



SERRA HIGH SCHOOL MIDTERM PROGRESS REPORT

**5156 Santo Rd
San Diego, CA 92124
San Diego Unified School District**

March 19, 2013

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

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Section I: Introduction and Basic Student/Community Profile Data, including Summary of Data (updated Chapters I and II of the school's last full self-study report)

The District

Junipero Serra High School is a school of change nestled in a district of change. For the district, this change is evident in the number of charter schools (44), the number of atypical schools (14), and even in the large number of high schools (26) it has acquired through reconfiguration of earlier schools. The district also oversees 24 middle schools and 118 elementary schools. In all it serves 132,000 students and employs over 14,000 San Diegans. Sixty languages and dialects are spoken in the district's students' homes.

The San Diego Unified School District is proud to call itself one of the top large urban school districts in the United States. Measures include its top scores on state and national tests, its leadership in areas such as technology, curriculum, neighborhood and specialty schools, career-technical education and food services. Its graduates include Hall of Fame sports stars, along with some of the nation's top scientists, writers and leaders.

As is to be expected in a large urban district, many of its students are socioeconomically disadvantaged. Furthermore, these socioeconomic conditions are not spread equally among students across all schools. Some populations are almost nearly one extreme or the other, though most schools have some intermediate combination.

The School

Serra High School opened in 1976. It is situated in Tierrasanta, an ethnically and socially diverse neighborhood several miles northeast of downtown. Roughly one-third of the students come from Tierrasanta. Another third come from the Murphy Canyon Naval Housing District, and a final third come from all over San Diego--either through the school choice program or the Voluntary Ethnic Enrollment Program (VEEP).

Since the last WASC visit, Serra has benefited from the Proposition S Bond Program. The most notable Prop S enhancement has been the renovation of our athletic facilities including a new synthetic turf field in the stadium and a new floor in the gym. The Prop S fund Interactive Classroom (i21) initiative, which was in its first year during the last WASC visit has continued. The i21 initiative has provided interactive *Promethean Boards*, voice projection systems, and individual student netbooks/ipads to all English, Math, and Social Science classrooms. The i21 technology is currently being installed in all Science rooms. Most Special Education rooms have the i21 technology with the remaining rooms scheduled for installation within the next year. World Language classrooms are also slated for the next round of i21 enhancements.

Community

As mentioned above, Serra is demographically representative of the district itself. It is comprised of three sub-communities drawing from the neighborhood, military housing, and all of San Diego.

Serra is fortunate to have two community groups supporting its efforts: a Parent Teacher Organization (PTO) and a Foundation. The Serra Foundation is a nonprofit organization with a primary emphasis on raising money for academic, athletic, and general campus improvements. The foundation has been faithful to this cause, even increasing its contributions in the midst of the recession.

Serra established an English Language Advisory Committee (ELAC). ELAC has been a resource, helping Serra address the needs of its English Learners.

Mission

The mission of Serra High School is to provide rigorous, relevant, standards-based curriculum that will prepare our students to be responsible citizens and productive members of the 21st century workforce.

Schoolwide Learning Goals

Schoolwide Learning Goals “The Q 5”

Serra High School Graduates will be...

Responsible Citizens who:

- Show respect for individual and cultural diversity
- Know the history and values of our democratic nation
- Take part in school and community life
- Develop political, economic, and environmental awareness globally

Effective Communicators who:

- Develop effective communication skills (reading, writing, speaking, listening)
- Utilize technology to interact and share ideas

Achievers who:

- Demonstrate *academic, creative, and practical skills*
- Produce quality work in all academic areas
- Demonstrate exceptional achievement in areas of personal strength and passion

Effective Problem Solvers who:

- Work well independently or cooperatively to solve problems
- Envision moral and ethical solutions to local, national, and world problems
- Know how to access information, integrate knowledge, and adapt to change

Lifelong Learners who:

- Take responsibility for decisions and actions
- Balance mental, physical, and emotional health
- Utilize strengths and interests to develop evolving career plans

School Status

This section reports on Serra's status relative to Federal accountability measures found in the Academic Yearly Progress (AYP) reports. We feature state accountability, including API and CST results, in the Student Performance Data section later in this chapter. Serra has continued to miss our AYP targets, keeping us in program improvement.

AYP Criteria and Results

	Criteria	2008-09	2009-10	2010-11	2011-12
School wide	Made AYP?	No	No	No	No
	Criteria Met	19	15	17	15
	Criteria Possible	22	22	22	22
	ELA Participation Rate	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes
	ELA Proficiency	No	Yes	Yes	No
	Math Proficiency	No	No	Yes	No
	API	Yes	Yes	Yes	Yes
	Graduation Rate	Yes	Yes	Yes	Yes
African American					
	ELA Participation Rate	N/A	N/A	N/A	N/A
	Math Participation Rate	N/A	N/A	N/A	N/A
	ELA Proficiency	N/A	N/A	N/A	N/A
	Math Proficiency	N/A	N/A	N/A	N/A
Hispanic or Latino					
	ELA Participation Rate	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes
	ELA Proficiency	No	No	No	No
	Math Proficiency	Yes	No	No	No
White					
	ELA Participation Rate	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes
	ELA Proficiency	Yes	Yes	Yes	No
	Math Proficiency	Yes	Yes	Yes	Yes

Socioeconomically Disadvantaged					
	ELA Participation Rate	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes
	ELA Proficiency	Yes	No	No	No
	Math Proficiency	Yes	No	Yes	Yes
English Learner					
	ELA Participation Rate	Yes	Yes	Yes	Yes
	Math Participation Rate	Yes	Yes	Yes	Yes
	ELA Proficiency	No	No	No	No
	Math Proficiency	No	No	No	No

Three subgroups continue to miss proficiency on the CAHSEE: Hispanic, English Learners and Socioeconomically Disadvantaged.

Enrollment, Attendance and Facilities

Serra High School's enrolled peaked in the 2008-09 school year at 2190. Since then we have experienced a steady decline, dropping over 150 students

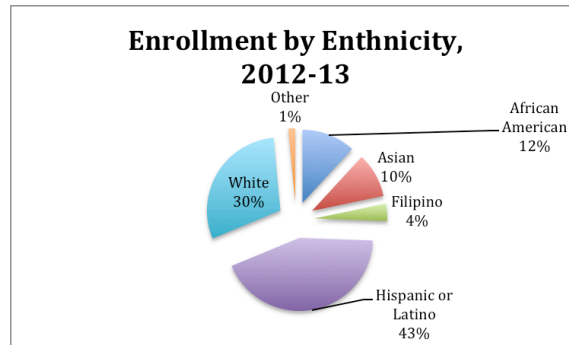
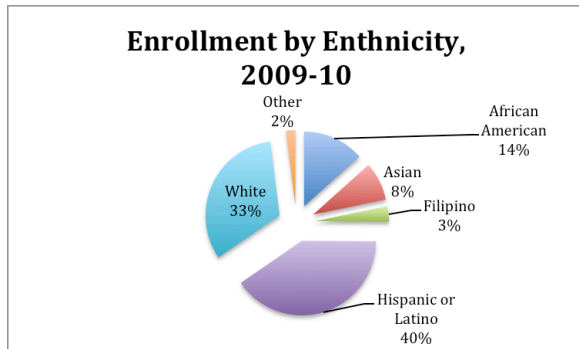
Enrollment by Grade Level

Enrollment	2009-10	2010-11	2011-12	2012-13
Total	2033	2037	2010	1923
Grade 9	574	633	653	589
Grade 10	573	537	511	505
Grade 11	453	487	440	432
Grade 12	434	380	406	397
Female	981	990	979	963
Male	1052	1047	1031	960

Enrollment by Ethnicity

The following table and charts document the recent history of Serra's enrollment by ethnicity. The two pie graphs accentuate the changes between the present and the last WASC visit.

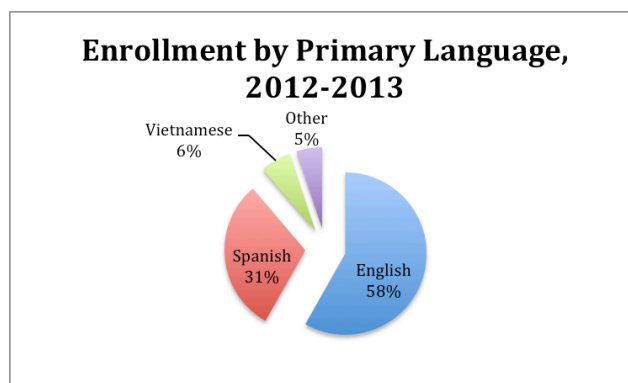
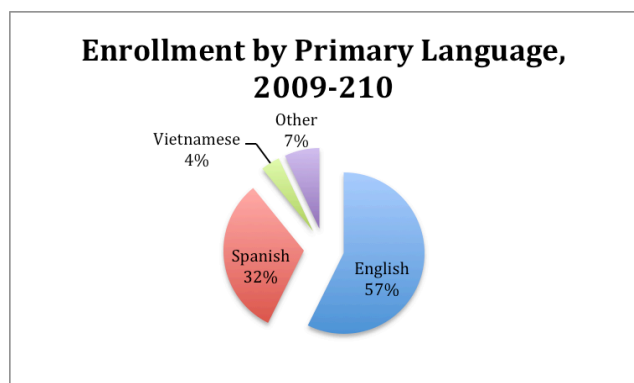
Enrollment	2009-10	2010-11	2011-12	2012-13
African American	275	237	230	228
Asian	171	158	191	190
Filipino	69	74	73	74
Hispanic	828	882	865	831
White	668	650	617	572
Other	41	36	32	29



Enrollment by Primary Language

The following table and charts document the recent history of Serra's enrollment by primary language. The two pie graphs accentuate the changes between the present and the last WASC visit.

Enrollment	2009-10	2010-11	2011-12	2012-13
English	1166	1192	1143	1120
Spanish	646	635	629	589
Vietnamese	78	76	112	117
Other	143	132	126	99



The percentage of primary languages has not changed dramatically since the last visit. The percentage of students with Spanish as their primary language dropped 1 percent, English has increased by 1 percent and Vietnamese has increased by 2 percentage points.

