

SINGLE PLAN FOR STUDENT ACHIEVEMENT

SANTANA HIGH SCHOOL

JUNE 2011-JUNE 2012



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, Biology, Chemistry, Physics, Earth Science; CAHSEE math scores
- Scores on district assessment tests in Algebra I 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 rate for verbal or physical altercations
- Involvement in organizations that nurture acceptance of cultural differences
- Challenge Day, SAGA, Camp Lead, Sultan Link, Peace Week
- Eco-Club beach clean-ups and recycling on campus
- Key Club
- Peer-tutoring in math classes
- Peer-tutoring for students with disabilities

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.
- 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. Two inland freeways, SR 52 and SR 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, and theatre.

Santana High School:

Santana is the older of the two Santee high schools, opening its doors in 1965. Today, approximately 1,412 students attend and 61 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
06-07 #	20	20	18	17	206	6	1200	14	1501
06-07 %	1.3%	1.3%	1.2%	1.1%	13.7%	.4%	79.9%	.9%	99.5
07-08 #	25	12	19	22	230	8	1143	17	1476
07-08 %	1.7%	.8%	1.3%	1.5%	15.6%	.5%	77.4%	1.2%	100
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

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, while the Exploring Technology Exposure (Wheel) class will be 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 will be 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 will have a parallel pathway: Environmental Design; this program will direct those students toward the community college and or an apprenticeship programs. Within each pathway, students will be allowed to enroll in classes of high personal interest while gaining a more in depth and relevant education.

Implementation for the 2011-2012 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 or H	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 or H	Chemistry CP or H	Elective
Exploring Tech	Drafting	Power, Energy and Transportation *	Solar class @ Cuyamaca College
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	Art	Digital Arts	Video Productions
F Lang or Elective	F Lang or Elective	Phys Ed/Elective	Phys Ed/Elective

Electives could include: Visual and Performing Arts (i.e. Band, Colorguard, Foods, Art, 3D Design), Drafting, Foreign Language, Algebra IIIC, Consumer Math, Video Productions, Advanced Video Productions, Auto Body

AVID:

Santana High School AVID – Plan for 2011-2012

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 will teach both 10th grade sections and one 9th grade. Dana West will teach 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	

AVID Summer Institute attendance:

- Priority is to send a counselor (Monica Perrapato) and Andrea Arrieta (no Santana counselors or administrators have gone through AVID training).
- If funds allow, priority is also to send a Math department member or a Foreign Language department member, as both departments are under-represented on the AVID Site Team.

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 2009-10 school year, 314 Advanced Placement tests were taken. Of these, 197 passed for an overall pass rate of 62.7%. We currently have 13 sections of AP sections for 9 AP classes including: AP Art History, AP European History, AP Calculus B/C, AP US History, AP Government, AP English Language, AP English Literature, AP Physics, 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, Child Development, 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 average with 284/315 students passing the English portion at a 90.16% pass rate and 278/294 students passing the English portion of the exam at an 94.56% pass rate.

Santana has participated in the Cal-PASS program for three 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.

Currently, the library is under construction. When the library is not under construction, 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 focus groups 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 Wednesday/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 61 fully credentialed teachers. Of our credentialed teachers, two teach 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 14.9 years of teaching experience. Of the 61 teachers, 33 are female, and 28 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 2011-2012 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, 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 SMART 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 the area of technology, 17 of Santana's teachers have successfully completed the district's Visions Program. The Program stipulates that participating teachers must complete defined annual participation requirements. In the first year, teachers must create and submit an initial plan, which will integrate technology into the classroom. After initial training, participants are required to complete two additional training sessions or development activities each year for as long as they have the district-issued equipment. In addition, participants maintain current class websites, postings of course outlines, and/or posting grades online. Teachers must also submit three online artifacts to the Teacher Exchange Bank for all district teachers to access as well as write two technology integration reflections explaining how they incorporate technology in the classroom. In return, participants receive new laptops and an LCD projector, which they may keep as long as they meet Visions Program requirements.

In the 2010-2011 school year, each school has an on-site substitute, as well as well-qualified substitutes from a preferred list by core subject.

	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>	<i>10-11</i>
Total Number of Teachers	80	81	75	65	64	61
Fully Credentialed (Fully credentialed & teaching in subject area)	80	81	75	65	61	59
Teaching Outside Subject Area (Fully credentialed but teaching outside subject area)	0	0	4	3	3	2
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 also participate in the California Healthy Kids Survey.

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: 2004-2011

	SHS Suspensions	District Suspensions	SHS Expulsions	District Expulsions
05/06	249	4,229	12	200
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

Several district programs are in place for “first offender” students who breach 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 Chaparral 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 Chaparral 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. The guidance center also referred students to the Oxycotin KUSI Drug Awareness Night.

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, and administrators.

Campus:

Currently, Santana has three custodians, one head custodian, one day-utility worker, and two full-time grounds workers. 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 100, 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 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.

Currently, we are in the construction phase of remodeling the Library, the 200 Building, the Title IX Scorebooth for the softball field, the restrooms by the back pool, and the ADA ramp for access from the lower fields to the restrooms. With the remaining funding, the existing 200 Science Building will be gutted and remodeled into regular classrooms and a new Guidance Center. Future construction plans include the remodeling of the 700 Building, the new PAC (Performing Arts Center) Building, and the demolition of the 900 and 1000 Buildings/portables.

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
- Cheer
- Christian Club
- 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
- 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	2006	2007	2008	2009	2010
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	50	55	56	60	62
*Male	45	51	52	58	54
*Female	53	59	61	62	69
*English Learners	0	13	17	20	25
*Economically Disadv	38	36	39	41	31
*Students w/Disability	10	10	9	24	15
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	32	47	47	50	46
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	53	56	59	62	67

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

SUBGROUPS	2006	2007	2008	2009	2010
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	38	43	44	53	57
*Male	31	40	41	48	55
*Female	46	47	46	57	62
*English Learners	0	0	5	5	15
*Economically Disadv	29	35	21	37	38
*Students w/Disability	0	9	8	8	16
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	26	21	39	42	43
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	40	47	45	56	60

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

SUBGROUPS	2006	2007	2008	2009	2010
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	36	43	43	48	49
*Male	30	38	41	42	47
*Female	43	49	46	54	53
*English Learners	--	0	6	6	0
*Economically Disadv	29	39	36	30	33
*Students w/Disability	9	2	3	0	5
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	31	38	28	51	41
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	36	44	46	47	52

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	2006	2007	2008	2009	2010
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	26	31	33	38	47
*Male	26	27	33	35	39
*Female	26	38	35	43	55
*English Learners	17	16	11	22	31
*Economically Disadv	31	20	25	32	31
*Students w/Disability	0	2	10	6	2
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	31	25	28	27	32
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	25	34	36	43	50

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	2006	2007	2008	2009	2010
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced
All Students	27	22	27	37	37
*Male	30	24	29	40	38
*Female	24	21	25	35	36
*English Learners	0	--	--	17	19
*Economically Disadv	19	17	18	15	41
*Students w/Disability	18	0	--	9	13
*African-American	--	--	--	--	--
*American Indian	--	--	--	--	--
*Asian	--	--	--	--	--
*Filipino	--	--	--	--	--
*Hispanic	19	16	16	24	24
*Pacific Islander	--	--	--	--	--
*White(Non-Hispanic)	29	23	31	41	40

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

Grade Distribution Report

COURSE	2008 % D/F	2009 % D/F	2010 % D/F
Art	13.0%	22.9%	18.6%
English	26.5%	27.49%	27.25%
Foreign Language	17.0%	16.46%	17.0%
Industrial Arts	9.6%	5.25%	2.26%
Mathematics	23.7%	26.15%	26.48%
Non-Departmental	19.5%	16.3%	15.63%
Performance Arts	10.4%	6.89%	14.41%
Physical Education	17.0%	21.63%	12.04%
ROP	6.0%	9.63%	12.79%
Science	28.9%	25.98%	26.31%
Social Science	21.2%	22.9%	20.81%

Academic Performance Index (API)

2006 API Base		2007 API Base		2008 API Base		2009 API Base	
2006 API (Base)	703	2007 API (Base)	725	2008 API (Base)	734	2009 API (Base)	762
2006 Statewide Rank	6	2007 Statewide Rank	6	2008 Statewide Rank	6	2009 Statewide Rank	7
2006 Similar Schools Rank	2	2007 Similar Schools Rank	3	2008 Similar Schools Rank	2	2009 Similar Schools Rank	5
2006-07 Growth Target	5	2007-08 Growth Target	5	2008-09 Growth Target	5	2009-10 Growth Target	5
2007 API Target	708	2008 API Target	730	2009 API Target	739	2010 API Target	767
API Growth		API Growth		API Growth		API Growth	
2007 Growth	725	2008 Growth	734	2009 Growth	763	2010 Growth	782
2006-07 Growth	22	2007-08 Growth	9	2008-09 Growth	29	2009-10 Growth	20
Met Growth Target/School wide	YES	Met Growth Target/School wide	YES	Met Growth Target/School wide	YES	Met Growth Target/School wide	YES
Comparable Improvement (CI)	No	Comparable Improvement	No	All subgroups	No	All subgroups	YES
Both School wide and CI	No	Both School wide and CI	No	Both School wide and subgroups	No	Both School wide and subgroups	YES
Awards Eligible	No	Awards Eligible	No	Awards Eligible	No	Awards Eligible	No

API Subgroups (Growth Report)

	2008 Subgroup API (Base)	2007-08 Subgroup Growth Target	2007-08 Subgroup API (Growth)	2007-08 Subgroup Growth	Met Subgroup Growth Target	2009 Subgroup API (Base)	2008-09 Subgroup Growth Target	2008-09 Subgroup API (Growth)	2008-09 Subgroup Growth	Met Subgroup Growth Target	2010 Subgroup API (Base)	2009-10 Subgroup Growth Target	2009-10 Subgroup API (Growth)	2009-10 Subgroup Growth	Met Subgroup Growth Target
Amer Indian/Alaskan Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian/Asian American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black/African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino/Filipino American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic/Latino	647	8	694	47	YES	694	5	725	31	YES	730	4	746	16	YES
Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White (non Hispanic origin)	742	5	744	2	NO	774	5	771	27	NO	769	1	789	20	YES
Socioeconomically Disadv	654	7	655	1	NO	655	7	694	39	NO	692	5	721	29	YES
Students with Disabilities	523	14	525	2	NO	525	14	512	-13	NO	505	14	526	21	YES

***Phase I - Adequate Yearly Progress (AYP) Report**

School Met All AYP Criteria for Phase I?	2008	2009	2010
	YES	YES	YES

Groups	English Language Arts								Mathematics							
	2009				2010				2009				2010			
	Participation ¹		Proficient or Above ²		Participation		Proficient or above		Participation		Proficient or above		Participation		Proficient or above	
Rate	Met 2009 AYP Criteria	Percent	Met 2009 AYP Criteria	Rate	Met 2010 AYP Criteria	Percent	Met 2010 AYP Criteria	Rate	Met 2009 AYP	Percent	Met 2009 AYP Criteria	Rate	Met 2010 AYP Criteria	Percent	Met 2010 AYP Criteria	
Schoolwide	100	YES	59.6	YES	98	YES	59.6	YES	100	YES	65.1	YES	99	YES	69.3	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	47.8	YES	100	YES	47.8	YES	100	YES	58.2	YES	98	YES	60.9	YES
Pacific Islander	100	--	--	--	100	--	--	--	100	--	--	--	100	--	--	--
White	100	YES	63.0	YES	97	YES	63.0	YES	100	YES	66.9	YES	99	YES	70.3	YES
Socioecon. Disadv.	100	YES	45.8	--	96	YES	45.8	YES	100	YES	54.2	--	100	YES	58.3	YES
English Learner	100	--	46.9	--	100	--	46.9	--	100	--	53.1	--	96	--	55.0	--
Students w/ Disability	98	--	12.8	--	83	--	12.8	--	100	--	12.5	--	95	--	16.7	--

¹Participation rate (school-wide and subgroups) – all schools: 95.0% (ELA), 95.0% (Math).

²Percent proficient or above in selected assessments (school-wide and subgroups) – high schools: 22.3% (ELA), 20.9% (Math).

***Phase II -**

2009		2010	
*School met all 2009 Phase I and Phase II AYP Criteria?	YES	*School met all 2010 Phase I and Phase II AYP Criteria?	YES

API and Graduation Rate	Met 2009 AYP Criteria		Met 2010 AYP Criteria
API (Additional Indicator) <i>Criteria:</i> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a “Yes”.	763: YES	API (Additional Indicator) <i>Criteria:</i> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a “Yes”.	782: YES
Graduation Rate (CBEDS report) <i>Criteria:</i> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a “Yes.”	95.7: YES	Graduation Rate (CBEDS report) <i>Criteria:</i> Schools and school districts must meet at least one of the criteria to meet the AYP criteria and receive a “Yes.”	91.64: 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

	2008			2009			2010		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	318	277	87	360	310	86	294	278	96
Gender									
Male	183	156	85	189	165	87	145	136	94
Female	135	121	90	171	145	85	149	142	95
Ethnicity									
Am. Indian	1	--	--	1	--	--	4	4	100
Asian	5	--	--	4	--	--	2	2	100
African Am.	5	--	--	6	--	--	5	5	100
Filipino	4	--	--	6	--	--	4	4	100
Hispanic	64	55	86	72	57	79	42	35	83
Pac. Islander	2	--	--	3	--	--	4	4	100
White	232	202	87	262	231	88	233	225	97
Unknown/Declined	5	--	--	0	--	--	--	--	--
Language									
ELL	19	10	53	18	12	67	25	20	80
IFEP	8	--	--	6	--	--	2	2	100
RFEF	22	22	100	16	16	100	14	13	93
EO	269	237	88	320	278	87	253	243	96
Economic Status									
Econ disadvantaged	48	37	77	60	45	75	60	53	88
Non-econ disadvantaged	251	225	90	265	239	90	223	215	96
Spec. Ed. Prog.									
Spec. Ed	30	16	53	35	14	40	18	15	83

CAHSEE Results – English/Language Arts March Testing Administration

Specific breakdown of subgroup information is not yet available

	2008			2009			2010		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	327	286	87	368	312	85	315	284	90
Gender									
Male	188	160	85	196	161	82	156	132	
Female	139	126	91	172	151	88	159	152	
Ethnicity									
Am. Indian	1	--	--	1	--	--	4	3	75
Asian	5	--	--	4	--	--	2	2	100
African Am.	5	--	--	6	--	--	6	4	67
Filipino	4	--	--	6	--	--	4	4	100
Hispanic	68	55	81	73	59	81	46	36	78
Pac. Islander	1	--	--	3	--	--	4	4	100
White	238	212	89	269	229	85	249	231	93
Unknown/Declined	5	--	--	0	--	--	--	--	--
Language									
ELL	20	7	35	20	14	70	26	15	58
IFEP	8	--	--	6	--	--	4	2	50
RFEP	22	22	100	16	16	100	14	14	100
EO	277	249	90	326	278	85	271	253	93
Economic Status									
Econ disadvantaged	50	38	76	64	47	73	62	49	79
Non-econ disadvantaged	258	232	90	269	237	88	240	225	94
Spec. Ed. Prog.									
Spec. Ed	38	24	63	42	14	33	36	24	67

SHS 2011-2012 School Site Plan

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.

For the students who do not pass the CAHSEE their sophomore year, there is remediation and interventions. There are study guides and practice booklets, as well as a CAHSEE study skills and intervention class. Santana's scores are above the state, county, and district passing averages. The School Site Council recommends that further steps be implemented for the 2011-2012 school year to promote more SAT participation and to better advertise school scholarships on the school's website.

Students Meeting a-g Requirements

Year	Total Grads	a-g Met All (UC/CSU Required Courses)	(%) Passed
2005-2006	297	105	35.4%
2006-2007	340	103	30.3%
2007-2008	336	196	58.3%
2008-2009	252	161	63.9%

Advanced Placement Test Results

Year	Grade 12 Enrollment	11 + 12 Enrollment	Number of Test Takers	Number of Exams >=3
2005-2006	406	835	126	100
2006-2007	413	828	123	115
2007-2008	406	748	161	152
2008-2009	363	709	149	165

SAT Participation and Scores

Year	Number Tested	% Seniors Tested	Mean Scale			
			Verbal	Math	Writing	V/M/W
2005-2006	112	27.6%	511	522	512	62
2006-2007	105	25.4%	490	515	498	50
2007-2008	119	29.31%	502	523	496	69
2008-2009	84	23.14%	514	532	509	49

ACT Participation and Scores

<i>Year</i>	<i>Grade 12 Enrollme nt</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Average Score</i>
2005-2006	406	16	3.9%	22.1
2006-2007	413	16	3.9%	22.1
2007-2008	406	30	7.4%	21.7
2008-2009	363	33	9.1%	24.12

California English Language Development Test Report (CELDT)

Overall Proficiency																
	2006-2007				2007-2008				2008-2009				2009-2010			
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
Advanced	1	1	1	3	0	0	3	1	0	4	3	2	1	0	1	2
Early Advanced	3	6	4	3	7	4	5	4	8	7	2	8	5	6	4	6
Intermediate	5	8	7	2	5	6	4	4	3	5	9	7	4	10	4	2
Early Intermediate	3	1	3	0	0	3	1	3	1	0	0	0	0	2	1	0
Beginning	0	1	1	1	0	0	2	1	1	0	2	1	0	1	0	0
Number Tested	12	20	16	9	12	13	15	13	13	16	16	18	10	19	10	10

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.

SHS 2011-2012 School Site Plan

SANTANA
School - Level Description of EIA Funds
Budgeted for Centralized Services
FY2009.2010 (revised 5/14/09)

**Numbers currently represent 09-10 Data pending
 State Budget and Calendar Approval**

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	\$ 3,338	\$ 6,150
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, CAFE & 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

SHS 2011-2012 School Site Plan

Multi-year School Improvement Goal/Intervention 1:	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 2009 WASC visitation.
SMART Target Objectives:	<ol style="list-style-type: none"> 1. Increase pass rate for 2011 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%.

No.	Strategic Actions to Reach Goal	Implementers	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
		Timeline				
a.	Examination and use of data on CAHSEE, CST, and CELDT	Admin, EL Coordinator, EL Mentors, LT, Dept Chairs, English/math teachers	Data from CAHSEE, CST, CELDT, evaluation of students' grades in math and English, Performance Profile, "Catch-up Plan"	Release time for EL mentors, EL Coordinator release period and release time, sub coverage	\$20,000 (see below)	District, EIA Bilingual-SCE/LEP 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	CAHSEE, CST, CELDT, and evaluation of students' grades in math and English	Release time for EL mentors, EL Coordinator release period and release time, sub coverage	Cost included in Goal 1a	District, EIA Bilingual-SCE/LEP funds, Curriculum Writing Site Funding
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	Professional Development, data from CAHSEE, CST, and CELDT, AVID Institute	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 with EL Study Skills Class, EL student tutors, EL college tutors w/in study skills class, Transitional English, and supported general education classes by EL college tutors	EL Coordinator, Admin, Sp. Ed Teachers	Course on master schedule, data from CAHSEE, CST, CELDT, D/F rate	.6 FTE EL Stipend college tutors	\$44,000	District funds for .2 FTE, EIA Bilingual-SCE/LEP funds

SHS 2011-2012 School Site Plan

e.	Offer summer school class for EL students for additional support, CAHSEE prep, and credit recovery	EL Coordinator, Summer School Teacher, Admin, Counselor ----- 2011-2012	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 ----- 2011-2012	Number of parents attending ELAC/DLAC evening meetings	Refreshments and babysitter at ELAC meetings, Magic Carpet, marquee, website, automated phone system	\$300	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 ----- 2011-2012	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 students for CAHSEE	EL Coordinator, Admin ----- 2011-2012	CAHSEE scores	Substitutes	\$700	EIA Bilingual-SCE/LEP

SHS 2011-2012 School Site Plan

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:	<ol style="list-style-type: none"> 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).

No.	Strategic Actions to Reach Goal	Implementers	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
		Timeline				
a.	To ensure the safety of students and staff with our Safe Schools Plan, Crisis Plan, and completing one earthquake drill, two evacuation, and two lockdown/secure campus drills according to REMS grant.	Admin, Campus security, SRO, San Diego Sheriff Department 2011-2012	Successful crisis drills, decrease physical altercations, CA Healthy Kids Survey data, completed crisis plan	Safe Schools Plan, Redbook/Crisis Plan, golf cart maintenance, campus security, security apparel, extra supervision for graduation and extracurricular activities, CA Healthy Kids Survey, materials for Crisis Plan/Redbook, Breathalyzer	Safe School Funds \$6000	Safe School Funds
b.	Pre-school Professional Development workshops	Admin, Faculty 2011-2012	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	Admin, WASC Coordinators, Faculty, LT, Parents, Students	Feedback from student, faculty, and parent surveys	---	---	---

SHS 2011-2012 School Site Plan

	student focus group) for communication and evaluation of critical needs and goals and objectives	2011-2012				
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 2011-2012	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 Santee community on school-wide safety, cultural awareness, and camaraderie	Admin, LT, faculty, PTSA, Client Schools, Community Stakeholders 2011-2012	Increase parental and community involvement in SSC, LT, WASC focus groups, parent survey, and participation of ELAC. Santana presence and participation in Santee Street Fair	Refreshments and babysitter at ELAC meeting, Magic Carpet, Facebook, marquee, website, automated phone system, parent focus group, parent involvement in LT and SSC, articulation with client schools,	\$1880	EIA Bilingual-SCE/LEP, School Site 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 2011-2012	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

SHS 2011-2012 School Site Plan

g.	Installation of Sultan Link Crew to acclimate incoming freshmen and provide a peer connection.	Sultan Link Crew Advisor, Faculty, Admin, Students 2011-2012	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 2011-2012	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 Adolescent Group Adventure) instilled to promote positive student relations.	Admin, San Diego Sheriff, Students 2011-2012	Post experience survey, decrease in number of suspension/expulsions	Bus, food, shirts, substitutes	\$1500	ASB funds, 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 2011-2012	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 2011-2012	Lower D/F rate, increase CAHSEE scores, increase CST scores, 90% pass rate for required academic classes, 80% attendance rate for 10 th and 11 th 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,

SHS 2011-2012 School Site Plan

Multi-year School Improvement Goal/Intervention 3:	<p>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:</p> <ul style="list-style-type: none"> • 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:	<ol style="list-style-type: none"> 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	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
		Timeline				
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	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
	2011-2012					
b.	Collaboration during block days, minimum days, and prep periods	Admin, Dept. Chairs, Faculty	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	Feedback from student, faculty and parent surveys	\$0	\$0	-----
		2011-2012				
d.	Leadership Team	Admin, LT	CAHSEE and CST	\$0	\$0	-----

SHS 2011-2012 School Site Plan

	meetings to discuss Goals and Objectives and disaggregation of data	2011-2012	scores, D/F rate, feedback from faculty, student and parent surveys			
e.	Examination and disaggregation of data for CST, D/F rates, CAHSEE including use of diagnostic assessment, AP Tests, Graduation rates and My Class data profile	Admin, Faculty, LT, Dept. Chairs 2011-2012	CAHSEE, CST, D/F rates, AP scores, graduation rate, My Class data profile	Substitutes, teacher training	\$500	SB funds, Curriculum Writing Funds, District funds, CAHSEE intervention funds
f.	Professional Development workshops	Admin, Faculty, Literacy Consultant, Director of Assessments 2011-2012	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 2011-2012	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 2011-2012	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 2011-2012	Number of AP course offerings	----	----	----
j.	Offer summer school CAHSEE intervention, preparation and credit recovery course	Sp. Ed Dept. 2011-2012	Increase in pass rate of CAHSEE	Summer School Staffing	Summer School Staffing	District Special Education

SHS 2011-2012 School Site Plan

k.	Offer additional support to Special Ed students with weekly tutorials after school on block days, including CAHSEE preparation	Sp. Ed Dept.	Increase in pass rate of CAHSEE, lower D/F rate, increase in CST scores, increase graduation rate	---	---	---
		2011-2012				
l.	On-going teacher training in literacy workshops including “Read Naturally”	Sp. Ed	Increase in pass rate of CAHSEE and CST ELA scores	\$125	District Special Education	District Special Education
		2011-2012				
n.	Offer smaller math and English classes for Special Education classes by readjusting support coverage	Sp. Ed	Increase in pass rate of CAHSEE, increase in pass rate of CST	---	---	---
		2011-2012				
o.	Collaboration on implementation of AVID strategies in all classes	Teachers, AVID Coordinator, Admin	Increase in pass rate of CAHSEE, decrease D/F rate, increase CST scores	---	---	---
		2011-2012				
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

SHS 2011-2012 School Site Plan

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:	<ol style="list-style-type: none"> To increase the overall student a-g completion rate by 3% To increase the a-g completion rate for EL by 3% To increase the a-g completion rate for males by 3% Increase number of AP classes by two sections.

No.	Strategic Actions to Reach Goal	Implementers	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
		Timeline				
a.	Improve communication with Santana parents and the Santee community on a-g requirements	Admin, Counselors, Faculty, PTSA 2011-2012	Increase a-g requirements	Magic Carpet, marquee, Facebook, website, automated phone system, parent focus groups, parent involvement in LT and SSC, 9 th grade parent seminars	\$200	School Site Funds
b.	Counselor liaison for EL students	Counselor, EL Coordinator, Admin 2011-2012	Increase a-g requirements for EL students	----	----	----
c.	Commit to ongoing teacher training and collaboration in a-g requirements	Admin, Counselors, Faculty 2011-2012	Professional Development	Professional Development	\$200	Curriculum Writing Funds
d.	Examination and use of data on a-g requirements	Counselors, Admin, teachers, LT 2011-2012	Data from a-g requirements	Professional Development	\$200	Curriculum Writing Funds
e.	9 th grade classroom presentations regarding Individual Graduation Plan including a-g requirements	Counselor, GIS 2011-2012	Data from a-g requirements	----	----	----
f.	District-wide lesson plan for a-g requirements for all grade levels	Counselor, Faculty, Admin 2011-2012	Data from a-g requirements	----	----	----

SHS 2011-2012 School Site Plan

g.	Yearly meeting to schedule classes for each student, review IGP, and a-g requirements	Counselor, GIS ----- 2011-2012	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 ----- 2011-2012	Data from a-g requirements	----	----	----
i.	At freshmen orientation, counselors will facilitate a break out session on a-g requirements	Counselors ----- 2011-2012	Data from a-g requirements	----	----	----
j.	Include a-g requirements in student planner	GIS, AVID Coordinator ----- 2011-2012	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 ----- 2011-2012	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 ----- 2011-2012	Increase in number of AP sections	----	----	----

SHS 2011-2012 School Site Plan

Multi-year School Improvement Goal/Intervention 5:	Seek AVID National Demonstration Site designation
Rationale:	To obtain AVID National Demonstration Site designation and strengthen AVID program school-wide.
SMART Target Objectives:	<ol style="list-style-type: none"> 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	Progress Evidence/ Evaluation of Goal	Proposed Expenditures	Estimated Costs	Funding Source
		Timeline				
a.	Increase number of students and sections of AVID elective classes with one for each grade level.	Admin, AVID Coordinators 2011-2012	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 2011-2012	D/F rate, increase in number of students enrolled in 10 th grade AVID elective course	--	--	--
c.	AVID tutors	AVID Coordinator, Admin 2011-2012	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 2011-2012	D/F rate	--	--	--
e.	AVID site team will support the AVID elective teachers and students with monthly meetings	AVID Coordinator, AVID Site Team, Admin 2011-2012	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

SHS 2011-2012 School Site Plan

	one counselor, and one administrator	2011-2012				Funds, Curriculum Writing Funds
g.	Implement AVID Counselor and Guidance Information Specialist as liaison	AVID Coordinator, Admin, Counselor, Academic Advisor ----- 2011-2012	Assigned job responsibilities to Counselor and Academic Advisor	--	--	--
h.	AVID Coordinator participation in Leadership Team	AVID Coordinator, Admin ----- 2011-2012	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 ----- 2011-2012	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 ----- 2011-2012	One parent seminar	--	--	--
l.	College Field Trips	AVID Coordinator, Admin ----- 2011-2012	Attendance of college field trips	\$1000	\$1000	AVID Categorical Funds
m.	Include a-g requirements in student planner	GIS, AVID Coordinator ----- 2011-2012	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 ----- 2011-2012	Number of sections	.4 FTE	.4 FTE	District funds

BUDGET, GOVERNANCE & ADMINISTRATION

District & Miscellaneous Funds

***Numbers currently represent 09-10 Data pending
State Budget and Calendar**

***Band Instrument**

Purpose: To purchase instruments for the instrumental music program.

Amount: \$610

***AVID**

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

Amount: \$13,767

State Funding

Economic Impact Aid/English Learner Program

832

Amount: \$26,405

833

Amount: \$26,700

Purpose: To develop fluency in English and academic proficiency of English learners.

***GATE**

Purpose: To fund honors program for augmented curriculum and instruction.

Amount: \$1,629

Special Education

Purpose: To fund programs for special education students.

Amount: \$ District

***Lottery Prop 20-502**

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

Amount: \$47,891

***Instructional Block Grant-861**

Purpose: To purchase materials and supplies for instructional programs.

District maintained. *Allocation based on CBEDs and per capita has not been determined by state

Amount: \$0

***Instructional Block Grant-861**

\$89,844

Purpose: To purchase materials and supplies for instructional programs.

Maintained locally. *Allocation based on CBEDs and per capita has not been determined by state

Amount:

Safe School Funds

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.

Amount: \$ 6,500

***MAA Funds**

Purpose: To support extended services for all students

Amount: \$15,978

***10th Grade Counseling**

Purpose: To provide sophomores with in-depth guidance time to explore career plans and chart the next two years' classes.

Amount: \$3,996

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***TUPE GRANT**

Amount: \$3,000
.15 FTE

Purpose: Tobacco intervention program

***55:1 (if remains based on proj. enrollment of 1426)**

Amount: \$79,420

Purpose: Restricted instructional materials

Discretionary Block Grant (School Site Council Funds)

Amount: \$0

Purpose: Restricted instructional materials

***CAHSEE intervention funds**

Amount: \$9,300

Purpose: Intervention funds for students to pass the CAHSEE.

Prop 1D (spent in 2010-2011)

Amount: \$3 million

Purpose: Modernization of Facilities for Career Technical Education

***Library Improvement Program Funds**

Amount: \$1,363

***Attendance Incentive**

Amount: \$51,158

CPA Grant

Amount: \$51,755

Prop U Discretionary Money (1444x \$150) (spent in 2010-2011)

Amount: \$216,600

Total Amount: *unknown*

Summary of Programs
(For School Year: 2009 to 2010)

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 1:	(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 2009 WASC visitation.
Target Objectives:	<ol style="list-style-type: none"> 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
<p><i>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).</i></p> <p><i>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.</i></p> <p><i>Raised awareness of EL students among staff.</i></p>	
Analysis of data on program effectiveness/next steps:	
<p>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.</p>	

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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:	<ol style="list-style-type: none"> 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
<i>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.</i>
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 3:	(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: <ul style="list-style-type: none"> • 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:	<ol style="list-style-type: none"> 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 each curriculum twice a year

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Funding Source: Site Funds, CAHSEE funds	
<i>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.</i>	
<i>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.</i>	
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:	<ol style="list-style-type: none"> 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	
<i>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.</i>	
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
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SHS 2011-2012 School Site Plan

Rationale:	To obtain AVID National Demonstration Site designation and strengthen AVID program school-wide.
Target Objective:	<ol style="list-style-type: none"> 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.

<p>Funding Source: AVID Categorical Funds, District Funds, School Site Council Funds, School Site Hourly Budget</p>
<p><i>Program description and positive results:</i> <i>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.</i></p>
<p>Analysis of data on program effectiveness/next steps:</p>
<p>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.</p>

SHS 2011-2012 School Site Plan

**SCHOOL SITE COUNCIL Members
2010-2011**

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			
Gary Snodgrass		X			
Sherry Bingham			X		
Tree Torres			X		
Kim Smith			X		
Jason Cook			X		
Amy Cliffe				X	
Cheryl Tessin				X	
Suzanne Dale				X	
Cameron Bagnas					X
Taylor Berry					X
TOTALS	1	4	4	3	

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	
Valerie Seitz-Art		X	
Lloyd Kaster-Computers-Business		X	
Barbara Shaw-English		X	
John Lelevier and Danny Martinez-Foreign Language		X	
Donna Small-Family/Consumer Science		X	
Lori Ruff-Guidance			X
Luke Fitzgerald-Industrial Tech		X	
Carolyn Teschler-Librarian			X
Jennifer Hudson and Wade Vickery-Math		X	
Kurt Stalman-Performing Arts		X	
Cindy Martin-Science		X	
Doug Coffin-Social Science and ROP		X	
Marla West-Special Ed		X	
Geoff Tobias-Special Ed		X	

Leadership Team

Administrative Leaders:

- | | | |
|----------------------------|----------------------------------|----------------------|
| • Principal | Tim Schwuchow | Admin |
| • Assistant Principals | Larry Oedewalt
Joel Tropp | Admin
Admin |
| • Self Study Coordinators | Barbara Shaw
Carolyn Teschler | English
Librarian |
| • Administrative Secretary | Sherry Bingham | Classified |

Focus Group Leaders

- | | | |
|---------------------------|-----------------------------------|--------------------------------|
| • Assessment | Brooke Crocker
Jennifer Hudson | Social Science/AP
Math |
| • Curricular Path | Dana West
Doug Coffin | English/AVID
Social Science |
| • Instruction | Megan Lilien
Chris Maguire | Science
Special Education |
| • Organization | Michele Estill
Jamea Yaeger | English/EL
English |
| • Student Support/Culture | Lindsay Lane
Lucas Phillips | Counseling
Social Science |

Parent Group Leaders

- Suzanne Dale
- Hope Avila-Acero

Student Group Leaders

- Shannon Fyson
- Kim Gross

Consultant Leaders

- Bridget Barelka
- Marty Johnson
- Jason Kay
- Paul Rupp

RECOMMENDATIONS AND ASSURANCES

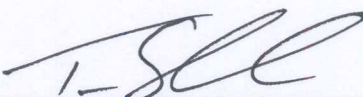
The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

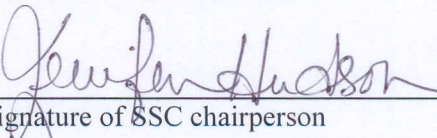
1. The school site council is correctly constituted, and was formed in accordance with district board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district board policy before developing or amending the school plan.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

- 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:

<u>Tim Schwuchow</u>		<u>7/6/11</u>
Typed name of school principal	Signature of school principal	Date

<u>Jennifer Hudson</u>		<u>7/6/11</u>
Typed name of SSC chairperson	Signature of SSC chairperson	Date