic achievement.

**Be Respectful**

Students will possess a sense of worth and tolerance for all people, abilities and values.

**Critical Learner Need 3**

*Continue to improve and enhance the culture of the Small School with a Big Heart*

Developing caring and compassionate school culture, promoting creativity, empathy, social awareness, and 21<sup>st</sup> Century Competencies

**Questions:**

1. How do we create a culture where students leave Serra High School as socially aware and responsible citizens who demonstrate integrity?
2. How do we ensure every adult who interacts with students is positively contributing to their academic, social and emotional wellbeing?
3. How do we support students in developing the empathy and compassion for peers and others?
4. How do we incorporate social justice when students get into trouble?
5. How do we prepare our staff to work with at-risk youth facing a variety of serious challenges?

**Supporting Data:** Parent Survey, California Healthy Kids Survey Data, Attendance, Discipline Data, Counseling and Intervention Logs

**Schoolwide Learner Outcomes Addressed:**

**Be Responsible**

Students will be accountable for their actions, learning, and decisions as contributing community members.

**Be Respectful**

Students will possess a sense of worth and tolerance for all people, abilities and values.

## Chapter V: Schoolwide Action Plan

### **Goal 1 (Area of Improvement):**

**Use data as the basis for instructional decisions to increase achievement for all students, including our English Learner, Special Education, teen parent, and other unique populations.**

Rationale: Critical Learner Need 1

*Increase student achievement by improving the instructional program*

*Increase achievement for all students, including our English Learner, Special Education, teen parent, and other unique populations through the use of rigorous differentiated instruction to assist all students in the attainment of skills necessary to earn a high school diploma and be college and career ready.*

Self-study findings indicate a need to improve student achievement in ELA and Math curricular areas. The results of CAASSP 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 2017 Data:** 53% of all 11th grade students scored in the Not Met range on the ELA CAASPP. 47% of our 11th grade Fluent English Proficient or English Only students were in the Not Met range. 80% of our English Learner students scored in the Not Met range.

Math CAASPP results showed 86% of all 11th Grade students scored in the Not Met range. 83% of our 11th grade Fluent English Proficient or English Only students were in the Not Met range. 80% of our English Learner students scored in the Not Met range.

**Growth Targets:** 5% Annual improvement in ELA scores and 5% Annual improvement in Math scores across all subgroups on CAASSP

**SLO's Addressed:** Be Responsible and Be Ready

**Means to Monitor and Report Progress:** Administrators/Focus Group Leaders will report progress to district and Board, parents, staff, and students, annually with annual reporting /approval of SPSA & to staff at monthly PLC meetings. Action Plan modified as necessary, at least annually.

CAASPP data: All students, Focus Group: EL, Econ Disadvantages, Hispanic  
Progress on CELDT

Curriculum embedded assessments – Data Analysis via Illuminate

Common Interim Assessment (CIA) data compared within and across schools

## Serra High School ACS WASC/CDE Self-Study Report

### Action Plan Progress:

<b>TASKS (GOAL 1)</b>	<b>STAKEHOLDERS INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT &amp; RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT &amp; DATA USED</b>	<b>TIME-LINE</b>	<b>LINK TO LEA LCAP GOALS</b>
Implement a research-based, structured collaborative model to ensure consistent analysis of student data and provide timely intervention	Leadership Team  Administration  Counselor  Teachers	PLC Training	Analysis of performance data  Analysis of grades and other data	Monthly	CUSD Goals 1 and 2
Departments will use data to collaboratively evaluate curriculum and determine essential standards to enhance student outcomes	Teacher Teams  Department Leads	PLC Strategies  Development of Common Assessments  Data review and planning	Evidence of student work  Progress reports  D & F reports  Practice exams  Common assessments	Sept to June  Weekly Meetings	CUSD Goals 1 and 2
Leadership team will identify and organize staff development opportunities based on teacher need	Leadership Team  Department Leads	Illuminate reports and templates designed specifically for targeted students' reports	Leadership Meeting  Quarterly Review of Grades and Credits	Quarterly	CUSD Goals 1 and 2
Develop and expand opportunities outside regular school year for additional credit recovery.	Administration  Academic Advisor	Research Models and Funding options for a programs  Credit recovery sessions	Master Schedule  Credit Recovery Data	Spring 2018	CUSD Goals 1 and 2

**Goal 2 (Area of Improvement):**

**Increase the number of students who successfully matriculate, enroll, attend and persist in Community College or other career-oriented programs.**

**Rationale: Critical Learner Need 2**

*Adequately prepare students for a variety of post-secondary options*

Self-study indicates that we need to develop a stronger pathway to prepare our students for entry into Community College or other technical school pathways.

**Supporting 2017 Data:** Based on the student survey data 49.4% of students expressed a desire to pursue further educational opportunities yet only about a third of Serra students enrolled in and started Saddleback classes immediately after graduation. Of the Serra students who enrolled in Saddleback Community College, 30% were placed on academic probation during their first year.

**Growth Targets:** 10% increase annually in students fully matriculating to community college with a 5% reduction in the number of first year students placed on academic probation.

**SLO's Addressed:** Be Responsible and Be Ready

**Means to Monitor and Report Progress:** Administrators/Focus Group Leaders will report progress to Board of Trustees, parents, staff, and students, annually in September and with annual reporting /approval of SPSA & to staff at monthly faculty meetings. Action Plan modified when necessary, at least annually.

Participation in Lunch & Learn program  
Successful Community College matriculation  
Retention and persistence rates  
Saddleback College High School Partnership Council Data Report

## Serra High School ACS WASC/CDE Self-Study Report

### Action Plan Progress:

<b>TASKS (GOAL 2)</b>	<b>STAKEHOLDERS INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT &amp; RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT &amp; DATA USED</b>	<b>TIME-LINE</b>	<b>LINK TO LEA LCAP GOALS</b>
Extend our partnerships with local Community Colleges to identify gaps in student preparation and a plan to address those gaps	Administration  Counselor  Leadership Team  Teachers  Bilingual Community Liaison  Academic Advisor	Leadership Team meetings  PLC Meetings  High School Partnership Council with Saddleback College	Matriculation data  High School Partnership Council Data Report	Twice per year	CUSD Goals 1 and 2
In collaboration with CCA/ROP, develop additional CTE pathways at Serra	Bilingual Community Liaison  Administration  CCA Office  Academic Advisor	Exploration of career pathways that would best meet the needs of Serra students and further their preparedness for college and career	CCA Course Offerings  Number of students completing CTA pathways  Number of students receiving college credit for CTE courses	Ongoing	CUSD Goals 1 and 2
Assist students in developing the "soft skills" necessary to be successful in the college or career environment	Teachers  Counselor  Academic Advisor	Chautauqua  CCP  Senior Career Project	Observation  Skills Inventory	Ongoing	CUSD Goals 1 and 2
Work with the district to create a plan for modernization that would allow for additional CTE pathways	Administration  CUSD Maintenance and Operations  District Leadership  CCA	Development of Additional CTE Academies onsite  Training for CTE teachers	Course Catalog  Participation and completion rates	Fall 2018 and ongoing	CUSD Goals 1, 2, and 3



**Goal 3 (Area of Improvement):**

**Increase the use of rigorous differentiated instruction to assist all students in the attainment of skills necessary to earn a high school diploma and be college and career ready.**

**Rationale: Critical Learner Need 1**

*Increase student achievement by improving the instructional program*

We need to improve our system of interventions that guarantees each student experiencing difficulty will receive additional time and support for learning. We need to develop more strategies to extend and enrich the learning of students who have not mastered essential skills with emphasis for our Special Education and English Learner populations.

**Supporting 2017 Data:** 53% of all 11th grade students scored in the Not Met range on the ELA CAASPP. 47% of our 11th grade Fluent English Proficient or English Only students were in the Not Met range. 80% of our English Learner students scored in the Not Met range.

Math CAASPP results showed 86% of all 11th Grade students scored in the Not Met range. 83% of our 11th grade Fluent English Proficient or English Only students were in the Not Met range. 80% of our English Learner students scored in the Not Met range.

**Growth Targets:** 5% increase in performance on CAASPP for ELA and Math.

Increase number of formative/summative assessments given on campus.

**SLO's Addressed:** Be Responsible and Be Ready

**Means to Monitor and Report Progress:** Data will be analyzed for all students and sub-groups and reported during Just Kids and weekly PLC meetings.

Attendance reports for subgroups: Special Education, English Learners, Socio-Economically Disadvantaged students

CELDT testing

California Healthy Kids Survey

English learner class data for D's & F's

Formative/summative assessments

Graduation rates

State Assessments

CIA data

A and B Lists

## Serra High School ACS WASC/CDE Self-Study Report

### Action Plan Progress:

TASKS (GOAL 3)	STAKEHOLDERS INVOLVED	PROFESSIONAL DEVELOPMENT & RESOURCES	MEANS TO ASSESS IMPROVEMENT & DATA USED	TIME-LINE	LINK TO LEA LCAP GOALS
Work with district TOSA's to provide staff development opportunities that focus on rigorous and relevant implementation of CCSS by content area.	Teachers Administration Counselor	Structured PLC collaboration time  District Department Meetings  Districtwide and schoolwide staff development	Evidence in student work  CIAs  Common Assessments	CIAs will be given in 1st and 3rd Quarters  Common Assessments will be given during at the end of course study  Other Assessments ongoing	CUSD Goals 1 and 2
Provide staff development in research-based instructional strategies including SIOP DOK, project-based learning, engagement, and the use of instructional technology to increase the 4 Cs of Common Core	Administration Leadership Team Teachers TOSAs	PLC Meetings  Trainings and Staff Development  TOSA Model Lessons  Release time for planning and walk-throughs	Walk-through Data Collection  Observation  Lesson Plans  Grades  Student and Staff Surveys	Ongoing	CUSD Goals 1 and 2
Increase opportunities for intervention and enrichment	Administration Leadership Team Teachers	PLC Meetings  Summer School  Enrichment Activities	Student participation  Student work samples  Grades	Ongoing	CUSD Goals 1 and 2

**Goal 4 (Area of Improvement):**

**Continue to seek opportunities to increase meaningful parent and community involvement, including providing parents with the information they need to support their students' academic and social success.**

**Rationale: Critical Need: Critical Learner Need 3**

*Continue to improve and enhance the culture of the Small School with a Big Heart*

We need to foster an environment where we have a shared system of beliefs and priorities driving the actions and attitudes of those within the school community, including parents/guardians and others with a vested interest in student success.

**Supporting 2017 Data:** 74% of students reported that they received adequate information regarding grades, attendance, and behavior.

2015-2016 CHKS results indicate that 30% of students surveyed rated Student Connectedness as "HIGH."

2015-2016 CHKS results indicate that 22% of students surveyed agreed that their parent felt welcome to participate at school.

**Growth Targets:**

- Increase attendance at BTSN, and Open House, and other School-wide family centered events by 10% annually.
- Increase outreach through social media outlets, email, website, phone calls, and text messages to reach more parents students and community members.
- Increase the number of parents who attend the Parent Institute for Quality Education onsite annually by 10% each year.

**SLO's Addressed:** Be Responsible and Be Ready

**Means to Monitor and Report Progress:**

Attendance reports  
California Healthy Kids Survey  
Coffee with the Principal meetings  
Parent survey  
School Site Council meetings  
Student Exit Survey  
Parent workshop agendas and sign in sheets  
Number of parents attending workshops reported out during SSC meeting

## Serra High School ACS WASC/CDE Self-Study Report

### Action Plan Progress:

<b>TASKS (GOAL 4)</b>	<b>STAKEHOLDERS INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT &amp; RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT &amp; DATA USED</b>	<b>TIME-LINE</b>	<b>LINK TO LEA LCAP GOALS</b>
Provide parents with resources and strategies to help their child succeed academically through workshops, parent outreach, and progress reports	Leadership Team Teachers Counselor Academic Advisor Bilingual Community Liaison	Parent Institute for Quality Instruction (PIQE)  ELAC Meetings and Trainings  School Site Council Meetings and Trainings  Community Forums	PIQE Graduation  ELAC and SSC agendas and participation  Workshop Participation  Sign-In at BTSN and Open House	Ongoing	CUSD Goal 4
Refine process and format for gathering useful feedback from parents regarding how the school can support them and their students	Administration Counselor Academic Advisor Bilingual Community Liaison Teachers	Parent Surveys and Interviews  PIQE Parents/Principal Forum  Community Resources	Student School Loop usage  Parent School Loop Usage  Parent Survey  Student Survey	Ongoing	CUSD Goal 4
Increase the use of email, text, social media, workshops, phone calls, and face-to-face meetings by teachers and leadership to engage parents in whichever format meets their needs	Administration Teachers  Bilingual Community Liaison (webmaster)  Student Leadership	Social Media Accounts (Instagram, Twitter, Facebook)  Parent Orientation Training on social media and other outreach	Number of parents, students following school media  Parent participation in parent trainings	Ongoing	CUSD Goal 4

**Goal 5 (Area of Improvement):**

**Maintain a low staff-student ratio that continues to foster an environment where strong relational experiences are the foundation for student success, and where opportunities for intervention support our at-risk students, creating a culture of a small school with a big heart.**

**Rationale: Critical Learner Need 3**

*Continue to improve and enhance the culture of the Small School with a Big Heart*

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 2017 Data:**

Students are surveyed at the end of each academic year and are asked “What do you like about your school?”. Small class sizes was tied for the number one response at 71.4%

2015-2016 CHKS results indicate that 30% of students surveyed rated Student Connectedness as “HIGH.”

**Growth Targets:**

- Maintain a teacher/student ratio of no more than 20/1.
- Maintain a counselor/student ratio of no more than 200/1.
- Maintain an Academic Advisor/student ratio of no more than 200/1.
- Maintain a Bilingual Community Liaison position at no less than 0.75 FTE.

**SLO's Addressed:** Be Responsible and Be Respectful

**Means to Monitor and Report Progress:**

Student Surveys  
California Healthy Kids Survey  
Observation Reports Including Engagement Data  
Grades  
Attendance

## Serra High School ACS WASC/CDE Self-Study Report

### Action Plan Progress:

<b>TASKS (GOAL 5)</b>	<b>STAKEHOLDERS INVOLVED</b>	<b>PROFESSIONAL DEVELOPMENT &amp; RESOURCES</b>	<b>MEANS TO ASSESS IMPROVEMENT &amp; DATA USED</b>	<b>TIME-LINE</b>	<b>LINK TO LEA LCAP GOALS</b>
Work with district personnel to emphasize significance of small class size to integrity of program.	Administration  Staff  Student Leadership  School Site Council	District Visitations  District staffing meetings  Leadership Meetings  Student Presentation to the Board	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.	Ongoing	CUSD Goals 2 and 4
Provide training and support so that every staff member embraces the opportunity to develop relationships with students that capitalize on the smaller class size and the smaller school environment	Administration  Counselor  Academic Advisor  Teachers	Staff Development such as Resiliency Training, Reaching the Wounded Student, Student Engagement, Academic Conversations	Engagement Measurements on Walk-throughs  Student surveys  Teacher Surveys  Master Schedule  Enrollment and CBEDS data	Annually and ongoing	CUSD Goals 2 and 4

**Appendix:**

The Appendix contains important documentation from the report that may be useful. We have included snapshots of achievement and survey data, calendar and schedule information, and more. Most of our documentation is available online through the Capistrano Unified School District website (<http://capousd.ca.schoolloop.com>) and the Serra High School website (<http://serra.capousd.ca.schoolloop.com>). There you can access our school profile, School Accountability Report Card, Singls Plan for Student Achievement, discipline policies, handbooks, description of courses, and more. During the visitation and at any time, hard copies of any supplemental documentation will be made available.

- A. CUSD Calendar**
- B. Daily Schedule**
- C. Master Schedule**
- D. Graduation requirements**
- E. CDE LCFF State Priority Snapshot**
- F. Results of 2017 Serra Student Questionnaire**

## A. CUSD Calendar

### CAPISTRANO UNIFIED SCHOOL DISTRICT San Juan Capistrano, California

#### 2017-2018 SCHOOL CALENDAR

Packet Pick-up, High School	July 24-26, 2017 9:00am-12:00pm;
Registration Window, High School	July 25, 2017 4:00pm-7:00pm
Packet Pick-Up, Middle School	July 31- August 8, 2017
	August 1-3, 2017 9:00am-12:00pm;
	August 2, 4:00pm-7:00pm
Registration Window, Middle School	August 7-16, 2016
<u>ATP OPENING DAY OF SCHOOL</u>	Tuesday, August 15, 2017
<u>OPENING DAY OF SCHOOL</u>	<b>Tuesday, August 22, 2017</b>
(MINIMUM DAY for Elementary Students)	
Back-to-School Night, Middle School	Tuesday-Thursday, August 29-31, 2017
(MINIMUM DAY per individual school site calendar)	
<i>LABOR DAY (Legal Holiday)</i>	<i>Monday, September 4, 2017</i>
Back-to-School Night, High School	Tuesday-Thursday, September 5-7, 2017
(MINIMUM DAY per individual school site calendar)	
Back-to-School Night, Elementary	Tuesday-Thursday, September 12-14, 2017
(MINIMUM DAY per individual school site calendar)	
<u>End of First Progress Reporting Period (High School)</u>	Friday, September 29, 2017
<u>End of First Quarter (Middle School)</u>	Friday, October 13, 2017
<u>End of First Reporting Period (Elementary)</u>	Friday, October 27, 2017
MINIMUM DAY Parent Conferences, Elementary only	Monday, October 30 and Tuesday, October 31, 2017
<i>NO SCHOOL-Pupil Free Day</i>	<i>Wednesday, November 1, 2017</i>
<i>(Secondary Prof. Dev.)(Elementary Parent Conferences)</i>	
MINIMUM DAY Parent Conferences, Elementary only	Thursday- Friday, November 2-3, 2017
<u>End of Second Progress Reporting Period (High School)</u>	Thursday, November 9, 2017
<i>VETERANS DAY (Legal Holiday)</i>	<i>Friday, November 10, 2017</i>
<i>THANKSGIVING RECESS (Recess for Students and Teachers)</i>	<i>Monday-Friday, November 20-24, 2017</i>
<u>SCHOOL RESUMES</u>	<b>Monday, November 27, 2017</b>
Final Exam Days, High School (Minimum Days, High School)	Tuesday-Thursday, December 19-21, 2017
<u>End of First Semester (High School)</u>	Thursday, December 21, 2017
<u>End of Second Quarter (Middle School)</u>	Thursday December 21, 2017
<i>NO SCHOOL-Pupil-Free Day</i>	<i>Friday, December 22, 2017</i>
<i>(Elementary Prof. Dev.)(Secondary Semester Wrap-up)</i>	
<i>WINTER RECESS (Recess for Students and Teachers)</i>	<i>Monday-Friday, December 25, 2017-January 5, 2018</i>
<i>CHRISTMAS HOLIDAY (Legal Holiday)</i>	<i>Monday, December 25, 2017</i>
<u>SCHOOL RESUMES</u>	<b>Monday, January 8, 2018</b>
<u>Second Semester Begins</u>	Monday, January 8, 2018
<i>DR. MARTIN LUTHER KING, JR. DAY (Legal Holiday)</i>	<i>Monday, January 15, 2018</i>
<i>LINCOLN DAY (Legal Holiday)</i>	<i>Friday, February 16, 2018</i>
<i>WASHINGTON DAY (Legal Holiday)</i>	<i>Monday, February 19, 2018</i>
<u>End of First Progress Reporting Period (High School)</u>	Friday February 23, 2018
<u>End of Second Progress Reporting Period (Elementary)</u>	Friday, February 23, 2018
MINIMUM DAY Parent Conferences, Elementary only	Monday-Friday, February 26-March 2, 2018
<u>End of Third Quarter (Middle School)</u>	Friday, March 16, 2018
<i>SPRING RECESS (Recess for Students and Teachers)</i>	<i>Monday-Friday, April 2-6, 2018</i>
<u>SCHOOL RESUMES</u>	<b>Monday, April 9, 2018</b>
<u>End of Second Progress Reporting Period (High School)</u>	Friday, April 20, 2018
<i>MEMORIAL DAY (Legal Holiday)</i>	<i>Monday, May 28, 2018</i>
<u>ATP LAST DAY OF SCHOOL</u>	Thursday, May 31, 2018
Final Exam Days, High School (Minimum Days, High School)	Tuesday-Thursday, June 5-7, 2018
<u>End of Second Semester (High School)</u>	Thursday, June 7, 2018
<u>End of Fourth Quarter (Middle School)</u>	Thursday, June 7, 2018
<u>End of Third Progress Reporting Period (Elementary)</u>	Thursday, June 7, 2018
<b><u>LAST DAY OF SCHOOL FOR ALL STUDENTS</u></b>	<b>Thursday, June 7, 2018</b>
(MINIMUM DAY for All Students/Graduation Ceremonies)	



**B. Serra Daily Schedule**

Period	Time	Length
Period 1	8:30 - 9:30	60 minutes
Break	9:30-9:35	5 minutes
Period 2	9:35-10:35	60 minutes
Nutrition	10:35-10:55	20 minutes
Period 3	10:55-11:55	60 minutes
Break	11:55-12:00	5 minutes
Period 4	12:00-1:00	60 minutes
Period 1 Study Hall	1:05-1:36	Tuesday
Period 2 Study Hall	1:39-2:10	Tuesday
Period 3 Study Hall	1:05-1:36	Thursday
Period 4 Study Hall	1:39-2:10	Thursday

## C. Master Schedule-Third Quarter 2018

SERRA HIGH SCHOOL  
 MASTER SCHEDULE 2017 - 2018  
 3rd Quarter Master Schedule 12/18/17 DRAFT

Teacher		Period 1	Period 2	Period 3	Period 4	Period 5
Amon/SUB 1		PE	PE	Wh/Geo/Cult A	Wh/Geo/Cult A	
Banuelos	9	Econ	Econ	STAP I	STAP I	
Dendel	16B	SPED	Eng. II	Dir Eng.	Eng. II	
Lechuga	16A	Eng. III	Eng. III	Eng. III	Eng. EL	
Nixon	17	Geometry	AI	AI	Geometry	
Ogden	6	Algebra IA	ISP Math	Algebra IB	Algebra IB	
Pino	7	Anat/Phy/CCP	Anat/Phy	Conceptl Physics	Conceptl Physics	
Reynard	4	Draw/Paint	Draw/Paint	Draw/Paint/ <b>Power walking</b>	Power Walking	
Sheridan	8	US History A	US History A	US History A	Amer Gov't	
Smith	5	Cul. Arts	Cul. Arts	Cul. Arts	Cul. Arts	
Tran	P3	Eng. IV	ASB/YearBook	Eng. IV	Eng. IV	

## D. Graduation requirements

Graduation Requirements – 190 Credits

### English - 40 Credits

English 1/ELD 1 10 credits

English 2/ELD 2 10 credits

English 3` 10 credits

English 4 10 credits

### Social Science - 30 credits

World History/Geography 10 credits

US History 10 credits

American Government 5 credits

Economics 5 credits

### Science - 20 credits

Biological Science 10 credits

Physical Science 10 credits

### Mathematics - 30 credits

Algebra 1 10 credits

Other Math 20 credits

### Physical Education - 20 credits

### Fine Arts/World Language - 10 credits

### Health - 5 credits

### College & Career Planning- 5 credits

### Electives - 30 credits

E. CDE Local Control Funding Formula State Priority Snapshot

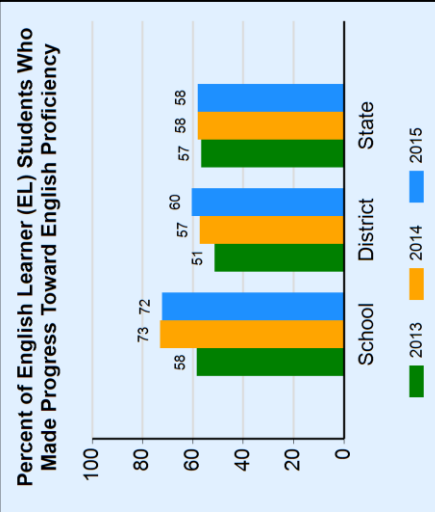


**Address:**  
31422 Camino Capistrano  
San Juan Capistrano, CA 92675

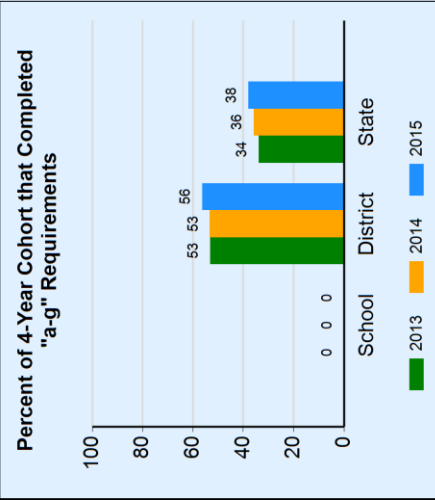
**Local Control Funding Formula (LCFF)  
State Priorities Snapshot  
2015–16 Reporting  
Junipero Serra High  
Enrollment (164)**

County–District–School Code: 30-66464-3035987  
District: Capistrano Unified  
Grades Offered: 9–12

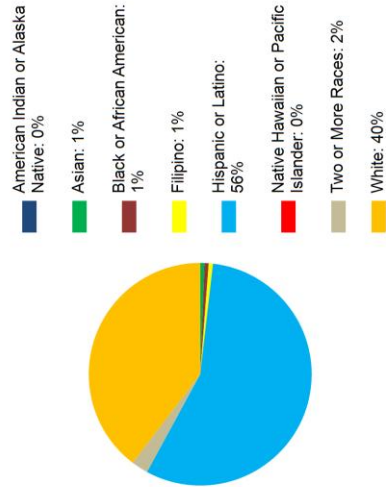
**Student Achievement**



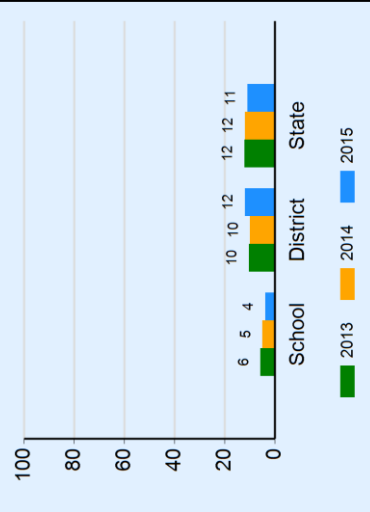
**Student Achievement**



**2014-15 Enrollment by Race/Ethnicity**



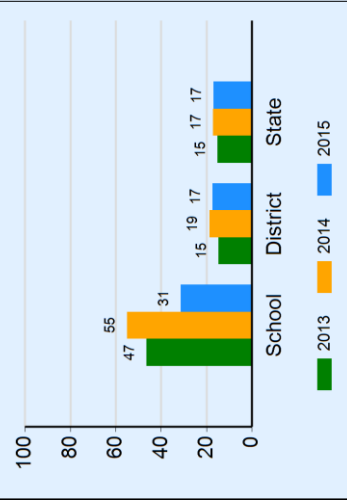
**Percent of EL Students Who Were Reclassified**



**2014-15 Enrollment by Program Eligibility**

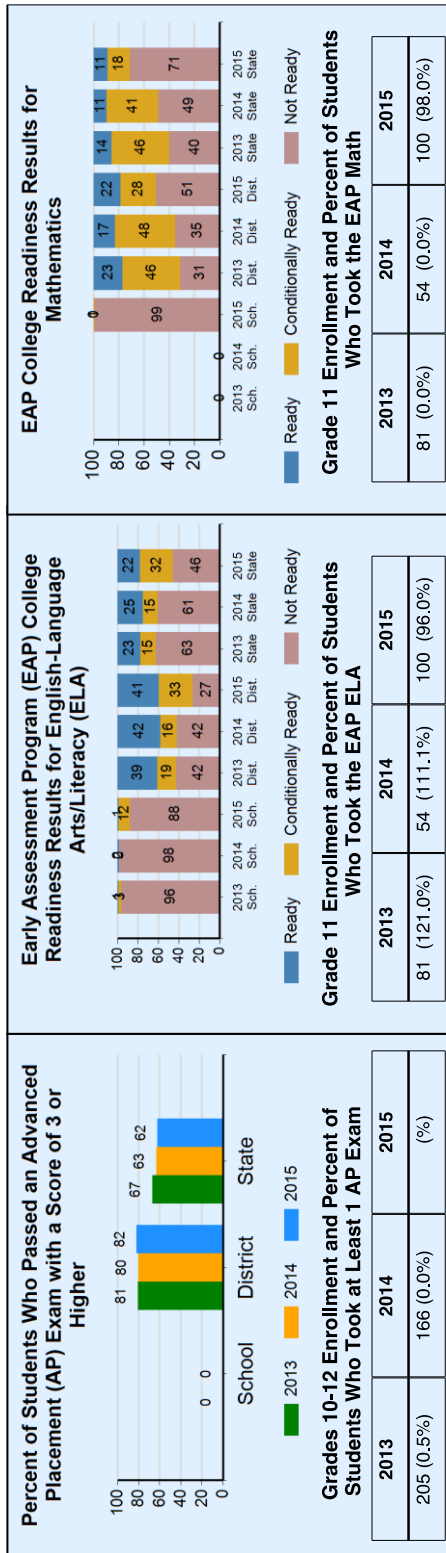
English Learner (EL)	40 (24%)
Foster Youth (FY)	5 (3%)
Socioeconomically Disadvantaged (SED)	104 (63%)
Students With Disabilities (SWD)	15 (9%)

**Percent of 4-Year Cohort that Completed At Least 1 Career Technical Education (CTE) Pathway**



(Junipero Serra High)

## Student Achievement: Schoolwide



## Student Engagement: Schoolwide



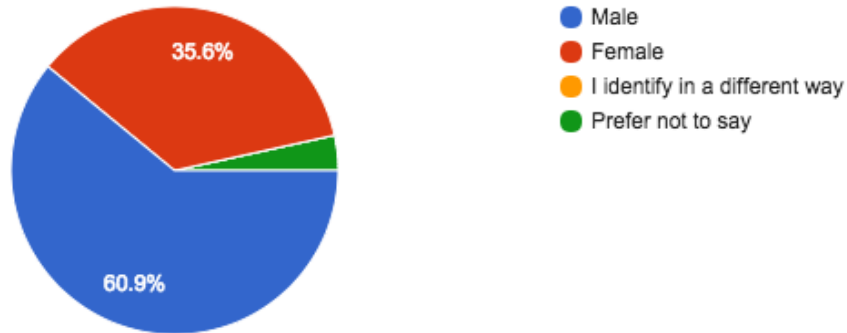
## School Climate

Number and Percent of Students Suspended				Number and Percent of Students Expelled			
Level	2013	2014	2015	Level	2013	2014	2015
School	25 (6.8%)	39 (13.8%)	43 (13.8%)	School	1 (0.27%)	3 (1.06%)	6 (1.93%)
District	1,254 (2.2%)	1,135 (2.0%)	1,049 (1.9%)	District	63 (0.11%)	50 (0.09%)	29 (0.05%)
State	329,370 (5.1%)	279,383 (4.4%)	243,603 (3.8%)	State	8,266 (0.13%)	6,611 (0.10%)	5,692 (0.09%)

## F. Results of Serra Student Questionnaire

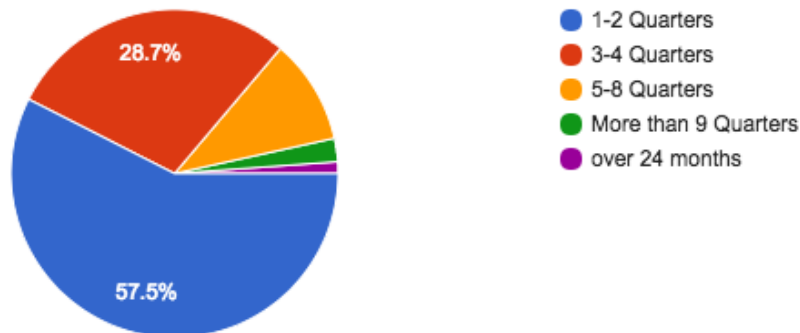
### What is your gender?

87 responses



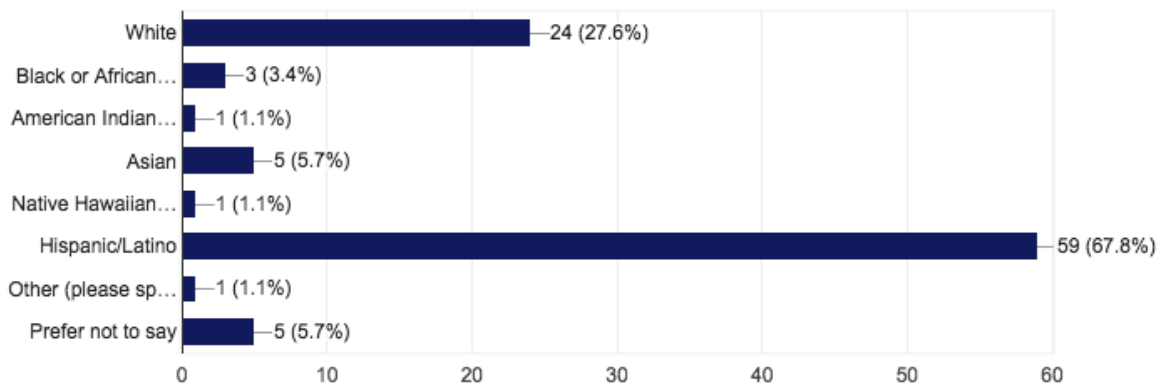
### I have been enrolled at Serra High School for:

87 responses



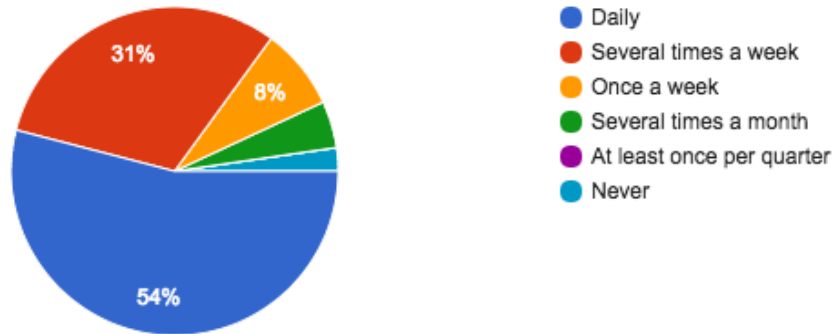
### What is your race/ethnicity(list all that apply)

