SINGLE PLAN FOR STUDENT ACHIEVEMENT

SANTANA HIGH SCHOOL

JUNE 2012-JUNE 2013

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

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The GUHSD Governing Board approved this school plan on:

VISION, PROFILE, ACCOUNTABILITY REPORT CARD, ANALYSIS OF ACADEMIC AND SCHOOL PRACTICES

Mission Statement:
The mission of Santana High School is to create and nurture a community of learners who are prepared for the intellectual demands of life after high school and whose abilities to think critically enable active participation in a democratic society.

Our staff members are professionals who demonstrate that through hard work and integrity, students can master habits and skills that will support them in their educational and career goals.

Vision:
Santana High School – Where there is a passion to do what is right.
At Santana:

- Creativity is honored
- Intellectual challenge is welcomed
- Diversity is celebrated
- Student involvement is encouraged

ESLRs:
Students who graduate from Santana High School will be:

1. Effective Communicators:
Who read, write, speak, and listen reflectively and critically for a variety of purposes and audiences.

Means of measurement:

- Data from: CST ELA grades 9, 10 and 11; CAHSEE ELA and math; AP test scores; grade-level yearly common writing assessments in English; CA diagnostic test in 9th grade English; EAP junior English; pre and post Cal-PASS assessments
- Statistics of circulation of library books
- Oral presentations in class measured by comparing the results of teacher observations from the 2008-2009 WASC report to future teacher observations within a two week time frame
- PLC team grade-level writing assessments and disaggregation through formative assessments

2. Effective Problem Solvers:
Who compute, reason, gather information to solve problems, and utilize that information both quantitatively and critically for a variety of purposes.

Means of measurement:

- Data from: CST scores in Algebra I, Geometry, Algebra II, Summative Math Test, Biology, Chemistry, Physics; CAHSEE math scores
- Scores on district assessment tests in Algebra I, Algebra II, and Geometry
- Project Lead the Way
- Research paper in 11th grade English and collaborative read-around
- Products/projects emanating from Career Technical courses, technology/computer related courses, art, performing arts

Who are effective users of technology to access, research, and organize information for personal, educational, and career purposes.

Means of measurement:

- a-g completion rate
- Project Lead the Way participation
- Technology based labs in Science classes

3. Self-Directed, Life-Long Learners:
Who assess, apply, and connect learning to their career plans and personal goals.

Who set short and long-term goals and work progressively toward their achievement.

Means of measurement:

- Enrollment in academics and the development of career pathways
- a-g completion rate
- Increase the number of students who gain acceptance to colleges, universities, and the military

4. Productive, Involved Citizens:

Who participate in responsible examination and reflection of social issues, including issues of diversity, health, and the environment.
Who perform in both collaborative and individual work settings.
Who utilize positive strategies for resolving conflict.

Means of measurement:

- Attendance rates
- Student participation in extra curricular activities/sports
- Suspension/Expulsion rates for verbal or physical altercations
- Involvement in organizations that nurture acceptance of cultural differences
- Challenge Day, SAGA, Camp Lead, Sultan Link Crew, Peace Week, Club LEAD (funding for Camp LEAD is in question for the 2012-2013 school year)
- Eco-Club beach clean-ups and recycling on campus
- Key Club
- Peer-tutoring in math classes
- Peer-tutoring for students with disabilities
- Santee Youth for Solutions

Student Behavioral Expectations:

- Complete assigned work to the best of one's ability, turn assignments in on time, and be a contributing member of each class.
- Be drug, alcohol, and weapon free.
- Behave in a safe and orderly manner.
- Maintain a safe environment in the school.
- Treat all members of the school community with respect.
- Respect the property of others.
- Follow all school rules and respect the authority and direction of school staff.
- Seek non-violent and constructive solutions to conflict.
- Attend school daily and be on time to class.
- Practice responsible and honest behavior.
- Participate in maintaining a clean campus.

STAFF members are expected to:

- Come to school prepared to teach all students regardless of the students' knowledge and background.
- Provide well-planned and well-conceived instruction each day.
- Be empathetic to the needs, concerns, and problems of each student.
- Treat all members of the school community with respect.
- Provide continual feedback to the students and parents.
- Remain well-informed in assigned subject area(s).
- Be drug, alcohol, and weapon free.
- Behave in a safe and orderly manner.
- Maintain a safe environment in the school.
- Respect the property of others.
- Practice responsible and honest behavior.

PARENTS are expected to:

- Support the school's rules and expectations.
- Provide the time necessary at home to support their child's academic program.
- Become a part of the school community.
- Be willing to provide assistance in whatever ways possible.
- Treat all members of the school community with respect.
- Be drug, alcohol, and weapon free.
- Behave in a safe and orderly manner.
- Maintain a safe environment in the school.
- Respect the property of others.
- Practice responsible and honest behavior.

Santee Community:

Santana High School is located in Santee, California, a city of approximately 81,419 in East San Diego County. Incorporated in 1980, Santee now boasts major commercial centers, including the Santee Trolley Square that services the Orange Line of the San Diego Light Rail. Three inland freeways, SR 52, 67, and 125, make Santee a desirable commuter suburb. The city also offers a diversity of recreational facilities, including Santee Lakes and Regional Park Campground, a 190-acre park built around seven tranquil lakes.

The reported median age of Santee residents in 2011 was 36, while the median family income was reported at $65,694. The housing market offers some of the most affordable in the county, although today the $337,354 average price for a single-family has decreased significantly in the past few years. Of the 28,894 housing units in the city, 22,537 or 78% are occupied.

The ethnic diversity in Santee is limited. The community is 86.7% White, 11.4% Hispanic, .03% Asian, and 1.5% African-American. The remaining .37% is comprised of American Indian, Pacific Islander, and other populations.

The K-8 population of nearly 6,209 attends eight public elementary schools with another 3,614 students attending the two high schools. An additional 10,800 citizens take advantage of the adult vocational center (©City of Santee, Santee, California U.S.A.).

Of Santee's school-age population, 63.2% attend grades K-8 and 36.8% attend grades 9-12. Santana has seen an increase in enrollment even with the decrease in Santee's elementary population. Santana's total enrollment number is currently 1,412.

Santana High School enjoys rich traditions supported by a stable, family-oriented community. Youngsters grow up attending Santana productions, participating in youth sports activities, and a variety of community events on campus.

Grossmont Union High School District:

The Grossmont Union High School District is located in East San Diego County and serves approximately 24,000 students in nine comprehensive high schools; one continuation school, two alternative education sites, four special education facilities, and an adult education center. The construction of yet another high school is dependent upon district enrollment. On average, district enrollment has increased steadily for more than three decades, but has recently shown an enrollment drop. Projected enrollment is expected to decline moderately over the next five years.

The Grossmont District's mission states that through excellence in teaching and in partnership with parents and the community, it aims to graduate life-long learners who are productive members of a global society.

The district began establishing Professional Learning Communities in its comprehensive high schools in 2004-2005. The initial focus was on Algebra with two participating teachers from Santana. In the 2005-2006 school year, PLC departments expanded to Geometry, English 9, English 10, and social science; Santana had five teachers in English, four teachers in math, and two teachers in social science participating. In 2006-2007, Santana expanded their Professional Learning Community with nine English, eight math, and six social science teachers participating. The district has maintained these programs by consistently providing professional growth opportunities for its teachers. Currently, there are PLC groups at Santana for math, English, science, social science, art, theatre, and the pathway programs (cross-curriculur).

Santana High School:
Santana is the older of the two Santee high schools, opening its doors in 1965. Today, approximately 1,400 students attend and 60 full-time faculty members teach a full range of curriculum aligned with the California State Frameworks, college guidelines, and the accreditation standards of the Western Association of Schools and Colleges.

Cultural and Linguistic Diversity of the School Community:
The predominant native language is English. In the last several years, we have seen an increase of students whose native language is Spanish and have ongoing EL classes for students.

# Students AND % Population	African-American	American Indian	Asian-American	Filipino-American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other	TOTAL
08-09 #	21	8	18	23	239	5	1055	52	1421
08-09 %	1.5%	.6%	1.3%	1.6%	16.8%	.4%	74.2%	3.7%	100
09-10 #	26	10	19	20	265	11	1118	0	1488
09-10 %	1.7%	.67%	1.3%	1.3%	17.8%	.74%	75.1%	0	100
10-11 #	15	11	15	14	259	6	1072	33	1495
10-11 %	1.0%	.74%	1.0%	.93%	17.3%	.4%	71.71%	2.2%	100
11-12 #	15	9	8	9	246	5	998	26	1411
11-12 %	1.0%	.64%	.57%	.64%	17.4%	.35%	70.73%	1.84%	100

Santana operates on a modified block schedule since August 2005. By adopting this schedule, Santana aimed to keep students enrolled in a course for two semesters (36 weeks) rather than one term (18 weeks) while maintaining a block schedule two days a week. One condition of this restructuring requires the faculty to vote each year to continue the modified block. This annual vote has consistently passed by the required 70% majority.

Students are enrolled in up to six classes at a time. Some students begin their day with period one, which begins at 7:15 a.m. on Monday, Tuesday, and Friday. All students attend period two at 8:15 a.m. on Monday, Tuesday, and Friday. The bell schedule on Monday, Tuesday, and Friday follows a traditional six-period day with 55-minute class periods. The students are on a block schedule two days a week, Wednesday and Thursday. On Wednesday, the students attend period one or seven, three, and five. On Thursday, they attend periods two, four, and six. On block days, each period is 98 minutes long.

Santana High School has a total of 65,674 qualifying minutes for the 2011-2012 school year. The state minimum required is 64,800 minutes, although that number could be changing depending on the future budget cuts in the State of California. Santana High School planned for twelve minimum days for staff development during the 2011-2012 school year. Although class size has increased since leaving the quarter system, from the results of the staff vote, it is clear that the majority of the teachers believe that a modified block schedule is more beneficial to students. Class size reduction was removed at the freshmen level in English and math going from 25:1 to 38:1 student to teacher ratio.

Academics:
In Santana's efforts to provide a better and more meaningful education to its students, Santana has developed the concept of themed career pathways/academies. The California Partnership Academy of Environmental Design was implemented in 2009; the Exploring Technology Exposure (Wheel) class was implemented in the fall of 2011.

A major goal of our program is a four year plan that allows for the completion of the a-g requirements. Included in the four year plan is an opportunity for all students to take part in a job shadow, internship, and apprenticeship program based on the area of emphasis chosen by the student.

The cornerstone of Santana's pathways is the Project Lead the Way Engineering pathway. It is the expectation that students will be concurrently enrolled in a mathematics program that is college preparatory. It is also the expectation that 100% of the

students in this pathway are to be preparing themselves for enrollment at the UC/CSU level. Not all students will be able to maintain that level or pace in mathematics. For those students, Santana has a parallel pathway: Environmental Design; this program directs those students toward the community college and or an apprenticeship programs. Within each pathway, students are allowed to enroll in classes of high personal interest while gaining a more in depth and relevant education.

Implementation for the 2012-2013 school-year for CTE education at Santana:

Project Lead the Way (Engineering)

English 9	English 10	English 11	English 12
Global Studies	World History	U.S. History	Government/Economics
Algebra or Geometry	Geometry or Algebra II	Algebra II or Pre Calculus	Pre Calculus or Calculus
Phys Ed	Biology CP	Chemistry CP or H	Elective
Exploring Tech	POE or Principles of Engineering	Introduction to Design	Civil Engineering Architecture or CEA
F Lang or Elective	F Lang or Elective	F Lang or Elective	F Lang or Elective

Environmental Design

English 9	English 10	English 11	English 12
Global Studies	World History	U.S. History	Government/Economics
Algebra	Geometry	Algebra II	Elective
Phys Ed	Biology CP	Chemistry CP or H	Green Careers
Exploring Tech	Arch. Design	Alternative Energy	
F Lang or Elective	F Lang or Elective	F Lang or Elective	Phys Ed

Digital Imagery

English 9	English 10	English 11	Film as Literature or other English
Global Studies	World History	U.S. History	Government/Economics
Algebra or Geometry	Geometry or Algebra II	Algebra II or Pre Calculus	Pre Calculus or Calculus
Phys Ed	Biology	Chemistry	Elective
Exploring Tech	Phota	Multimedia	Video Productions
F Lang or Elective	F Lang or Elective	Phys Ed/Elective	Phys Ed/Elective

Electives include: Visual and Performing Arts (i.e. Band, Colorguard, Art, 3D Design), Foreign Language, Consumer Math, Statistics, Video Productions, Auto Body

AVID:
Santana High School AVID – 2012-2013

Sections
2 9th grade elective (30-35 students)
2 10th/11th grade combined elective (25-35 students)
1 12th grade elective (15-20 students)

Staffing
Andrea Arrieta teaches both 10th grade sections and one 9th grade. Dana West teaches the 12th grade section and the other 9th grade section.

Other AVID trained staff include:

Paul Rupp	Linda Chandler	Marc Henning
Cindy Martin	Carol Liechty	Michele Estill
Jennifer Hudson	Megan Lilien	Gary Snodgrass
Lucas Phillips	Andrea Peirce	Emily Snipes
Marla West	Lucas Phillips	Barbara Shaw
Eileen Bagg-Rizzo	Dana West	

AVID Summer Institute attendance:
- Priority is to send teachers that have never attended.
- If funds allow, priority is also to send a Foreign Language department member, as this department is under-represented on the AVID Site Team.
- Stipends for teachers are no longer available.

Site Team:
- Calendar all AVID Site Team meeting dates for the whole school year (in the vein of Leadership Team and School Site Council) with a definite Counseling and Administrative presence at all meetings.
- Site Team needs to work more closely with Counseling to ensure that all AVID students are being appropriately programmed in a-g classes.
- Build AVID Professional Development in throughout school year, beyond the single break out session at the beginning of the year. The EL PLC has had conversations with the AVID team about creating some of these professional development pieces together.
- Dana West to delegate increased responsibilities to members of the site team; especially field trips, guest speakers, data reporting, and recruitment. Administrative support would be appreciated in making it clear to site team members that their increased responsibility is necessary for program growth.

Our AVID site team consists of: Joel Tropp (Administrator), Andrea Arrieta (English Teacher), Linda Chandler (Special Ed. with Science training), Michele Estill (English), Marc Henning (Science), Jennifer Hudson (Math), Carol Liechty (Special Education), Megan Lilien (Science), Cindy Martin (Science and Implementation), Andrea Peirce (Science), Lucas Phillips (Social Science), Paul Rupp (Social Science and Implementation), Emily Snipes (English and Critical Reading), Gary Snodgrass (Special Education with Social Science training), Dana West (English/AVID with Tutorology, College Readiness, English, & Social Science trainings), Marla West (Special Education), and Chuck Zepf (Special Education).

Academic Programs:
Santana also offers a wide range of academic programs, including Advanced Placement and honors courses, and a full slate of a-g required courses. Academic achievement at Santana, as measured by AP and other performance data, has improved significantly over the past several years. In the 2010-11 school year, 314 Advanced Placement tests were taken. Of these, 197 passed for an overall pass rate of 62.7%. In the 2011-12 school year, 340 Advanced Placement tests were taken. We currently have 16 sections of AP sections (three more than in 2010-11) for 10 AP classes including: AP Art History, AP European History, AP Calculus (AB or BC), AP US History, AP Government, AP English Language, AP English Literature, AP Physics, AP Biology or AP Environmental Science (alternates every other year), and AP Spanish Language.

Santana is also nationally recognized for its inclusive education program for students with disabilities. In addition, special education teachers support students with learning disabilities in the regular classroom setting. Students who qualify for 504 plans also receive accommodations to support their learning.

The Santana High School Career Technical Education program offers an array of classes including: Auto Body Repair/Refinishing, Civil Engineering and Architecture, Culinary Arts, Exploring Careers (Wheel) Exposure Class Pathway, Photography, Principles of Engineering, Teaching Careers, and Video Productions. These courses offer entry-level job training and are open to any high-school student 16 or older. Many of these CTE courses meet a high school graduation requirement. At the same time, students can earn three college units. In addition, many of Santana's CTE courses meet state and national certifications, enabling students to be highly prepared for the world of work.

Our California High School Exit Exam results were above the district, county, and state averages with 315 out of 348 students passing the English portion at a 90.51% pass rate and 318 out of 336 students passing the math portion of the exam at a 94.64% pass rate.

Santana has participated in the Cal-PASS program for four years. These trainings included three consultants from outside of our district: Micah Jendin from SDSU's RIAP program, Cali Linfor, and Cindy Davis-Harris.

Technology:
Santana High School has 69 classrooms, a library with 30 Internet-connected computers, one I-Mac computer lab, and two PC labs (32 Dells - Learning Center in room 109. Each classroom has at least one internet-connected multi-media computer.

The district distributed I-Book laptop computers to all teachers when its student attendance and grades were operated through PowerSchool, a student information system. Although PowerSchool no longer exists in the district, teachers have maintained their I-Books or received new laptops through Visions and are currently using the district's in-house student information system to take attendance, record grades, and send home district-generated 3-week monitoring reports.

With our new system, parents are also able to access their students' attendance and grades online. Of the 65 teachers, 49 have their grades posted online for open access, and 39 teachers also have their own websites through the district, giving parents up-to-date information on grades and the class curriculum. The new building also include innovative technological changes including new ceiling mounted projectors, DVD-RW/VCR combination units, in-ceiling speakers for music and audio sources, and a wall-mounted projection screen with controlled screen returns.

Library:
Currently, Santana's print collection contains approximately 26,000 books. Many additional resources are available in the form of CDs, maps, art posters, and miscellaneous equipment. The Grossmont Union High School District subscribes to seven major databases, which can be accessed from the library or any computer with an internet connection, including Electric Library, ProQuest, Britannica Online, Coin3, and Facts.com that are always accessible from home.

The library is open everyday for walk-in traffic from 7:00 a.m. to 4:00 p.m. Teachers reserve whole-class library time in advance by signing up on the library calendar. Teachers may also request a cart of books that can be delivered directly to their classrooms.

Leadership:
All stakeholders have representation in the decision-making that shapes and directs Santana's operation. The School Site Council (SSC), School Safety Committee, and WASC's Leadership Team include teachers, students, classified employees, parents, community members, and administrators. The Department Chair Council holds monthly meetings to address department and school-wide issues; results from these meetings are then disseminated to the staff for response and feedback. Collaboration among departments continues in the form of class-level PLCs, which meet on minimum days, lunch, and after school on each Wednesday and/or Thursday.

The strongest PTSA in recent Santana history and an ever-growing Music Boosters and Athletic Boosters support student learning by raising funds for extracurricular programs. The PTSA also sponsors an Honor Roll Awards Ceremony to recognize student achievement at the end of each semester. These award nights typically draw hundreds of parents and have grown to be a key component of Santana's continuing commitment to academic achievement. We also offer Bring Your Parent to School Day once a year to encourage parental and community involvement.

Staff:
Santana has 57 fully credentialed teachers. Of our credentialed teachers, one teaches outside their subject area, and none hold an Emergency Credential. Of Santana's teaching faculty, two hold a doctorate and 49 currently have master's degrees. Collectively, teachers average 12.7 years of teaching experience. Of the 57 teachers, 31 are female, and 26 are male.

In addition to having qualified professionals in the classroom, Santana has three full-time counselors and two full-time academic advisors for the 2012-2013 school year. Additionally, one full-time psychologist performs Special Education assessments and program coordination, and a speech therapist serves students with IEP's. Coordinated services are provided by community agencies set up through the Santana Community Resource Center, including: one part-time therapist from Children's Hospital and ongoing collaboration with San Diego Youth and Community Services.

Supporting the campus and its certificated personnel, Santana also has 43 classified staff members, 34 of whom are female, and 11 male; of the 43 classified staff members, 22 are part-time. This staff includes a school nurse, campus supervisors, special education aides, cafeteria workers, and a Santee Sheriff's Deputy.

A long-standing tradition that supports Santana's commitment to students and their academic future, the staff awards a scholarship based on academic and personal merit. Throughout the year, staff members donate to the scholarship fund and vote on worthy student recipients at an end-of-the-year meeting, and recipients receive their scholarship at the annual Senior Awards Night held in May or June.

The Santana staff further engages in the school community in a variety of ways. Teachers regularly participate in school events such as the ice cream social, the Spanish Club's Cinco de Mayo Barbecue, the annual air band competition, annual Talent Show, Peace Council's Bid on a Teacher, the Library's Open Mic Night fundraiser, and the Pi Day fundraiser. Staff members, both classified and certificated, also coach. Santana also offers an open microphone for performances. Full-time staff members coach Santana's football, tennis, basketball, field hockey, soccer, swim, water polo, volleyball, baseball, golf, and lacrosse teams.

Always striving to further their professional impact, staff members value professional development opportunities offered throughout the district and county. Sponsored through the district for the past six years, math, social science, science, and English teachers have attended trainings in the formation and maintaining of Professional Learning Communities (PLC's). AP teachers have also attended various trainings on subject-specific techniques and strategies including one-day AP workshops, AP By the Sea, and AP Strategies using EduSoft (although it is anticipated that EduSoft will no longer be offered and paid for by the district).

Our school is focusing on common curriculum and formative assessments. The assistant principals meet with the departments to discuss collaboration, common curriculum and assessment, and measureable goals. The English department will begin their third year of training on CAL-PASS, which is a collaboration with GUHSD and the local junior colleges and universities to help prepare students by increasing the study of non-fiction reading and analysis. Our pre-school professional development will include AVID methodologies, EL interventions, a-g requirements, EduSoft training, crisis training, a focus on creating a culture of racial tolerance on campus, disaggregation of data, and Professional Learning Community collaboration.

Of the 61 teachers, 2 are involved in the state's Beginning Teacher Support and Assessment (BTSA) program. Two of our site's teachers serve as BTSA Support Providers. Four of our teachers also have further distinguished themselves by satisfying all requirements for National Board Certification.

In each school year, each school has an on-site substitute, as well as well-qualified substitutes from a preferred list by core subject.

	06-07	***07-08***	***08-09***	***09-10***	***10-11***	***11-12***
Total Number of Teachers	81	75	65	64	61	57
Fully Credentialed (Fully credentialed & teaching in subject area)	81	75	65	61	59	56
Teaching Outside Subject Area (Fully credentialed but teaching outside subject area)	0	4	3	3	2	1
Emergency Credential (Includes Interns and Emergency Permits)	0	0	0	0	0	0

Guidance Center:
Helping to direct students towards personal and academic success, Santana High School has three full-time certificated counselors and two full-time academic advisors. Counselors offer personal and social counseling, in addition to career and academic counseling. Counselors work closely with at-risk juniors and seniors; students who are credit deficient and/or have not passed the CAHSEE meet with a counselor and develop a comprehensive guidance plan. They also are responsible for enrolling new students entering in Santana to assure they are placed in appropriate classes based on ability and interest. Adjunct duties include working with Special Education students and advocates with regard to meeting IEP stipulations and coordinating PSAT/SAT/ACT prep classes and testing on campus. The full time registrar helps to coordinate master schedule and schedule simulations with the administration, as well as acts as a liaison to the district for all VAX reports, D/F reports and grades, inputs and facilitates grades, does GPA verification and diplomas for graduation, maintains transcripts, and keeps accurate student records. Guidance Information Specialists work to support our students in various ways. Our most recent addition in the Guidance office is the Post Secondary Plan or "career cruising" and peer mediation.

Safety:
Santana High School believes that having a safe, clean, and orderly campus is paramount to the overall functioning of the school. Administration and staff expect students to behave respectfully during both school hours and extracurricular activities. Teachers, campus supervision aides, classified employees, and administrators all hold students accountable for their actions. All members of the staff, as well as PTSA members, coaches, and community visitors affect the climate of the school as positive role models for our students. The 9th and 11th grade students, as well as classified and certificated staff, also participate in the California Healthy Kids Survey, as required per *NCLB.*

Santana meets unacceptable behavior with firm, fair disciplinary consequences, and interventions are in place to assure that recalcitrant students face meaningful repercussions. In accordance with the education code, Santana administration notifies teachers through email to make them aware of recent student suspensions/expulsions. Santana's suspension and expulsion rates are generally lower than the district averages.

Expulsions, Suspensions, and Crime Statistics: 2007-2011

	SHS Suspensions	District Suspensions	SHS Expulsions	District Expulsions
06/07	225	3,595	6	194
07/08	225	3,856	8	230
08/09	225	4,278	8	238
09/10	281	3,716	10	205
10/11	222	3,240	10	205

Several district programs are in place for "first offender" students who breech drug, alcohol, and/or violence policies. The STEP (Systems to Encourage Peace) Program is a three-day training program for students involved in a first fight held at Chaparral High School, the district's alternative school site. Students receive training in conflict resolution and anger management. The days that students miss attending Santana to attend these trainings receive "field trip" status in attendance, so students are not liable for attendance. Students in possession of controlled substances or who are under the influence as a first offense attend the PATH (Pointing Adolescents Towards Health) Program, a five-day intervention, also held at Chaparrel and having the same attendance designation. Students found in possession of controlled substances as a second offense face immediate expulsion. Students who are second offenders with controlled substances attend the PASS (Positive Actions for Student Sobriety) Program. Students meet weekly in group sessions for 2 hours for the remainder of the semester of the incident and one additional semester. Another program that students attend if they are found in possession of tobacco products is the ATS (Alternative To Smoking) Program. This intervention program meets for two days on the Chaparrel High School campus for a total of eight hours of classroom instruction, and, like the other programs, is designated with "field trip" status.

To help discourage student use and possession of drugs and alcohol on campus, the Grossmont Union High School District employs Interquest Canine Detection, an organization that trains and uses dogs as sniffing agents for alcohol, drugs, tobacco, and/or weapons. A full-time School Resource Officer employed by the San Diego County Sheriff's Department oversees the deployment of campus supervision aides, trains staff, conducts investigations, participates on the School Safety Committee and assists in coordinating and conducting emergency drills. The sheriff's department has put Santana's emergency plan and building configurations on compact disc, which can be immediately accessed on patrol car computers.

We conduct five school wide emergency drills and revise our emergency and safe schools plan each year. The School Safety Committee makes ongoing recommendations for school safety, repairs, and improvements. The committee consists of teachers, students, classified employees, law enforcements, campus supervisors, and administrators.

Campus:

Currently, Santana has three custodians, one head custodian, one day-utility worker (none for 2011, but added back in for 2012), and two full-time grounds workers (two for 2011, but only one for 2012). Our 62-acre, 45 year old campus needs constant repairs, which are done on an ongoing basis, with major projects prioritized and addressed when adequate funding becomes available.

In 2005, local voters passed Proposition H, which provided funding for local schools to address many structural, physical needs. Although passed in 2005, improvements in Santana's infrastructure were begun in the summer of 2006. Improvements included running new gas, water, and electrical for the complete site. In addition, the covered walkways have been repaired, the bleachers in the gym have been replaced, and the tennis courts have been resurfaced. Cosmetic improvements have also been realized with the beautification of the Large Quad, which includes the building of two large, roofed eating areas, new benches and tables, and low-water-use landscaping.

Proposition U is a $417M General Obligation Bond that passed in 2008. The Library, 100, 200, 300, and 800 Buildings have been completely remodeled with both Prop H and U, along with the construction of a new Science Building. The new buildings and re-modeled buildings also include innovative technological changes such as new ceiling mounted projectors, DVD-RW/VCR combination units, in-ceiling speakers for music and audio sources, and a wall-mounted projection screen with controlled screen returns. The classrooms additionally are alarmed with a security alarm system and are energy efficient with electronic programmable thermostats and motion-controlled lights with automatic shut-offs.

With the construction being done on campus, safety has taken on a new dimension. To help the staff and students of Santana remain safe, we have a Site Superintendent overseeing the different construction contractors to assure that all affected areas of campus are securely sectioned off to disallow student access. Weekly safety protocol meetings are also held during which there is regular discussion about any safety issues and concerns that need to be immediately addressed.

A new computerized bell system, as well as new campus perimeter and internal security lighting, have also been added to our list of facility upgrades.

Future construction plans include the remodeling of the 700 Building, the new MPF (Mult-Purpose Facility) Building, the demolition of the 900 and 1000 Buildings/portables, and a new Guidance Center.

School Programs:

Of primary concern to all Santana stakeholders is the continued support of human relations efforts connecting students to significant humanitarian efforts local, national, and international. Students and staff have attended diversity education camps, hosted human relations forums, conducted and participated in peace talks and planned and implemented on-campus, awareness-raising activities.

Santana offers a variety of student programs to encourage participation in the greater school-wide community beyond that of academia:

- Academic League
- Advancement Via Individual Determination (AVID)
- Airbands
- AP Peer Tutoring
- Associated Student Body
- Auto Body
- Band and Color Guard
- Best Buddies
- California Scholastic Federation
- Camp LEAD
- Campus Life
- Catholic Club

- Cheer
- Christian Club
- Club LEAD
- Consultant (Student newspaper)
- Dance Team
- Drama
- Eco Club
- Gay Straight Alliance
- Honor Roll
- Invisible Children
- Key Club
- Leo' Club
- Link Crew
- Peace Council
- Peer Tutoring for students with disabilities
- Reading Club
- Robotics Club
- Skills USA
- Sports Teams (boys and girls)
- Travel Club
- Video Production
- Work Permit
- Yearbook
- Young Diverse Scholars

Parent and Community Involvement

Parents and community members can be involved in many facets at Santana. We have PTSA, Athletic Boosters, Band Boosters, Grades Online, Parent Portal, and ELAC that provide parent involvement and leadership. We have parent representation on the School Site Council. Additionally, we have parent representation on the Leadership Team that focuses on the critical needs, goals, and objectives from WASC for Santana High School. The members of the Leadership Team also act as focus group leaders for the parent focus group. This group meets once a month to further the discussion presented in the Leadership Team meetings, areas of concern, and goals and objectives. PTSA also offers community and parental involvement by hosting two seminars on DMV and Your Student and College Application/FAFSA seminars. Additional communications for parents and the community include our school website, the marquee, Facebook, and the parent letter, The Magic Carpet.

PERFORMANCE DATA & ANALYSIS OF DATA
STUDENT PERFORMANCE DATA SUMMARY

Editor's note: The following charts are provided as samples, to assist you in summarizing student performance data. Alternatively, you may wish to use the STAR data summaries for your school available online at http://dq.cde.ca.gov/dataquest/.

CALIFORNIA STANDARDS TEST (CST) SCORES

English/Language Arts 9th Grade

SUBGROUPS	2007 Proficient and Advanced	2008 Proficient and Advanced	2009 Proficient and Advanced	2010 Proficient and Advanced	2011 Proficient and Advanced
All Students	55	56	60	62	62
*Male	51	52	58	54	57
*Female	59	61	62	69	69
*English Learners	13	17	20	25	44
*Economically Disadv	36	39	41	31	49
*Students w/Disability	10	9	24	15	18
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	47	47	50	46	54
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	56	59	62	67	64

For clarification, 57% of all males scored Proficient and Advanced, while 69% of all females scored Proficient and Advanced. Percentages will not total 100%.

CST Score Summaries Report Percentages. (**--Indicates 10 or less students tested by subject and grade level--report not available)**

CALIFORNIA STANDARDS TEST (CST) SCORES

English/Language Arts 10th Grade

For clarification, 52% of all males scored Proficient and Advanced, while 60% of all females scored Proficient and Advanced. Percentages will not total 100%.

SUBGROUPS	2007	2008	2009	2010	2011
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	**43**	**44**	**53**	**57**	**56**
*Male	**40**	**41**	**48**	**55**	**52**
*Female	**47**	**46**	**57**	**62**	**60**
*English Learners	**0**	**5**	**5**	**15**	**21**
*Economically Disadv	**35**	**21**	**37**	**38**	**39**
*Students w/Disability	**9**	**8**	**8**	**16**	**15**
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	**21**	**39**	**42**	**43**	**42**
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	**47**	**45**	**56**	**60**	**59**

CST Score Summaries Report Percentages. (**--Indicates 10 or less students tested by subject and grade level--report not available)**

CALIFORNIA STANDARDS TEST (CST) SCORES

English/Language Arts 11th Grade

For clarification, 50% of all males scored Proficient and Advanced, while 54% of all females scored Proficient and Advanced. Percentages will not total 100%.

SUBGROUPS	2007	2008	2009	2010	2011
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	**43**	**43**	**48**	**49**	**51**
*Male	**38**	**41**	**42**	**47**	**50**
*Female	**49**	**46**	**54**	**53**	**54**
*English Learners	**0**	**6**	**6**	**0**	**33**
*Economically Disadv	**39**	**36**	**30**	**33**	**31**
*Students w/Disability	**2**	**3**	**0**	**5**	**13**
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	**38**	**28**	**51**	**41**	**50**
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	**44**	**46**	**47**	**52**	**51**

CST Score Summaries Report Percentages. (**--Indicates 10 or less students tested by subject and grade level--report not available)**

CALIFORNIA STANDARDS TEST (CST) SCORES

Algebra

SUBGROUPS	2007	2008	2009	2010	2011
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	**31**	**33**	**38**	**47**	**41**
*Male	**27**	**33**	**35**	**39**	**37**
*Female	**38**	**35**	**43**	**55**	**45**
*English Learners	**16**	**11**	**22**	**31**	**27**
*Economically Disadv	**20**	**25**	**32**	**31**	**28**
*Students w/Disability	**2**	**10**	**6**	**2**	**12**
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	**25**	**28**	**27**	**32**	**36**
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	**34**	**36**	**43**	**50**	**44**

For clarification, 37% of all males scored Proficient and Advanced, while 45% of all females scored Proficient and Advanced. Percentages will not total 100%.

CST Score Summaries Report Percentages. (**--Indicates 10 or less students tested by subject and grade level--report not available)**

CALIFORNIA STANDARDS TEST (CST) SCORES

Geometry

SUBGROUPS	2007	2008	2009	2010	2011
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	**22**	**27**	**37**	**37**	**47**
*Male	**24**	**29**	**40**	**38**	**49**
*Female	**21**	**25**	**35**	**36**	**45**
*English Learners	--	--	**17**	**19**	**31**
*Economically Disadv	**17**	**18**	**15**	**41**	**37**
*Students w/Disability	**0**	--	**9**	**13**	**0**
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	**16**	**16**	**24**	**24**	**31**
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	**23**	**31**	**41**	**40**	**49**

For clarification, 49% of all males scored Proficient and Advanced, while 45% of all females scored Proficient and Advanced. Percentages will not total 100%.

Star Score Summaries Report Percentages. (**--Indicates 10 or less students tested by subject and grade level--report not available)**

Grade Distribution Report

COURSE	2009 % D/F	2010 % D/F	2011 % D/F
Art	13.0%	22.9%	23.2%
English	26.5%	27.49%	25.45%
Foreign Language	17.0%	16.46%	16.78%
Industrial Arts	9.6%	5.25%	8.4%
Mathematics	23.7%	26.15%	27.98%
Non-Departmental	19.5%	16.3%	17.89%
Performance Arts	10.4%	6.89%	9.32%
Physical Education	17.0%	21.63%	24.21%
ROP	6.0%	9.63%	7.45%
Science	28.9%	25.98%	29.31%
Social Science	21.2%	22.9%	17.1%

Academic Performance Index (API)

2008 API Base		*2009 API Base*		*2010 API Base*		*2011 API Base*	
2008 API (Base)	734	*2009 API (Base)*	762	*2010 API (Base)*	780	*2011 API (Base)*	798
2008 Statewide Rank	*6*	*2009 Statewide Rank*	*7*	*2010 Statewide Rank*	7	*2011 Statewide Rank*	8
2008 Similar Schools Rank	2	*2009 Similar Schools Rank*	5	*2010 Similar Schools Rank*	3	*2011 Similar Schools Rank*	2
2008-09 Growth Target	5	*2009-10 Growth Target*	5	*2010-11 Growth Target*	5	*2011-12 Growth Target*	2
2009 API Target	739	*2010 API Target*	767	*2011 API Target*	785	*2012 API Target*	800
API Growth		***API Growth***		***API Growth***		***API Growth***	
2009 Growth	763	*2010 Growth*	782	*2011 Growth*	798	*2012 Growth*	**
2008-09 Growth	29	*2009-10 Growth*	20	*2010-11 Growth*	18	*2011-12 Growth*	**
Met Growth Target/School wide	YES	*Met Growth Target/School wide*	YES	*Met Growth Target/School wide*	YES	*Met Growth Target/School wide*	**
All subgroups	No	*All subgroups*	YES	*All subgroups*	No	*All subgroups*	**
Both School wide and subgroups	No	*Both School wide and subgroups*	YES	*Both School wide and subgroups*	No	*Both School wide and subgroups*	**
Awards Eligible	No	***Awards Eligible***	No	***Awards Eligible***	No	***Awards Eligible***	**

API Subgroups (Growth Report)

	2010 Subgroup API (Base)	2009-10 Subgroup Growth Target	2009-10 Subgroup API (Growth)	2009-10 Subgroup Growth	Met Subgroup Growth Target	2011 Subgroup API (Base)	2010-11 Subgroup Growth Target	2010-11 Subgroup API (Growth)	2010-11 Subgroup Growth	Met Subgroup Growth Target	2012 Subgroup API (Base)	2011-12 Subgroup Growth Target	2011-12 Subgroup API (Growth)	2011-12 Subgroup Growth	Met Subgroup Growth Target
Amer Indian/Alaskan Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian/Asian American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black/African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino/Filipino American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic/Latino	730	5	746	16	YES	745	5	735	-10	NO	734	5	**	**	**
Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	**	**	**
White (non Hispanic origin)	769	5	789	20	YES	787	5	810	23	YES	811	A	**	**	**
Socioeconomically Disadv	692	5	721	29	YES	717	5	713	-4	NO	713	5	**	**	**
Students with Disabilities	505	15	526	21	YES	508	15	553	45	YES	553	12	**	**	**

** Available Summer 2012

*Phase I - Adequate Yearly Progress (AYP) Repor1

School Met All AYP Criteria for Phase I?	2010	2011	2012
	YES	YES	Available Summer 2012

Groups	English Language Arts								Mathematics							
	2010				2011				2010				2011			
	Participation[1]		Proficient or Above[2]		Participation		Proficient or above		Participation		Proficient or above		Participation		Proficient or above	
	Rate	Met 2010 AYP Criteria	Percent	Met 2010 AYP Criteria	Rate	Met 2011 AYP Criteria	Percent	Met 2011 AYP Criteria	Rate	Met 2010 AYP Criteria	Percent	Met 2010 AYP Criteria	Rate	Met 2011 AYP Criteria	Percent	Met 2011 AYP Criteria
Schoolwide	98	YES	61.7	YES	97	YES	72.8	YES	99	YES	69.3	YES	97	YES	72	YES
African American	100	--	--	--	100	--	--	--	100	--	--	--	100	--	--	--
American Indian	100	--	--	--	100	--	--	--	100	--	--	--	100	--	--	--
Asian	100	--	--	--	100	--	--	--	100	--	--	--	100	--	--	--
Filipino	100	--	--	--	100	--	--	--	100	--	--	--	100	--	--	--
Hispanic/Latino	100	YES	53.2	YES	98	--	54.5	YES	98	YES	60.9	YES	94	--	58.2	YES
Pacific Islander	100	--	--	--	100	--	--	--	100	--	--	--	100	--	--	--
White	97	YES	63.5	YES	97	YES	76.2	YES	99	YES	70.3	YES	97	YES	75.4	YES
Socioecon. Disadv.	96	YES	47.4	--	93	YES	49.1	YES	100	YES	58.3		93	YES	59.6	--
English Learner	100	--	33.3	--	100	--	34.5	--	96	--	55.0	--	97	--	39.3	--
Students w/ Disability	83	--	22.6	--	82	--	25.6	--	95	--	16.7	--	78	--	37.8	--

[1]Participation rate (school-wide and subgroups) – <u>all schools</u>: 95.0% (ELA), 95.0% (Math).
[2]Percent proficient or above in selected assessments (school-wide and subgroups) – <u>high schools</u>: 22.3% (ELA), 20.9% (Math).

*Phase II -

2010		2011	
***School met all 2010 Phase I and Phase II AYP Criteria?**	**YES**	***School met all 2011 Phase I and Phase II AYP Criteria?**	**YES**

API and Graduation Rate	Met 2010 AYP Criteria		Met 2011 AYP Criteria
API (Additional Indicator) <u>Criteria</u>: Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes".	**782: YES**	**API (Additional Indicator)** <u>Criteria</u>: Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes".	**798: YES**
Graduation Rate (CBEDS report) <u>Criteria:</u> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes."	**91.64: YES**	**Graduation Rate (CBEDS report)** <u>Criteria:</u> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a "Yes."	**91.17: YES**
Phase I (*AMOs and Participation Rate) *Annual Measurable Objectives	**YES**	**Phase I (*AMOs and Participation Rate)** *Annual Measurable Objectives	**YES**

CAHSEE Results – Mathematics
March Testing Administration

	2010			2011			2012		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	291	271	93	294	278	96	336	318	95
Gender									
Male	170	158	93	145	136	94	173	166	96
Female	121	113	93	149	142	95	163	152	93
Ethnicity									
Am. Indian	2	2	100	4	4	100	3	3	100
Asian	7	7	100	2	2	100	3	3	100
African Am.	5	5	100	5	5	100	5	4	80
Filipino	3	3	100	4	4	100	4	4	100
Hispanic	47	41	87	42	35	83	38	34	89
Pac. Islander	0	0	100	4	4	100	1	1	100
White	227	213	94	233	225	97	282	269	95
Unknown/Declined	--	--	--	--	--	--	--	--	--
Language									
ELL	11	9	82	25	20	80	14	12	86
IFEP	5	5	100	2	2	100	5	5	100
RFEP	18	16	89	14	13	93	7	7	100
EO	257	241	94	253	243	96	310	294	95
Economic Status									
Econ disadvantaged	55	49	89	60	53	88	49	44	90
Non-econ disadvantaged	236	222	94	223	215	96	279	266	95
Spec. Ed. Prog.									
Spec. Ed	17	14	82	18	15	83	17	15	88

CAHSEE Results – English/Language Arts
March Testing Administration

	2010			2011			2012		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	304	265	87	315	284	90	348	315	91
Gender									
Male	179	152	85	156	132	85	181	158	87
Female	125	113	90	159	152	96	167	157	94
Ethnicity									
Am. Indian	2	2	100	4	3	75	3	3	100
Asian	7	7	100	2	2	100	3	3	100
African Am.	6	6	100	6	4	67	5	3	60
Filipino	3	3	100	4	4	100	4	4	100
Hispanic	50	40	80	46	36	78	40	32	80
Pac. Islander	0	0	100	4	4	100	2	2	100
White	276	208	88	249	231	93	291	268	92
Unknown/Declined	--	--	--	--	--	--			
Language									
ELL	13	9	69	26	15	58	14	11	79
IFEP	5	5	100	4	2	50	5	4	80
RFEP	18	15	83	14	14	100	7	7	100
EO	268	236	88	271	253	93	322	293	93
Economic Status									
Econ disadvantaged	59	46	78	62	49	79	288	263	91
Non-econ disadvantaged	245	219	89	240	225	94	52	44	85
Spec. Ed. Prog.									
Spec. Ed	30	15	50	36	24	67	27	11	41

CAHSEE Preparation and Intervention

Santana focuses on preparing the students for the 10th grade census administration of the California High School Exit Exam in their math and English classes. The English teachers write test questions and essay prompts using the testing format. They do CAHSEE preparation throughout the year with an intensive six week prep before the test, including writing on demand as well as practicing test taking strategies using test released information. The math department uses released test questions and EEMAP preparatory tests. The CAHSEE Coordinator assigns tutorials to students identified as at-risk for not passing with proficiency.

For the students who do not pass the CAHSEE their sophomore year, there is remediation and interventions. There are studyguides and practice booklets, as well as a CAHSEE study skills and intervention class in the Learning Center. Santana's scores are above the state, county, and district passing averages. The School Site Council recommends that further steps be implemented for the 2012-2013 school year to promote more SAT participation and to better advertise school scholarships onthe school's website.

**Waiting for information as reported by http://data1.cde.ca.gov/dataquest/.

Students Meeting a-g Requirements

Year	Total Grads	a-g Met All (UC/CSU Required Courses)	(%) Passed
2007-2008	336	196	58.3%
2008-2009	252	161	63.9%
2009-2010	289	100	34.6%
2010-2011	**	**	**

Advanced Placement Test Results

Year	Grade 12 (# of tests)	11 + 12 (# of tests)	Number of Test Takers	Number of Exams >=3
2007-2008	406	748	161	152
2008-2009	363	709	149	165
2009-2010	406	789	174	198
2010-2011	**	**	**	**

SAT Participation and Scores

Year	Number Tested	% Seniors Tested	Mean Scale			
			Verbal	Math	Writing	V/M/W
2007-2008	119	29.31%	502	523	496	69
2008-2009	84	23.14%	514	532	509	49
2009-2010	94	23.15%	498	537	500	53
2010-2011	**	**	**	**	**	**

ACT Participation and Scores

Year	*Grade 12 Enrollment*	*Number Tested*	*Percent Tested*	*Average Score*
2007-2008	406	30	7.4%	21.7
2008-2009	363	33	9.1%	24.1
2009-2010	406	18	4.4%	23.9
2010-2011	**	**	**	**

California English Language Development Test Report (CELDT)

Overall Proficiency	2008-2009				2009-2010				2010-2011				2011-2012			
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
Advanced	0	4	3	2	1	0	1	2	4	1	1	0	1	3	3	4
Early Advanced	8	7	2	8	5	6	4	6	3	2	1	0	5	8	9	4
Intermediate	3	5	9	7	4	10	4	2	4	1	0	0	7	3	6	3
Early Intermediate	1	0	0	0	0	2	1	0	0	2	1	0	3	0	0	2
Beginning	1	0	2	1	0	1	0	0	0	1	0	0	2	0	1	0
Number Tested	**13**	**16**	**16**	**18**	**10**	**19**	**10**	**10**	**11**	**7**	**4**	**0**	**18**	**14**	**19**	**13**

Although the number of EL students Santana serves is small, great strides are being made to help students through the EL continuum. As we help students progress through the CELDT levels, our goal is for students to be re-designated as an R-FEP.

SANTANA
School - Level Description of EIA Funds
Budgeted for Centralized Services
FY2010.2011 (revised 05/30/12)

Description	832/LEP		833/SCE	
Program Management (including Statutory Benefits and Health & Welfare)	$2,354		$4,439	
Supplies, Equipment, Travel, Misc.	$208		$85	
Indirect Cost (3% of Total Entitlement)	$776		$1,626	
Centralized Services		**$ 9,940**		**$ 30,672**
Clerical	$390		$215	
EL Director	$831		$2,943	
District Interpreter	$1,661		$	
Info Analyst	$		$1,001	
District Monitoring	$		$8,438	
EL Professional Dev- subs	$316		$	
Summer school teachers	$1,862		$	
Certificated hourly	$410		$	
PLC Staff Dev	$692		$3,918	
translators	$184		$	
CELDT testing	$478		$	
Other books	$944		$	
Travel, CABE & misc	$174		$	
Mat'l & supplies	$88		$328	
Software Achievement	$		$1,658	
Newcomer's Center	$84		$199	
Direct Services		**$ 8,114**		**$ 18,700**
Total Centralized & Direct Services		**$ 11,452**		**$ 24,850**

Multi-year School Improvement Goal/Intervention 1:	**Collaboration and Communication** **Focus the site's staff development program on the use of data to drive standards based instruction on an ongoing basis to:** • **Identify areas of needed growth** • **Plan and teach common units to address those needs** • **Administer standards based common unit, formative assessment** • **Disaggregate the results using software designed for this purpose** • **Meet to analyze the outcome and results of assessment**
Rationale:	**Creating a culture of collaboration and communication amongst teachers to drive academic achievement**
SMART Target Objectives:	1. API overall score of 800 2. Disaggregate CAHSEE and CST data within PLC groups every other month 3. Increase overall CAHSEE scores in math and English by 3% for the March administrative census 4. Increase CAHSEE scores in Special Education subgroups by 5% for March administrative census 5. Disaggregate standards based common units with Edu-soft in each curriculum twice a year

No.	Strategic Actions to Reach Goal	Implementers / Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
a.	Independent subjects collaborate through Professional Learning Communities using data to create formative assessments to drive instruction on a continual basis	Admin, Dept. Chair and Team Leads, District Literacy Consultant 2012-2013	Common curriculum, Edu-Soft data analysis, common summative assessments, CAHSEE and CST data, D/F rates, AP scores	Substitutes, Edu-Soft License Fees, Cost of food during PLC, Edu-soft training and maintenance, Literacy Consultant	$5000, Literacy Coordinator	Site and District funds, School Site Council
b.	Collaboration during block days, minimum days, and prep periods	Admin, Dept. Chairs, Faculty 2012-2013	Meeting notes, meeting agendas	$0	$0	-----
c.	Focus groups (including a parent focus group and student focus group) for communication and evaluation of critical needs and goals and objectives	Admin, WASC Coordinators, Faculty, LT, Parents, Students 2012-2013	Feedback from student, faculty and parent surveys	$0	$0	-----
d.	Leadership Team meetings to discuss Goals and Objectives and disaggregation of data	Admin, LT 2012-2013	CAHSEE and CST scores, D/F rate, feedback from faculty, student and parent surveys	$0	$0	-----
e.	Examination and	Admin, Faculty, LT, Dept. Chairs	CAHSEE, CST, D/F	Substitutes,	$500	SB funds,

	disaggregation of data for CST, D/F rates, CAHSEE including use of diagnostic assessment, AP Tests, Graduation rates and My Class data profile	2012-2013	rates, AP scores, graduation rate, My Class data profile	teacher training		Curriculum Writing Funds, District funds, CAHSEE intervention funds
f.	Professional Development workshops	Admin, Faculty, Literacy Consultant, Director of Assessments 2012-2013	Number of successful drills, decrease suspension/expulsions rates, increase AVID sections, increase CAHSEE, CST, and AP scores, decrease D/F rate, EL disaggregated data, increase in a-g completion rate	Crisis Training, Safety Seminar, ITS Security, Campus Security, Multi-cultural awareness, EL Strategies, AVID methodologies, a-g training, differentiated instruction workshops	$825.00	Professional Development Funds
g.	Cal-PASS	Admin, Faculty, English Dept, English Department Chair, Literacy Consultant 2012-2013	CAHSEE, EAP college entrance exam, and CST data	Cost of subs, curriculum writing		District Funds
h.	Collaboration amongst PLC groups and Special Education for CAHSEE preparation, use of Measuring Up CAHSEE preparation, and alignment of blueprints	Admin, Faculty, English Dept, Math Dept, Special Education Department 2012-2013	CAHSEE scores	Cost of subs, curriculum writing	$1500 cost of subs and CAHSEE training, $3000 Measuring Up	District Funds, CAHSEE Intervention Funds
i.	AP workshop to help schools develop practical strategies to increase and diversify AP enrollment, improve overall performance of all AP students, create effective learning communities, and increase AP exam scores	Gate liaison, Gate Coordinator, admin 2012-2013	Number of AP course offerings	----	----	----
j.	Offer summer school CAHSEE intervention, preparation and credit recovery course	Sp. Ed Dept. 2012-2013	Increase in pass rate of CAHSEE	Summer School Staffing	Summer School Staffing	District Special Education
k.	Offer additional support	Sp. Ed Dept.	Increase in pass rate	---	---	---

	to Special Ed students with weekly tutorials after school on block days, including CAHSEE preparation	2012-2013	of CAHSEE, lower D/F rate, increase in CST scores, increase graduation rate			
l.	On-going teacher training in literacy workshops including "Read Naturally"	Sp. Ed 2012-2013	Increase in pass rate of CAHSEE and CST ELA scores	$125	District Special Education	District Special Education
n.	Offer smaller math and English classes for Special Education classes by readjusting support coverage	Sp. Ed 2012-2013	Increase in pass rate of CAHSEE, increase in pass rate of CST	---	---	---
o.	Collaboration on implementation of AVID strategies in all classes	Teachers, AVID Coordinator, Admin 2012-2013	Increase in pass rate of CAHSEE, decrease D/F rate, increase CST scores	---	---	---
p.	Collaboration and/or training on how to effectively utilize EL tutors in core subject level classes.	Teachers, EL Coordinator, Dept. Chairs, Admin	Lower D/F rate in core classes with EL students, increase CST & CAHSEE scores for EL subgroup	See Goal 1	See Goal 1	Curriculum Writing Funds, EIA Bilingual-SCE/LEP

Multi-year School Improvement Goal/Intervention 2:	**Reflect a culture of safety, understanding, respect, and camaraderie amongst all students and staff.**
Rationale:	**To build a more inclusive school community**
SMART Target Objectives:	1. Establish programs, clubs, and activities that promote racial tolerance, as well as multi-cultural understanding (WASC recommendation #2). 2. To decrease the number of physical conflicts resulting in suspension amongst students by 3%. 3. To maintain and update the School Crisis/Redbook Plan and Safe Schools Plan each year including five drills a year (two lockdown/secure campus drills, one duck and cover, and two evacuation drills).

No.	Strategic Actions to Reach Goal	Implementers Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
a.	To ensure the safety of students and staff with our Safe Schools Plan, Crisis Plan, and	Admin, Campus security, SRO, San Diego Sheriff Department	Successful crisis drills, decrease physical altercations, CA Healthy Kids Survey	Safe Schools Plan, Redbook/Crisis Plan, golf cart	Safe School Funds $6000	Safe School Funds

	completing one earthquake drill, two evacuation, and two lockdown/secure campus drills according to REMS grant.	2012-2013	data, completed crisis plan	maintenance, campus security, security apparel, extra supervision for graduation and extracurricular activities, CA Healthy Kids Survey, materials for Crisis Plan/Redbook, Breathalizer		
b.	Pre-school Professional Development workshops	Admin, Faculty 2012-2013	Successful crisis drills, Number of successful drills, decrease suspension/expulsions	Crisis Training, Safety Seminar, ITS Security, Campus Security, Multi-cultural Awareness, EL Strategies, AVID methodologies	---	---
c.	WASC focus groups (including a parent focus group and student focus group) for communication and evaluation of critical needs and goals and objectives	Admin, WASC Coordinators, Faculty, LT, Parents, Students 2012-2013	Feedback from student, faculty, and parent surveys	---	---	---
d.	Explore a variety of ways for diverse group of students to systematically participate in a school-wide campaign to improve student motivation, academic culture, sexual orientation, and racial tolerance	Admin, SSC, Leadership Team, Clubs, Faculty, Students 2012-2013	Decrease in suspensions, altercations, expulsions for racial and cultural intolerance, GSA club and related support	SAGA, Camp Lead, Cultural Fair, Clubs like Best Buddies, Invisible Children, Gay-Straight Alliance (GSA), Peace Council, Spanish Club, Young Diverse Scholars, EL guest speaker	$900	School Site Council, District funds, Project Shield Grant, EIA Bilingual-SCE/LEP
e.	Improve articulation and communication with Santana parents, client schools, and the	Admin, LT, faculty, PTSA, Client Schools, Community Stakeholders	Increase parental and community involvement in SSC, LT, WASC focus	Refreshments and babysitter at ELAC meeting, Magic Carpet,	$1880	EIA Bilingual-SCE/LEP, School Site

	Santee community on school-wide safety, cultural awareness, and camaraderie	2012-2013	groups, parent survey, and participation of ELAC. Santana presence and participation in Santee Street Fair	Facebook, marquee, website, automated phone system, parent focus group, parent involvement in LT and SSC, articulation with client schools,		Council Funds, District Funds
f.	Share and celebrate academic, professional and personal successes of students, faculty and staff to strengthen its identity and build a cohesive scholastic community	Admin, faculty, LT, Website, Students 2012-2013	Decrease in suspensions and physical altercations due to incidents involving racial and cultural intolerance. Increase of behavior support plans written and implemented for special education students	Quarterly awards ceremonies, Academic Parade, Facebook, Santana's website, weekly announcements, Employee of the Month Marquee recognition, Walgreen's Student of the Month, club activities, public service announcements, Sp. Ed Student of the Month	$400	School Site Council, District Funds, Purple and Gold
g.	Installation of Sultan Link Crew to acclimate incoming freshmen and provide a peer connection.	Sultan Link Crew Advisor, Faculty, Admin, Students 2012-2013	Increase freshmen involvement in sports and clubs on campus, decrease D/F rate for freshmen, decrease suspensions for freshmen, increase student leadership	Mentor incoming freshmen with upper classmen during orientation for support for the freshmen year	$1500	District funds, School Site Council
h.	Peace Week will increase cultural and racial awareness, promote a culture of community amongst students and staff.	Peace Council Advisor, Faculty, Admin, Students 2012-2013	Increase cultural awareness	Pie Day, Holocaust Survivor speaker, door decorating contest, school-wide peace pledge, multi-cultural fair, Tenth Anniversary Ceremony	$1500	District funds, School Site Council, ASB donations
i.	SAGA (Sheriff	Admin, San Diego Sheriff, Students	Post experience survey,	Bus, food,	$1500	ASB funds,

	Adolescent Group Adventure) instilled to promote positive student relations.	2012-2013	decrease in number of suspension/expulsions	shirts, substitutes		donations, Athletic Funds for bus, School Site Council
j.	Camp LEAD (Leadership for Equity and Access District-wide) for Human Relations Development Program and a positive change for school climate	Admin, Project Shield Coordinator, Academic Advisor, Teachers, Students 2012-2013	Post experience survey, increase in leadership in school activities, increase cultural awareness and diversity training	--	--	District funds
l.	CPA (California Partnership Academy) Grant to ensure career technical pathway success	Admin, CPA Coordinator, Teachers, Counselors, Students 2012-2013	Lower D/F rate, increase CAHSEE scores, increase CST scores, 90% pass rate for required academic classes, 80% attendance rate for 10th and 11th grade, graduation rate, increase program by eight sections (two additional classes in each subject)	FTEs, classroom supplies	$450,000	$90,000 CPA Grant funds, $360,000 District Funds,

Multi-year School Improvement Goal/Intervention 3:	Institute instructional strategies school-wide designed to support the site's English Learner (EL) population.
Rationale:	**To meet the needs of our increasing EL population and to address a critical need from our 2012 WASC visitation (WASC recommendation #3).**
SMART Target Objectives:	1. Increase pass rate for 2012 March census administration CAHSEE test by 3% in ELA and by 2% in math. 2. Increase CST scores on Algebra by 3% and English Language Arts by 3%. 3. Increase number of students from Intermediate to Advanced on CELDT by 3%.

No.	Strategic Actions to Reach Goal	Implementers / Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
a.	Examination and use of data on CAHSEE, CST, and CELDT	Admin, EL Coordinator, LT, Dept Chairs, English/math teachers	Data from CAHSEE, CST, CELDT, evaluation of	Release time for EL mentors, EL Coordinator release period	$26,000 (see below)	District, EIA Bilingual-SCE/LEP

		2012-2013	students' grades in math and English , Performance Profile, "Catch-up Plan"	and release time, sub coverage		funds, Curriculum Writing Site Funds
b.	EL Professional Learning Community to examine data and establish student goals	EL Coordinator, EL Mentors in English, math, science and social science, Admin, Special Education liaison 2012-2013	CAHSEE, CST, CELDT, and evaluation of students' grades in math and English	EL Coordinator release period and release time, sub coverage	Cost included in Goal 1a	District, EIA Bilingual-SCE/LEP funds, Curriculum Writing Site Funding, Site PD fund
c.	Commit to teacher training and collaboration in literacy and research-based instruction at professional development, pre-school workshops, staff department meetings	All departments, Admin, EL Coordinator, EL Mentors 2012-2013	Professional Development; data from CAHSEE, CST, and CELDT; AVID Institute; SDAIE	Release time for EL Coordinator, EL PLC members, sub coverage, entry fees for AVID Institute	Cost included in Goal 1a	EIA Bilingual-SCE/LEP funds
d.	Offer additional support to EL students, EL student tutors, EL college tutors, Transitional English, and supported general education classes by EL college tutors	EL Coordinator, Admin, Sp. Ed Teachers 2012-2013	Course on master schedule, data from CAHSEE, CST, CELDT, D/F rate	.4 FTE EL Stipend college tutors	$44,000	District funds for .3 FTE, EIA Bilingual-SCE/LEP funds
e.	Offer summer school class for EL students for additional support, CAHSEE prep, and credit recovery	EL Coordinator, Summer School Teacher, Admin, Counselor 2012-2013	Course on summer school schedule, Academic grades from class	Summer School Teachers, summer school college tutors	$12,000	District, EIA Bilingual-SCE/LEP funds
f.	Improve articulation and communication with EL parents on school-wide achievement, including CSTs, CAHSEE, CELDT, a-g requirements, and meeting the needs of the EL students	EL Coordinator, EL Mentors, Admin, Counselors 2012-2013	Number of parents attending ELAC/DLAC evening meetings	Refreshments and babysitter at ELAC meetings, Magic Carpet, marquee, website, automated phone system	$200	LEP funds
g.	Share and celebrate academic and personal successes of EL students, to strengthen its identity and build a cohesive scholastic and diverse community	EL Coordinator, EL PLC, Admin, Counselors 2012-2013	Scholastic and social highlights of EL students at Staff Development, website, weekly announcements, Marquee recognition, senior awards	EL Graduation Gift cards	$100	Staff Donations, PTSA Donations
h.	Homogeneous testing for	EL Coordinator, Admin	CAHSEE scores	Substitutes	$700	EIA

	EL students for CAHSEE	2012-2013				Bilingual-SCE/LEP
i.	Cohort levels 1-3 CELDT students in World History, Biology, and English	Admin, EL Coordinator, World Hist teacher, Bio teacher, English 10 teacher 2012-2013	Common prep class on master schedule, increase in CAHSEE scores, decrease in D/F rates, increase in CST scores, increase in a-g	Continued on-site professional development	$0	N/A
j.	English and World History team teaching	EL Coord., Admin, World Hist teacher, English teacher 2012-2013	See above		.2 (English teacher)	

Multi-year School Improvement Goal/Intervention 4:	Increase the a-g completion rates including closing the completion gap for the different groups on campus (EL, SED, gender).
Rationale:	**To increase the overall a-g completion that is currently 58.3%.**
SMART Target Objectives:	1. To increase the overall student a-g completion rate by 3% 2. To increase the a-g completion rate for EL by 3% 3. To increase the a-g completion rate for males by 3% 4. Increase number of AP classes by two sections.

No.	Strategic Actions to Reach Goal	Implementers / Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
a.	Improve communication with Santana parents and the Santee community on a-g requirements	Admin, Counselors, Faculty, PTSA 2012-2013	Increase a-g requirements	Magic Carpet, marquee, Facebook, website, automated phone system, parent focus groups, parent involvement in LT and SSC, 9th grade parent seminars	$200	School Site Funds
b.	Counselor liaison for EL students	Counselor, EL Coordinator, Admin 2012-2013	Increase a-g requirements for EL students	----	----	----

c.	Commit to ongoing teacher training and collaboration in a-g requirements	Admin, Counselors, Faculty 2012-2013	Professional Development	Professional Development	$200	Curriculum Writing Funds
d.	Examination and use of data on a-g requirements	Counselors, Admin, teachers, LT 2012-2013	Data from a-g requirements	Professional Development	$200	Curriculum Writing Funds
e.	9th grade classroom presentations regarding Individual Graduation Plan including a-g requirements	Counselor, GIS 2012-2013	Data from a-g requirements	----	----	----
f.	District-wide lesson plan for a-g requirements for all grade levels	Counselor, Faculty, Admin 2012-2013	Data from a-g requirements	----	----	----
g.	Yearly meeting to schedule classes for each student, review IGP, and a-g requirements	Counselor, GIS 2012-2013	Data from a-g requirements	----	----	----
h.	Post Secondary Plan will be created for all freshmen, sophomores, juniors, and seniors to discuss plans for after graduation, including a-g requirements	Counselors 2012-2013	Data from a-g requirements	----	----	----
i.	At freshmen orientation, counselors will facilitate a break out session on a-g requirements	Counselors 2012-2013	Data from a-g requirements	----	----	----
j.	Include a-g requirements in student planner	GIS, AVID Coordinator 2012-2013	Data from a-g requirements	Student planner	$3500	School Site Council, AVID Categorical Funds
k.	Increase number of AP classes offered by two sections	Admin 2012-2013	Number of sections	.4 FTE	.4 FTE	District funds
l.	AP workshop to help schools develop practical strategies to increase and diversify AP enrollment, improve overall performance of all AP students, create effective learning communities, and increase AP exam scores	Teacher, AP Coordinator 2012-2013	Increase in number of AP sections	----	----	----

Multi-year School Improvement Goal/Intervention 5:	Strengthen the AVID progrom. [Recently changed from "Seek AVID National Demonstration Site designation.]
Rationale:	**To obtain AVID National Demonstration Site designation and strengthen AVID program school-wide.**
SMART Target Objectives:	1. Increase the number of sections of AVID elective classes to one per grade. 2. Implement use of planners, AVID question levels and Cornell style notes to be used by all teachers. 3. AVID site team will support the AVID elective teachers and students with monthly meetings and leadership roles. 4. Increase number of AP classes offered by two sections.

No.	Strategic Actions to Reach Goal	Implementers / Timeline	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
a.	Increase number of students and sections of AVID elective classes with one for each grade level.	Admin, AVID Coordinators / 2012-2013	Number of sections and students in AVID electives.	1.0 FTE	1.0 FTE	District Funds
b.	Freshmen teachers implementing three common goals and objectives to be used with all freshmen students.	Freshmen teachers, AVID Coordinator and Site Team, Admin, Sp Ed liaison / 2012-2013	D/F rate, increase in number of students enrolled in 10th grade AVID elective course	--	--	--
c.	AVID tutors	AVID Coordinator, Admin / 2012-2013	Student tutor ratio for AVID tutorials is 7:1	$10/hour not to exceed $7,000/year	$7,000	AVID Categorical Funds, School Site Hourly Budget
d.	Implement two AVID target methodologies school-wide as presented in pre-school workshops and professional development	AVID Coordinator, Admin / 2012-2013	D/F rate	--	--	--
e.	AVID site team will support the AVID elective teachers and students with monthly meetings	AVID Coordinator, AVID Site Team, Admin / 2012-2013	Minutes from AVID site team meetings	$0	$0	$0
f.	AVID institute training for two elective teachers,	AVID Coordinator, Admin	Attendance at AVID institute	$1800	$719	AVID Categorical

	one counselor, and one administrator	2012-2013				Funds, Curriculum Writing Funds
g.	Implement AVID Counselor and Guidance Information Specialist as liaison	AVID Coordinator, Admin, Counselor, Academic Advisor 2012-2013	Assigned job responsibilities to Counselor and Academic Advisor	--	--	--
h.	AVID Coordinator participation in Leadership Team	AVID Coordinator, Admin 2012-2013	Attendance of AVID Coordinator at Leadership Team meetings	--	--	--
i.	Create a college-going culture with an October College Awareness month including: wear your college gear, guest speakers, site college fair, Got Plans, Alumni Speakers	AVID Coordinator, Counselor, Academic Advisor, Admin 2012-2013	a-g requirement completion rate	$200	$200	AVID Categorical Funds
k.	Parental and Community involvement through a yearly parent seminar	AVID Coordinator, Admin, AVID counselor, Admin 2012-2013	One parent seminar	--	--	--
l.	College Field Trips	AVID Coordinator, Admin 2012-2013	Attendance of college field trips	$1000	$1000	AVID Categorical Funds
m.	Include a-g requirements in student planner	GIS, AVID Coordinator 2012-2013	Data from a-g requirements	Student planner	$200	School Site Council, General School Fund
n.	Increase number of AP classes offered by two sections	Admin 2012-2013	Number of sections	.4 FTE	.4 FTE	District funds

BUDGET, GOVERNANCE & ADMINISTRATION

District & Miscellaneous Funds (Some numbers not provided until Summer 2012/late July or August)

Band Instrument **Amount: $10,000**
Purpose: To purchase instruments for the instrumental music program.

AVID **Amount: TBD**
Purpose: To purchase supplies, additional books necessary for AVID classes.

State Funding

Economic Impact Aid/English Learner Program
832 **Amount: $10,307**
833 **Amount: $17,411**
Purpose: To develop fluency in English and academic proficiency of English learners.

GATE **Amount: TBD**
Purpose: To fund honors program for augmented curriculum and instruction.

Special Education **Amount: $ District**
Purpose: To fund programs for special education students.

Lottery Prop 20-502 **Amount: TBD**
Purpose: To purchase materials and supplies. To be used to provide ongoing improvements in instructional program. This fund has been allocated to purchase textbooks in those areas not served by the 56:1 grant and to augment the 56:1 grant in the areas of Social Science and English where funding is not adequate to purchase all the textbooks needed. *Allocation based on CBEDs and per capita has not been determined by state

Instructional Block Grant-861 **Amount: TBD**
Purpose: To purchase materials and supplies for instructional programs.
Maintained locally. *Allocation based on CBEDs and per capita has not been determined by state

Safe School Funds **Amount: $ 6,500**
Purpose: To institute those programs and changes to ensure a safe campus.
Plan developed and overseen by the Safe School Plan Committee and reviewed
by the Site Safety Team.

MAA Funds
Purpose: To support extended services for all students **Amount: TBD**

10th Grade Counseling **Amount: $0**
Purpose: To provide sophomores with in-depth guidance time to explore career plans and chart the next two years' classes.

TUPE GRANT **Amount: TBD**
Purpose: Tobacco intervention program

40:1 (based on enrollment of 1429) **Amount: $78,612**
Purpose: Restricted instructional materials

Discretionary Block Grant (School Site Council Funds) **Amount: $0**
Purpose: Restricted instructional materials

CAHSEE intervention funds **Amount: TBD**
Purpose: Intervention funds for students to pass the CAHSEE.

Prop 1D (spent in 2010-2011) $3 million
Purpose: Modernization of Facilities for Career Technical Education (Spent) **Amount: $0**

Library Improvement Program Funds **Amount: TBD**

Attendance Incentive **Amount: $15,952**

CPA Grant **Amount: TBD**

Prop U Discretionary Money ($210,000+ spent in 2010-2011) **Amount: $0**
Title IX projects completed Sept. 2011

Total Amount: pending

Summary of Programs
(For School Year: 2011 to 2013)

Select the goals and/or objectives from last year's strategic action plan. Briefly describe each program funded at your site and indicate how the program is designed to raise the academic achievement of targeted students. *List below additional accolades your school received, such as Golden Bell, Distinguished School Awards, etc.

Multi-year School Improvement Goal/Intervention 3:	(Based on conclusions from Analysis of Program Components and Data pages) Institute instructional strategies school-wide designed to support the site's English Learner (EL) population.
Rationale:	**To meet the needs of our increasing EL population and to address a critical need from our 2012 WASC visitation.**
Target Objectives:	1. Increase pass rate for 2010 March census administration CAHSEE test by 3% in ELA and by 5% in math. 2. Increase CST scores on Algebra by 5% and English Language Arts by 3%. 3. Increase number of students from Intermediate to Advanced on CELDT by 3%.

Funding Source	**EIA Bilingual-SCE/LEP funds**
Program description and positive results: The English Learner PLC instituted the EL Mentorship Program. Each PLC member had three EL mentees that they tracked (grades, etc) and offered support to. Mentors were sure not to discipline in any way, but to offer support only for school related questions (i.e. Where is the finance office? How do I look up my grades online?). *Our purpose was for EL students to feel more comfortable and familiar on our campus so that they can focus more on their grades and academic progress.* *Raised awareness of EL students among staff.*	
Analysis of data on program effectiveness/next steps:	
The EL PLC hopes to extend this Mentorship Program to more staff members on campus and continue to raise awareness of the student diversity, as well as offer continuing support to our EL population.	

Multi-year School Improvement Goal/Intervention 2:	(Based on conclusions from Analysis of Program Components and Data pages) **Reflect a culture of safety, understanding, respect, and camaraderie amongst all students and staff.**
Rationale:	**To build a more inclusive school community**
Target Objective:	1. Establish programs, clubs, and activities that promote racial tolerance as well as multi-cultural understanding. 2. To decrease the number of physical conflicts resulting in suspension amongst students by 3%. 3. To maintain and update the School Crisis/Redbook Plan and Safe Schools Plan each year including five drills a year (two lockdown/secure campus drills, one duck and cover, and two evacuation drills).

Funding Source: N/A
Program description and positive results: Admin saw a lack of camaraderie amongst staff members. Instituted Employee of the Month. Winners received an up front parking spot for an entire month after winning.
Analysis of data on program effectiveness/next steps:
Staff showed interest in winners and the achievements that other staff members noted when nominating.

Multi-year School Improvement Goal/Intervention 1:	(Based on conclusions from Analysis of Program Components and Data pages) **Collaboration and Communication** **Focus the site's staff development program on the use of data to drive standards based instruction on an ongoing basis to:** • **Identify areas of needed growth** • **Plan and teach common units to address those needs** • **Administer standards based common unit, formative assessment** • **Disaggregate the results using software designed for this purpose** **Meet to analyze the outcome and results of assessment**
Rationale:	**Creating a culture of collaboration and communication amongst teachers to drive academic achievement**
Target Objectives:	1. API overall score of 800 2. Disaggregate CAHSEE and CST data within PLC groups at least once a month 3. Increase overall CAHSEE scores in math and English by 3% for the March administrative census 4. Increase CAHSEE scores in Special Education subgroups by 5% for March administrative census 5. Disaggregate standards based common units with Edu-soft in ech curriculum twice a year

Funding Source: Site Funds, CAHSEE funds
Program description and positive results: Admin issued each student with a portfolio on what their last year's CST score was in each core academic subject. Teachers discussed the importance of CST results. School hung up posters and staff wore t-shirts to reflect the API goal of 800. *CAHSEE was a major focus in math than ever before. Geometry classes stopped teaching the regular curriculum for three weeks and reviewed exclusively for CAHSEE each day.*
Analysis of data on program effectiveness/next steps:
CAHSEE math proficiency rates went up 7%. CST results went up as well in all subjects.

Multi-year School Improvement Goal/Intervention 4:	Increase the a-g completion rates including closing the completion gap for the different groups on campus (EL, SED, gender).
Rationale:	**To increase the overall a-g completion that is currently 58.3%.**
Target Objective:	1. To increase the overall student a-g completion rate by 3% 2. To increase the a-g completion rate for EL by 3% 3. To increase the a-g completion rate for males by 3% 4. Increase number of AP classes by two sections.

Funding Source: Site Funds
Program description and positive results: EL mentorship worked to encourage EL students to take a-g requirements. Admin folded many classes that did not satisfy the a-g requirement, such as the Basic Algebra classes. AP classes were added to the master schedule, such as AP Physics.
Analysis of data on program effectiveness/next steps:
Increase in AP tests taken. With regards to eliminating some basic level classes, students are struggling with the rigor. Math Dept. instituted a peer tutorship for lower level math students taking more rigorous courses than their skill set is accustomed to.

Multi-year School Improvement Goal/Intervention 5:	Seek AVID National Demonstration Site designation [Need revision]
Rationale:	**To obtain AVID National Demonstration Site designation and strengthen AVID program school-wide.**
Target Objective:	1. Increase the number of sections of AVID elective classes to one per grade. 2. Implement use of planners, AVID question levels and Cornell style notes to be used by all teachers. 3. AVID site team will support the AVID elective teachers and students with monthly meetings and leadership roles. 4. Increase number of AP classes offered by two sections.

Funding Source: AVID Categorical Funds, District Funds, School Site Council Funds, School Site Hourly Budget
Program description and positive results: *AVID discussed the possibility of eliminating the AVID/Geography class and re-creating AVID to be an "only AVID" course that students must interview and be recommended for.*
Analysis of data on program effectiveness/next steps:
AVID has become more loyal to the fundamentals of what AVID is truly about (individual determination). AVID teachers are now looking to build upon the program and increase enrollment, as well as continue to educate staff on AVID methodologies.

SCHOOL SITE COUNCIL Members
2011-2012

At schools operating School Improvement Programs, School Improvement and Pupil Achievement and Block Grant Programs, and School-Based Coordinated Programs, the School Site Council is the representative body responsible for ratification of the school plan and related expenditures. The current make-up of the council is as follows:

NAMES OF MEMBERS	PRINCIPAL	CLASSROOM TEACHER	OTHER SCHOOL STAFF	PARENT/ COMMUNITY MEMBER	SECONDARY STUDENT
Tim Schwuchow	X				
Stephanie Palechek		X			
Jennifer Hudson		X			
Emily Snipes		X			
Jason Cook			X		
Sherry Bingham			X		
Tree Torres			X		
Kim Smith			X		
Amy Cliffe				X	
Cheryl Tessin				X	
Karen Schad				X	
Vern Schad				X	
Griffin Rizzo					X
TOTALS					

DEPARTMENT CHAIRPERSON COUNCIL Members

NAMES OF MEMBERS	PRINCIPAL	CLASSROOM TEACHER	OTHER SCHOOL STAFF
Tim Schwuchow-Principal	X		
Joel Tropp-AP			X
Tree Torres-Facilities			X
John Bobof-AD and PE		X	
Pam Ryerson-Art		X	
Cindy Martin-Science		X	
Barbara Shaw-English		X	
John Lelevier and Danny Martinez-Foreign Language		X	
Donna Small-Family/Consumer Science		X	
Lori Ruff-Guidance			X
Kurt Stalmann-Performing Arts		X	
Carolyn Teschler-Librarian			X
Jennifer Hudson and Wade Vickery-Math		X	
Geoff Tobias-Special Ed		X	
Marla West-Special Ed		X	
Doug Coffin-Social Science and ROP		X	

RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and district board policy before developing or amending the school plan.

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

   X Leadership Team
   X SHS Department Chairperson Council

4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated student performance targets.

5. This school plan was adopted by the School Site Council on:

6. This school plan was adopted by the Leadership Team on:

7. This school plan was adopted by the SHS Department Chairperson Council on:

8. This school plan was adopted by the GATE Advisory Committee on:

Attested:

Tim Schwuchow_____
Principal Signature of school principal Date

Jennifer Hudson_____
SSC Chairperson Signature of SSC chairperson Date

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district board policy and state law.

2. The School Site Council reviewed its responsibilities under state law and district board policy before developing or amending the school plan.

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

   _ Leadership Team
   _ SHS Department Chairperson Council

4. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated student performance targets.

5. This school plan was adopted by the School Site Council on:

6. This school plan was adopted by the Leadership Team on:

7. This school plan was adopted by the SHS Department Chairperson Council on:

8. This school plan was adopted by the GATE Advisory Committee on:

Attested:

Tim Schwuchow — Signature of school principal — June 21, 2012 — Date
Principal

Jennifer Hudson — Signature of SSC chairperson — 6/21/12 — Date
SSC Chairperson