Enrollment by Language Proficiency

Enrollment	2009-10	2010-11	2011-12	2012-13
Advanced	3		1	3
Beginning	8	6	11	12
Early Advanced	42	35	35	44
Early Intermediate	13	17	13	11
Initially Fluent English Prof	227	208	203	181
Intermediate	74	87	70	62
Reclassified Fluent English Prof	526	492	535	501

Student Performance Data

Serra High has improved in every subgroup since the last WASC visit. Our API has increased 39 in the last three years. We have met all but five of our growth targets since the last report. Four of the five targets were missed in 2011; Schoolwide, English Learners, Hispanics, and Socio Economically Disadvantaged. When looking closer at the data we determined that many of the English Learners were also Hispanic as well as Socio Economically disadvantaged. Intensive intervention on these targeted students resulted in all of these subgroups rebounding in 2012. The fifth missed target was Students with Disabilities in 2012. Our most significant growth has been with African Americans (81 Points) while our English Learners have demonstrated the slowest rate of growth (16 points). The API data shows that while our improvement isn't accelerating at the rate we would like, we are still making strong progress in all areas

API Growth, Targets, and Results

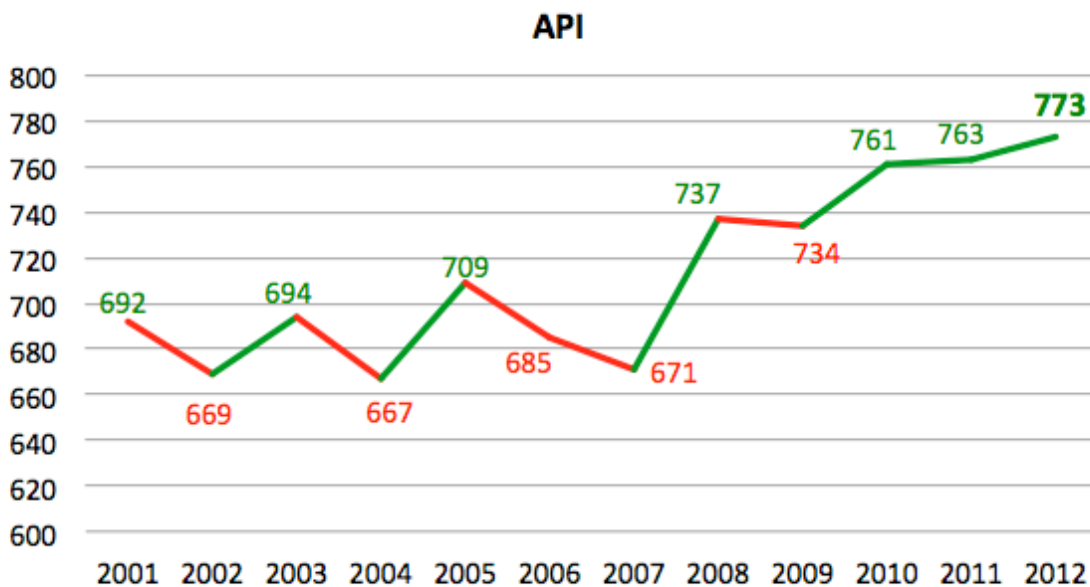
Subgroup		2008-09	2009-10	2010-11	2011-12
School	Score	734	761	763	773
	Target	5	5	5	5
	Growth	-3	26*	1*	11*
	Make?	No	Yes	No	Yes
African American	Score	677	701	713	758
	Target	6	6	5	5
	Growth	-11	22*	8*	45
	Make?	No	Yes	Yes	Yes
Asian	Score	813	882	861	858
	Target	A	A	A	A
	Growth	5	69	-20	-3
	Make?	Yes	Yes	Yes	Yes
English Learners (EL)	Score	622	632	615	638
	Target	8	9	9	9
	Growth	-9	9	-15	25
	Make?	No	Yes	No	Yes
Hispanic	Score	680	704	700	716
	Target	6	6	5	5
	Growth	-4	22	-2	17
	Make?	No	Yes	No	Yes
Socio-economically Disadvantaged	Score	695	719	717	723
	Target	5	5	5	5
	Growth	-1	23	-3	7
	Make?	No	Yes	No	Yes
Special Ed (Students with disabilities)	Score	501	528	546	545
	Target	12	15	14	13
	Growth	-53	28	18	3
	Make?	No	Yes	Yes	No

White	Score	797	818	834	828
	Target	4	2	A	A
	Growth	1	20	10	-4
	Make?	No	Yes	Yes	Yes

**For the sake of consistency, the growth that is reported in this chart is pulled from the October CDE-API Growth and Targets Met School Reports. In the noted cases the API reported in the later year is different from what was reported in the prior year.*

The following chart shows that Serra has made progress on API over the past 10 years. We are particularly proud that since the last WASC visits we have broken our up and down patterns and for the first time have shown three consecutive years of growth.

ACADEMIC PERFORMANCE INDEX

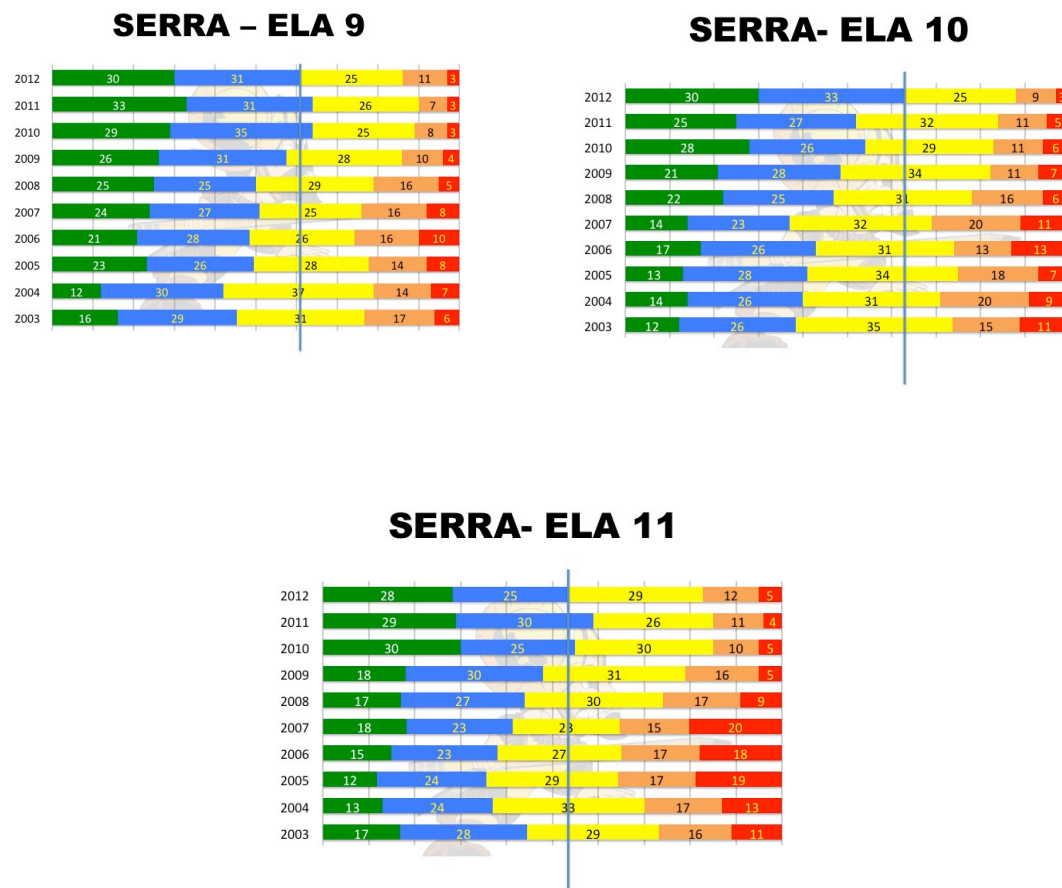


CST

The following graphs chart Serra's progress on the California Standards Test for the past 10 years. The green bar represents the students at the Advanced level. The blue bar is for Proficient; yellow is Basic, orange is Below Basic and red is Far Below Basic. The blue line is to compare the current number of student at or above proficient to past years.

English Language Arts

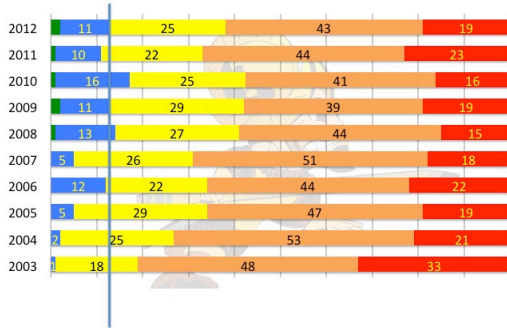
The last three years of ELA data has demonstrated some minor setbacks, but on the whole the data shows and overall trend of improvement.



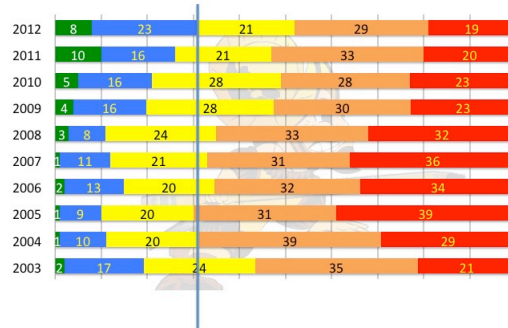
Mathematics

Algebra I continues to be an area of concern. The proficiency rate has not increased much since the last visit and the number of students at Far Below Basic has increased. Algebra II on the other hand has shown both consistent growth of the students above the proficiency level and a decrease in the percentage of students Far Below Basic. Geometry had an unusual jump in 2011, as did Summative Math in 2010 and both dipped slightly in the following year. However, if those abnormal years are taken out, a gradual improvement can be seen. With the exception of Algebra I, all the math scores are better than the data presented in the last WASC report.

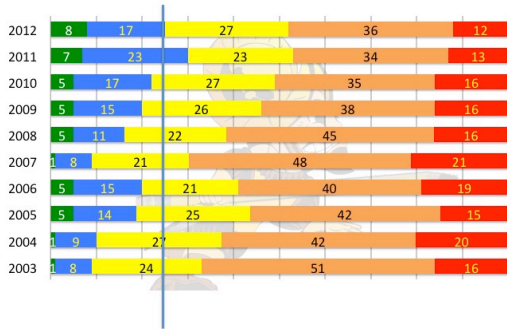
SERRA- ALG I



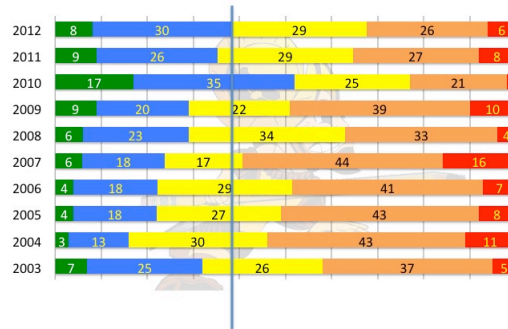
SERRA- ALG II



SERRA- GEOMETRY



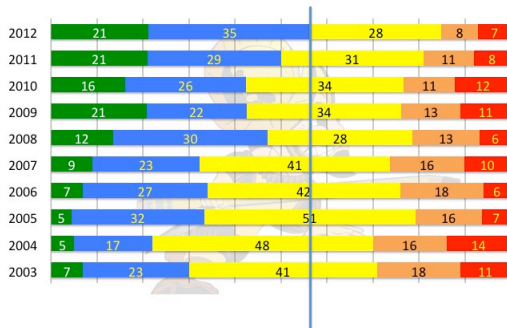
SERRA- SUMMATIVE MATH



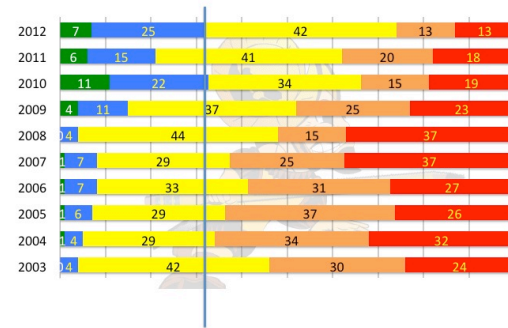
Science

The science data sends a mixed message. The last three years have shown impressive gains in Biology and Chemistry but a gradual decline in Physics. Earth Science had slight growth in 2011 but took a big step backwards in 2012. Once again, it should be noted that all the sciences have shown growth since the data presented in the last WASC report.

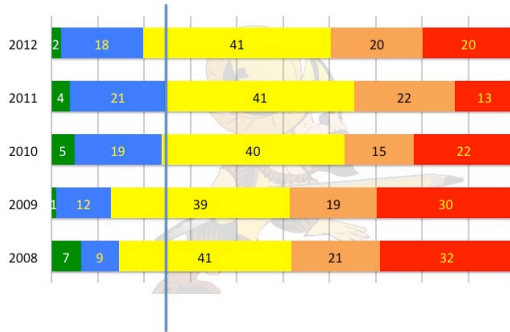
SERRA- BIOLOGY



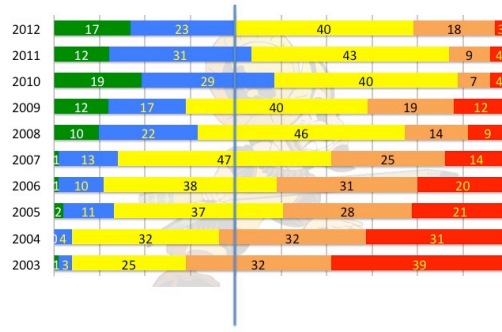
SERRA- CHEMISTRY



SERRA- EARTH SCIENCE



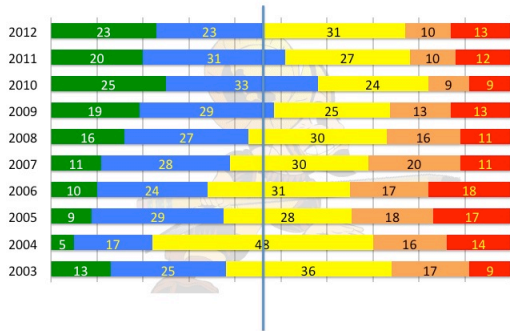
SERRA- PHYSICS



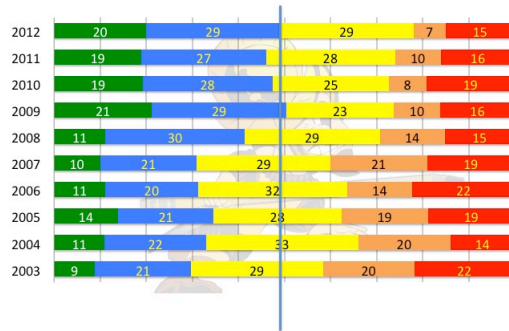
Social Science

The last three years have not been the best for our Social Science scores. US History had some impressive gains in 2010 but they have been followed up with two straight years of losses. World History dropped two years in a row and had a slight rebound last year. This is the only content area in which our scores have decreased since our data was last presented to WASC.

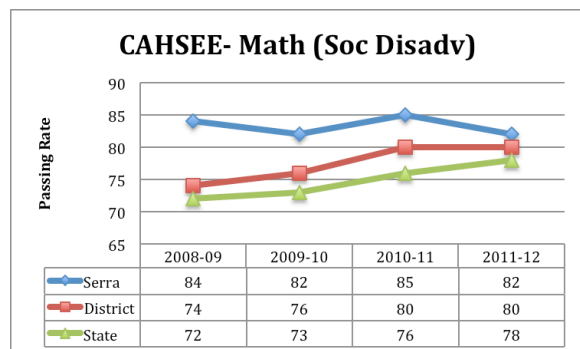
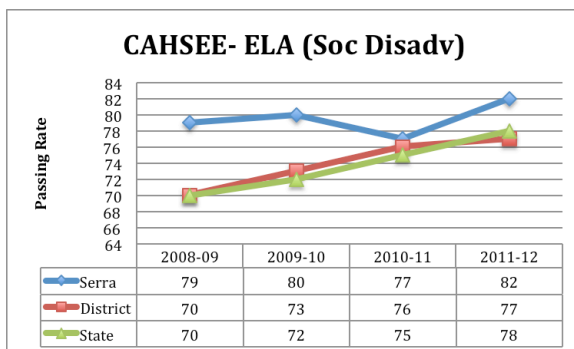
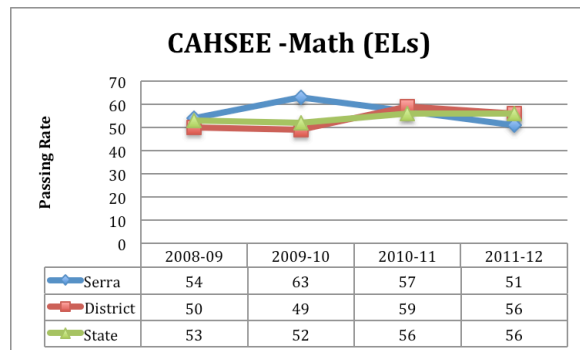
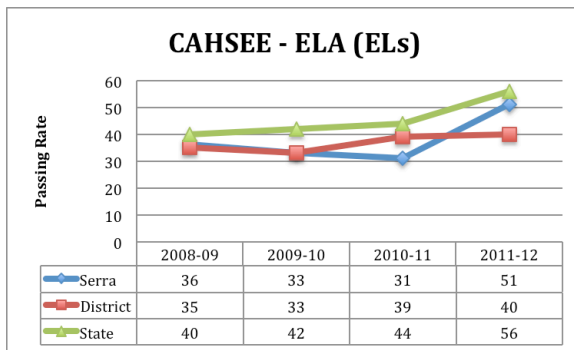
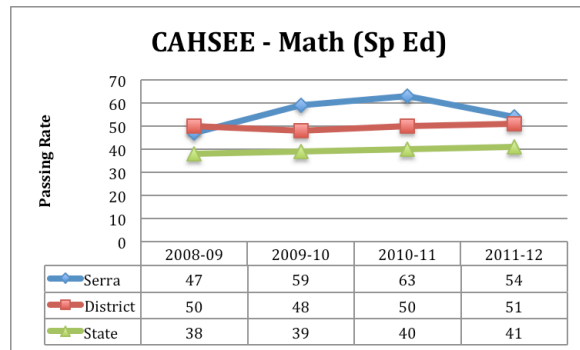
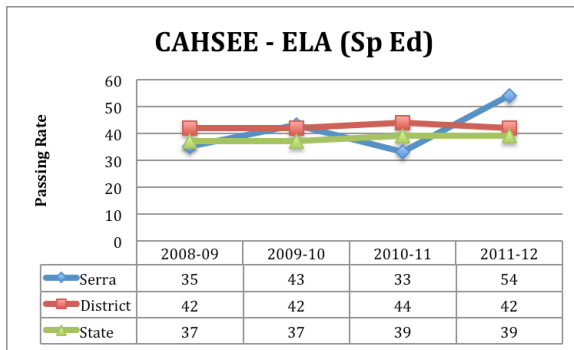
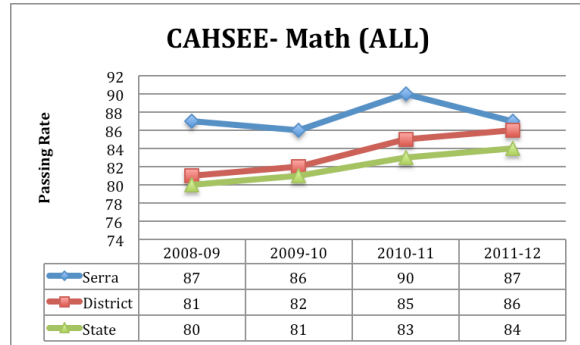
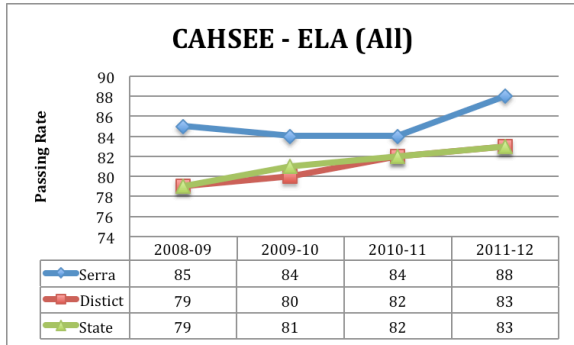
SERRA- US HISTORY



SERRA- WORLD HISTORY



California High School Exit Exam (CAHSEE)

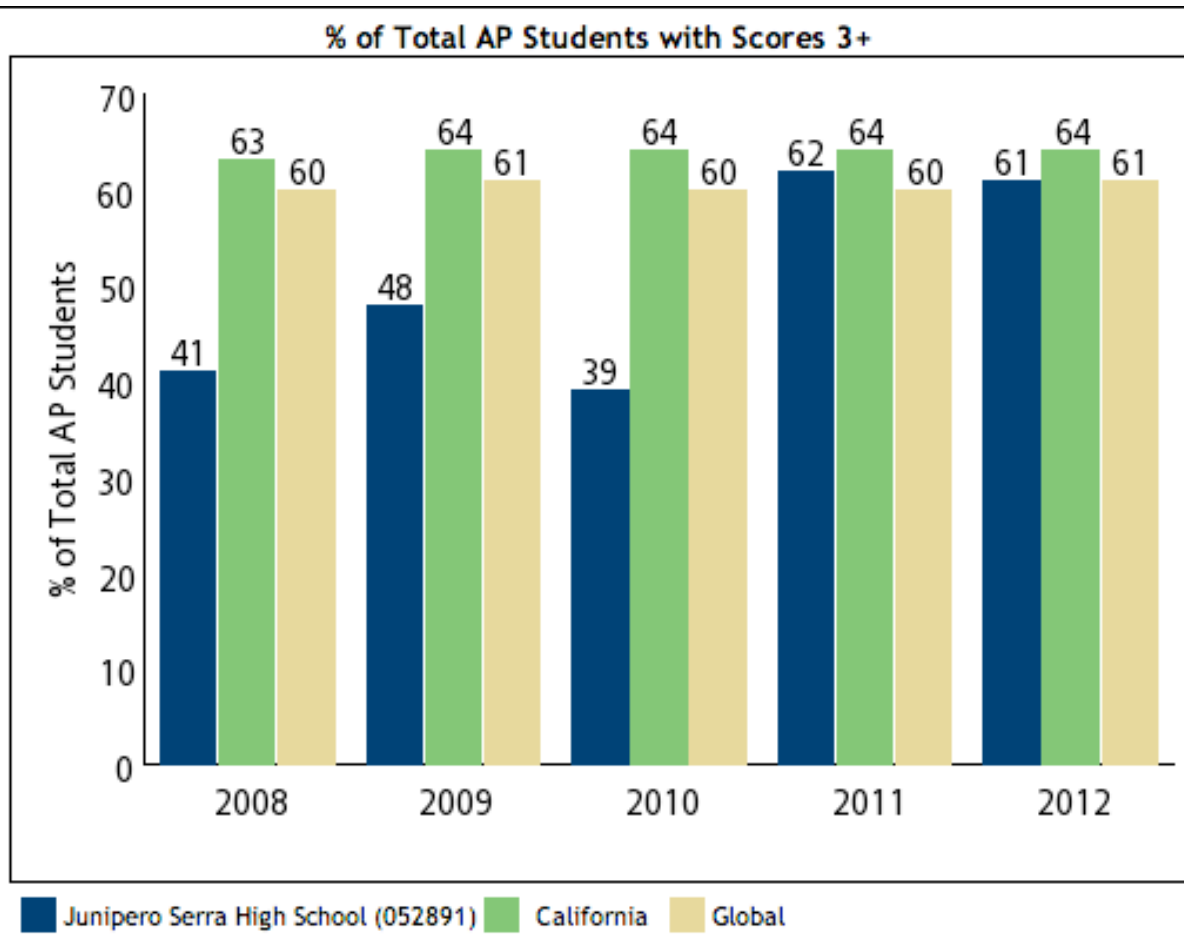


Advanced Placement

One of the recommendations from the WASC visiting team was that Serra address our low pass rate on AP exams. The data and charts presented below indicate an increase in passing rates since the last visit. The percentage of students with a score of three or higher has dramatically increased and is more in line with the global AP pass rate.

The growth in 2011 can mainly attributed to the fact that the Exam was no longer required to receive the weighted grade.

	2008	2009	2010	2011	2012
Junipero Serra High School (052891)					
Total AP Students	475	407	495	352	402
Number of Exams	947	850	1,011	726	870
AP Students with Scores 3+	197	195	195	218	246
■ % of Total AP Students with Scores 3+	41.5	47.9	39.4	61.9	61.2
California					
Total AP Students	252,099	265,107	282,819	301,505	321,508
Number of Exams	457,163	481,161	518,476	555,057	595,002
AP Students with Scores 3+	158,298	170,633	181,485	191,999	207,360
■ % of Total AP Students with Scores 3+	62.8	64.4	64.2	63.7	64.5
Global					
Total AP Students	1,588,530	1,698,133	1,855,310	1,982,133	2,106,906
Number of Exams	2,754,327	2,944,031	3,236,335	3,475,395	3,714,318
AP Students with Scores 3+	955,312	1,038,383	1,116,959	1,193,662	1,295,055
■ % of Total AP Students with Scores 3+	60.1	61.1	60.2	60.2	61.5



Section II: Significant Developments

Leadership

Several significant changes happened in the summer following the last WASC visit. A major restructuring occurred at the district level. The previous model of having Principals report to School Improvement Officers (SIOs) was replaced with an Area Superintendent Model. The district was reorganized into what would become 6 different areas. Each area has their own Area Superintendent who serves as the ultimate point of contact for the schools in their areas. The Area Superintendents report to Nellie Meyer, Deputy Superintendent of Academics. Serra and all its feeder schools were placed into Area 2 along with the nearby Patrick Henry cluster schools. Our neighboring Scripps Ranch cluster schools later joined Area 2. The Area Superintendent for Area 2 is Dr. David Lorden, Ed.D.

Also in the summer of 2010 Serra's Vice Principal allocation was reduced from three to two. Vice Principals Lauren Basteys, Eric Burtson and Kathy Lorden all left Serra leaving two Vice Principal vacancies. Jon Robell and Julie Nydam were brought on to fill the vacancies at the end of the summer. The only remaining administrators from the prior WASC visit are Principal Mike Jimenez and School Site Operations Specialist Jeffrey Thomas.

In the fall of 2010 the Instructional Leadership Team who oversaw the last WASC process was disbanded in favor of a new ILT. The membership of the new ILT was in flux for two years then the team ceased to exist. At the staff's request a Site Governance Team was created. The School Site Council remains in tact and is now the primary custodian of Serra's Single Plan for Student Achievement.

Staffing

The California budget crisis hit Serra hard in the spring of 2012. While Serra managed only to cut a few teaching positions bumping caused over thirty of our teachers to receive termination notices for the 2012-13 school year. A last minute deal was struck between the teachers' union and the district in the summer of 2012. The union agreed to forego promised raises and face furlough days based on the results of the November ballot initiatives, most notably Proposition 30. As a result, all teacher termination notices were rescinded. However, many staff members had already moved on to other positions. This combined with declining enrollments and cuts to the district's Human Resources department created a very chaotic opening of school in terms of staffing. By the time everything fell into place in October we lost three teaching positions due to declining enrollment. This loss in staffing required a reworking of our master schedule and numerous class changes several weeks into the school year.

The classified side of the staff has been hit the hardest by the budget since the team's last visit. The Employment Outreach Specialist position was eliminated from the district. Serra filled the void by hiring a halftime Parent Support Liaison. This position was cut last year due to the budget crisis. We also lost a half time clerk in the front office, reduced the Library Clerk II's hours and we now share our Network Systems Media Support Technician with another school. Our Supervision staff has also been reduced since the last visit from 5 members to 3.

Advisory Program

In the spring of 2010, a team from Serra explored the possibility of creating a student advisory/mentoring model based on the highly successful intervention program at La Serna High School. Team members visited La Serna and local schools that had created the program. Based on a staff vote to implement the program and institute an alternate bell schedule, the WIT (Whatever it Takes) program was born at Serra in the Fall of 2011.

Whatever it Takes (WIT) is a school wide systematic approach of interventions, support systems, and enrichments designed to target and address individual student's needs, and increase student achievement. WIT is a program to improve student learning and behavior. The program consist of a prevention program for grade nine students, an intervention program for tenth, eleventh and twelfth grades and an incentive program for tenth, eleventh and twelfth grades.

Incoming ninth graders are randomly grouped into classes of 20 to 25 students. The program exist to help incoming ninth grade students transition from middle to high school and to provide support their first year of high school. Link Crew works with the ninth grade advisory classes to assist with homework, tutoring, mentoring, encouragement and accountability. Ninth grade students needing additional support receive it in a program known as Guided Studies.

During the first year of implementation all aspects of the La Serna model were adopted. These included Guided Studies classes for at-risk freshman and their upper-classmen academic mentors, Professional Learning Communities, and a mid-day advisory period four days a week. These advisory periods were differentiated for students who needed intensive tutoring and freshman advisories with junior and senior Link Leaders acting as tutors and mentors. Students who earned a high GPA were rewarded with an extended lunch period where they could receive tutoring, if they desired.

Fifty students were enrolled in the first year of Guided Studies classes and results were impressive. All of the students enrolled in the program entered high school with a GPA of 2.0 or below. At the end of the first semester, 38 had a GPA of 2.0 or higher with 16 of those with a 3.0 or higher. The number of referrals these students received dropped from 304 in middle school down to 15 in 9th grade. 10 of those 50 referrals were given to just 3 students. Based on these gains the Guided Studies classes were added in 2012-2013 for 10th graders. The staff voted to have Advisory again for this school year, but only two days a week.

Section III: Ongoing School Improvement

The Single Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided will be used to accomplish the goals outlined in the plan. The state has provided the district with guidelines that require the SPSA to address the following:

- Identify site-specific achievement goals based on a variety of student performance data.
- Describe specific instructional strategies to accelerate student learning.
- Describe the ways in which student progress will be monitored on a regular basis.
- Identify interventions for students not achieving.
- Determine the necessary professional development for staff.
- Delineate strategies for parent communication and engagement.
- Reflect estimated costs and funding sources.
- Involve consultation with other site advisory groups.

The SPSA is used to assess progress and improve the academic performance of all students to set state standards as measured by the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

The School Site Council (SSC) is the group responsible for developing and revising the SPSA in collaboration with the site. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA. (Ed Code 64001)

Review of the SPSA by the SSC is necessary in order to be certain federal funding supports the plan and is used according to federal guidelines.

The School Site Council, with input from all stakeholder groups address areas of need in English and Math for 2012-2013 SPSA.

The core departments, counseling department, and parents also provided input that was used to create our SPSA goals in these areas.

The groups used data to create the 2012-2013 goals. The data indicates a need to focus resources that provide support in English and Math. We have also addressed other areas required by the SPSA and resources were used to address the needs of English Learners, Graduation Rate, and Parent Involvement. The stakeholder groups agreed Professional Development is a necessity for all teachers in all content areas.

The SMART goals were created using Data from the current CST and CAHSEE data. The 12-13 CAHSEE target rates have been changed as a result of the data we received and reviewed from the 11-12 administration. We will review the data again in the fall of 2013 and make the appropriate changes necessary.

Benchmarks are administered during the semester and data from the benchmarks is reviewed to assess progress and determine the learning needs of the students in Math and English. As mentioned above the groups agreed Professional development is a necessity for all teachers. Teachers meet regularly in Professional Development to review data and plan lessons accordingly to address instruction and reteach to ensure student learning.

Section IV: Schoolwide Action Plan Progress

Goal 1: Incorporate the Q5 into the academic process.

Serra High has continued to increase awareness of the Q5 amongst the students, staff and community. The Q5 posters are placed prominently in all classrooms. The Q5 poster has been included in the student planner and been placed on the inside cover. Teachers have included the Q5 in their syllabi, projects and rubrics.

The Q5 have become the centerpiece of the Senior Exhibition. The Senior Exhibition is now an exit interview where the senior demonstrates to a panel that they have mastered all of the Q5s. Seniors also create a skills-based resume, centered on the Q5 skills in their English class and present this to the panel as part of the Senior Exhibition Process.

The Q5 are also the focus of our Student of the Month celebrations, also known as the “Golden Conrad Awards.” Conrad refers to Conrad the Conquistador, our beloved mascot. Each month a different Q5 attribute is featured. Staff members can submit the names of students they feel exemplify the particular attribute of the month. For example, December is Effective Problem Solver month. Staff members submit the names of students who they believe have demonstrated effective problem solving around campus. ASB creates special Golden Conrad certificates which included a personalized comment from the staff member who nominated them. A ceremony is hosted once a month by ASB in the Media Center. Parents are invited to see their student receive their Golden Conrad.

Goal 2: Create a comprehensive, systemic tutoring program by researching successful tutoring program implemented at other schools both within and outside our district.

In the spring of 2009, Serra sent several teams outside our district to La Serna High School in the Whittier Union School District to observe their Advisory/Extended Lunch tutoring program. We also send teams to Point Loma High School in our own district to observe a similar program. A planning group was assembled and work began on Serra’s WIT (Whatever It Takes) Advisory/Extended Lunch program. A plan was created by selecting elements of the visited school’s programs that were thought would work best at Serra. The planning group presented the plan to the staff and the program was approved by a staff vote.

In the Spring of 2012, the staff voted to reduce the number of days the WIT period met from 4 to 2 days a week.

Other tutoring programs implemented since the last visit include:

- Tutoring offered after school on Tuesday, Wednesday and Thursday through Gear-Up and Asset Grant Monies
- Online CAHSEE tutoring offered through I-High after school and during school day in 10th Grade English, CAHSEE prep and Geometry classes.
- Guided Studies classes in grades 9 and 10 designed to offer support to at risk general education students through peer support both in class and out of school.
- Link Crew mentors for freshman during advisory two days per week

Goal 3: Develop a coordinated and efficient professional development plan.

The principal has designated the Vice Principals as the Co-Professional Development Coordinators. The Vice Principals have carefully mapped out a series of professional development pull –out days on campus for Math, Social Science, Science and English. The topics has included; reviewing data, creation of benchmarks and formative assessments, student work protocols, instructional strategies around high-order thinking and questioning as well as Common Core.

The Vice Principals have also coordinated beginning of the year professional development activities which include instructional strategies in the Weekly Conquistador e-mail newsletter to teachers and share Teach Like a Champion instructional strategies during monthly staff meetings.

Serra teachers also take part in the district coordinated i21 professional development. The i21 training focuses on the use of Promethium Boards, online learning and interactive instruction with the use of netbooks and iPads.

Goal 4: Provide staff with information on professional development opportunities and available funding sources.

The Principal and the Supervising Admin Assistant provide a budget report to the staff annually. Staff members are also encouraged to attend the SSC meetings where the budget is reviewed in greater detail. Serra's professional development primarily occurs on the school site in order to maximize on-site expertise and substitute monies. However, the Professional Development Coordinators do promote other professional development opportunities, via the Weekly Conquistador e-mail newsletter. These opportunities include district and countywide EL, English Language Arts, GATE, AP by the Sea, the AVID Summer Institute, Common Core and Rhetorical Reading and Writing PD.

The i21 Digital Lead Teachers relay the i21 professional development opportunities to the staff. The School Site Operations Specialist keeps the staff informed on the Serra Foundation Grant cycles. Teachers are encouraged to apply for Serra Foundation Grants to fund their personal professional growth.

Goal 5: Increase follow-up communication with Serra graduates.

The original action plan created for the last report had a section on establishing an Alumni Association to “improve the instructional program” of Serra. The visiting team's report felt this section of the plan was problematic and “unclear how improvement of the instructional program will be facilitated by developing this plan.” As the site researched other Alumni Associations, we concurred with the visiting team's assessment of this part of the plan. While Serra still intends on forming an Alumni Association, it does not plan to have it directly linked to the instructional program. Therefore this section has been dropped from the action plan.

Serra has begun to communicate with past graduates through social media but to date, not enough data has been collected to impact the instructional program.

Goal 6: Increase community participation in the selection of courses offered at Serra.

The administrator in charge of master schedule regularly meets with departments to discuss course offerings. In the winter of 2012, a survey was created to gather feedback on future College Career & Technical Education pathways. This on-line survey was sent to all Serra families and to the families of all our feeder school. The data that is being collected from this survey will be used to map out the future of our CCTE offerings.

In February of 2013, Serra High will hold its first Electives and Fine Arts Faire. This faire will give the entire community a chance to sample the electives we currently offer at Serra and to give us feedback on what they would like to see us offer in the future.

Goal 7: Increase Teacher to Parent and Parent to Teacher communication regarding individual student progress.

In the fall of 2010, Serra hired a Parent Support Liaison to help facilitate communication between parents and teachers. The first job of the Parent Support Liaison was to establish a Family Resource Center on campus. The center houses many resources and is used as a meeting place for many of our parent organizations. The center also serves as a resource for the military families in the Serra Cluster since a Department of Defense grant was used to purchase furniture, equipment and supplies for center.

The budget crisis forced us to eliminate the Parent Support Liaison in the summer of 2012. Currently, the Center is open one hour after school on Tuesday as part of our IMIN grant as well as being staffed by a Navy School Liaison Officer on Mondays from 8 to 11am.

The Family Resource Center hosts our Annual Come To School With Your Student Day. This event has grown from just a handful of families participating to nearly 90 families coming to our 2011 event. The event has evolved to increase workshops for our visiting parents.

A weekly e-mail newsletter and blog, The Q-Connection, was created in early 2011 to provide more timely information to parents. In the spring of 2012, a team of parents and staff members created a Serra Parent Handbook to help better explain school policies and procedures to parents.

As of October 2012, over 82% of our teachers use the district standard Zangle Gradebook to post their assignment on Parent Connect. The majority of the other teachers use some other form of on-line grade book to communicate with parents.

The problems regarding students obtaining Student Connect PINs and passwords have been resolved by the district's IT department. All students are now able to access Student Connect with the same password they use to access the classroom netbooks and Naviance. It is also now easier for parents to obtain their Parent Connect PINs and passwords. At the time of the last WASC visit, access to Parent Connect log in information was limited to only one staff member. The technical issues have been resolved and now every office staff member and counselor can provide parents and student with their log in information.

Serra has also made a stronger effort to inform parents of any attendance issues. Attendance is monitored daily. Counselors receive attendance reports every day and communicate with parents

before attendance issues get out of hand. Attendance warning letters are sent to parents in a timelier manner and more Connect Ed calls are sent regarding attendance issues.

Section V: Schoolwide Action Plan Refinements

The SPSA for 2009-2010 outlined additional personnel units, programs and positions created as a result of an analysis of data.

- Parent Liaison
- Increased nursing time.
- English Learner Support Teacher
- After School Tutoring Program
- Bring Your Parent to School Day
- Math Professional Development
- Support Classes in English Language Development
- Support Classes in Algebra
- CAHSEE Support Class for English and Math

The SPSA for 2012-2013 outlines the following:

- Support classes in English Language Development.

We have consistently kept this goal during the past three years. For this current school year, we are piloting a district EL support course designed to assist Long-term English Learners. Along with specialized curriculum focusing on Academic Language, the teacher who teaches it is receiving professional development.

- Support classes for Algebra.

Using CST scores and academic grades, we continue to offer Algebra support classes to 9th graders. This course is designed to supplement the regular Algebra class, whose students are all repeating Algebra. This year we have purchased and are using the Accelerated Math program designed to bridge skill gaps for students by offering individualized remedial lessons.

- CAHSEE Support Classes for English and Math

Based on the success of these courses (only one student did not graduate due to CAHSEE failure), we have continued to add classes. We have two Math Support classes and one English Support class. We also added a grade 10 CAHSEE readiness class, populated with students at-risk of not passing the CAHSEE based on Benchmark and Pre-CAHSEE tests administered in grade 9.

- Creation of Math and English Benchmarks

Teachers in course-alike Professional Learning Communities are creating common assessments and benchmarks that are designed to alert teachers to the need for re-teaching material to reach proficiencies.

Appendix

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SERRA HIGH** SCHOOL

2012-13

37-68338-3730173

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Jimenez, Michael

Contact Person: Jimenez, Michael

Position: Principal

Telephone Number: 858/496-8342 ;

Address: Serra High, 5156 Santo Rd, San Diego CA 92124-2037

E-mail Address: mjimenez5@sandi.net

The following items are included:

- ☒ Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- ☒ Data Reports
- ☒ SPSA Assessment
- ☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☒ Home/School Compact

Board Approval: *(Date to be inserted by Monitoring and Accountability Reporting Department)*



SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

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 - A. Data Reports
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 - C. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
 - D. Home School Compact
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 - F. Professional Development Expenditures for Program Improvement and Watch List Schools Only

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**Legal Requirements for the SPSA**

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

#0 Communication and Implementation**Goal Description:**

The district will develop formal communication and implementation structures to support schools and staff in the implementation of the strategic process.

#1 Broad and Challenging Curriculum: Reading/English Language Arts**Goal Description:**

All students will reach high standards, attaining proficiency or better in Reading/English language arts by July 2014 with each student making at minimum one year's progress each year, and by June 2013, the percentage of English learners attaining proficiency in ELA increasing by 10% or more from the previous year's performance, as measured by the CST, CMA, CAPA, and/or CAHSEE.

#1 Broad and Challenging Curriculum: Mathematics**Goal Description:**

All students will reach high standards, attaining proficiency or better in mathematics by July 2014 with each student making at minimum one year's progress each year, and, by June 2013, the percentage of English learners attaining proficiency in Mathematics will increase by 10% or more from the previous year's performance, as measured by the CST, CMA, CAPA, and/or CAHSEE.

#1 Broad and Challenging Curriculum: English Language Development**Goal Description:**

The district will continue to strengthen the program for English learners so that English learners receive appropriate, focused ELD appropriate to their level of English proficiency, and by October, 2012, at least 57.5% of English learners will progress at least one level in English language proficiency as measured by the California English Language Development Test (CELDT).

#2 Professional Learning for All Staff**Goal Description:**

All SDUSD employees will be provided a continuous and annual system of professional learning in implementing established district---wide initiatives or focus areas tied to the needs of students.

#3 Parent Community Engagement around Student Achievement**Goal Description:**

All schools will reach out to parents as partners in their children's education, providing parents with the information necessary to understand if their student is on track for graduation or post---12 opportunities.

#4 High Expectations

Goal Description:

By January of 2014, high expectations will be integrated into all structures and practices throughout the district that touch the lives of students and the adults who serve them. Each school will become a place where high expectations are held for each student to meet the requirements of a broad and challenging curriculum.

#5 Quality Teaching and Data Driven Instruction**Goal Description:**

Each student will have access to a highly effective teacher each year. Effective teachers will collect, analyze, and use a range of data to understand and differentiate to meet each student's learning needs.

#6 Quality Leadership**Goal Description:**

Each district and site level administrator will positively and effectively contribute to the successful instructional practices of schools and the education of all students.

#7 Quality Support Staff**Goal Description:**

All support staff personnel will be provided the knowledge and skills necessary to provide support services essential to the education of students.

#8 Valuing Diversity in the Service of Students**Goal Description:**

All employees will have the knowledge and skills necessary to make equity a reality as they support and serve the learning needs of diverse student populations.

#9 Pre---K to 12 Integration and Collaboration**Goal Description:**

By January of 2015, vertical clusters of schools will be aligned to provide continuous integrated academic and social/emotional development programs, building at each grade from Pre---K through graduation.

#10 Digital Literacy**Goal Description:**

By September of 2013, students will have access to the latest technologies in their classrooms, and to teachers with the expertise in technology to engage and empower students to participate in their learning.

#11 Neighborhood Center with Services Depending on Neighborhood Needs**Goal Description:**

Neighborhood schools will provide "wrap---around" services and resources needed by students and their community to ensure equity in access to education.

#12 Supportive Environment, Safe and Well Maintained Facilities**Goal Description:**

Each school site is safe and well---maintained with a positive climate, supporting the academic, emotional and physical needs of each student.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

The School Site Council, with input from our stakeholders, created our 2012-2013 SPSA. All stakeholder groups used data to create the 2012-2013 SPSA goals. Our SPSA focuses resources to provide support in English and Math. We have placed instructional materials in the Graduation Rate goal so all content areas would have access. Professional development is a priority for teachers in all areas.

PROCESS FOR MODIFYING THE SPSA

Our school site stakeholder groups students, staff members and parents. The core departments, Serra staff, and parents all provided input that was used to create our SPSA goals. Along with data, this draft SPSA has been reviewed at many SSC meetings throughout the school year. Using student achievement data, feedback from parents, community members, students, and staff, we developed a draft of our SPSA full of strategies to improve student achievement. Once approved, the SPSA will be posted on the school web site for all stakeholders to review.

CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

Our SMART goals were created using Data Director and the current CST and CAHSEE data. The 12-13 CAHSEE target rates have been changed. We will review our data in the fall of 2013 and make the appropriate changes if necessary.

PERSONNEL

Staffing adjustments will be made in 2012-2013 to accommodate student needs according to our budget. Certificated staff will work with the SSC and departments to monitor SMART Goals, assist with writing of SPSA, and to increase parent involvement.

BUDGET

We are providing support classes in English Language Development and Algebra. We are providing CAHSEE supports in English and Math. Remaining monies will be used to support the academic achievement of all students.

CONCLUSIONS

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

INSTRUCTIONAL LEADERSHIP TEAM

Member Name	Role
6. Emily Longerbone	Special Education Teacher
1. Scott Reiche	School Psychologist
2. Maria Bachofner	Art Teacher
3. Linda Nelson	English Teacher
4. Peter Oskin	Social Science Teacher
5. John Turner	Social Science Teacher

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Michael Jimenez	Principal
Joe Schmidt	Teacher
Mary Crasta-Wilhelm	Teacher
Jann Allen	Other
Samantha Farrar	Parent
Doren Reese	Parent
Sofia Hurtado	Student
Jarod Martin	Teacher
Leisa loos	Parent
Adriana Marin	Tetacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

☒ Intervention Materials ☐ Instructional Time ☐ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☐ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

Serra High SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 1: ENGLISH/LANGUAGE ARTS

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials
 ☐ Instructional Time
 ☐ School Admin Training
 ☐ Highly Qualified Teachers
 ☐ Monitoring System
 ☐ On-going Instructional Assistance
 ☐ Monthly Teacher Collaboration
 ☐ Lesson and course pacing/ intervention
 ☒ Fiscal Support

English/Language Arts SMART Goal:

* By 06/30/2013, 71 % of Serra High Grade 09, Students will perform at Proficient or above level in English-Language Arts on the CST , increasing from 61 % to 71 % , a gain of 10.00 %

* By 06/30/2013, 77.8 % of Serra High Grade 10, Students will perform at Proficient or Advanced levels on the March English level in CAHSEE

Closing the Gap SMART Goal:

* By 06/30/2013, 56 % of Serra High Hispanic or Latino, Grade 09, Students will perform at Proficient level in English-Language Arts on the CST , increasing from 52 % to 56 % , a gain of 4.00 %

* By 06/30/2013, 12 % of Serra High English Learner, Grade 09, Students will perform at Proficient level in English-Language Arts on the CST , increasing from 7 % to 12 % , a gain of 5.00 %

* By 06/30/2013, 58 % of Serra High Economically Disadvantaged, Grade 09, Students will perform at Proficient level in English-Language Arts on the CST , increasing from 52 % to 58 % , a gain of 6.00 %

* By 06/30/2013, 77.8 % of Serra High Hispanic or Latino, Grade 10, Students will perform at Proficient level in CAHSEE , increasing from 46 % to 77.8 % , a gain of 31.80 %

* By 06/30/2013, 77.8 % of Serra High English Learner, Grade 10, Students will perform at Proficient level in CAHSEE , increasing from 8 % to 77.8 % , a gain of 69.80 %

* By 06/30/2013, 77.8 % of Serra High Economically Disadvantaged, Grade 10, Students will perform at Proficient level in CAHSEE , increasing from 47 % to 77.8 % , a gain of 30.80 %

How does this goal align to our Local Educational Agency Plan goals?:

In order to meet the LEA goals, our students will need to meet standards at all grade levels and pass the CAHSEE exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☐ API
 ☐ AYP
 ☒ CAHSEE
 ☐ CELDT
 ☒ CST
 ☐ District Benchmarks
 ☒ Other

Other (Please Specify)::

Site created benchmarks

Key Findings: What did the analysis of the data reveal that led you to these goals?

The students who are considered (GAP) students fall into the socio-economically disadvantaged category English language learner category and

Serra High

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

<i>Hispanic/Latino catagory.</i>																			
Which stakeholders where involved in data analysis and developing these goals?:																			
SSC and teachers																			
Quarter One Short Term Targets 6/13/2012 - 11/4/2012	Quarter Two Short Term Targets 11/5/2012 - 1/27/2013	Quarter Three Short Term Targets 1/28/2013 - 3/30/2013	Quarter Four Short Term Targets 3/31/2013 - 6/12/2013																
* By 11/04/2012, Serra High Students, Grades 9-12 will score 1.6% higher on site created in Benchmark Assessment	* By 01/27/2013, Serra High Grades 9-12, Students will score 1.6% higher on site created in Benchmark Assessment	* By 03/30/2013, Serra High Students, Grades 9-12 will score 1.6% higher on site created in Benchmark Assessment	* By 06/12/2013, Serra High Students, Grades 9-12 will score 1.6% higher on site created in Benchmark Assessment																
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Description of Proposed Expenditures/Activities to Attain ELA Goal: Please enter activity, expenditures associated with activity, and select tier(s)																			
<p>SUPPORT CLASSES & STAFF</p> <p><input type="checkbox"/> TIER 1 <input checked="" type="checkbox"/> TIER 2 <input checked="" type="checkbox"/> TIER 3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Proposed Expenditures</th> <th style="padding: 5px;">Estimated Cost</th> <th style="padding: 5px;">Funding Source Budget Code</th> <th style="padding: 5px;">Funding Source</th> <th style="padding: 5px;">Rationale</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Position Regular Teacher, Employee Elizabeth Ward</td> <td style="padding: 5px; text-align: right;">\$14,127.20</td> <td style="padding: 5px;">0357-70900-00-1107-1000-1110-01000-0000</td> <td style="padding: 5px;">EIA:SCE</td> <td style="padding: 5px;">One section CASHEE support ELA (inlcudes benefits)</td> </tr> <tr> <td style="padding: 5px;">Position Regular Teacher, Employee Hiedi Hall</td> <td style="padding: 5px; text-align: right;">\$28,254.40</td> <td style="padding: 5px;">0357-70900-00-1107-1000-1110-01000-0000</td> <td style="padding: 5px;">EIA:SCE</td> <td style="padding: 5px;">2 sections of English Support intervention program (2 sections at the 9th grade level and 1 section at</td> </tr> </tbody> </table>					Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale	Position Regular Teacher, Employee Elizabeth Ward	\$14,127.20	0357-70900-00-1107-1000-1110-01000-0000	EIA:SCE	One section CASHEE support ELA (inlcudes benefits)	Position Regular Teacher, Employee Hiedi Hall	\$28,254.40	0357-70900-00-1107-1000-1110-01000-0000	EIA:SCE	2 sections of English Support intervention program (2 sections at the 9th grade level and 1 section at
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				the 10th grade level). Includes benefits.
<p>SUPPORT CLASSES & STAFF</p> <p><input type="checkbox"/> TIER 1 <input type="checkbox"/> TIER 2 <input type="checkbox"/> TIER 3</p>				
Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

AREA 2: MATHEMATICS

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☐ Instructional Time ☐ School Admin Training ☐ Highly Qualified Teachers ☐ Monitoring System ☐ On-going Instructional Assistance ☐ Monthly Teacher Collaboration ☐ Lesson and course pacing/ intervention ☒ Fiscal Support

Mathematics SMART Goal:

- * By 06/30/2013, 88.7 % of Serra High Grade 10, Students will perform at Proficient or Advanced levels on the March Math level in CAHSEE
- * By 06/30/2013, 18 % of Serra High Grade 09, Students will perform at Proficient or above level in Algebra I on the CST , increasing from 13 % to 18 % , a gain of 5.00 %
- * By 06/30/2013, 40 % of Serra High Grade 09, Students will perform at Proficient or above level in Geometry on the CST , increasing from 35 % to 40 % , a gain of 5.00 %

Closing the Gap SMART Goal:

- * By 06/30/2013, 88.7 % of Serra High Hispanic or Latino, Grade 10, Students will perform at Proficient level in CAHSEE , increasing from 49 % to 88.7 % , a gain of 39.70 %
- * By 06/30/2013, 88.7 % of Serra High English Learner, Grade 10, Students will perform at Proficient level in CAHSEE , increasing from 5 % to 88.7 % , a gain of 83.70 %
- * By 06/30/2013, 88.7 % of Serra High Economically Disadvantaged, Grade 10, Students will perform at Proficient level in CAHSEE , increasing from 53 % to 88.7 % , a gain of 35.70 %
- * By 06/30/2013, 16 % of Serra High Hispanic or Latino, Grade 09, Students will perform at Proficient level in Algebra I on the CST , increasing from 11 % to 16 % , a gain of 5.00 %
- * By 06/30/2013, 23 % of Serra High Hispanic or Latino, Grade 09, Students will perform at Proficient level in Geometry on the CST , increasing from 18 % to 23 % , a gain of 5.00 %
- * By 06/30/2013, 9 % of Serra High English Learner, Grade 09, Students will perform at Proficient level in Algebra I on the CST, increasing from 3 % to 9 % , a gain of 6.00 % points
- * By 06/30/2013, 18 % of Serra High Economically Disadvantaged, Grade 09, Students will perform at Proficient level in Algebra I on the CST , increasing from 13 % to 18 % , a gain of 5.00 %
- * By 06/30/2013, 30 % of Serra High Economically Disadvantaged, Grade 09, Students will perform at Proficient level in Geometry on the CST , increasing from 24 % to 30 % , a gain of 6.00 %

How does this goal align to our Local Educational Agency Plan goals?:

In order to meet the LEA goals, our students will need to meet standards at all grade levels and pass the CAHSEE exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

Serra High SINGLE PLAN FOR STUDENT ACHIEVEMENT

☐ API ☐ AYP ☒ CAHSEE ☐ CELDT ☒ CST ☐ District Benchmarks ☐ Other

Other (Please Specify)::

Key Findings: What did the analysis of the data reveal that led you to these goals?

When reviewing the CSTs from 2011 to 2012, although we increased in Algebra there is still significant room for growth. The data for Geometry also reflects a need for overall improvement. Intermediate Algebra indicates significant growth at the 9th and 11th grade levels as well as overall growth. Support classes are offered for Algebra at the 9th grade level. We are also offering CAHSEE support classes in order to address our overall CAHSEE Math targets as well as our targets for our subgroups.

Which stakeholders were involved in data analysis and developing these goals?:

SSC and ILT

Quarter One Short Term Targets 6/13/2012 - 11/4/2012	Quarter Two Short Term Targets 11/5/2012 - 1/27/2012	Quarter Three Short Term Targets 1/28/2012 - 3/30/2012	Quarter Four Short Term Targets 3/31/2012 - 6/12/2012
* By 11/04/2012, 65 % of Serra High Students, Grades 9-12 will perform at passing (70%) on a course designed level in Benchmark Assessment	* By 01/25/2013, 70 % of Serra High Students, Grades 9-12 will perform at passing (70%) on a course designed level in Benchmark Assessment	* By 03/29/2013, 75 % of Serra High Students, Grades 9-12 will perform at passing (70%) on a course designed level in Benchmark Assessment	* By 06/11/2013, 80 % of Serra High Students, Grades 9-12 will perform at passing (70%) on a course designed level in Benchmark Assessment

Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

November - Short Term Monitoring (Sept - Nov)	January- Short Term Monitoring (Nov - Jan)	March- Short Term Monitoring (Jan - Mar)	June - Short Term/Cumulative Monitoring (April - June)
Teachers will review the scores on the first benchmark exams in their PLCs	Teachers will use course alike semester exams (benchmark #2). Scores will be reviewed in PLCs and reported to the department.	Teachers will review the scores on the third benchmark exams in their PLCs. All classes will prepare for CST and CAHSEE tests.	(Use data to inform 13-14) Prepare students for final exams (benchmark #4). Review final exam grades to see where students ended. Make recommendations for student placement for the upcoming school

			year.																									
Description of Proposed Expenditures/Activities to Attain Math Goal: Please enter activity, expenditures associated with activity, and select tier(s)																												
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AREA 3: ENGLISH LEARNER			
Goal should be prioritized, measurable, and focused on identified student learning needs.			
<input checked="" type="checkbox"/> Intervention Materials <input checked="" type="checkbox"/> Instructional Time <input type="checkbox"/> School Admin Training <input checked="" type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> Monitoring System <input checked="" type="checkbox"/> On-going Instructional Assistance <input type="checkbox"/> Monthly Teacher Collaboration <input type="checkbox"/> Lesson and course pacing/ intervention <input checked="" type="checkbox"/> Fiscal Support			
English Learner SMART Goal: * By 06/13/2013, 54.6 % of Serra High Grades 9-12, English Learner, Students will increased their Overall Proficiency Level (OPL) by one level in California English Language Development Test			
Closing the Gap SMART Goal:			
How does this goal align to our Local Educational Agency Plan goals?:			
WHAT DATA DID YOU USE TO FORM THESE GOALS			
(findings from data analysis)			
<input type="checkbox"/> API <input type="checkbox"/> AYP <input type="checkbox"/> CAHSEE <input checked="" type="checkbox"/> CELDT <input type="checkbox"/> CST <input type="checkbox"/> District Benchmarks <input type="checkbox"/> Other			
Other (Please Specify)::			
Key Findings: What did the analysis of the data reveal that led you to these goals? Since we have provided additional support to our students, we have seen an increase in the number of students reclassified.			
Which stakeholders where involved in data analysis and developing these goals?:			
SSC and ILT			
Quarter One Short Term Targets 6/13/2012 - 11/4/2012	Quarter Two Short Term Targets 11/5/2012 - 1/27/2013	Quarter Three Short Term Targets 1/28/2013 - 3/30/2013	Quarter Four Short Term Targets 3/31/2013 - 6/12/2013
* By 11/04/2012, 100 % of Serra High Grades 9-12, English Learner, Students will take the in California English Language Development Test	* By 01/27/2013, 100 % of Serra High Grades 9-12, English Learner, Students will receive support in Ongoing Assessment of Language Practice	* By 03/30/2013, 100 % of Serra High Grades 9-12, English Learner, Students will receive support in Ongoing Assessment of Language Practice	* By 06/13/2013, 55 % of Serra High Grades 9-12, English Learner, Students will meet or exceed with of one proficiency level in English language development as measured in Ongoing Assessment of Language Practice

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 SINGLE PLAN FOR STUDENT ACHIEVEMENT

Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

CELDT assessment scores			
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Description of Proposed Expenditures/Activities to Attain English Learner Goal: Please enter activity, expenditures associated with activity, and select tier(s)

SUPPORT CLASSES

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher, Employee Lynda Lavine	\$14,127.20	0357-70900-00-1107-1000-4760-01000-0000	EIA:SCE	One sections of ELD Advancement Academy Support (includes benefits)
Position Regular Teacher, Employee Tommy Cotner	\$14,127.20	0357-70910-00-1107-1000-1110-01000-0000	EIA:LEP	One section of ELD Literacy Advancement Academy.

Serra High SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 4: GRADUATION/PROMOTION RATE

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☐ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☐ Monthly Teacher Collaboration ☐ Lesson and course pacing/ intervention ☒ Fiscal Support

Graduation Rate SMART Goal:

* By 07/31/2013, increase in Graduation/Promotion Rate of Serra High Students from 94.83% to 96%

Closing the Gap SMART Goal:

* By 07/31/2013, 85 % of Serra High Grade 12, Students, English Learner will score proficient or above on the English and Mathematics portions in CAHSEE

How does this goal align to our Local Educational Agency Plan goals?:

By improving our graduation rate, we will be working towards the LEA goals of graduating 70% or more students meeting or exceeding standards.

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☐ API ☐ AYP ☒ CAHSEE ☐ CELDT ☒ CST ☐ District Benchmarks ☐ Other

Other (Please Specify)::

Key Findings: What did the analysis of the data reveal that led you to these goals?

Our graduation rate for 06/07 was 90.5%, for 07/08 was 94.5%, for 08/09 was 92.9%, and for 09/10 was 95.5%. We feel a continued increase in graduation rate is appropriate.

Which stakeholders were involved in data analysis and developing these goals?:

SSC and ILT

Quarter One Short Term Targets 6/13/2012 - 11/4/2012	Quarter Two Short Term Targets 11/5/2012 - 1/27/2013	Quarter Three Short Term Targets 1/28/2013 - 3/30/2013	Quarter Four Short Term Targets 3/31/2013 - 6/12/2013
* By 11/09/2012, 100 % of Serra High Students, Grades 9-12 will have a classroom visit or assembly regarding in Graduation/Promotion	* By 01/27/2013, 100 % of Serra High Students, Grades 9-12 will have a classroom visit or assembly regarding in Graduation/Promotion	* By 03/30/2013, 100 % of Serra High Students, Grades 9-12 will have an articulation meeting with their counselors regarding in	* By 06/13/2013, 100 % of Serra High Students, Grades 9-12 will have a classroom visit or assembly regarding in Graduation/Promotion

Serra High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Rate	Rate	Graduation/Promotion Rate	Rate
Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
November - Short Term Monitoring (Sept - Nov) Review IEPs for Special Education students. Notify all students of graduation requirements. Review grade data with staff at the end of the first grading period.	January- Short Term Monitoring (Nov - Jan) Review correlation of CST scores and students final course grades to look for trends. Review IEPs for special education students. Review grade data for second grading period and first semester.	March- Short Term Monitoring (Jan - Mar) Review benchmark data in PLCs, then as a staff. Meet with students to plan for next year's courses – review student's progress towards meeting all graduation requirements. Review IEPs for special education students. Review grade data for the fourth grading period.	June - Short Term/Cumulative Monitoring (April - June) (Use data to inform 13-14) Teachers will make recommendations for the placement of students in next year's classes. Review final grades for all students. Review CST and CAHSEE data once available.
Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal: Please enter activity, expenditures associated with activity, and select tier(s)			

SUPPORT CLASSROOM INSTRUCTION & STUDENT LEARNING

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position School Counselor, Employee Leslie Hudak	\$36,432.50	0357-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	To review individual student records and meet with pupils and parents to explain student records, education options, coursework, progress, and needs (includes benefits)
Position School Librarian, Employee Adam Snider	\$39,423.00	0357-30106-00-1201-2420-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	Aids students when working in the library; helps with projects and other research related items; acts as

Serra High

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

				a resource for all teachers (includes benefits)
Prof&Curriclm Dev Vist Tchr	\$7,890.00	0357-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	To provide teachers the opportunities to improve classroom instruction
Conference Local	\$10,001.07	0357-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	To provide teachers the opportunities to improve classroom instruction
Supplies	\$979.09	0357-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	To provide additional materials to all students
Prof&Curriclm DevHrlyClrmTchr	\$11,500.00	0357-30106-00-1170-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	To provide teachers the opportunity to improve their classroom instruction.
Instructional Supplies	\$8,592.19	0357-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	To provide additional materials to all students
Supplies	\$16,746.19	0357-70900-00-4301-1000-1110-01000-0000	EIA:SCE	To provide additional materials to all students
Instructional Supplies	\$18,584.90	0357-70901-00-4301-1000-1110-01000-0000	EIA: SCE Prior Year Carryover	To purchase additional instructional materials for students and classrooms.
Counselor Hourly	\$3,000.00	0357-70901-00-1260-3110-0000-01000-0000	EIA: SCE Prior Year Carryover	Counselor Hourly time to set up credit recovery
Teacher Hourly	\$8,000.00	0357-70901-00-1157-1000-1110-01000-0000	EIA: SCE Prior Year Carryover	After School Tutoring
Teacher Hourly	\$10,000.00	0357-70901-00-1157-1000-1110-01000-0000	EIA: SCE Prior Year Carryover	Teacher hourly to provide credit recovery
Classroom PARAS Hrly	\$6,000.00	0357-70901-00-2151-1000-1110-01000-0000	EIA: SCE Prior Year Carryover	To provide after school tutoring
Supplies	\$13,482.00	0357-70910-00-4301-1000-1110-01000-0000	EIA:LEP	To provide for additional student materials.
Short Term Leave Visiting Tchr	\$2,000.00	0357-70910-00-1162-1000-4760-01000-0000	EIA:LEP	CELDT administration costs
Paper	\$4,339.38	0357-70910-00-5733-1000-4760-01000-0000	EIA:LEP	To purchase paper for classroom use.
Counselor Hourly	\$750.00	0357-70910-00-1260-3110-4760-01000-0000	EIA:LEP	Facilitation of PISC meetings, credit/grad rate meeting, opening of school, parent/student meetings
OTBS Hourly	\$5,000.00	0357-70910-00-2451-2700-4760-01000-0000	EIA:LEP	OTBS Hourly for CELDT Administration
Field Trips	\$3,000.00	0357-70911-00-5735-1000-1110-01000-0000	EIA: LEP Prior Year Carryover	To provide additional funding that would allow for instructional field trips.

Serra High SINGLE PLAN FOR STUDENT ACHIEVEMENT

Instructional Supplies	\$4,081.00	0357-70911-00-4301-1000-1110-01000-0000	EIA: LEP Prior Year Carryover	To purchase additional instructional supplies for students and classrooms.
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AVID CLASSES & STAFF

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Regular Teacher, Employee Ruth Howell	\$42,381.60	0357-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	3 sections of AVID support classes (includes benefits)

SUPPORT CLASSROOM INSTRUCTION & STUDENT LEARNING

☐ TIER 1 ☐ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

Serra High SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT

Goal should be prioritized, measurable, and focused on identified student learning needs.

☐ Intervention Materials ☐ Instructional Time ☐ School Admin Training ☐ Highly Qualified Teachers ☐ Monitoring System ☐ On-going Instructional Assistance ☐ Monthly Teacher Collaboration ☐ Lesson and course pacing/ intervention ☒ Fiscal Support

Parent Involvement and Community Engagement SMART Goal:

- * By 09/19/2012, 45 % of Serra High Parents/Guardians will attend Open House which aids in Parent and Community Engagement
- * By 06/30/2013, 85 % of Serra High Staff will use Gradebook to support student learning in Aligned rubric/assessment
- * By 06/30/2013, 100 % of Serra High Parents/Guardians will be offered a variety of venues in Parent and Community Engagement

Targeted Population: (Grade Levels and Significant Subgroups)

The parents of our VEEP students (who ride the bus to school) have the most difficult time attending functions held at the school. The majority of our English Learners and Economically Disadvantaged students are also VEEP students.

Key Findings: What did the analysis of the data reveal that led you to these goals?

Our Home/School Compact outlines ways the parents, school, and students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve California's high standards. The school is constantly trying to ensure all parents have access to valuable information regarding the success of their child.

At this time, approximately 80 % of teachers are currently using Gradebook.

At this time, approximately 25% of all parents attend open house.

Which stakeholders were involved in data analysis and developing these goals?:

SSC, ELAC, and PTO

How does this goal align to our Local Educational Agency Plan goals?:

By encouraging parents to become more involved in the education of their child, it is our hope that all stakeholders will encourage students to do their best and achieve high standards at school.

What data did you use to form these goals: (findings from data analysis)

We reviewed the current percentage of teachers using Gradebook and estimated the percentage of parents who attend Open House.

Quarter One Short Term Targets 6/13/2012 - 11/4/2012	Quarter Two Short Term Targets 11/5/2012 - 1/27/2013	Quarter Three Short Term Targets 1/28/2013 - 3/30/2013	Quarter Four Short Term Targets 3/31/2013 - 6/12/2013
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Serra High

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

* By 09/30/2012, 45 % of Serra High Parents/Guardians, Grades 9-12 will attend Open House which is measured by their Attendance	* By 01/27/2013, increase Attendance of Serra High Parents/Guardians, Grades 9-12 to attend an evening event of their choice	* By 03/30/2013, increase Attendance of Serra High Parents/Guardians, Grades 9-12 to attend an evening event of their choice	* By 06/12/2013, increase Attendance of Serra High Parents/Guardians, Grades 9-12 to attend an evening event of their choice
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Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Hold Annual Title I Parent meeting.	PTO & Foundation meetings.	PTO & Foundation meetings.	PTO & Foundation meetings.
Establish ELAC & SSC and set up meeting schedules.	ELAC, EL, & SSC Meetings	ELAC, EL, & SSC Meetings	ELAC, EL, & SSC Meeting
PTO & Foundation meetings		Spring Showcase	
Parent Workshop Series			
Open House			

Description of Proposed Expenditures/Activities to Attain Parent/Community Goal: Please enter activity, expenditures associated with activity, and select tier(s)

COMMUNICATION WITH PARENTS/GUARDIANS

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Postage Expense	\$1,000.00	0357-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	To communicate with all parents/guardians to improve student achievement levels
Interprogram Svcs/Paper	\$1,198.00	0357-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	To communicate with all parents/guardians to improve student achievement levels
Inservice supplies	\$5,000.00	0357-30103-00-4304-2495-0000-	Title I Parent Involvement	Inservice materials and light

		01000-0000	refreshments for parent meetings

Serra High

 SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)

Goal should be prioritized, measurable, and focused on identified student learning needs.

☐ Intervention Materials
 ☐ Instructional Time
 ☐ School Admin Training
 ☐ Highly Qualified Teachers
 ☐ Monitoring System
 ☐ On-going Instructional Assistance
 ☐ Monthly Teacher Collaboration
 ☐ Lesson and course pacing/ intervention
 ☐ Fiscal Support

Additional Site Identified SMART Goal:

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☐ API
 ☐ AYP
 ☐ CAHSEE
 ☐ CELDT
 ☐ CST
 ☐ District Benchmarks
 ☐ Other

Other (Please Specify)::

Key Findings: What did the analysis of the data reveal that led you to these goals?

Which stakeholders were involved in data analysis and developing these goals?:

How does this goal align to our Local Educational Agency Plan goals?:

Quarter One Short Term Targets 6/13/2011 - 11/4/2011	Quarter Two Short Term Targets 11/5/2011 - 1/27/2012	Quarter Three Short Term Targets 1/28/2012 - 3/30/2012	Quarter Four Short Term Targets 3/31/2012 - 6/12/2012

Description of Monitoring Process: What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Description of Proposed Expenditures/Activities to Attain Goal: Please enter activity, expenditures associated with activity, and select tier(s)

6.1 ACTIVITY

☐ TIER 1
 ☐ TIER 2
 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale