The Single Plan for Student Achievement

School: El Sereno Alternative Education School
CDS Code: 34-67447-3430386
District: San Juan Unified School District
Principal: Mia Funk
Revision Date: The District Governing Board approved this revision of the SPSA on November 18, 2014.

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

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

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Position: Principal
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          Fair Oaks CA, 95628
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The District Governing Board approved this revision of the SPSA on November 18, 2014.
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School Mission

El Sereno Alternative Education School's Mission Statement
Recognizing the fact that individuals learn in different ways and at varied paces, the mission of SJUSD alternative high schools is to guide and inspire each student's pursuit and discovery of knowledge and achievement of the skills necessary for responsible citizenship, meaningful employment, and lifelong learning through innovative, challenging curricula delivered in a dedicated and collaborative learning community.

School Profile

Established in 1979, El Sereno High School/Independent Study offers the courses required to meet the University of California A-G requirements and is accredited by the Western Association of Schools and Colleges. Independent Study is provided for students who desire a high school education but are not able to attend a traditional high school. At-risk students with personal/family problems or who have had difficulty at the traditional high school are often successful with the alternative study methods and one-on-one instruction they receive in independent study.

Athletes, artistic performers, students with health problems, students transferring into the district mid-semester, students behind in credits, and students who work or are in job training also utilize Independent Study because of its flexibility. Independent Study is an alternative to classroom instruction consistent with the school district's course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills, and knowledge all students should gain from a high school education. The El Sereno curricular program emphasizes college and school-to-workplace preparation. Independent Study, whether used as a single class or for an entire educational program, allows individuals to pursue educational opportunities on their own time outside of the classroom. A variety of community opportunities can be brought into the educational process, which makes it possible to design a program for an individual's specific learning styles, interests, and needs. Also, the freedom to learn outside the classroom allows students to separate their feelings about learning from their experiences with school structures. Finally, Independent Study is a noncompetitive system of learning.

While most students are taught on a one-to-one basis, El Sereno utilizes the flexibility of small group instruction when beneficial. Labs teaching computer skills, biology, math, and P.E. are among those offered. Sereno High School has facilities at the Fair Oaks Annex in Fair Oaks. Enrollment orientations are held at the Fair Oaks site and provide convenient access to the district's attendance areas as the RT bus line stops in front of the school.

The staff at El Sereno High School consists of 9 full- and 4 part-time teachers, 1 part-time counselor, and 3 clerical personnel. Teachers are assigned within their credentialed subject areas or housed in areas of expertise based on student/program needs. Support staff services include Regional Occupational Program/Work Experience Education, District Counseling, Job Training Program Act, and the Foster Youth Program. The certificated staff average ten years teaching/counseling experience with El Sereno Independent Study. Ninety four percent of the professional staff has advanced graduate degrees.

El Sereno Independent Study is the only non-charter independent study program in the San Juan Unified School District. The 218 students attending El Sereno are 72% White, 19% Hispanic, 5% African American, and 4% other ethnicities. 9% of the students are English Language Learners. 34% of the students are socio-economically disadvantaged. 3% of the students have disabilities.

Comprehensive Needs Assessment Components

Introduction
On Oct 18, 2013 a team of teachers, parents/guardians, community members, and students meet to update the site strategic plan, originally created on January 2011. The team worked together to analyze and evaluate academic achievement for all students in the school. The team evaluated the effectiveness of the school's progress toward meeting objectives outlined in the original site strategic plan. Revision of the mission statement and objectives were determined. The objectives, each with a set of tactics, will ensure that our site is on its way toward achieving its mission.
Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Our team, which included representation of parents/guardians, community members, students and staff, used a broad variety of data points including: Academic Performance Index, Annual Yearly Progress, California Standards Test, California English Language Development Tests, percentage of students meeting University of California “a-g” requirements, Average SAT Score, CAHSEE passing rates, Parent/Staff/Student surveys and student demographic information.

Parental Involvement

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

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent involvement and leadership is encouraged at El Sereno Independent Study. Parents are encouraged to participate in School Site Council, English Language Advisory Committees and site strategic planning. Parents are also encouraged to plan and participate in graduation festivities and commencement activities.

Parent and Teacher communication is critical for the implementation of the student's individualized learning plans. Spring 2013 parent survey results indicate 91.7% of the parents feel they "are well informed about their child's progress in school"; 91.7% of the parents reports "teachers are responsive to parents when they call or want to meet"; and 91.7% "adults/staff in the office are helpful when parents /students come in or call."

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

Critical issues that arouse among the planning team during site strategic planning, school site council and continued dialogue throughout the school years involve: student persistence rates, integration and application of technology in independent study (distance learning), evolving co-enrollment roles, accessibility of independent study education services for students with transportation issues and achievement gaps by subgroup. Student enrollment trends (including intra-district referrals because of behavior) and attendance data paired with increased involvement with support agencies indicate an increase in student personal crisis, which potentially impact student persister rates. Over the last three years several distance learning programs have been developed using the Moodle platform. In addition supplemental online programs used include Aleks, Khan Academy and Hot Math. This has been beneficial for many students however some barriers include lack of student basic typing or computer skills and home computer or internet availability and reading level of the student. El Sereno currently serves students enrolled in comprehensive high schools that are in need of credit recovery or are credit deficient. Over the last few years the enrollment in co-enrollment has grown significantly, last fall there were 270 students in class or on waiting lists for this service. The barriers to serving the sheer volume of student interested in co-enrollment includes resources (personnel and materials) and location. Currently co-enrollment is housed in Fair Oaks Annex on the east end of the district.
### School and Student Performance Data

#### Academic Performance Index by Student Group

<table>
<thead>
<tr>
<th>PROFICIENCY LEVEL</th>
<th>API GROWTH BY STUDENT GROUP</th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>PROFICIENCY LEVEL</td>
<td>All Students</td>
<td>White</td>
<td>African-American</td>
<td>Asian</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>All Students</td>
<td>White</td>
<td>African-American</td>
<td>Asian</td>
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<table>
<thead>
<tr>
<th>PROFICIENCY LEVEL</th>
<th>API GROWTH BY STUDENT GROUP</th>
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</thead>
<tbody>
<tr>
<td>PROFICIENCY LEVEL</td>
<td>Hispanic</td>
<td>English Learners</td>
<td>Socioeconomically Disadvantaged</td>
<td>Students with Disabilities</td>
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<tr>
<td>Met Target</td>
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</tr>
</tbody>
</table>

Conclusions based on this data:

1. Overall API increased 53 points from 2012 to 2013. However the overall API has decreased 18 points from 2011.
2. The API score for white students increased 80 points from 2012 to 2013. However the API score for white students decreased 10 points from 2011.
3. The API score for socioeconomically disadvantaged students increased 118 points from 2012 to 2013. However the API score for socioeconomically disadvantaged students decreased 112 points from 2011.
### English-Language Arts Adequate Yearly Progress (AYP)

#### ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP

<table>
<thead>
<tr>
<th>AYP PROFICIENCY LEVEL</th>
<th>Participation Rate</th>
<th>Number At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
<th>AYP Target: ES/MS</th>
<th>AYP Target: HS</th>
<th>Met AYP Criteria</th>
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<tbody>
<tr>
<td>Participation Rate</td>
<td>100 90 70</td>
<td>100 89 66</td>
<td>100 100 67</td>
<td>--</td>
<td>66</td>
<td>60</td>
</tr>
<tr>
<td>Number At or Above Proficient</td>
<td>5 7</td>
<td>7</td>
<td>--</td>
<td>--</td>
<td>7</td>
<td>63.6</td>
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<tr>
<td>Percent At or Above Proficient</td>
<td>45.5</td>
<td>53.8</td>
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<td>--</td>
<td>63.6</td>
<td>--</td>
</tr>
<tr>
<td>AYP Target: ES/MS</td>
<td>78.4</td>
<td>89.2</td>
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<td>78.4</td>
<td>89.2</td>
<td>100.0</td>
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<tr>
<td>AYP Target: HS</td>
<td>77.8</td>
<td>88.9</td>
<td>100.0</td>
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<td>88.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Met AYP Criteria</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>--</td>
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#### ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP

<table>
<thead>
<tr>
<th>AYP PROFICIENCY LEVEL</th>
<th>Participation Rate</th>
<th>Number At or Above Proficient</th>
<th>Percent At or Above Proficient</th>
<th>AYP Target: ES/MS</th>
<th>AYP Target: HS</th>
<th>Met AYP Criteria</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hispanic</td>
<td>English Learners</td>
<td>Socioeconomically Disadvantaged</td>
<td>Students with Disabilities</td>
<td>English Learners</td>
<td>Socioeconomically Disadvantaged</td>
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<tr>
<td>Participation Rate</td>
<td>100 90 78</td>
<td>100 50 0</td>
<td>100 90 55</td>
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</tr>
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<td>Number At or Above Proficient</td>
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</tr>
<tr>
<td>Percent At or Above Proficient</td>
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</tr>
<tr>
<td>AYP Target: ES/MS</td>
<td>78.4</td>
<td>89.2</td>
<td>100.0</td>
<td>78.4</td>
<td>89.2</td>
<td>100.0</td>
</tr>
<tr>
<td>AYP Target: HS</td>
<td>77.8</td>
<td>88.9</td>
<td>100.0</td>
<td>77.8</td>
<td>88.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Met AYP Criteria</td>
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<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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</tr>
</tbody>
</table>

### Conclusions based on this data:

1. None of the student groups met the 100% proficiency target. However, the All Student group did meet the Safe Harbor target by reducing the percentage of non-proficient students by 10%.
### Mathematics Adequate Yearly Progress (AYP)

#### MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP

<table>
<thead>
<tr>
<th>AYP PROFICIENCY LEVEL</th>
<th>All Students</th>
<th>White</th>
<th>African-American</th>
<th>Asian</th>
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</thead>
<tbody>
<tr>
<td>Participation Rate</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>92</td>
<td>90</td>
<td>89</td>
<td>94</td>
</tr>
<tr>
<td>Number At or Above Proficient</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
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<tr>
<td>Percent At or Above Proficient</td>
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<td></td>
<td>--</td>
<td>42.9</td>
<td>63.6</td>
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</tr>
<tr>
<td>AYP Target: ES/MS</td>
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<td>89.5</td>
<td>100.0</td>
<td>79.0</td>
</tr>
<tr>
<td>AYP Target: HS</td>
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#### MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP

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<tr>
<th>AYP PROFICIENCY LEVEL</th>
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<th>Students with Disabilities</th>
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<tbody>
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<td>Participation Rate</td>
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<td>100</td>
<td>78</td>
<td>0</td>
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<tr>
<td>Number At or Above Proficient</td>
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<tr>
<td>AYP Target: ES/MS</td>
<td>79.0</td>
<td>89.5</td>
<td>100.0</td>
<td>79.0</td>
</tr>
<tr>
<td>AYP Target: HS</td>
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<td>88.7</td>
<td>100.0</td>
<td>77.4</td>
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<tr>
<td>Met AYP Criteria</td>
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</tr>
</tbody>
</table>

### Conclusions based on this data:

1. None of the student groups met the 100% proficiency target. However, the All Student groups did meet the Safe Harbor target by reducing the percentage of non-proficient students by 10%.
School and Student Performance Data

CELDT (Annual Assessment) Results

<table>
<thead>
<tr>
<th>Grade</th>
<th>Advanced</th>
<th>Early Advanced</th>
<th>Intermediate</th>
<th>Early Intermediate</th>
<th>Beginning</th>
<th>Number Tested</th>
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<td>Total</td>
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Conclusions based on this data:

1.
### School and Student Performance Data

#### Title III Accountability (School Data)

<table>
<thead>
<tr>
<th>AMAO 1</th>
<th>Annual Growth</th>
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<tr>
<td></td>
<td>2011-12</td>
</tr>
<tr>
<td>Number of Annual Testers</td>
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<tr>
<td>Percent with Prior Year Data</td>
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<tr>
<td>Number in Cohort</td>
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<td>Number Met</td>
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<tr>
<td>Percent Met</td>
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</tr>
<tr>
<td>NCLB Target</td>
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<tr>
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<table>
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<tr>
<th>AMAO 2</th>
<th>Attaining English Proficiency</th>
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<td></td>
<td>2011-12</td>
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<tr>
<td>Years of EL instruction</td>
<td>Less Than 5</td>
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<tr>
<td>Number in Cohort</td>
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<td>Number Met</td>
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<td>Percent Met</td>
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<tr>
<td>NCLB Target</td>
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<th>AMAO 3</th>
<th>Adequate Yearly Progress for English Learner Subgroup</th>
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<td>English-Language Arts</td>
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<td>--</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>--</td>
</tr>
<tr>
<td>Met Percent Proficient or Above</td>
<td>--</td>
</tr>
</tbody>
</table>

**Conclusions based on this data:**

1. Students assessed increased the target percentage for NCLB by 1.5%.
School and Student Performance Data

Local Assessment Data
### Effective Instructional Strategies/21st Century Skills

<table>
<thead>
<tr>
<th></th>
<th>PARENT</th>
<th>STUDENT (g/5-11)</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
<td>N</td>
</tr>
<tr>
<td>Improved ability to read and understand complex text</td>
<td>12</td>
<td>91.7%</td>
<td>34</td>
</tr>
<tr>
<td>Improved written communication skills</td>
<td>12</td>
<td>75.0%</td>
<td>34</td>
</tr>
<tr>
<td>Improved spoken/oral communication skills</td>
<td>12</td>
<td>75.0%</td>
<td>34</td>
</tr>
<tr>
<td>Improved ability to solve complex problems</td>
<td>12</td>
<td>83.3%</td>
<td>34</td>
</tr>
<tr>
<td>Improved ability to use technology to find information/solve problems</td>
<td>12</td>
<td>75.0%</td>
<td>34</td>
</tr>
<tr>
<td>Improved ability at working with other students on problems/projects</td>
<td>12</td>
<td>25.0%</td>
<td>34</td>
</tr>
<tr>
<td>Improved leadership skills</td>
<td>12</td>
<td>58.3%</td>
<td>34</td>
</tr>
<tr>
<td>Encouraged to share knowledge/ideas in a creative way</td>
<td>12</td>
<td>66.7%</td>
<td>34</td>
</tr>
<tr>
<td>Curiosity/imagination is fostered</td>
<td>12</td>
<td>66.7%</td>
<td>34</td>
</tr>
<tr>
<td>School promotes academic success of all students</td>
<td>12</td>
<td>91.7%</td>
<td>34</td>
</tr>
</tbody>
</table>

### Personalized Learning

<table>
<thead>
<tr>
<th></th>
<th>PARENT</th>
<th>STUDENT (g/5-11)</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
<td>N</td>
</tr>
<tr>
<td>Academic goals have been collaboratively set and monitored.</td>
<td>12</td>
<td>83.3%</td>
<td>31</td>
</tr>
<tr>
<td>Students have a learning plan/4-year plan.</td>
<td>12</td>
<td>41.7%</td>
<td>29</td>
</tr>
<tr>
<td>Students are challenged at school through high standards of academic performance.</td>
<td>12</td>
<td>91.7%</td>
<td>33</td>
</tr>
</tbody>
</table>

### Character Education

<table>
<thead>
<tr>
<th></th>
<th>PARENT</th>
<th>STUDENT (g/5-11)</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
<td>N</td>
</tr>
<tr>
<td>Students model RESPECT at this school.</td>
<td>12</td>
<td>91.7%</td>
<td>34</td>
</tr>
<tr>
<td>Students model RESPONSIBILITY at this school.</td>
<td>12</td>
<td>91.7%</td>
<td>33</td>
</tr>
<tr>
<td>Students model HONESTY at this school.</td>
<td>12</td>
<td>66.7%</td>
<td>34</td>
</tr>
<tr>
<td>Students model CARING at this school.</td>
<td>12</td>
<td>75.0%</td>
<td>34</td>
</tr>
<tr>
<td>Students model COOPERATION at this school.</td>
<td>12</td>
<td>83.3%</td>
<td>33</td>
</tr>
<tr>
<td>Students model COURAGE at this school.</td>
<td>12</td>
<td>75.0%</td>
<td>34</td>
</tr>
<tr>
<td>The school fosters an appreciation of student diversity and respect for each other.</td>
<td>34</td>
<td>70.6%</td>
<td>13</td>
</tr>
</tbody>
</table>

### Parent/Family Involvement

<table>
<thead>
<tr>
<th></th>
<th>PARENT</th>
<th>STUDENT (g/5-11)</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Pct</td>
<td>N</td>
</tr>
<tr>
<td>Parents are well-informed about their child's progress in school.</td>
<td>12</td>
<td>91.7%</td>
<td></td>
</tr>
<tr>
<td>Teachers provide information about a child's performance to parents who speak a language other than English.</td>
<td>4</td>
<td>84.6%</td>
<td></td>
</tr>
<tr>
<td>Teachers promptly contact parents when he/she is concerned about their child's progress.</td>
<td>12</td>
<td>83.3%</td>
<td>13</td>
</tr>
<tr>
<td>Teachers are responsive to parents when they call or want to meet.</td>
<td>12</td>
<td>91.7%</td>
<td>13</td>
</tr>
<tr>
<td>Teachers send home work or ideas that help parents support their students at home.</td>
<td>12</td>
<td>75.0%</td>
<td>13</td>
</tr>
<tr>
<td>Adults/staff in the office are helpful when parents/students come in or call.</td>
<td>12</td>
<td>91.7%</td>
<td>31</td>
</tr>
<tr>
<td>Translated materials (or a translator) for my language are available wherelanguage is come to school.</td>
<td>4</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>This school clearly outlines the parent, student, and school responsibilities in educating my child (e.g., School Compact).</td>
<td>12</td>
<td>75.0%</td>
<td></td>
</tr>
<tr>
<td>The school keeps parents well informed about school activities.</td>
<td>12</td>
<td>58.3%</td>
<td></td>
</tr>
<tr>
<td>I speak a language other than English and I receive general information from my student's school in my language.</td>
<td>4</td>
<td>84.6%</td>
<td></td>
</tr>
<tr>
<td>This school offers parents opportunities to be involved in school and classroom activities.</td>
<td>12</td>
<td>50.0%</td>
<td>13</td>
</tr>
<tr>
<td>Parents are invited to meetings where the school's academic performance is discussed.</td>
<td>12</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>This school actively seeks the input of parents before making important decisions.</td>
<td>12</td>
<td>41.7%</td>
<td></td>
</tr>
</tbody>
</table>
Conclusions based on this data:

1. Low parent response indicated. Survey indicates a need to increase parent input about making important decisions.
2. High percentage of parents indicate that they are well informed about their child's progress, that the office is helpful, and that the teachers are responsive.
## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>Focus: Challenging Personal Education Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Strategy:</strong></td>
</tr>
<tr>
<td>Strategy 4: We will design and implement a system that creates challenging personal educational plans at each appropriate level in collaboration with students families and staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Tactic #1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student will successfully complete a challenging personal educational plan at each appropriate level that furthers his or her education and career aspirations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Used to Form this Tactic During Strategic Planning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longitudinal analysis of graduates with UC/CSU Required Courses</td>
</tr>
<tr>
<td>Longitudinal analysis of students who use Naviance</td>
</tr>
<tr>
<td>Longitudinal analysis of post secondary enrollment</td>
</tr>
<tr>
<td>Longitudinal analysis of graduation rate &amp; drop-out rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings from the Analysis of Current Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Grads with UC/CSU Required Courses: The number of twelfth-grade graduates, for the school year indicated, completing all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of “C” or better.</td>
</tr>
<tr>
<td>White Non-Hispanic: Female 10.7 %, Male 2.4 % Total: Female 6.7 % Male 1.8 % Overall school 4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.2 Students with Active Naviance Accounts: 176</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1.3 (2008-2009 data) National Post-Secondary Enrollment: Hispanic or Latino of Any Race 53.6 %, White, Not Hispanic 62.7 %, Total 61.5 %</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>1.4 (2012-13 data) Cohort Outcome Data for the Class of 2012-13: Cohort Graduation Rate 58.8%, Cohort Dropouts Rate 16.0%, Cohort Still Enrolled Rate 25.2% By Race and Ethnicity: Hispanic or Latino of Any Race 48.2%, American Indian or Alaska Native Not Hispanic 100.0%, Asian Not Hispanic 50.0 %, Filipino Not Hispanic 50.0%, African American Not Hispanic 50.0%, White Not Hispanic 62.2%, Two or More Races Not Hispanic 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Objective and how it will be Measured:</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Increase the percentage of graduating seniors completing A-G college entrance requirements by 10% annually (2015 target 14%)</td>
</tr>
<tr>
<td>By May 2015, 75% of our students will have an active Naviance account (176 accounts currently)</td>
</tr>
<tr>
<td>By June 2015, a decrease the percentage of Hispanic high school seniors who drop out by 10% (51.8% to 41.8%)</td>
</tr>
<tr>
<td>By June 2015, a decrease the percentage of Asian high school seniors who drop out by 10% (50% to 40%)</td>
</tr>
<tr>
<td>By June 2015, a decrease the percentage of Filipino high school seniors who drop out by 10% (50% to 40%)</td>
</tr>
<tr>
<td>By June 2015, a decrease the percentage of African American high school seniors who drop out by 10% (50% to 40%)</td>
</tr>
<tr>
<td>By June 2015, a decrease the percentage of White high school seniors who drop out by 10% (37.8% to 27.8%)</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Improve and support student learning to close achievement gaps and ensure all students graduate college and career ready.</td>
</tr>
<tr>
<td>We intend to use the money in the following manner:</td>
</tr>
<tr>
<td>• Bussing and staffing for field trips to events that support students to be college and career ready such as: Career CPS, Cash for College Night, and College Nights. College campus visits to community colleges, including early matriculation event.</td>
</tr>
<tr>
<td>• Staffing for workshops for senior to assist with college essays, community service coordination, college application, and related college/career readiness skills.</td>
</tr>
<tr>
<td>• Staffing for CAHSEE tutoring for seniors who need to pass one or both sections of the exam. Consideration of college students, dual role as mentor.</td>
</tr>
<tr>
<td>• Consideration of PSAT/SAT assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Resources</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0.1</td>
<td>Transportation for field trips to events that support students to be college and career ready</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>1,000</td>
</tr>
<tr>
<td>1.0.2</td>
<td>Staffing for field trips to events that support students to be college and career ready</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>1,500</td>
</tr>
<tr>
<td>1.0.3</td>
<td>Staffing for workshops for senior to assist with college essays, community service coordination, college application, and related college/career readiness skills</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>1,000</td>
</tr>
</tbody>
</table>
following ways:

- Build a college and career going culture at the schools.
- For first-generation students, common college procedures and expectations aren’t a shared experience in the family. University life can be intimidating and difficult to navigate. Facilitation and exposure to college and career ease anxieties and inform students to the critical next steps necessary for post-secondary transition.

<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>Master Teacher Counselor</td>
<td>1.1.1 Workshops facilitated by the school counselor or other staff will be offered to targeted students to support student learning to close achievement gaps and ensure all student graduate college and career ready.</td>
</tr>
<tr>
<td>1.1 Personalized education program to ensure all students graduate college and career ready. Using the Naviance program as a resource, all students will develop a rigorous and relevant personalized education program which would engage and motivate El Sereno students to take ownership of their own education and educational goals. Workshops facilitated by the school counselor or other staff</td>
<td></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>will be offered to targeted students to support student learning to close achievement gaps and ensure all student graduate college and career ready.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many students come to El Sereno searching for a more relevant educational format as a result of disengagement with the traditional systems of education. This disengagement can be a result of many factors which can include academic challenges (or lack of), disconnect between academic work and the working world, or lack of support from their community, be it family or the community at large. In addition, new technologies have changed the way we, as a society, interface in the workplace and with the world and as a result students must prepare themselves differently for the workplace and for the competition of future jobs. Therefore, it is critical that El Sereno provides these students with avenues in which they understand how their future can be impacted by their education, train these students for their future goals, and have these students take an active role in their educational process. Having El Sereno students engage in a rigorous,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Single Plan for Student Achievement for El Sereno Alternative Education School

17 of 46

12/11/14
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>relevant and personalized education meets these needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.2 Instruction and Professional Learning

*Every teacher will access Naviance as a tool to support students in (a) refining their 4-year plans to complete high school on time and (b) developing college and career goals, evidenced by 100% of students participating.*

*All teachers will participate in collaborative Thursdays, monthly staff meetings, and a book study focused on 21st century skills through engagement in the implementation of the Common Core State Standards and use of Naviance and other technology tools to increase rigor and close achievement gaps for students of Hispanic descent, African American students, and students from low SES families.*

*Interested teachers will participate in other professional learning opportunities, as they become available, to support English learners and close achievement gaps for students of Hispanic descent, African American students, and students from low SES families.*

<table>
<thead>
<tr>
<th>Section</th>
<th>Resources</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>CCIS conference registration</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>Local Control Funding Formula: Centralized Services</td>
<td>2,000</td>
</tr>
<tr>
<td>1.2.2</td>
<td>CCIS conference registration</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>Common Core Site Allocation</td>
<td>2,000</td>
</tr>
<tr>
<td>1.2.3</td>
<td>Substitutes for teacher participation in CCIS conference, related to CCSS implementation in independent study</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>500</td>
</tr>
<tr>
<td>1.2.4</td>
<td>Substitutes for teacher participation in CCIS conference, related to CCSS implementation in independent study</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>Common Core Site Allocation</td>
<td>500</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<td>-----------------------</td>
<td>-------------------------</td>
<td></td>
</tr>
<tr>
<td>students, and students from low SES families.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Curriculum development and alignment Common Core State Standards (CCSS)</td>
<td>2015</td>
<td>Department Chair, Curriculum Committee, Administration</td>
<td>1.3.1 Professional work related to CCSS implementation as determined by leadership team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3.2 Professional work related to CCSS implementation as determined by leadership team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3.3 Supplemental Curriculum related to CCSS implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4000-4999: Books And Supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Common Core Site Allocation 500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Local Control Funding Formula Supplemental Grant (LCFF) 500</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Common Core Site Allocation 605</td>
<td></td>
</tr>
</tbody>
</table>
# Planned Improvements in Student Performance

## Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

### Focus: Distance Learning Option for Students

#### District Strategy:

- Strategy 2: We will expand human community and financial resources and ensure they are used most effectively to achieve our mission and objectives.

#### Goal/Tactic #2:

In an effort to foster respectful, collaborative, and reflective school culture that ensures academic and social-emotional well being for each student, El Sereno will increase and expand the scope of educational opportunities to support student needs.

#### Data Used to Form this Tactic During Strategic Planning:

- Analysis of students dual enrolled in comprehensive high schools or colleges
- Analysis of students co-enrolled in El Sereno from comprehensive high schools
- Analysis from bi-annual student survey
- Longitudinal analysis of graduation rate
- Longitudinal analysis of drop-out rate
- Case study of Parent/Student/Teacher conference observations
- Analysis of Exit Reasons based on attendance-, credit acquisition-, and disciplinary-issues
- Analysis of student transfer data (in- and out-flow)
- Parent/Student/Teacher conference observations

#### Findings from the Analysis of Current Data:

- Increased number of students co-enrolled and dual-enrolled in alternative programs. Through participation student co-enrollment in alternative programs, comprehensive high schools have increases in high school graduation rates and University of California “a-g” qualification. Marked increase in students participating in Distance Learning option courses during the summer.

#### Related Objective and how it will be Measured:

- By May 2015, student survey results will indicate an increase in students identifying an adult who supports them as measured by fall 2014 student survey results.
- By May 2015, student survey results will indicate an increase in students identifying an community engagement (school or larger) as measured by fall 2014 student survey results (determined by increase in dual enrollment high school or college, ROP/CTE participation, small group activity such as fine art or other community engagement).
- By May 2015, teacher participation in Distance Learning options for students will increase by 50% as measured by student enrollment in Distance Learning options as managed by master teacher (from 16% to 66%).
<table>
<thead>
<tr>
<th>Result Statements and Actions to be Taken to Reach This Tactic</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Proposed Expenditure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student survey will be developed by site staff to gauge student engagement (school and community) and need (academic and social) Based on the survey findings student supports such as workshops, tutoring and community outreach opportunities will be implemented.</td>
<td>fall 2014 2015</td>
<td>school staff school staff</td>
<td>2.0.1 student survey 2.0.2 extra assignment pay adjunct duties related to ensuring academic and social-emotional well being for each student</td>
</tr>
<tr>
<td>The creation of a unique distance-learning option for students that provides El Sereno High School and San Juan Unified School District with a unique distance-learning solution synthesized with a time-tested and highly accountable model for curriculum delivery. Historically, San Juan Unified School District has relied on El Sereno High School to solve student credit acquisition issues that left unsolved could have lead to graduation issues. El Sereno, beside from its own enrolled student population, has supported the greater district student population reach graduation in hardship situations caused by scheduling conflicts and failed courses.</td>
<td>ongoing</td>
<td>Leadership Team Curriculum Committee</td>
<td>2.1.1 Supplemental books and materials as well as copy related costs for study guides/ handouts. 2.1.2 Online curriculum and resources, such as electronic textbooks with interactive video and text readers for differentiation of instruction in the Distance Learning Option to better support English Language Learners and struggling readers.</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>Proposed Expenditure(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>Historically, the context of the El Serno High School solution has been applied through concurrent enrollment to El Sereno High School from a host school and enrollment in El Sereno High School for summer school. However, due to revenue declines district-, state-, and nation wide, the normal avenues of delivery are in jeopardy. Therefore, exporting the El Sereno High School solution must take a unique form in order to continue its task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 All ESHS teachers will continue to support credit recovery efforts and improved a-g completion rates for the nine comprehensive high schools by serving co-enrolled students. All teachers will expand their course offerings and formats for students through exploration and use of the Moodle, Apex and Schoology platform for blended learning.</td>
<td>2015</td>
<td>Teaching Staff</td>
<td>2.2.1 Certificated teacher will refine and embellish Distance Learning courses for classes. Supplemental books and materials as well as copy related costs for study guides/ handouts.</td>
</tr>
<tr>
<td>2.3 Based on the fall 2014 student survey results. Small group instruction targeting student interest and engagement will commence spring 2014. Small group instruction can be fine arts lab or tutoring of core academic courses.</td>
<td>spring 2015</td>
<td>specialist</td>
<td>2.3.1 extra assignment pay adjunct duties related to student engagement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Resources</th>
<th>Type</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Local Control Funding Formula</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supplemental Grant (LCFF)</td>
<td>5464</td>
</tr>
</tbody>
</table>
Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<table>
<thead>
<tr>
<th>Focus: Closing the Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District Strategy:</strong></td>
</tr>
<tr>
<td>Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal/Tactic #3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will implement research-based strategies to support the diverse learning needs of our students to close the achievement gap and ensure all students graduate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Used to Form this Tactic During Strategic Planning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longitudinal analysis of MAP assessment data</td>
</tr>
<tr>
<td>Longitudinal analysis of graduation rate</td>
</tr>
<tr>
<td>Longitudinal analysis of drop-out rate</td>
</tr>
<tr>
<td>Analysis of Exit Reasons based on attendance-, credit acquisition-, and disciplinary-issues</td>
</tr>
<tr>
<td>Analysis of student transfer data (in- and out-flow)</td>
</tr>
<tr>
<td>CAHSEE participation, pass and proficiency rates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Findings from the Analysis of Current Data:</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.9% of all students enrolled in El Sereno are reading on grade level.</td>
</tr>
<tr>
<td>28.6% of all students enrolled in El Sereno are writing at grade level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Objective and how it will be Measured:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By 2017, achievement gaps in CAHSEE participation, pass and proficiency rates will be reduced by at least 25%.</td>
</tr>
<tr>
<td>By May 2015, 75% of out lowest performers will make accelerated growth in reading (11/2 times the growth target) as measured by the spring 2015 Map test.</td>
</tr>
<tr>
<td>Result Statements and Actions to be Taken to Reach This Tactic</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>3.0  Staff will have opportunities to collaborate on differentiation of instruction in independent study curriculum.</td>
</tr>
<tr>
<td>3.1  Curriculum and materials used in independent study will assist in the facilitation of differentiation, such as leveled informational text, interactive books and recorded audio text.</td>
</tr>
<tr>
<td>3.2  Small group instruction for students needing scaffold and direct instruction in the areas of science, math and foreign language</td>
</tr>
</tbody>
</table>
Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Allocation</th>
<th>Balance (Allocations-Expenditures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Control Funding Formula Supplemental Grant</td>
<td>15,884</td>
<td>1,520.00</td>
</tr>
<tr>
<td>Common Core Site Allocation</td>
<td>3,605</td>
<td>0.00</td>
</tr>
</tbody>
</table>
## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Object Type</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Site Allocation</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Common Core Site Allocation</td>
<td>4000-4999: Books And Supplies</td>
<td>605.00</td>
</tr>
<tr>
<td>Common Core Site Allocation</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Local Control Funding Formula (LCFF)</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>11,264.00</td>
</tr>
<tr>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>4000-4999: Books And Supplies</td>
<td>2,100.00</td>
</tr>
<tr>
<td>Local Control Funding Formula Supplemental Grant (LCFF)</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Local Control Funding Formula: Centralized Services</td>
<td>5800: Professional/Consulting Services And Operating</td>
<td>2,000.00</td>
</tr>
</tbody>
</table>
School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Meyers</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Mia Funk</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>David Wison</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Georgia Richardson</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
</tr>
<tr>
<td>James Havert</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Ellen Link</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Jeanne Larson</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Jeanie Phelps</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Debbie Kuppenberger</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lynn Macklem</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Marc Feliz</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Brianna Nelms</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Cindy Taroure</td>
<td>[ ]</td>
<td>[X]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Sarah Henninger</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Mirra Lewis</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Lorna Phelps</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Numbers of members of each category:**

<table>
<thead>
<tr>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other School Staff</th>
<th>Parent or Community Member</th>
<th>Secondary Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

   [ ] State Compensatory Education Advisory Committee
   [ ] English Learner Advisory Committee

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 9/11/2014.

Attested:

Mia Funk

Typed Name of School Principal  Signature of School Principal  Date

James Havert

Typed Name of SSC Chairperson  Signature of SSC Chairperson  Date
El Sereno Alternative Education School’s Parent Involvement Policy

The El Sereno Independent Study High School agrees to implement the following statutory requirements:
The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that
the school and parents of participating children agree on.
The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the
extent practicable, will distribute this policy to parents in a language the parents can understand.
The school will make the School Parental Involvement Policy available to the local community.
The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs,
activities and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student
academic learning and other school activities, including ensuring—
(A) That parents play an integral role in assisting their child’s learning;
(B) That parents are encouraged to be actively involved in their child’s education at school;
(C) That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory
committees to assist in the education of their child.

DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. El Sereno will take the following actions to involve parents in the joint development and joint agreement of its School Parental
   Involvement Policy and its Single Plan for Student Achievement under section 1112 of the ESEA:

   School Parent Involvement Policy Process:

   Parents are required to attend a three hour orientation with their student before the student is enrolled in El Sereno. Parents and
   students receive information together, and the parents also attend a 45 minute meeting as a part of the three hour orientation with
   the administrator and guidance counselor. At this time, the parent is given a handbook with the procedures of independent study as
   well as sample homework, teachers’, guidance counselor and administrator phone numbers and e-mail addresses. Requests for
   parent volunteers are solicited during orientation. Parents are also invited to join site council.

   El Sereno is committed to parent, teacher, and student communication. Rather than open house and back to school night; El Sereno
   teachers meet with the parent and student on the first appointment to discuss standards and expectations. Before the second
   semester, the parent, student and teacher will meet again to discuss if independent study is the appropriate placement for the
   student. The third conference will be student led and the student will discuss what was learned during the school year and if the
   student would like to continue at El Sereno.

   All teachers have started a web page and parents and students are encouraged to visit and respond on the web page. The school
   also has a web site with general information.

   The Connect-Ed system is used to inform parents of all important dates.

   Parents are also involved with WASC preparation and site council.

   Single Plan for Student Achievement Process:

   Outline the process to be used to accomplish this requirement including assignment of responsibilities for each task, solicitation of
   both written and oral input from parents, and convening several meetings for discussion purposes and consensus building, etc.

   • Conduct needs assessment which includes all stakeholders are met by sending a parent survey home to all parents.
   • An independent survey, not just the district survey, is given to all parents who have students at El Sereno. During the parent
     orientation, past information gained from the survey is shared with the new parents of El Sereno by the school administrator.
     Questions and answers are invited at this time in this informal setting. Parents receive their student’s teacher’s phone number
     and e-mail address and parents are encouraged to correspond with teachers and other staff as often as needed.
   • Base needs assessment on school data and the school’s results from the Nine Academic Program Component Survey
   • Set goals
• Student goals are discussed in a pre-meeting prior to accepting students to El Sereno. The counselor and/or the administrator listen to the parent and student, analyze the transcript and look at testing data to decide if independent study is the appropriate placement for the student. If it is, then once a transcript analysis is completed, a two day orientation is completed, and a reading test is administered, the student is placed with a teacher. The teacher and student then decide what the goal is for the semester and year. Classes are assigned depending on if the student wants to stay in independent study, return to the traditional high school, go to adult ed., attend a trade school, community or four year college or join the military.

• Decide upon monitoring process
• Student work is monitored on a weekly basis
• Transcripts are analyzed every five weeks
• Testing data is studied by the teacher and counselor
• Students are tested weekly work completed
• Distribute completed plan

The parent, student and teacher have the completed Student Achievement Plan

2. El Sereno High School will take the following actions to distribute its Parent Involvement Policy:

• Parents receive the Parent Involvement Policy during the mandatory orientation they must attend.

3. El Sereno will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

At least once each year El Sereno parents will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results, and curriculum embedded benchmark assessment results. The school will share their analysis of the results and elicit parent feedback regarding the school’s analysis. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis.

Our School Site Council will analyze our school academic performance data each year. This data will serve as the basis for our Single School Plan for Student Achievement.

If Needed: Our ELAC committee will meet four times each year. This committee will be a forum in which parents of English Language Learners will be given an explanation of language instruction and how the program will help their child. Parents will also be invited to give input into school programs and issues which effect ELL students.

Parents can also visit our web site to find information.

4. El Sereno will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

• During the parent/student orientation, parents receive copies of sample curriculum and a discussion is held on what is required from the students, how the delivery method in independent study is different than traditional school, and the amount of time that is needed to be spent on work daily.

5. El Sereno will coordinate and integrate parental involvement strategies with feeder pattern programs to address transitional needs by: individual conferences with parent and student where a plan is made depending on the needs of the student.

El Sereno will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, homeless, or are of any racial or ethnic minority background).

An annual parent survey will be conducted to review school effectiveness as perceived by the parent community. When the results of the survey are received from the district the school will hold an annual parent meeting. Parents will be invited to review the survey results and to offer suggestions which address areas of concern. The school will use the findings of the survey and the parent analysis to design future strategies for more parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. El Sereno will help build staff and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
through the following activities specifically described below:

The school will hold an annual school data meeting for parents. Attention will be given to presenting information in a manner which makes the information understandable and accessible. Translators will be available for the meetings. Topics will include analysis of school API and AYP results, sub-group data, and when appropriate program improvement status. The meeting format will include input from the principal regarding the data and school interventions currently in pace to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

All parents will receive a letter mailed to their home informing them of their child’s assessment results on the annual STAR state achievement tests.

Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school’s web site.

Parents will receive their student’s assessment results and be invited to speak with school personnel regarding the state STAR results.

An annual meeting will be conducted in which Title 1 guidelines and parental rights as defined by No Child Left Behind mandates are shared with parent community.

7. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent education training regarding how to support key grade level standards at home will be offered to parents.

Information about how to help students at home with homework and other curriculum-related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as, in parent-teacher conferences.

Parents also gain this information in a mandatory orientation.

8. El Sereno will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.

Connect ED will be used at all sites to inform parents of important school information. Messages will be translated when possible.

Schools will provide a monthly newsletter to parents.

El Sereno has an updated web page. Teachers are required to keep a phone/e-mail log.

9. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The following documents are translated (Russian, Ukrainian, Spanish, and Romanian) for parents:
  - California High School Exit Exam results
  - California English Development Test
  - Standardized Testing and Reporting (STAR) Results
  - No Child Left Behind Teacher Qualifications letter
  - English Language Learner Program Enrollment
  - Uniform Complaint Procedures
  - Enrollment Options Letter
• Home Language Survey
• District Parent Rights and Responsibilities
• Parent/Student Handbook
• Progress Report
• Report Card
• Unexcused Absence Form
• Truancy Notice
• Suspension Notice

Additionally, the AT&T translation phone service is available to all school sites. Translators will be made available for school site needs, whenever possible.
El Sereno Alternative Education School’s Parent Compact

EL SERENO HIGH SCHOOL PARENT INVOLVEMENT POLICY

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3. El Sereno will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

At least once each year El Sereno parents will be invited to enter into focused inquiry and conversation with school staff regarding annual state assessment results, and curriculum embedded benchmark assessment results. The school will share their analysis of the results and elicit parent feedback regarding the school’s analysis. Together staff and parents will discuss adjustments to the school academic program which are deemed necessary in response to the data analysis.

Our School Site Council will analyze our school academic performance data each year. This data will serve as the basis for our Single School Plan for Student Achievement.

If Needed: Our ELAC committee will meet four times each year. This committee will be a forum in which parents of English Language Learners will be given an explanation of language instruction and how the program will help their child. Parents will also be invited to give input into school programs and issues which effect ELL students.

Parents can also visit our web site to find information.

4. El Sereno will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

• During the parent/student orientation, parents receive copies of sample curriculum and a discussion is held on what is required from the students, how the delivery method in independent study is different than traditional school, and the amount of time that is needed to be spent on work daily.

5. El Sereno will coordinate and integrate parental involvement strategies with feeder pattern programs to address transitional needs by: individual conferences with parent and student where a plan is made depending on the needs of the student. El Sereno will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, homeless, or are of any racial or ethnic minority background).

An annual parent survey will be conducted to review school effectiveness as perceived by the parent community. When the results of the survey are received from the district the school will hold an annual parent meeting. Parents will be invited to review the survey results and to offer suggestions which address areas of concern. The school will use the findings of the survey and the parent analysis to design future strategies for more parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. El Sereno will help build staff and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement,
through the following activities specifically described below:
The school will hold an annual school data meeting for parents. Attention will be given to presenting information in a manner which makes the information understandable and accessible. Translators will be available for the meetings. Topics will include analysis of school API and AYP results, sub-group data, and when appropriate program improvement status. The meeting format will include input from the principal regarding the data and school interventions currently in pace to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

All parents will receive a letter mailed to their home informing them of their child’s assessment results on the annual STAR state achievement tests.

Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school’s web site.

Parents will receive their student’s assessment results and be invited to speak with school personnel regarding the state STAR results.

An annual meeting will be conducted in which Title 1 guidelines and parental rights as defined by No Child Left Behind mandates are shared with parent community.

7. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent education training regarding how to support key grade level standards at home will be offered to parents.

Information about how to help students at home with homework and other curriculum-related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as, in parent-teacher conferences.

Parents also gain this information in a mandatory orientation.

8. El Sereno will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.

Connect ED will be used at all sites to inform parents of important school information. Messages will be translated when possible.

Schools will provide a monthly newsletter to parents.

El Sereno has an updated web page. Teachers are required to keep a phone/e-mail log.

9. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The following documents are translated (Russian, Ukrainian, Spanish, and Romanian) for parents:
- California High School Exit Exam results
- California English Development Test
- Standardized Testing and Reporting (STAR) Results
- No Child Left Behind Teacher Qualifications letter
- English Language Learner Program Enrollment
- Uniform Complaint Procedures
- Enrollment Options Letter
• Home Language Survey
• District Parent Rights and Responsibilities
• Parent/Student Handbook
• Progress Report
• Report Card
• Unexcused Absence Form
• Truancy Notice
• Suspension Notice

Additionally, the AT&T translation phone service is available to all school sites. Translators will be made available for school site needs, whenever possible.
Annual Program Evaluation for 2014-15 Goals & Actions

Planned Improvement Goal #1:
Each student will successfully complete a challenging personal educational plan at each appropriate level that furthers his or her education and career aspirations.

Related Objective and how it will be Measured:
Increase the percentage of graduating seniors completing A-G college entrance requirements by 10% annually (2015 target 14%)

By May 2015, 75% of our students will have an active Naviance account (176 accounts currently)

By June 2015, a decrease the percentage of Hispanic high school seniors who drop out by 10% (51.8% to 41.8%)
By June 2015, a decrease the percentage of Asian high school seniors who drop out by 10% (50% to 40%)
By June 2015, a decrease the percentage of Filipino high school seniors who drop out by 10% (50% to 40%)
By June 2015, a decrease the percentage of African American high school seniors who drop out by 10% (50% to 40%)
By June 2015, a decrease the percentage of White high school seniors who drop out by 10% (37.8% to 27.8%)

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above
Please report progress in actions implemented this year:

<table>
<thead>
<tr>
<th>Actions to be Taken to Reach This Goal</th>
<th>Progress in Actions</th>
<th>Additions/Modifications based on Findings</th>
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<tbody>
<tr>
<td></td>
<td>Aug-Jan</td>
<td>Jan-June</td>
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<tr>
<td>Personalized education program to ensure all students graduate college and career ready.</td>
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<tr>
<td>Using the Naviance program as a resource, all students will develop a rigorous and relevant personalized education program which would engage and motivate El Sereno students to take ownership of their own education and educational goals.</td>
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<td>Workshops facilitated by the school counselor or other staff will be offered to targeted students to support student learning to close achievement gaps and ensure all students graduate college and career ready.</td>
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<tr>
<td>Many students come to El Sereno searching for a more relevant educational format as a result of disengagement with the traditional systems of education. This disengagement can be a result of many factors which can include academic challenges (or lack of), disconnect between academic work and the working world, or lack of support from their community, be it family or the community at large. In addition, new technologies have changed the way we, as a society, interface in the work place and with the world and as a result students must prepare themselves differently for the workplace and for the competition of future jobs. Therefore, it is critical that El Sereno provides these students with avenues in which they understand how their future can be impacted by their education, train these students for their future goals, and have these students take an active role in their educational process. Having El Sereno students engage in a rigorous, relevant and personalized education meets these needs.</td>
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## Instruction and Professional Learning

Every teacher will access Naviance as a tool to support students in (a) refining their 4-year plans to complete high school on time and (b) developing college and career goals, evidenced by 100% of students participating.

All teachers will participate in collaborative Thursdays, monthly staff meetings, and a book study focused on 21st century skills through engagement in the implementation of the Common Core State Standards and use of Naviance and other technology tools to increase rigor and close achievement gaps for students of Hispanic descent, African American students, and students from low SES families.

Interested teachers will participate in other professional learning opportunities, as they become available, to support English learners and close achievement gaps for students of Hispanic descent, African American students, and students from low SES families.

## Curriculum development and alignment Common Core State Standards (CCSS)

Curriculum committee and department chair member will review CCSS and current student work contracts. Student contracts and curriculum will be further aligned to CCSS.

Teachers on the curriculum committee may use information shared at the CCIS conference to influence their work.

Curriculum supplement in alignment of CCSS, college and career readiness

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<td>Instruction and Professional Learning</td>
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Planned Improvement Goal #2:
In an effort to foster respectful, collaborative, and reflective school culture that ensures academic and social-emotional well being for each student, El Sereno will increase and expand the scope of educational opportunities to support student needs.

Related Objective and how it will be Measured:
By May 2015, student survey results will indicate an increase in students identifying an adult who supports them as measured by fall 2014 student survey results.
By May 2015, student survey results will indicate an increase in students identifying an community engagement (school or larger) as measured by fall 2014 student survey results (determined by increase in dual enrollment high school or college, ROP/CTE participation, small group activity such as fine art or other community engagement).
By May 2015, teacher participation in Distance Learning options for students will increase by 50% as measured by student enrollment in Distance Learning options as managed by master teacher (from 16% to 66%)

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

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<tr>
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<td>Aug-Jan</td>
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<tr>
<td>The Distance Learning Option</td>
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<tr>
<td>The creation of a unique distance-learning option for students that provides El Sereno High School and San Juan Unified School District with a unique distance-learning solution synthesized with a time-tested and highly accountable model for curriculum delivery. Historically, San Juan Unified School District has relied on El Sereno High School to solve student credit acquisition issues that left unsolved could have lead to graduation issues. El Sereno, beside from its own enrolled student population, has supported the greater district student population reach graduation in hardship situations caused by scheduling conflicts and failed courses. Historically, the context of the El Serno High School solution has been applied through concurrent enrollment to El Sereno High School from a host school and enrollment in El Sereno High School for summer school. However, due to revenue declines district-, state-, and nation wide, the normal avenues of delivery are in jeopardy. Therefore, exporting the El Sereno High School solution must take a unique form in order to continue its task.</td>
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<td>All ESHS teachers will continue to support credit recovery efforts and improved a-g completion rates for the nine comprehensive high schools by serving co-enrolled students.</td>
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<td>All teachers will expand their course offerings and formats for students through exploration and use of the Moodle, Apex and Schoology platform for blended learning.</td>
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<tr>
<td>Based on the fall 2014 student survey results. Small group instruction targeting student interest and engagement will commence spring 2014. Small group instruction can be fine arts lab or tutoring of core academic courses.</td>
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Planned Improvement Goal #3:
We will implement research-based strategies to support the diverse learning needs of our students to close the achievement gap and ensure all students graduate.

Related Objective and how it will be Measured:
By 2017, achievement gaps in CAHSEE participation, pass and proficiency rates will be reduced by at least 25%.
By May 2015, 75% of our lowest performers will make accelerated growth in reading (1 1/2 times the growth target) as measured by the spring 2015 Map test.

Data: Analysis/Findings:
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<td>Curriculum and materials used in independent study will assist in the facilitation of differentiation, such as leveled informational text, interactive books and recorded audio text.</td>
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<tr>
<td>Small group instruction for students needing scaffold and direct instruction in the areas of science, math and foreign language</td>
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Planned Improvement Goal #4:

Related Objective and how it will be Measured:

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Planned Improvement Goal #5:

Related Objective and how it will be Measured:

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Planned Improvement Goal #6:

Related Objective and how it will be Measured:

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