87 responses



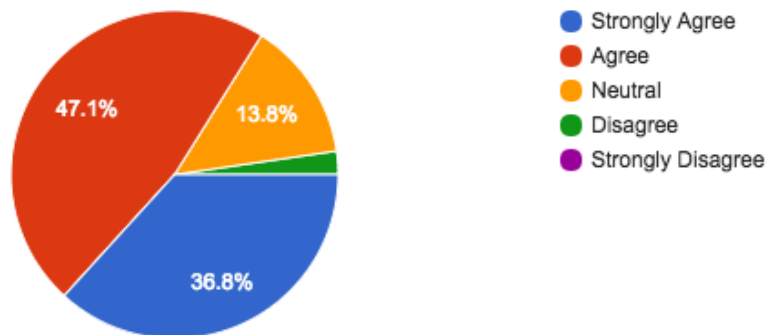
### I use technology in my classrooms at Serra

87 responses



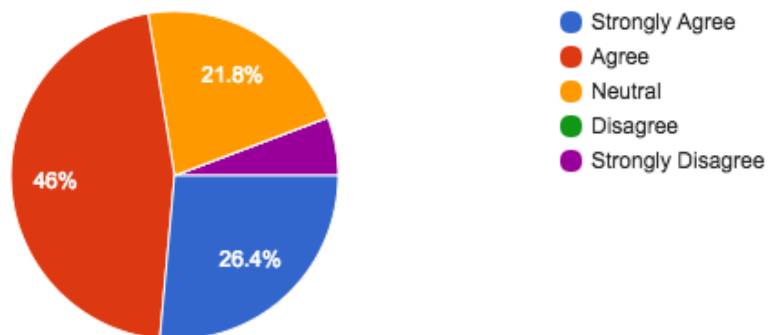
### Serra teachers use various instructional methods(lecture, group projects, research projects, multimedia), and styles in my classes.

87 responses



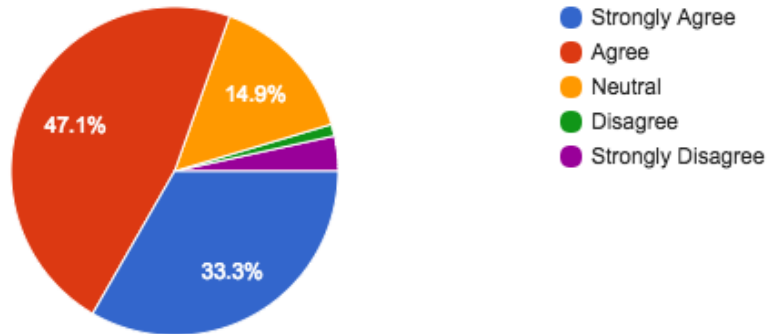
### The Serra discipline policy rules are consistent, fair, and enforced.

87 responses



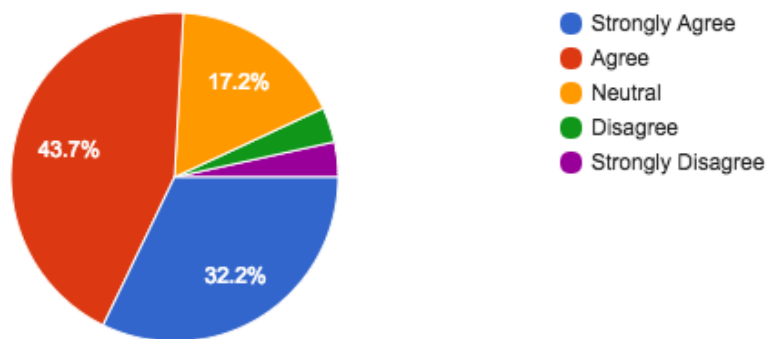
I feel safe on the Serra campus.

87 responses



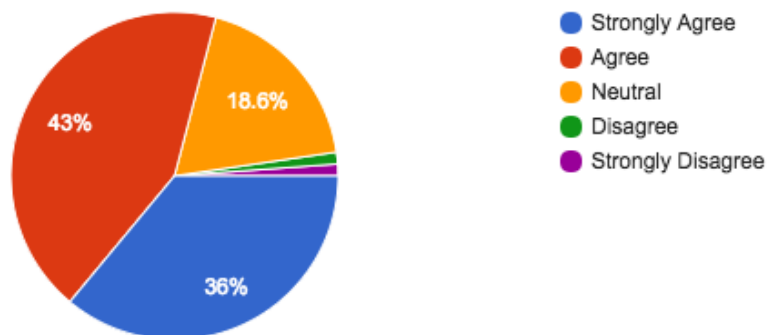
The Serra campus is safe, and does not tolerate harassment or bullying.

87 responses



I receive adequate information (School Loop, Parent Portal, phone calls) regarding my grades, attendance, behavior, etc.

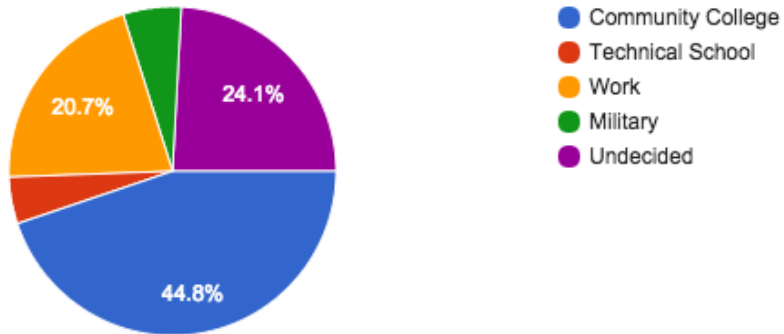
86 responses





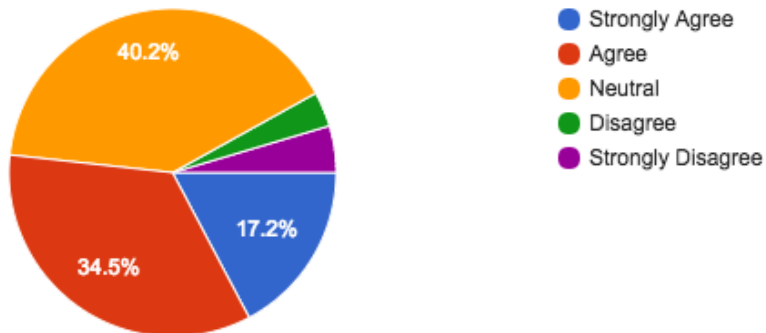
### My plans for after high school include:

87 responses



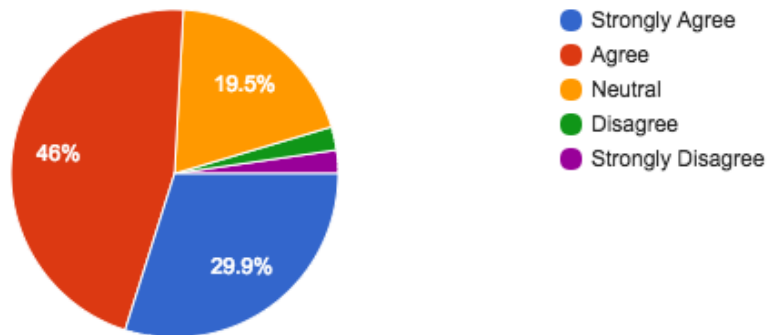
### The CCP class, ROP/CCA program and other classes are helpful in providing information about jobs and careers.

87 responses



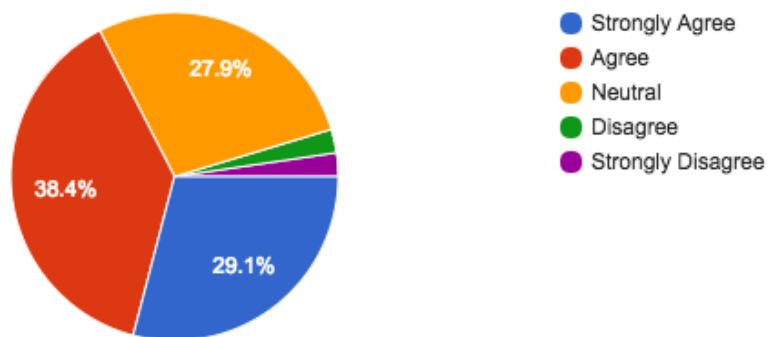
When students have an academic or personal problem, they can usually see an adult staff member for assistance.

87 responses



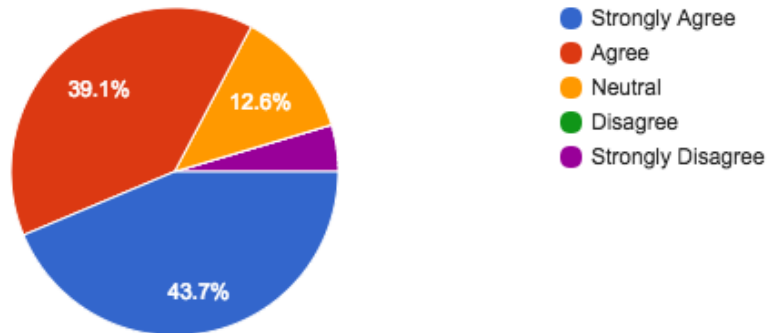
The teachers have high expectations for student achievement in grades, attendance, and goals.

86 responses



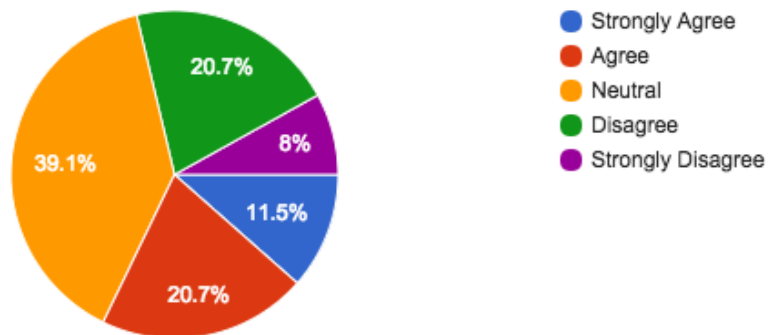
Serra has many students who come from different backgrounds, and they are accepted and respected on campus.

87 responses



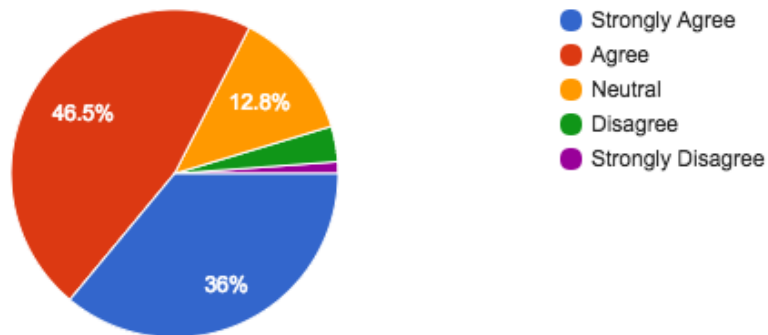
I have used the media center/library during their classes, for tutorial and for personal interest.

87 responses



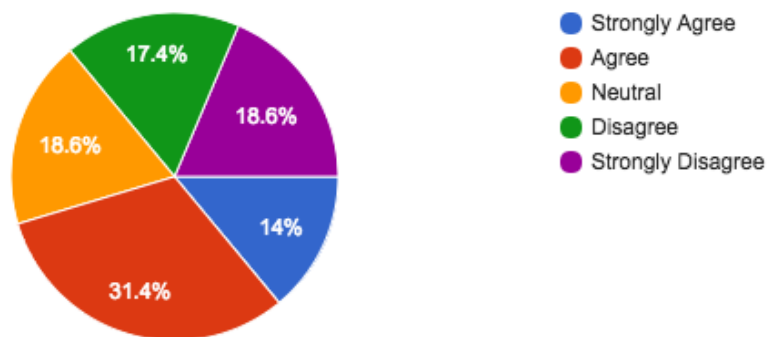
I can make-up work and get extra help during study hall, nutrition break, or before and afterschool with my teachers.

86 responses



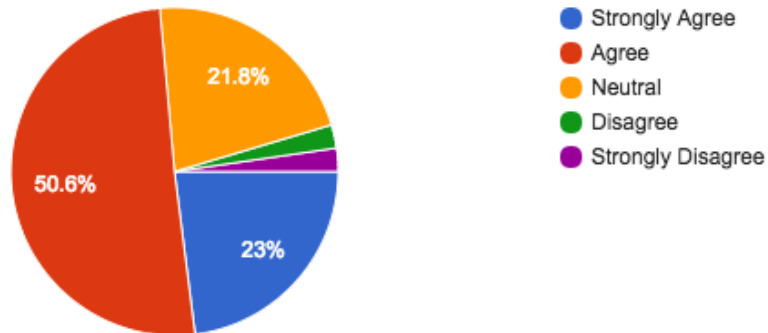
I have participated in ASB activities, yearbook and/or a field trip in the last school year at Serra.

86 responses



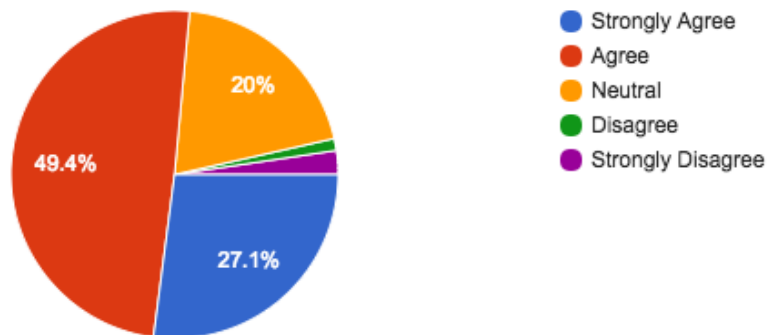
I spend most of my time on-task doing activities/assignments during my classes.

87 responses



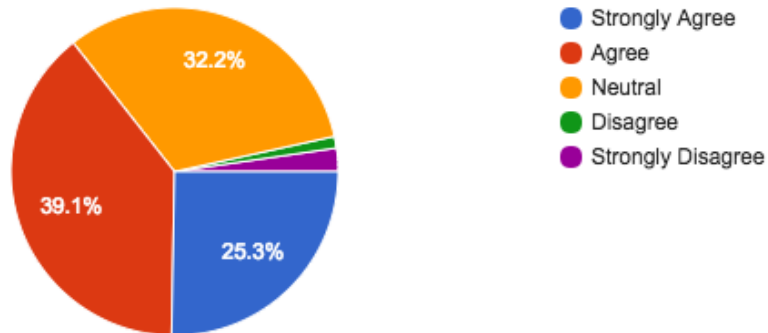
The student grades that are available on the school web site are an effective method to monitor class progress.

85 responses



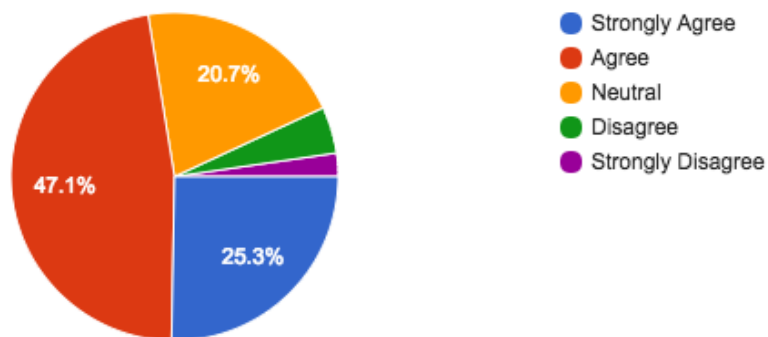
With the ASB, Yearbook, etc., there are many opportunities for student involvement.

87 responses



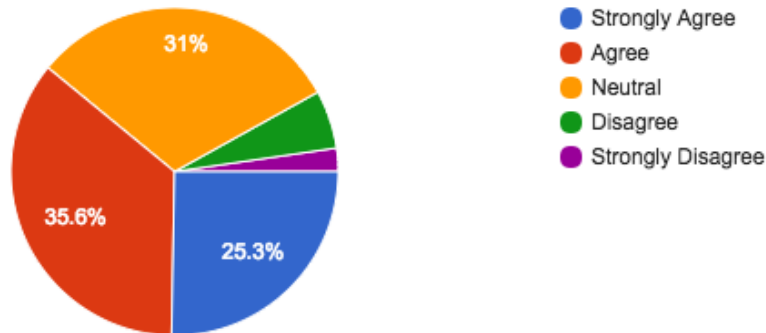
Activities such as the Thanksgiving Feast, Honor Roll, Perfect Attendance Recognition, and Student of the Week encourage students to do their best.

87 responses



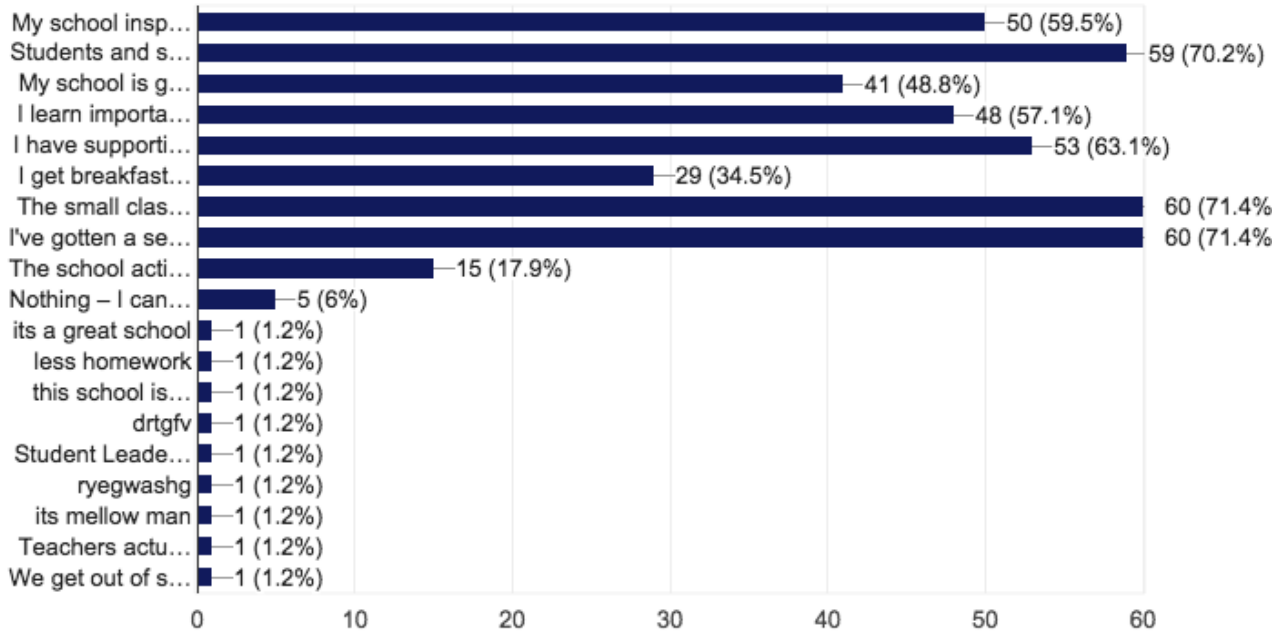
Serra has given me an opportunity to give back to the community through participation in activities such as the B...Pennies for Patients, food drives, etc.

87 responses



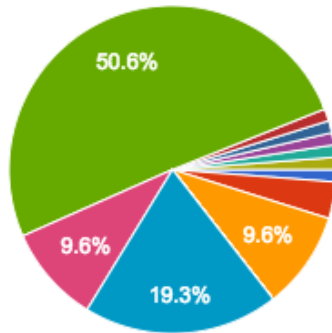
What do you like about your school? (Choose all that apply)

84 responses



What do you dislike the most about your school? (You can only choose one.)

83 responses

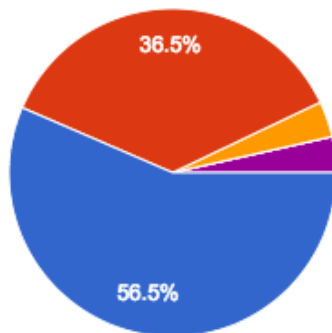


- My school does not do enough to in...
- Students and staff don't treat each...
- My school is not getting me ready f...
- I don't learn enough important and i...
- I don't have enough supportive teac...
- The mandatory study halls caused...
- The rules are too strict
- Nothing - I can't think of anything I...

▲ 1/2 ▼

Overall, my experience toward making up credits at Serra High School has been a positive one.

85 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree