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SINGLE PLAN FOR STUDENT ACHIEVEMENT
MOUNT MIGUEL HIGH SCHOOL

3768130-3734761

CDS Code



Date of this revision: November 17, 2011

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

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Grossmont Union High School District

The District Governing Board approved this revision of the School Plan on _____

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Mount Miguel High School

Single Plan For Student Achievement

2011-2012

The process for developing, implementing, and monitoring the Mount Miguel “Single Plan for Student Achievement” (SPSA) and the WASC single school-wide action plan are combined into one process. The SPSA is reviewed and revised each school year. The School Site Council (SSC), composed of the principal and elected representatives from the faculty and classified staff, parents, and students, has been the guiding force. Input is obtained from all stakeholders (administration, all staff, parents, students, and community members). The SPSA is modified and adjusted annually in the quest for continuing improvement, and annual revisions are presented to the district’s Governing Board for approval.

I. MOUNT MIGUEL INFORMATION

A. School Profile

Mount Miguel High School (MMHS), located in Spring Valley, serves an urban-fringe community of San Diego, California. The school has had around 2,000 students per year since it was built in 1954. Mount Miguel is part of the Grossmont Union High School District, which serves approximately 25,000 students, grades 9-12. The district supports nine comprehensive high schools situated throughout eastern San Diego County, plus an alternative high school and two charter high schools. Enrollment has been declining over the past several years; as of November 2011, Mount Miguel has 1,573 students.

Mount Miguel’s students come primarily from five feeder middle schools—La Presa, La Mesa, and Spring Valley Middle Schools (La Mesa-Spring Valley School District) and Palm Middle School and Lemon Grove Middle School (Lemon Grove School District).

Most students come from single-family homes or apartments in the immediate area. A significant population of Mount Miguel (66%, see page 13) is considered to be economically disadvantaged. Further, a portion of the population comes from military families. The district offers students opportunities to attend other schools in the district through its “Choice Program,” but the majority of the students who live in the area opt to attend Mount Miguel. In 2011 approximately 40 students chose to attend other district campuses.

Mount Miguel’s student body reflects the community’s cultural and economic diversity and has undergone many changes in recent years. Statistics reveal a steady increase in the school’s Hispanic population and a corresponding decrease in the White (non-Hispanic) population. As a result of this population shift, Mount Miguel has a significant and consistent percentage of students designated as English Learners (ELs).

Mount Miguel has responded to its demographic change by working to improve its curriculum and instructional methods. Serving a student population with ongoing demographic changes that is highly transient is challenging. In response, the school has a practice of continually adjusting its plans and programs to support its community. Mount Miguel is restructuring programs to be more responsive to its students’ diverse needs and interests in order to have a greater impact on students’ educational and vocational futures.

B. Mission Statement

As a result of attending Mount Miguel High School, all students will acquire knowledge, skills, and understanding that will enable them to be constructive, contributing, and successful citizens.

Expected School-wide Learning Results (ESLRs)

As students complete their education at Mount Miguel High School, they will develop the skills to be:

- Effective Readers
- Competent Writers
- Articulate Speakers
- Quantitative Problem Solvers
- Prepared for Life-Long Learning

Mount Miguel High School Vision Statement

In order to ensure that all students acquire the knowledge, skills and understanding necessary for them to be constructive, contributing, and successful citizens, Mount Miguel High School dedicates itself to providing a school culture centered on academic success. Our school is dedicated to providing all students with a comprehensive and clearly articulated curriculum comprised of what should be learned, how it will be taught, and how learning will be assessed. The staff at Mount Miguel High School provides curriculum and instructional strategies which improve our students' study skills and academic self-sufficiency, promote active involvement of students, provide for their varied experiences, as well as individual abilities and talents. Mount Miguel High School is proud of its parental and community involvement as our parents play an active role in the education of their children, monitor their children's academic performance, and work collaboratively and positively with staff to maximize their children's educational experience. Mount Miguel High School students learn to balance the curricular and co-curricular aspects of school life to promote personal growth and life-long learning. From the classroom to the athletic field to the performing stage, students thrive in a global community and learn to accept the challenge and responsibility of participating and leading in a democracy.

**The Mount Miguel High School Vision Statement has been adopted as a draft. Revisions will be suggested for consideration during the second semester of the 2011-2012 school year.*

Mount Miguel High School's Three Critical Academic Needs

1. *Develop a school culture centered on academic success*
2. *Increase parental and community involvement*
3. *Develop programs for improving study skills and academic self-sufficiency*

C. Title I Status

Mount Miguel is a school-wide Title I school. Mount Miguel has not met the Adequate Yearly Progress (AYP) criteria for the past four years and is identified as a school in year four of Program Improvement. In addition, the Grossmont Union High School District has been identified as a Program Improvement District. Both the district and Mount Miguel are working to meet the goals required to remove their status designations.

Mount Miguel High School did not meet its AYP criteria because significant sub-groups did not achieve sufficient proficiency in English-Language and mathematics.

For 2007-2008, Mount Miguel's API score was 634. In 2008-2009 the score increased to 669, marking a 35-point gain from the previous year. For 2009-2010, Mount Miguel's API advanced 3 points to 672. Mount Miguel's API score for 2010-2011 decreased 13 points to 659. The largest API decrease was for the White subgroup which decreased 43 points. The only subgroup to meet their API growth target was the English Learners subgroup with increased 16 points to 614. Student performance on the CAHSEE

has continued its growth trend, with scores increasing 4% in English and 3% in mathematics. The passing rate for English 71% and mathematics is 78%. These reflect the highest pass rates in Mount Miguel's history.

D. Student Demographics

Mount Miguel's student enrollment has fluctuated over the past five years. In 2006-2007, the population was 1,842 and grew to 1,949 for 2009-2010. Enrollment then declined for the 2010-2011 to 1,670 students. As of November, 2011 the student enrollment stands at 1573. Since 2006-2007, the school's Hispanic population has increased from 43% to 56% and the White (not Hispanic) population has declined from 20% to 12%. Other student populations have remained consistent. The African-American, Filipino, Asian, Pacific Islander, and American Indian/Alaskan Native populations currently represent 21%, 5%, 2%, 2%, and 1% respectively.

E. Faculty/Staff Demographics

Mount Miguel employs 74 teachers, 5 counselors, 1 school psychologist, and 1 librarian, with an average of 11.8 years of experience in education and 10 years in the district. Twenty-seven percent (27%) of the teaching faculty holds a Master's Degree. The Mount Miguel High School teachers have consistently demonstrated an enthusiasm for school improvement initiatives as well as a commitment to solving the academic and attitudinal challenges at Mount Miguel. "No Child Left Behind (NCLB) compliant teachers" staff all of Mount Miguel's core academic courses.

II. PILLARS OF STUDENT ACHIEVEMENT

In 2010-2011, the School Site Council (SSC) took a critical look at the school's overall plan to ensure that it was reflective of its most up-to-date concerns. In this process, trends emerged that helped clarify the specific intents and focus areas, shaping an overall new design. With the main goal of improving student achievement, the staff identified five common ways that they have been working, and will continue to work, to promote student academic and personal success: building *Professional Learning Communities*, developing a *Rigorous Curriculum*, expanding *Student Support and Extended Learning Time*, *Data Monitoring*, and increasing *Parental Engagement*. This became the design, and the following graphic illustrates this concept:

Pillars of Student Achievement

Professional Communities

Rigorous Curriculum

Student Support

Data Monitoring

Parental Engagement

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Professional Communities (PLCs) within the school have been working collaboratively for the last six years. Each school year, new groups and sub-groups are added, structured around subject areas and grade-levels. These teams of teachers design instruction, monitor student achievement, and strategize about ways to improve student performance.

Rigorous Curriculum is provided to ensure that Mount Miguel students can be successful in higher education and/or in careers. School-wide efforts to align courses to standards and improve student assessment and placement have been implemented over the past three years. The Honors/AP enrollment has grown dramatically and department efforts to improve literacy instruction have positively impacted test scores.

Student Support has expanded and a “Pyramid of Interventions” has grown to include more preventative programs and targeted supports that promote home/school collaboration and communication.

Data monitoring is embedded throughout the school’s plan to ensure that efforts are measurable by the data and that feedback is used to re-evaluate the plan, improving services and programs.

Parental Engagement is essential to meeting the school’s goal of student achievement. Families must be active partners in the educational process. Annual conferencing, spring parent conferences, community advisories and partnerships, and information nights are part of the varied initiatives supported by this plan.

Mount Miguel’s commitment to these action steps, called the “Pillars of Student Achievement,” has united the administration, staff, students, parents, and community in the active pursuit of improvement. This new work supports Mount Miguel’s vision, its mission, and its community.

A. Professional Communities

PLC Development: PLC groups work together in the “core” departments (English, math, science and social science) to discuss ways to meet academic goals. PLC groups typically meet during “Collaboration Time” on (24 early-release) Tuesdays during the school year. The counselors and librarians also participate in PLC groups with their peers from other schools in the district.

1. The 9th Grade English PLC team has created common unit and semester tests as well as common writing assessments. A common rubric was also developed to create consistency between teachers and across grade levels. The common writing assessments end with a school-wide Writing Program Assessment (WPA). The team continues to develop common benchmarks as well as analyzing data from these assessments to determine areas of strength and areas that need to be modified.
2. The 10th Grade English PLC is continually refining unit and semester common assessments. These include multiple choice tests and essays. Exam questions and scoring rubrics are aligned to state standards and are able to use Edusoft to analyze student mastery of the standards. The PLC provides leadership in preparing students for the CAHSEE and STAR tests through the production of review materials, distribution of practice tests, and facilitation of targeted after-school tutorials.
3. The English Learner (EL) Program PLC includes teachers from core areas, administrators and counselors. EL courses are integrated into the master schedule with ELD teachers working to align advanced classes with the state’s English Language Arts standards. All teachers in the English Language Mainstream (ELM) have been trained in Specially Designed Academic Instruction in English (SDAIE) strategies. The new teachers focus on implementing SDAIE strategies into their classroom curriculum during their first year of participation in the Beginning Teacher Support and Assessment (BTSA) program. CAHSEE tutorials for EL students are offered after-school.
4. Math PLCs in Algebra IC and Algebra Support, Geometry and Geometry Support have developed and implemented common calendars, assignments, chapter assessments (quizzes, group tests and individual tests) and semester final exams. Teacher-leaders have taken the initiative in this process. This work has helped standardize instruction and grading practices throughout the teams and has improved the coordination between “support” classes and “regular” classes.
5. The Social Science Department PLCs developed aligned assessments and offered Saturday tutorial sessions for world history and United States history students. In 2010-2011, the *Encuentros* program, served underperforming students in a targeted, after-school tutorial and support curriculum.
6. The Biology PLC continues to develop biology learning objectives that match state standards in the form of study guides for the students. They are in the process of implementing common unit, mid-term, and year-end assessments. Biology units were aligned during the summer of 2010 to provide a common course and sequence so that students can receive tutorial help from any biology teacher at any given point in the year.
7. Leadership Team: The previous, and traditional, Department Chair Council was changed into a “Leadership Team.” Its work includes the standard work of Department Chair Council, but the body has moved in the direction of shared instructional leadership. The Leadership Team guides discussions around curriculum and school culture. It meets after school twice monthly instead of once a month.

B. Rigorous Curriculum

A rigorous curriculum for all students challenges each to grow in knowledge and personal maturity by engaging in meaningful and relevant instruction:

1. A-G Requirements for UC and CSU Entrance: Mount Miguel has seen an overall increase in the percentage of graduates completing the "A-G requirements" necessary for University of California and California State University entrance. In 2004-2007, Mount Miguel saw an A-G completion rate of 19% of graduates; 2010-2011 saw 31% of the graduates completing the A-G requirements.
2. Advanced Placement (AP) Program: Total student enrollment in the AP program had shown growth, increasing from 272 students enrolled in 2006 to 539 in the 2010-2011 school year. For the 2011-2012 school year, student enrollment has decreased to 367 students. There has also been a significant percentage decrease beyond the decrease in overall enrollment. The school has made a recent effort to increase offerings in Honors courses at the 9th and 10th grade levels to support growth in AP enrollment. In 2008-2009, Mount Miguel offered 24 honors courses which increased to 25 courses in 2009-2010, and 24 sections 2010-2011. We are currently offering 19 sections of Honors courses. Mount Miguel's overall AP pass rate has increased from 24.5% in 2006-2007 to a high of 28.2% in 2008. The 2010-2011 passing rate was 26%. The Spanish Language AP exam has consistently shown the highest scores with a 92% pass rate in 2010-2011.
3. The Academy of Hospitality and Tourism Management (AHTM) is a "model" academy for both the Grossmont Union High School District and statewide for the California Partnership Academies Program. Nearly 90% of the Academy's 110 students are defined as "at-risk" students when they are selected to enter the program as sophomores. AHTM provides 10th-12th grade students with a career education curriculum targeting the fields of travel and tourism. Business partners provide industry speakers, tours, internships, and courses (economics, marketing, computer applications, and world history/geography) at the high school level and associated community colleges and universities. The 2011-2012 year marks the beginning of the academy's 12th year and 9th graduating class.
4. The Academy of Medical and Health Sciences began in the 2006-2007 aided by a Specialized Secondary Programs grant from the California Department of Education. It offers its 180 students an option to participate in one of its three or four-year programs. Its medical and health sciences curriculum integrate science and health courses with physical education and English. It provides opportunities for mentoring by healthcare professionals and incorporates service learning. The program offers a summer institute and facilitates discovery internships for its 10th-12th grade students.
5. Career and Technical Education (CTE) pathways work in partnership with ROP. Mount Miguel offers the following CTE strands: Hospitality and Tourism Management; Arts, Media, and Entertainment; and, Childhood and Family Development.
6. ROP Courses have continued to increase at Mount Miguel over the past three years in response to student needs for post-secondary preparation. ROP courses include Virtual Enterprise, Restaurant, Cosmetology, Floral Design, Photography, and Teaching Careers.
7. The Matador Early College (MEC) Program is a Smaller Learning Community (SLC) featuring a core group of teachers linked with a group of students representing all four grades. This program began in 2010-2011 and serviced 120 freshmen and 35 targeted 10th grade students in preparation for meeting MEC goals. MEC also provided services to 35 students per grade level in the 10th through 12th grades. The goal of this program is to

create a vertical path that leads to college, and students who select MEC will be prepared to enroll in one community college course their junior year and two their senior year.

8. Benchmark Assessments: Mount Miguel staff has spent considerable time and effort in standards alignment over the past several years. Common benchmark assessments have been developed and used in English, math, social science, and science. The expansion of PLCs to all core departments increased the development of benchmark assessments.

C. Student Support and Extended Learning Time.

Several support initiatives target populations for additional services:

1. Math support courses are offered to any student who need additional support and encouragement in Algebra and Geometry. Students are assigned “math support special studies” in addition to their regular math class.
2. 9th Grade Support Classes: During 2010-2011, most freshmen were enrolled in AVID, JROTC, Matador Early College (MEC), math support, or Special Education (SE) study skills classes designed to deliver key social and academic support services.
3. The AVID program has impacted the Mount Miguel school culture and increased academic rigor. Enrollment has increased over the last several years with a total of 194 students enrolled for the 2011-2012 school year. As a result of targeted effort, AVID has expanded from one multi-grade level section to seven vertically-teamed sections (three 9th grade sections, two 10th grade sections, one 11th grade section, and one 12th grade section). AVID teachers at Mount Miguel have also formed their own PLC to deal with AVID-related issues.
4. Matador Early College (MEC) started in September 2010-2011 as a merger of two earlier programs (the Success Academy and the Matador Pride program). This created a new vertical Smaller Learning Community (SLC) with 9th-12th graders. The goal of MEC is to develop each student’s strengths and enroll students in college courses in their area(s) of interest while still in high school (see “Pathways and Smaller Learning Communities”). MEC offers peer mentoring and support classes during freshman and sophomore years.
5. The Army JROTC program offers specialized support for 9th-12th grade cadets enrolled. JROTC carefully monitors student grades and behavior in their academic classes. JROTC offers travel and competition opportunities at the county, state, and national level. JROTC Color Guards provide service to public events throughout San Diego County.
6. Empowerment Programs are active at the school and involve a wide variety of students. Efforts are made to intervene with struggling students before they reach crisis in their academic or personal life. Group programs and activities work on issues including race/human relations, personal empowerment, drug and alcohol prevention, gang intervention. Mount Miguel sponsors the following programs:
 - Brother-to-Brother and Sister-to-Sister are leadership programs.
 - The Latina Empowerment Conference is a leadership conference.
 - Friday Night Live is a county-wide substance abuse deterrent program.
 - Camp LEAD (Leadership for Equity Access District-Wide) is a race/human relations program.
 - Various Parent groups address general school issues and those relating to sub-groups.

7. The After School Safety and Enrichment (ASSETs) Program provides incentives for schools and communities to work together to establish before- and after-school enrichment programs that provide academic support; educational enrichment; safe, constructive alternatives for high school students; and assistance in passing the California High School Exit Exam. Programs may operate before school, after school, weekends, summer, intersession, and vacation.
8. After-School Tutorials are offered in core and elective subjects by certificated teachers. Tutorials allow students to improve academic knowledge and study skills. The new Matador Tutoring Center is available to all students each Monday, Wednesday and Thursday in the Library. Five teachers assist approximately 90 students each day. Snacks are provided at the end of the one hour tutorial.
9. Special Education (SE) teachers provide support services for resource, special-day and mildly handicapped students. Some SE teachers work in inclusive general education classrooms to support all students. SE teachers also work with the 9th and 10th grade classes in collaborative settings where there are concentrations of SE students. Two recent SE curricular advances include the implementation of a cohesive English curriculum for grades 9-12 and a new reading curriculum to further develop literacy skills. In September 2008, the SE Department adopted a "Super Advocate" model to serve the SE population. The Super Advocate assists most SE students with their Individualized Education Plan (IEP) process and implementation.
10. The Learning Center was opened at Mount Miguel in September of 2009 to meet the needs of 11th, 12th, and fifth-year 12th graders who need a personalized and supportive environment for credit recovery. Two teachers provide computer assisted instruction and other assistance for students to complete core subject curriculum. The individual academic needs are addressed and career guidance provided as students work to meet their graduation goal.
11. The Community Resource Center, also known as the Resource Center has been in operation for the last five years. This on-site center has provided counseling services through Harmonium, a state-funded service program that offers individual and small group counseling. The center's primary goal is to bring together school and community resources to increase the availability of these resources to Mount Miguel's students and their families. Students may be referred by staff, parents, or self-refer to the Student Assistance Program (SAP) team. The SAP team oversees the needs of the students and creates a unique action plan for each student, delivering one or more school and/or community-based services at the school site.

D. Data Monitoring : Assessment Summary

Student achievement can be measured in several ways—including standardized tests required by the state's Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE), and established assessment tests such as the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) exams. The following is a summary of the data:

1. Academic Performance Index (API) Mount Miguel's API was 653 at the last WASC visit in 2006-2007. Since then it declined to as low as 634 only to significantly improve by 35 points in 2008-2009 increasing from 634 to 669. This tremendous growth was not matched in 2009-2010, but still the API increased three points to 672. Last year, 2010-11, the API dropped 13 points to 659 and the school did not meet the Adequate Yearly Progress (AYP) criteria in terms of percent proficient for specific sub-groups in both English-Language Arts and mathematics. Mount Miguel is in year four of Program Improvement.

2. California Standards Test (CST/STAR) Over the last four years, Mount Miguel students demonstrated an increase in proficiency in nearly all content areas as well as grade levels on the CST. Most notably improvement has been marked in history and science, although mathematics and English have also improved.
3. California High School Exit Exam (CASHEE) Mount Miguel High School has seen an increase in the pass rate of students taking the CAHSEE during the past five years (2006-07 to 2010-11). For English-Language Arts (ELA), the pass rate for sophomore (first-time) test-takers increased from 62% in 2006-2007 to 71% in 2010-2011, and the pass rate in mathematics increased from 69% to 78%. On the ELA portion of the test, the passing rate for Special Education students increased significantly from 19% to 30%, while the passing rate for English Learners increased from 36% to 51%. On the Math portion of the test, the passing rate for Special Education students increased from 21% to 31%, while the passing rate for English Learners increased from 53% to 70%.
4. D/F Rates Using "Performance Profile" on the district web site, teachers can notify students, parents and the students other teachers about a potential course failure. Such posting can be done throughout the semester. The counselors and vice-principals track students who are given these notices and counselors and teachers work with students who are performing below expectations in their classes. The review of student progress is continuous and appraisals take place during the year in the wake of grade or D/F reports or upon referral.
5. Absenteeism/Truancies A district administrator works with Mount Miguel and the County Probation to address truancy issues. Student offenders and their parents are informed of truancy laws by our Drop-Out Prevention Specialist (DPS). Every attempt is made to address the attendance issues before they become destructive or academically fatal.
6. Drop-Out Rates The school's dropout rate has increased over the last five years. To address this issue, the school has employed the services of a Dropout Prevention Specialist. The DPS monitors attendance, identifies students with issues, consults with students, parents, and school officials, prepares attendance plans and refers cases to the Student Attendance Review Teams (SART) and Student Attendance Review Boards (SARB).
7. Suspensions Over the past three years, the number of annual suspensions has fluctuated, but the overall number has declined from 417 (2008-2009) to 197 (2009-2010) to 159 (2010-2011). Suspensions dropped 62%.
8. Expulsions Over the past three years there has been a decrease in expellable offenses at Mount Miguel from 27 (2008-2009) to 13 (2009-2010) to 15 (2010-2011).

E. Parental Engagement

Mount Miguel High School views its parents and community stakeholders as vital partners. The staff is reaching out to engage parents and community partners in authentic dialogue that improves academic achievement and enhances community services. The following is an outline of efforts to facilitate involvement:

1. Annual meetings inform parents of our school budget and plan and explain how parents can exercise their rights to be involved school governance:
 - Announcements of parent meetings are posted in the office 72 hours before meeting times.

- An annual parent meeting is held each year prior to our Back-to-School night to inform parents of the opportunities for them to be involved in school and program oversight opportunities: School Site Council (SSC), PTSA, ELAC, Academy Boards, etc.
 - Travel and Tourism and The Medical Academy have advisory boards.
 - AP, AVID, MEC, and JROTC host parent information nights.
 - SSC flyers in English and Spanish are available in the main office and are distributed to parents during the first PTSA and ELAC meetings of the school year.
 - Four Title I overview meetings for parents are provided at the start of each school year. These meetings are offered both in the evening and during the school day and include a presentation to all parents attending Back-to-School Night and the October meetings of our PTSA and ELAC parents.
 - At least six School Site Council (SSC) meetings are scheduled each year. They are publicized in our Single Plan for Student Achievement Summary and all interested parents, staff, and community members are invited to attend.
 - A link (http://www.mountmiguelhs.org/parents/School_Site_Concil.jsp) will be available on the school's website in September 2011-2012. It will include relevant information about Title I (such as basic information about our Title I program; a list of the SSC meeting dates, its agendas, and copies of meeting minutes; and a copy of the SPSA).
2. Parents participate in the ongoing planning and review of our school plan and improvement of its programs:
- Three parent representatives are elected by parents to serve on the SSC.
 - All parents are invited to attend SSC meetings.
 - ELAC consists of an elected board and parent members who attend monthly meetings.
 - The SPSA is presented and discussed at ELAC meetings.
 - At Back-to-School night each year, English and Spanish summaries of the school's goals for improving student achievement, specifics about Title I funding, a list of the SSC meeting dates, and a clear statement of the parental right to be involved with Title I are distributed to parents.
 - Meeting dates of the SSC and ELAC are posted in the main office with a copy of the agenda.
 - Band and Athletic boosters support our extra-curricular programs.
 - The Mount Miguel Foundation is an established non-profit with a mission to raise money and provide resources to the school's academic and co-curricular programs.
3. Program information is provided to each parent during annual conferencing. Printed literature is available in the counseling office to provide students and their families:
- Counselors explain the curriculum, assessments, and proficiency levels students are expected to meet, facilitating the design and review of a four-year, post-secondary plan for each Mount Miguel student.
 - Parents are provided with progress reports mailed home at the sixth and twelfth week of each semester and the final grades at the end of the semester. Similar reports are mailed home at the third and ninth weeks for students in danger of receiving D or F grades in a subject.
 - Teachers distribute a course syllabus to each student. Programs like the AVID, AP, MEC, Travel and Tourism, etc. have parent/student/teacher compacts specific to their programs, listing expectations and providing parents the information they need to be contributing partners.
 - Teachers and parents also keep in contact over the phone, via e-mail and written messages, and scheduled meetings.
 - For the past six years a Parent Institute has provided information to parents explaining the vital role they play in the education of their children. Counselors and administrators attend meetings to connect parents with Mount Miguel's services. Parents who attend institute

training receive a copy of their student's transcript and receive training to enable them review their student's transcript from one of our school counselors. This program was not offered during the 2011-12 school year due to budget cuts, but the school hopes to have the funding for the 2012-13 school year.

- Parents have access via the Internet to our Parent Portal where they can inquire of their student's attendance and academics.
- Evening presentations, such as College Night and FAFSA information night, offer parents opportunities to engage in their student's education and to provide input into their post-secondary plan. The school provides free transportation to this and other parent information events sponsored by the district.

4. Parent opportunities for regular meetings that facilitate their participation in the education of their children include:

- All parents are invited to meet with their student and school counselor at the end of each school. During the meeting, they jointly review their student's progress, modify the student's four-year and post-secondary plans, and select appropriate classes for the upcoming year in line with the student's academic goals and interests.
- Parent Conferencing invites parents to meet face-to-face with teachers in the cafeteria/gym and parents are encouraged to schedule additional conference time with teachers to meet their needs.
- Counselors are available to meet with parents for academic, career, and personal needs. Drop-in appointments can be accessed during lunch, break, and after-school. Counselors have made it a priority to meet at times most convenient for the parent.
- Administration has an open door policy and welcomes parents to visit the school and conference with teachers as needed. Administration will meet with any concerned parent and provide immediate assistance and support.
- Counselors offer referrals to our Resource Center to parents (and students) as appropriate.
- Teachers and parents communicate via phone, e-mail, cards, letters, certificates, and face-to-face conferencing.

Efforts to open Mount Miguel's doors to parents and partners have expanded opportunities for parents to engage as meaningful collaborators. Parent engagement was chosen by the staff as one of the site's focus areas for its 2011-2012 WASC review.

III. SCHOOL DATA IN DEPTH

A. School Profile Data

As of November 17, 2011 enrollment for 2011-2012 is 1573 students.

1. 2011-2012 Breakdown by Sex and Grade

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
09	188	167	355
10	197	187	384
11	197	171	368
12	238	228	466
Total	820	753	1573

2. Mount Miguel's Increasing Diversity

Mount Miguel's student enrollment has seen significant demographic changes over the past few years. The overall enrollment has decreased approximately 400 students in 6 years. While enrollment has gradually decreased over time our Hispanic population has increased 10% over a 5 year period. Our White not Hispanic population, on the other hand, has decreased 6% in the same period of time.

	<u>Enrollment</u>	<u>African American not Hispanic</u>	<u>American Indian or Alaska Native</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic or Latino</u>	<u>Pacific Islander</u>	<u>White not Hispanic</u>	<u>Multiple or No Response</u>
2010-2011	1,664	348 (21%)	13 (1%)	31 (2%)	80 (5%)	925 (56%)	32 (2%)	196 (12%)	39 (1%)
2009-2010	1,901	402 (21.1%)	21 (1.1%)	52 (2.7%)	86 (4.5%)	1,032 (54.3%)	43 (2.3%)	250 (13.2%)	14 (0.7%)
2008-2009	1,949	384 (19.7%)	20 (1.0%)	64 (3.3%)	97 (5.0%)	996 (51.1%)	48 (2.5%)	243 (12.5%)	97 (5.0%)
2007-2008	1,944	397 (20.4%)	28 (1.4%)	71 (3.7%)	96 (4.9%)	958 (49.3%)	50 (2.6%)	312 (16.0%)	32 (1.6%)
2006-2007	1,909	376 (19.7%)	33 (1.7%)	75 (3.9%)	88 (4.6%)	886 (46.4%)	50 (2.6%)	357 (18.7%)	44 (2.3%)

3. EL Student Population

Mount Miguel has had a steady increase in the number of English Learners who participate in the EL program. This population continues to grow, and it is in need of the support provided by the EL program.

a. EL Students by Year and Program

<u>School Year</u>	<u>Enrollment</u>	<u>English Learners</u>	<u>Fluent-English-Proficient Students</u>	<u>Students Redesignated FEP</u>
2010-2011	1664	354 (21.3%)		14 (.8%)
2009-2010	1,901	349 (18.4%)	290 (15.3%)	19 (1%)
2008-2009	1,935	234 (12.1%)	224 (11.6%)	0 (0%)

2007-2008	1,944	353 (18.2%)	338 (17.4%)	19 (1%)
2006-2007	1,909	352 (18.4%)	278 (14.6%)	10 (.5%)

b. English Learner Numbers by Grade

English Learners	2011-2012	2010-2011	2009-2010	2008-2009
9 th Grade	84	93	59	106
10 th Grade	97	71	95	85
11 th Grade	74	112	77	26
12 th Grade	117	94	116	17
Total	372	370	349	234

B. Title I Data

Special Categories of Students: Approximately 70% of Mount Miguel students are eligible to receive free or reduced lunches based on data from the 2011-2012 school year. This economic indicator qualifies Mount Miguel for school-wide Title I funding for 2011-2012.

1. Free and Reduced Price Meals 2007-2012

School Year	Enrollment	<u>Free & Reduced Price Meals</u>
2011-2012	1573	1,108 (70.4%)
2010-2011	1,670	1,103 (66%)
2009-2010	1,901	1,057 (55.6%)
2008-2009	1,949	988 (50.7%)
2007-2008	1,944	1,128 (57.6%)

C. Faculty/Staff Demographics

1. Mount Miguel High School Certificated Staff 2011-2012

	Number of Staff	Full-Time Equivalents
Administrators	4	4
Pupil Services	7	7
Teachers	65	65

2. Mount Miguel High School Teaching Credentials 2010-2011

	Number of Credentials * (Teachers may hold more than one)	Percent of Total
Full Credential	65	100%
University or District Intern	0	0%
Emergency	0	0%
Waiver	0	0%
Total	65*	100%

*CDE/DataQuest Numbers

The certificated staff includes four administrators, five counselors, a full-time psychologist, a

speech/hearing therapist, and librarian. There are also 13 classified staff members, a school resource officer, six campus supervisors, 6 custodians or grounds persons, 14 cafeteria workers and several classroom aides.

D. Student Performance Data Summary

1. Academic Performance (API) and Adequate Yearly Progress (AYP)

a. API Scores by Year

Year	Students tested	API Score	API Base	State-wide Rank	Similar Schools Rank	Growth Target	API Growth	School-wide Target
2010-2011	1018	659	672	2	4	6	-13	N
2009-2010	1013	673	669	3	6	7	4	N
2008-2009	1172	669	634	3	6	7	36	Y
2007-2008	1211	634	634	2	3	8	0	N
2006-2007	1247	634	653	2	2	8	-19	N

2008-2009 saw a significant increase in the API Score of 36 points. The 2010-2011 API score decreased 13 points.

b. Academic Performance Index (API) – by Sub-Groups 2010-2011

Sub groups	Number of Students Included in 2011 API	2010 API Score	2009 API (Prior Base)	2010 API Target	2010 API Growth	Met Target?
African American	216	639	653	7	-14	N
Hispanic or Latino	563	652	653	7	-1	N
White not Hispanic	143	666	709	5	-43	N
Economically Disadvantaged	737	647	651	7	-4	N
English Learners	313	614	598	10	16	Y
Students with Disabilities	130	427	430	19	-3	N

c. Adequate Yearly Progress (AYP) 2010-2011

Made 2011 AYP:	No	
Met 13 of 25 AYP Criteria		
Met 2011 AYP Criteria:	English & Language Arts	Mathematics
Participation rate	Yes	Yes
Percent proficient	No	No
API - Additional indicator for AYP	No	
Graduation rate	Yes	
Program Improvement (PI)		
PI Status	In PI Year 4	

d. Adequate Yearly Progress (AYP) – by Sub-Groups 2009-2010

GROUPS	PERCENTAGE TESTED		PERCENTAGE PROFICIENT	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
School-wide	Yes	Yes	No	No
African American or Black (not of Hispanic origin)	Yes	Yes	No	No
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	Yes	Yes	Yes	Yes
Students with Disabilities	No	No	--	--

2. California Standards Tests (CST/STAR) 2010-2011

Mount Miguel students demonstrated a slight increase in proficiency in Language Arts and Mathematics, while decreasing in proficiency in History, Grade 10 Science and Science.

a. California Standards Tests – Test Summary Report

Mount Miguel High School	Language Arts Percent Proficient and Above	History Percent Proficient and Above	Math Percent Proficient and Above	Science – Gr 10 Percent Proficient and Above	Science – End of Course Percent Proficient and Above
2010-2011	27.6%	34.7%	13.9%	28.1%	23.3%
2009-2010	27.5%	36.9%	13.3%	29.9%	26.9%
2008-2009	26.9%	30.3%	14.8%	24.7%	23.9%
2007-2008	25.7%	23.5%	14.3%	28.1%	17.3%
2006-2007	25.9%	22.2%	12.9%	16.5%	15.5%

b. California Standards Tests - Change from the Previous Testing Year

Mount Miguel High School	Language Arts Percent Proficient and Above	History Percent Proficient and Above	Math Percent Proficient and Above	Science – Gr 10 Percent Proficient and Above	Science – End of Course Percent Proficient and Above
2010-2011	+1.1%	-2.2%	+6.6%	-1.8%	-3.6%
2009-2010	+0.6%	+6.6%	-1.5%	+5.2%	+3%
2008-2009	+1.2%	+6.8%	+0.5%	-3.4%	+6.6%
2007-2008	-0.2%	+1.3%	+1.4%	+11.6%	+1.8%

c. California Standards Test by Grade and Subject

Grade/Test	Year	# Tested Students	% Adv or Proficient	1 Year Change	% Below or Far Below Basic	1 Year Change
9th Grade English/ Language Arts	2011	349	34%	-1%	33%	-1%
	2010	359	35%	+4%	34%	-2%
	2009	429	31%	-4%	36%	5%
	2008	425	35%	4%	31%	-2%
	2007	466	31%	Baseline	33%	Baseline
10th Grade English/ Language Arts	2011	343	26%	+2%	45%	+1%
	2010	410	24%	+2%	44%	+2%
	2009	415	26%	3%	42%	-5%
	2008	443	23%	2%	47%	0%

	2007	454	21%	Baseline	47%	Baseline
11th Grade English/ Language Arts	2011	389	23%	---	50%	+4%
	2010	339	23%	-1%	46%	-3%
	2009	434	24%	5%	49%	-3%
	2008	397	19%	-6%	52%	4%
	2007	418	25%	Baseline	48%	Baseline
9th Grade Algebra I	2011	239	18%	+3%	51%	-7%
	2010	283	15%	-17%	58%	4%
	2009	375	32%	17%	54%	-4%
	2008	328	15%	-3%	58%	-4%
	2007	302	18%	Baseline	62%	Baseline
10th Grade Algebra I	2011	126	10%	-1%	68%	-21%
	2010	189	11%	5%	89%	21%
	2009	201	6%	1%	68%	-5%
	2008	205	5%	-1%	73%	3%
	2007	248	6%	Baseline	70%	Baseline
11th Grade Algebra I	2011	57	7%	+5%	70%	+8%
	2010	44	2%	-3%	62%	-16%
	2009	102	5%	3%	78%	2%
	2008	91	2%	-2%	76%	5%
	2007	136	4%	Baseline	71%	Baseline
9th Grade Geometry	2011	82	33%	-6%	30%	-4%
	2010	64	39%	-9%	34%	22%
	2009	50	48%	-8%	12%	6%
	2008	46	56%	12%	6%	-14%
	2007	61	44%	Baseline	20%	Baseline
10th Grade Geometry	2011	135	3%	-3%	73%	+3%
	2010	152	6%	1%	70%	-8%
	2009	153	5%	-11%	78%	23%
	2008	124	16%	6%	55%	-6%
	2007	104	10%	Baseline	61%	Baseline
11th Grade Geometry	2011	120	4%	+4%	87%	+1%
	2010	121	0%	-1%	86%	-8%
	2009	136	1%	-1%	94%	15%
	2008	126	2%	0%	79%	5%
	2007	66	2%	Baseline	74%	Baseline
10th Grade Algebra II	2011	57	30%	-7%	30%	-4%
	2010	65	37%	-12%	34%	13%
	2009	47	49%	-2%	21%	-3%
	2008	63	51%	15%	24%	4%
	2007	39	36%	Baseline	20%	Baseline
11th Grade Algebra II	2011	118	3%	---	77%	-1%
	2010	116	3%	-2%	78%	-3%
	2009	115	5%	-3%	81%	3%
	2008	84	8%	-4%	78%	11%
	2007	94	12%	Baseline	67%	Baseline
10th Grade World History	2011	327	38%	-2%	33%	-3%
	2010	406	40%	8%	36%	-10%
	2009	398	32%	8%	46%	-4%
	2008	431	24%	6%	50%	1%
	2007	421	18%	Baseline	49%	Baseline
11th Grade US History	2011	385	33%	-1%	36%	-2%
	2010	336	34%	4%	38%	-4%
	2009	421	30%	5%	42%	-1%
	2008	392	25%	-2%	43%	3%
	2007	378	27%	Baseline	40%	Baseline
10th Grade Life Sciences	2011	342	28%	-1%	38%	+2%
	2010	415	29%	4%	36%	-3%
	2009	413	25%	-3%	39%	5%
	2008	445	28%	12%	43%	-2%
	2007	399	16%	Baseline	61%	Baseline
9th Grade Biology	2011	82	44%	-15%	20%	+18%
	2010	44	59%	15%	2%	-16%
	2009	49	44%	-1%	18%	5%
	2008	42	45%	1%	15%	-2%
	2007	52	44%	Baseline	14%	Baseline
	2011	275	22%	-3%	45%	+7%

10th Grade Biology	2010	352	25%	4%	38%	-2%
	2009	347	21%	0%	40%	5%
	2008	340	21%	7%	44%	-2%
	2007	338	14%	Baseline	49%	Baseline
11th Grade Biology	2011	139	10%	+4%	63%	-6%
	2010	32	6%	-9%	69%	20%
	2009	35	15%	10%	49%	-6%
	2008	44	5%	0%	55%	-8%
10th Grade Chemistry	2007	65	5%	Baseline	63%	Baseline
	2011	43	42%	-11%	12%	-8%
	2010	15	53%	+29%	20%	-16%
	2009	21	24%	-10%	36%	11%
11th Grade Chemistry	2008	24	34%	10%	25%	15%
	2007	54	24%	Baseline	10%	Baseline
	2011	193	23%	-1%	29%	-3%
	2010	155	24%	0%	32%	-10%
11th Grade Earth Science	2009	172	24%	18%	42%	-14%
	2008	126	6%	-7%	56%	17%
	2007	141	13%	Baseline	39%	Baseline
	2011	14	0%	---	100%	+8%
11th Grade Physics	2010	8	-	-	-	-
	2009	12	0%	-3%	92%	7%
	2008	78	3%	-6%	85%	32%
	2007	95	9%	Baseline	53%	Baseline
11th Grade Physics	2011	8	-	-	-	-
	2010	8	-	-	-	-
	2009	17	47%	16%	24%	7%
	2008	29	31%	15%	17%	-10%
2007	64	16%	Baseline	27%	Baseline	

3. California High School Exit Exam (CASHEE) Pass Rate Data

		English Language Arts		Mathematics	
		# Tested	% Passed	Tested	% Passed
March 2011	School-Wide	346	71%	352	78%
	English Learner	69	52%	68	69%
	RFEP Students*	52	87%	53	94%
	Special Education	42	31%	45	33%
	Socioeconomically Disadvantaged	241	73%	245	80%
March 2010	School-Wide	417	67%	418	76%
	English Learner	104	39%	101	68%
	RFEP Students*	42	90%	43	93%
	Special Education	44	7%	40	23%
	Socioeconomically Disadvantaged	296	64%	297	74%
March 2009	School-Wide	423	67%	427	78%
	English Learner	91	29%	92	63%
	RFEP Students*	63	92%	64	95%
	Special Education	46	28%	45	24%
	Socioeconomically Disadvantaged	282	68%	282	78%
March 2008	School-Wide	455	68%	444	69%
	English Learner	104	39%	97	54%
	RFEP Students*	56	89%	56	89%
	Special Education	35	9%	29	17%
	Socioeconomically Disadvantaged	242	64%	236	67%
March 2007	School-Wide	466	62%	459	69%
	English Learner	99	30%	96	56%
	RFEP Students*	42	88%	42	88%
	Special Education	47	19%	37	16%
	Socioeconomically Disadvantaged	285	56%	279	66%

* RFEP Students: Redesignated Fluent-English Proficient Students

4. Advanced Placement (AP) Program

a. Number of Students taking the AP tests

Mount Miguel has seen a significant increase in the number of students taking the AP tests in the past five years. The percentage of students with a passing score on one or more of these exams was 35% which is well below the California State percentage.

	2010-11	2009-10	2008-09	2007-08	2006-07
MM # Students	230	207	148	113	117
MM # Tests	374	411	257	196	227
MM # Tests Passed	80	87	52	49	52
MM % Passed	34.8%	42%	35.1%	43.4%	44.4%
CA. # Students	301,519	282,819	265,107	252,099	239,333
CA. # Tests	555,102	518,476	481,161	457,163	435,064
CA % Passed	63.7%	64.2%	64.4%	62.8%	63%

b. Advanced Placement Classes: Enrollment and Offerings

	2011-12	2010-2011	2009-2010	2008-2009	2007-2008
English 1Lang	51	91	88	75	51
English 2 Lit	34	93	70	37	46
Am Government	83	88	85	50	56
AP European History	81	101			
US History	54	101	95	78	53
Calculus	26	25	32	19	21
Spanish Lang	15	23	28	20	29
Spanish Lit		-	-	-	-
Art History		-	-	-	34
Stu/Draw	1	1	-	2	1
AP Physics	22	39	38	-	-
Total	367 13 sections	539 17 sections	436 13 sections	281	291

c. Additional Honors Courses: Enrollment and Offerings

In addition to the AP classes above, enrollment for the following honors level courses is listed:

	2011-2012		2010-2011		2009-2010		2008-2009	
	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment
English 1H	46	2	61	3	3	66	3	55
English 3H	77	2	93	3	3	97	3	97
French 5H	6	1	6	1	1	5	1	3
French 7H	5	(combined)	3	(combined)	(combined)	2	(combined)	8
Spanish 5H	11	1	6	1	(combined)	23	1	4
Geometry IH	59	2	61	2	4	77	3	91
Algebra II H	60	2	87	3	2	65	2	59
Pre-Calc IH	42	2	62	2	1	57	2	42
Biology IH	58	2	75	3	2	103	1	69
Chemistry 1H	56	2	94	3	1	72	2	40
Bio/Chem	13	1	26	1	1	9	1	21
In/Geog 1H	45	2	82	3	3	100	3	103
W History 1H	Replaced w/AP European History		Replaced w/AP European History		3	104	3	90
Total	478	19	653	25	24	780	25	682

5. A-G Requirements for UC and CSU Entrance

Mount Miguel had seen steady increases over the last seven years in the percentage of graduates completing the A-G requirements. But, there was a significant decrease of 6% in the percentage of graduates completing A-G requirements.

a. Graduates Meeting UC and CSU A-G Requirements

Year of Graduation	Number of Graduates	Number of Graduates Meeting A-G Requirements	Percent of Graduates Meeting A-G Requirements
2010-2011	312	75	24%
2009-2010	371	115	31%
2008-2009	301	99	33%
2007-2008	318	102	32%
2006-2007	312	90	29%
2005-2006	327	72	22%
2004-2005	335	60	18%

6. Other Scores

a. SAT Scores

SAT scores for Mount Miguel students have been quite consistent in both the verbal and math sections. In 2007-2008 the SAT testing sections changed to include critical reading, math, and writing.

	2010-2011	2009-2010	2008-2009	2007-2008
MMHS Critical Reading	427	444	423	447
GUHSD Critical Reading	-	504	501	498
CA Critical Reading	494	501	495	494
MMHS Math	445	466	443	458
GUHSD Math	-	518	514	514
CA Math	513	520	513	513
MMHS Writing	427	343	419	442
GUHSD Writing	-	496	494	497
CA Writing	494	500	494	504

b. California English Language Development Test Report

Grade/Test	Year	9	10	11	12	Total
Advanced	2010-2011	9 15%	2 13%	4 16%	1 7%	16 14%
	2009-2010	14 18%	0	2 5%	0	16 10%
	2008-2009	8 10%	4 5%	13 13%	10 12%	35 10%
	2007-2008	0 0%	5 5%	3 4%	10 11%	18 5%
Early Advanced	2010-2011	27 44%	4 27%	7 28%	2 14%	40 35%
	2009-2010	26 33%	12 44%	16 40%	10 48%	64 39%
	2008-2009	26 33%	26 31%	42 43%	34 40%	128 37%
	2007-2008	14 21%	28 28%	34 41%	29 33%	105 31%
Intermediate	2010-2011	15 25%	3 20%	9 36%	7 50%	34 30%
	2009-2010	22 28%	5 19%	10 25%	6 29%	43 26%
	2008-2009	32 41%	35 42%	25 26%	26 31%	118 44%
	2007-2008	40 60%	44 44%	28 34%	28 32%	140 42%
Early Intermediate	2010-2011	4 7%	5 33%	3 12%	3 21%	15 13%
	2009-2010	11 14%	5 19%	8 20%	5 24%	29 17%
	2008-2009	12 15%	17 20%	10 10%	9 11%	48 14%
	2007-2008	11 17%	17 17%	11 13%	12 14%	51 15%
Beginning	2010-2011	6 10%	1 7%	2 8%	7 7%	10 9%
	2009-2010	5 6%	5 19%	8 20%	5 24%	29 17%
	2008-2009	1 1%	1 1%	7 7%	5 6%	14 4%
	2007-2008	1 2%	6 6%	7 8%	9 10%	23 7%
Total Number Tested	2010-2011	61 100%	15 100%	25 100%	14 100%	115 100%
	2009-2010	78 100%	27 100%	40 100%	21 100%	166 100%
	2008-2009	79 100%	83 100%	97 100%	84 100%	343 100%
	2007-2008	66 100%	100 100%	83 100%	88 100%	337 100%

E. Support and Intervention Processes

1. Individual Intervention

Individual student records as well as subject and student sub-group data are kept.

a. The D/F Grade Report

	2010	2009	2008	2007	2006
English	23.83%	26.54%	27.28%	29.05%	32.46%
Mathematics	40.13%	42.40%	43.07%	42.70%	45.51%
Science	29.84%	33.19%	33.49%	30.18%	45.81%
Social Science	29.71%	33.33%	30.57%	28.95%	31.51%

b. Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English Learners	All	Significant achievement gap on CSTs and CAHSEE
Gifted and Talented students	All	A-G completion rate and AP passing rate are below district averages
Special Education participants	All	Significant achievement gap on CSTs and CAHSEE
Other student groups: Low SES	All	Significant achievement gap on both CSTs and CAHSEE
African American and Hispanic/Latino	All	Improvement with both subgroups on CSTs but still achievement gap; improvement shown on CAHSEE however: these subgroups reported lower scores than the site passing rate in ELA (Hispanic) and Math (both sub-groups)

c. Progress Reducing Dropout Rates

The school's dropout rate has increased in the last few years. The exact amount of the dropout increase is difficult to compute, possibly due, in part, to differing methods of tracking student movement statewide. In an effort to reduce these differences and obtain consistent data, the school's Site Support Technician joined other individuals from local school sites to receive training from the district in consistent data reporting.

i. Mount Miguel High School Dropout Rate

	2009-2010	2008-2009	2007-2008*	2006-2007	2005-2006
Enrollment	1,888	1,935	1,944	1,909	1,842
Dropout Number	120	117	88	82	57
MMHS Dropout Rate	6.4%	6%	4.6%	4.3%	3.1%
District Dropout Rate	3.5%	3.6%	3.3%	2.4%	3.4%
State Dropout Rate	4.6%	5.7%	5.5%	3.8%	3.4%

ii. Dropouts by Ethnic Designation (Data available through 2010-2011)

	Amer. Ind. or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Response
Mount Miguel High School	2 (9.5%)	2 (3.8%)	2 (4.7%)	3 (3.5%)	72 (7%)	26 (6.5%)	13 (5.2%)	2 (4.4%)

b. Suspension, Expulsion and Discipline Data

	MMHS Suspensions	GUHSD Suspensions	MMHS Expulsion	GUHSD Expulsions
2010-2011	258	3240	15	205
2009-2010	197	2,003	13	148
2008-2009	417	4,198	27	236

2007-2008	367	3,115	19	195
2006-2007	496	3,830	22	196

V. Ongoing Improvement

School Goals for Improving Student Achievement

In 2006, the Western Association of Schools and Colleges (WASC) Visitation Committee identified seven “key issues” at Mount Miguel and submitted their recommendations. These seven recommendations were integrated with the five existing Single Plan for Student Achievement (SPSA) goals effective in 2006; the resulting combined goals numbered nine. These nine goals are described below:

- Goal #1: The district, site administration, counselors, department heads and involved school staff will significantly increase the number of students achieving success in the core academic classes. All students will meet or exceed grade level standards, minimally achieving proficiency or better by 2013-2014.
- Goal #2: All EL students will become proficient in English and meet or exceed grade level standards with minimal proficiency or better in ELA, reading and math by 2013-2014.
- Goal #3: All Special Education students, unless designated by their IEP for California Alternate Performance Assessment (CAPA) testing, will meet or exceed grade level standards with minimal proficiency or better in ELA, reading and math by 2013-2014.
- Goal #4: MMHS will continue to expand its efforts to improve race and human relations and will maintain this as a priority. Learning environments will be safe, violence, drug, and tobacco free and conducive to learning.
- Goal #5: The district, site administration, counselors, department heads, and instructional staff will work collaboratively to significantly increase the number of students fulfilling A-G university requirements. MMHS staff, students, parents, and community will work in partnership to support students as they seek to graduate from high school as well rounded individuals prepared for post-secondary education or work.
- Goal #6: The district, site administration, counselors, department heads, and instructional staff will work collaboratively to increase the number of students passing academically accelerated classes. Efforts will be made to increase the number of students taking and passing the AP exams.
- Goal # 7: MMHS will continue to improve the literacy skills of its students by focusing on both reading and writing across the curriculum.
- Goal #8: MMHS administration, counselors, and staff will work to decrease chronic absenteeism, trancies, and tardies.
- Goal #9: MMHS administration will continue to work with the district to develop and implement a plan to provide for the upgrade and/or modernization of the school’s educational facilities.

1. The district, site administration, counselors, department heads and involved school staff will significantly increase the number of students achieving success in the core academic classes. All students will meet or exceed grade level standards, minimally achieving proficiency or better by 2013-2014.

Plans for Improving Student Achievement

Rationale: Mount Miguel has identified the need to strengthen student achievement and success on statewide assessments. This goal also aligns with state and federal requirements (No Child Left Behind).

ESLR's: Effective readers, competent writers, and quantitative problem solvers.

Student groups participating in this goal: All students

The following progress has been made during the 2010-2011 school year:

Professional Communities

- Every effort was made to schedule teachers into no more than two different teaching assignments to enable all teachers to fully participate in the related PLC work and communication.
- During the 24 Collaborative Tuesdays throughout the 2009-2010 school year, the PLCs (and sub-groups) met, as needed to align curriculum to the CA State Content Standards, and to plan instruction, calendars and assessments. PLCs continue to meet this school year.
- Each PLC self-checked their progress in accomplishing team-determined goals for the year.

Rigorous Curriculum

- SmartBoards and other technologies have been installed into classrooms as they are modernized to assist in engaging students in the learning process.
- Science and social science teachers adopted new textbooks aligned to California Standards.
- Teachers, with principal approval, will attend workshops and conferences to expand their understanding of their subject area and instructional strategies to enhance student engagement.
- AVID courses are offered in all for grades: Eighty-eight 9th grade students, in three classes, fifty-three students in two 10th grade classes, fifty-five students in two 11th grade class and thirty students in one 12th grade "senior seminar AVID"
- One hundred and eleven students participated in the continuing Learning Center program. It was started in September 2009 to provide assistance for 11th, 12th and fifth-year 12th graders who need a personalized and supportive environment for credit recovery so they can graduate. The program provides two teachers and uses computer-assisted instruction.

Student Support and Extended Learning Time

- 228 students participate in 8 AVID classes where teachers monitor progress and provide extended learning time.
- Certain advanced classes, JROTC courses, Marching Band, and MEC offer academic monitoring and peer mentoring for participating students.
- Math students who continue to show up on the D&F List or Progress Reports have been scheduled into Math Support classes. Counselor/Academic Advisor/VP teams monitor biweekly D&F Lists and make program changes or parent contacts as necessary.
- Math Support classes were offered for Basic Algebra (3 classes, Algebra 1C (3 classes) and Geometry 1C (2 classes) allowing struggling math students to be in two math classes simultaneously for extra practice and reinforcement.
- After-school tutorials were offered in all core subject areas.
- CAHSEE English and math tutorials were offered several times a year for any students needing the practice and help. Special Education, EL and Title I students are encouraged to participate.
- GATE students have been offered tutorials as support for class work and in preparation for the AP exams.

Data Monitoring

- D&F lists and formal progress reports are used for monitoring academic performance. D&F information can be posted after the third, ninth and fifteenth weeks, and progress reports are produced after the sixth and twelfth weeks of each semester.
- PLC teams plan common assessments, review assessment results, and modify future instruction based upon assessment results.

Parental Engagement

- Students and parents are able to access student academic progress via the “Student Portal” and “Parent Portal” on the district’s secured website at www.guhsd.net. Ongoing information on student grades, attendance, discipline and possible fines/debts is available
- For planning purposes, information on dates for standardized testing and finals, etc. is available to students and parents. General school information, in English and Spanish, is available at the school website at www.mountmiquelhs.org.
- Parents can contact teachers directly via email using the school’s website.
- Classroom phone numbers and teacher email addresses are listed under the teacher’s name on district site, <http://portal.guhsd.net>.

Performance gains expected for these students:

- During the 2010-11 school year, there will be a 10% decrease in the percentage of students receiving semester grades of D or F when compared to similar data from the previous year.

Goal in 2010-2011	Data pending
Goal Not Met in 2009-2010 -	25.97% received semester grades of D or F which provided a 2.15% decrease but the goal had been 2.7%
Goal Met in 2008-2009 -	27% received semester grades of D or F
Goal Not Met in 2007-2008 -	34% received semester grades of D or F
- By the end of the 2010-11 school year, the percent of students in each sub-group scoring proficient or above on the CST’s in all four core subject areas will increase by 5%, and 5% of the students scoring below basic or far below basic in 2009-10 will score basic or above.

2009-2010 (Goal Met in subjects with asterisks (*))

<u>Proficient & Advanced</u>	<u>Change</u>	<u>Below Basic & Far Below</u>	<u>Change</u>
English	27.7% (+.8%)	English	41.3% (-1.4%)
Math	13.3% (+11.5%)	Math	62.9% (-1.3%)
Social Science (*)	37.1% (+6.2%)	Social Science (*)	37% (-7%)
Science	27.1% (+3%)	Science	35.5% (-4.1%)

2008-2009 (Goal Met in subjects with asterisks (*))

<u>Proficient & Advanced</u>	<u>Change</u>	<u>Below Basic & Far Below</u>	<u>Change</u>
English	26.9% (+1.2%)	English (*)	42.7% (-.5%)
Math	14.8% (+.5%)	Math	64.2% (+2.7%)
Social Science (*)	30.9% (+7.4%)	Social Science (*)	44% (-3.5%)
Science	24.1% (+2.6%)	Science (*)	39.6 (-6.3%)

2007-2008 (Goal not Fully Met)

<u>Proficient & Advanced</u>		<u>Below Basic & Far Below</u>	
English	25.7%	Basic English	43.2%
Math	14.3%	Math	61.4%
Social Science	23.5%	Social Science	47.5%
Science	21.5%	Science	45.9%

- By the end of the 2010-2011 school year, the number of students scoring proficient or above on the CAHSEE will meet the minimum percentage proficiency required for AYP. (Goal partially Met in 2009)

English	2009-2010	32.1%	2008-2009	44.5%	2007-2008	36.55%
Math	2009-2010	42.2%	2008-2009	43.5%	2007-2008	37.31%

*English – no specific sub-group met the target.

*Math – no specific sub-group met the target

*Each student needs a score of 350 for “passing” and a score of 380 is needed for “proficiency.”

- By the end of the 2010-2011 school year, there will be an increase of 5% in the number of students at each grade level receiving a score 4 or above on the WPA (Writing Program Assessment). A score of four (4) is considered proficient (meets standards).

(Goal Not Met in 2010, 2009 or 2008)

2009-2010	Data is unavailable at this time					
2008-2009	6-0	5-9	4-172	3-309	2-116	1-15
2007-2008	6-0	5-11	4-164	3-399	2-156	1-7

2008-2009 - Total with 4 or > = 181 (Increase of 3.4% from pervious year)

2007-2008 - Total with 4 or > = 175

(For year 2008-2009, data for grades 10 and 11 is used. For year 2007-2008, grade levels unknown)

Means of evaluating progress toward this goal: Disaggregated longitudinal data.

Group data needed to measure academic gains: School and District D&F rates, CST (Star/CST), CAHSEE, and GUHSD Writing Performance Assessment (W.P.A.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>Professional Communities</i>				
1. Teachers will be scheduled to teach a maximum of two different courses, whenever possible to enable all teachers to fully participate in various PLC groups.	1. Principal (Steve Coover) & VP (Jamie Holding)	1. None	1. None	1. None
2. Each PLC will meet during the year to align curriculum to CA State Content Standards, develop pacing calendars, and develop common assessments.	2. PLC Lead Teachers & Dept. Chairs	2. Curriculum Writing Rate (CRW) for work	2. \$20,000	2. Title I, EIA, MAA, CAHSEE
3. PLCs (and sub-groups) will meet, as needed, to plan instruction, finalize assessments, review assessment results, and modify future instruction based upon assessment results.	3. Principal (Steve Coover), VP (Ben Smith), PLC Leads, Dept. Chairs.	3. Collaborative Tuesdays and release days	3. \$5,000	3. Title I, EAI, MAA, CAHSEE
4. All PLC course teams will self-check their progress in accomplishing team-determined goals during the year.	4. Team Leaders	4. CWR and substitutes	4. \$15,000	4. Prof. Dev, Title I, EIA, MAA, CASHEE

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Rigorous Curriculum</i></u>				
1. SmartBoards and other technologies will be purchased to assist in engaging students in the learning process.	1. Principal (Steve Coover)	1. Various Technologies	1. \$28,000	1. Title I, EIA, MAA, CAHSEE
2. Science and social science teachers will adopt new textbooks aligned to California State Standards.	2. Science, Social Science Dept. chairs (Nathan Samuels, Haim Mizrahi)	2. Textbooks	2. \$50,000	2. Lottery Funds, 861
3. Teachers, with principal approval, will attend workshops and conferences to expand their understanding of their subject area and instructional strategies to enhance student engagement.	3. Principal (Steve Coover), Dept. Chairs, Team Leads	3. Conference Attendance	3. \$15,000	3. Title I, EIA, MAA, CAHSEE
4. AVID courses are offered at all grade levels.	4. VP (Jamie Holding), AVID Coord. (Kathleen Murphy), Support AVID teachers	4. 9 Sections	4. \$119,000	1. Title I, EIA, MAA,
5. Learning Center classes will provide online instruction for 11 th , 12 th and fifth-year 12 th graders for credit recovery.	5. Principal (Steve Coover), Learning Center Coordinator (April Baker)	5. Nine sections of Learning Center instruction	5. \$153,000	5. Title I, Title I Prof. Dev.
<u><i>Data Monitoring</i></u>				
1. D&F Lists will be utilized after the 3 rd , 9 th and 15 th weeks, for frequent monitoring of student academic performance.	1. Counselors and teachers	1. None	1. None	1. None
2. Counselor/Academic Advisor/VP teams will monitor 3-week D&F Lists and make program changes or parent contacts as necessary	2. Grade level teams	2. None	2. None	2. None
3. Students who continue to show up on the D&F List from math classes will be scheduled into Math support classes from their elective classes.	3. Counselors assigned by student's last name	3. None	3. None	3. None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Student Support and Extended Learning Time</i></u>				
1. 226 students participate in 9 AVID classes where teachers will monitor progress and provide extended learning time.	1. AVID Coord. (Kathleen Murphy), Support AVID teachers	1. Nine Sections	1. \$119,000	1. Title I, EIA, MAA
2. The MEC Program will serve approximately two hundred and eighty in all four grades who are identified as under-prepared.	2. VP (J. Holding), MEC Coordinator (Harold Mumford)	2. Two periods of special study mentoring	2. \$34,000	2. Title I, EIA, MAA
3. Math Support classes are offered for Algebra 1C and Geometry 1C classes allowing extra instruction for struggling students.	3. VP (J. Holding), Math Dept. Chair (Mike Love)	3. Unknown	3. Unknown	3. Unknown
4. After-school tutorials will be offered in all core subject areas.	4. VP (Jay Guerra)	4. Teacher Pay	4. \$44/hour	4. Suppl. Instruction, ASSETs
5. CAHSEE English and math tutorials will be offered several times during the year, with special participation encouragement given to EL, Special Education and Title I students.	5. VP (Jamie Holding)	5. Teacher Pay	5. \$44/hour	5. Title I, EIA, MAA, CAHSEE
6. GATE students will be offered tutorials as support for class work and in preparation for the AP exam.	6. VP (Jamie Holding)	6. Teacher Pay	6. \$44/hour	6. Suppl. Instruction & ASSETs
<u><i>Parent Engagement</i></u>				
1. Students and parents can privately monitor student grades, attendance, discipline, fine, etc. via the “Student Portal” and “Parent Portal” at the district’s web site at www.guhsd.net.	1. Principal (Steve Coover)	1. Software	1. \$2,000	1. Title I, EIA
2. Students and parents can access general school information for planning purposes, such as dates for final exams and standardized tests, via the MMHS web site at www.mountmiguelhs.org.	2. Principal (Steve Coover)	2. Software and consultant	2. \$2,500	2. Title I, EIA
3. Parents can contact teachers directly via email or phone. Contact information is available on the district and the school website.	3. Principal (Steve Coover)	3. None	3. None	3. None
4. Many teachers have websites with class information for student and parent use.	4. Individual teachers	4. None	4. None	4. None
5. Conferencing will be provided annually via the new summer scheduling procedure.	5. VP (J. Holding), Head Counselor (Maria Garcia)	5. Hourly Pay	5. \$2,500	5. Title I, EIA, MAA, CAHSEE

2. All EL students will become proficient in English and meet or exceed grade level standards with minimal proficiency or better in English Language Arts (ELA), reading and math by 2013-2014.

Rationale: Mount Miguel has identified the need to strengthen student achievement and success on statewide assessments for underserved student populations. This goal also aligns with state and federal requirements of No Child Left Behind.

ESLR's: Effective readers, competent writers, and quantitative problem solvers.

Student groups participating in this goal: EL, FEP, and re-designated FEP students

The following progress has been made during the 2010-2011 school year:

Building Professional Communities

- SDAIE training and ELD professional development are represented in PLC goals.
- Two additional English teachers have been assigned ELD sections in an effort to integrate with English Department.
- EL PLC worked to help colleagues explore and implement successful strategies to differentiate for ELs in the ELM.

Rigorous Curriculum

- The EL Coordinator worked to ensure that all teachers are made aware of and are aligning their curriculum with the EL standards for each specific core subject.
- All core subject areas included either ELD or sheltered sections that apply Specially Designed Academic Instruction in English (SDAIE) strategies.
- The ELD advanced curriculum has been modified to align with the 9th grade English curriculum. Curriculum has been updated to the EDGE high school curriculum. All ELD teachers have been trained in its use.

Student Support and Extended Learning Time

- 2010 Summer School applications provided an opportunity for all EL students to enroll in an ELD enrichment class. 2011 Summer School has done the same.
- After-school tutorials were offered to EL students. Each core department offered either lunch tutorial or after-school tutorial staffed by an ELD or sheltered teacher.
- Lunch and after-school CAHSEE tutorials were offered to targeted EL students.

Data Monitoring

- The implementation of an Individual Graduation Plan (IGP) for every Mount Miguel High School student. All students meet annually to revise their IGP.
- Performance Profile information has been accessed monthly by EL Coordinator to monitor R-FEP students' progress.
- EL Coordinator, EL teachers, and grade level counselors monitor D/F data and adjusted student schedules as necessary.

Parent Engagement

- Translation services have been available by the district translator for ELAC meetings, parent nights, and school publications.
- All major school documents have been (or are in the process of being) translated into Spanish for use by students and parents (e.g. student handbook, letters home, enrollment materials, IEPs, and SPSA).

- Mount Miguel offers weekly bilingual workshops through the Parent Institute for Quality Education during the fall semester.
- Agendas have been mailed to all EL families prior to ELAC meetings. Notice of monthly meeting is posted on the school marquee. An all-call has gone out to all EL parents inviting them to our ELAC meetings.

Performance gains expected for these students:

- By the end of the 2010-2011 school year, at least 25% of EL students will score proficient or above on the CAHSEE ELA and 38% will score proficient or above on the CAHSEE math.

First time 10th grade CAHSEE scores for English Language Arts:

2009-2010: Passed = 39% Proficient = 15

2008-2009: Passed = 29%

2007-2008: Passed = 38.74%

First time 10th grade CAHSEE scores for Mathematics:

2009-2010: Passed = 68% Proficient = 32.5

2008-2009: Passed = 63%

2007-2008: Passed = 54%

Means of evaluating progress toward this goal: Disaggregated and longitudinal data.

Group data needed to measure academic gains: CAHSEE, CELDT, and STAR data.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>Professional Communities</i>				
1. Additional English teachers will be selected to teach sections of ELD so that the ELD program is more fully aligned with college prep English classes and integrated with the English department.	1. Principal (Steve Coover), EL Coordinator (Paola Cerezo)	1. None	1. None	1. None
2. Teachers will be provided training and support on the implementation of SDAIE and academic vocabulary instructional strategies in sheltered classes, including materials.	2. Admin. Team	2. SDAIE / Academic Lang. training	2. \$2,000	2. District Staff Dev, Title I, EIA
<i>Rigorous Curriculum</i>				
1. EDGE materials and training will be available for all new ELD teachers.	1. EL Coordinator (Paola Cerezo)	1. Textbooks & training	1. \$2,000	1. Lottery AB466
2. Sheltered courses with parallel college prep curriculum will be included in the master schedule for all core subject areas.	2. VP (Jay Guerra)	2. None	2. None	2. None
3. The EL Coordinator and all core department chairs will implement the "Individual Graduation Plan" for each student to access core curriculum.	3. EL Coordinator (Paola Cerezo) and Core Dept Chairs	3. None	3. None	3. None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Student Support and Extended Learning Time</i></u> 1. Summer School will be offered for all EL students with a goal of 50% participation. 2. Targeted after-school day tutorials will be offered for EL students. 3. CAHSEE tutorials will be offered for EL students.	1. EL Coordinator (Paola Cerezo) 2. EL Coordinator (Paola Cerezo) 3. EL Coordinator (Paola Cerezo)	1. Teacher 2. Teacher pay 3. Teacher pay	1. \$12,000 2. \$44/hour 3. \$44/hour	1. SS Funds 2. Dist. Funds, Title I, EIA 3. Dist. Funds, Title I, EIA
<u><i>Date Monitoring</i></u> 1. Academic Progress data will be used to monitor EL students for success and adjustments will be made to programs as needed. 2. The EL Coordinator will regularly access the district Performance Profiles to obtain necessary data to monitor R-FEP student progress for success to ensure support and provide necessary interventions.	1. Counselors and EL Coordinator (Paola Cerezo) 2. EL Coordinator (Paola Cerezo) and Core Dept Chairs	1. None 2. None	1. None 2. None	1. None 2. None
<u><i>Parental Engagement</i></u> 1. Translation services will be available and staff designated for translation. 2. Important school information translated into Spanish will be available to parents. 3. A “Parent Institute” will be offered for parents to learn about school expectations. 4. Parents will be encouraged to participate in the ELAC.	1. Principal’s Secretary (Diane Quintero) 2. Principal’s Secretary (Diane Quintero) 3. Principal (Steve Coover) 4. ELAC President	1. None 2. Translations 3. PIQE 4. None	1. None 2. \$3,000 3. \$5,000 4. \$500	1. None 2. Dist. Translator, Title I, EIA 3. Title I 4. Principal

3. All Special Education students, unless designated by their Individual Educational Plan (IEP) for CAPA testing, will meet or exceed grade level standards with minimal proficiency or better in English Language Arts (ELA), reading and math by 2013-2014.

Rationale: Mount Miguel has identified the need to strengthen student achievement and success on statewide assessments for the special needs population. This goal also aligns with state and federal requirements of No Child Left Behind (NCLB).

ESLR's: Effective readers, competent writers, and quantitative problem solvers.

Student groups participating in this goal: Special Education students

The following progress has been made during the 2010-2011 school year:

Professional Communities

- Special Education teachers meet monthly as a department and are members of subject PLCs.
- A Super Advocate (a released credentialed teacher who carries 135 student caseload) continues to facilitate mainstream programming and support.
- All Special Education teachers are provided continual professional development for both ELA and Math instruction through the school and district Special Education departments.

Rigorous Curriculum

- Teachers use standards-aligned textbooks in Special Education classes.
- Special Education teachers work with core departments to align modified courses with college-prep offerings.

Student Support and Extended Learning Time

- The Special Education Advocate and Counselor are present at each student's Annual and Triennial Review to help develop individualized curriculum for each student.
- Special Education students are encouraged to attend the English, math, social science, and science tutorials after school.
- Special Education students receive a CAHSEE Prep Workbook in math or English.
- CAHSEE tutorials are offered that target Special Education students.

Data Monitoring

- Special Education teachers participate in the three-week D&F progress monitoring.
- Special education students are monitored each semester and adjustments are made to schedules.
- IEPs are available to teachers through Teacher Portal. CELDT, CST, and WPA are available through Performance Profile.

Parental Engagement

- Parents receive regular communications regarding student progress.
- Work is being done to encourage the use of electronic communications methods through the MMHS website, the district's Parent Portal, and individual parent-teacher networks.
- The Special Education Advocate and School Psychologist inform parents of their rights regarding their students through the distribution of the Special Education Handbook at the beginning of each school year.

Performance gains expected for these students:

- By the end of the 2010-2011 school year at least 23% of Special Education students will score proficient or above on the CAHSEE ELA and 21% will score proficient on the CAHSEE math (see CAHSEE pass rate data above).

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Professional Communities</u></p> <p>1. Special Education programs will be more fully integrated into core departments by meeting with PLC course teams.</p> <p>2. Professional development in ELA and math instruction will be provided for all special education teachers.</p>	<p>1. SE Chair (Nelson Walton), VP (Jamie Holding)</p> <p>2. Principal (Steve Coover)</p>	<p>1. None</p> <p>2. Training</p>	<p>1. None</p> <p>2. None</p>	<p>1. None</p> <p>2. Dist. Prof. Dev.</p>
<p><u>Rigorous Curriculum</u></p> <p>1. Teachers will use standards-aligned textbooks in Special Education classes.</p> <p>2. Special Education advocates and counseling will work to develop a plan for each student to access core curriculum and catch up when necessary.</p> <p>3. Teachers will be provided “Read Naturally” and/or language reading materials and provided the appropriate training for their proper use.</p>	<p>1. SE Chair (Nelson Walton)</p> <p>2. IEP teams</p> <p>3. SE Dept Chair (Nelson Walton)</p>	<p>1. Textbooks</p> <p>2. None</p> <p>3. Textbooks & training</p>	<p>1. \$4,500</p> <p>2. None</p> <p>3. \$2,400</p>	<p>1. Lottery Funds</p> <p>2. None</p> <p>3. AB466</p>
<p><u>Student Support and Extended Learning Time</u></p> <p>1. Targeted after school tutorials are offered for Special Education students.</p> <p>2. CAHSEE tutorials are offered for Special Education students including CAHSEE directed instruction and integration of CAHSEE curriculum into classes.</p>	<p>1. SE Chair (Nelson Walton)</p> <p>2. VP (Jay Guerra)</p>	<p>1. Teacher pay</p> <p>2. Teacher pay</p>	<p>1. \$44/hour</p> <p>2. \$44/hour</p>	<p>1. Dist. Funds</p> <p>2. Dist. Funds; CASHEE intervention, Title I, EIA</p>
<p><u>Data Monitoring</u></p> <p>1. CELDT, CST and WPA data are available in the District Performance Profiles and are systematically reviewed for progress.</p> <p>2. Special Education students are monitored for academic progress at least each semester and adjustments made to programs as needed.</p>	<p>1. Advocate, IEP team members, counselors, VP (Jay Guerra)</p> <p>2. Advocate and teachers, Super Advocate (Samantha Lumula)</p>	<p>1. None</p> <p>2. None</p>	<p>1. None</p> <p>2. None</p>	<p>1. None</p> <p>2. None</p>

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Parental Engagement</i></p> <p>1. Parents receive regular communication from the Special Education Advocates and/or counselor regarding student progress.</p> <p>2. Parents are informed of parent rights regarding their Special Education student via the Special Education Handbook and the District Parent’s Rights Handbook.</p>	<p>1. Super Advocate (Samantha Lumula), and other advocates, Counselors)</p> <p>2. School Psychologist, SE Chair (Nelson Walton), Special Education advocates, Principal’s Secretary (Diane Quintero)</p>	<p>1. None</p> <p>2. Translation</p>	<p>1. None</p> <p>2. \$3,000</p>	<p>1. None</p> <p>2. Dist. Translator</p>

4. MMHS will continue to expand its efforts to improve race and human relations and will maintain this as a priority. All students will be educated in learning environments that are safe, violence, drug, and tobacco free, and conducive to learning.

The following progress has been made during the 2010-2011 school year:

Rationale: By offering resources and services that provide a safe, secure, and drug-free environment for all students (with a focus on students of differing socioeconomic status, ethnicities, gender, sexual orientation, languages, and disabilities), a more successful campus climate conducive to learning is being established.

ESLR's: Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

Student groups participating in this goal: All students, students with specific socio-cultural or behavioral/emotional needs.

The following progress has been made during the 2010-2011 school year:

Professional Communities

- The counseling department meets as a PLC to identify ways to expand systematic interventions that support student achievement.
- Teachers working within a cross-curricular PLC team comprise the Matador Early College (MEC) program, which identifies at-risk or underserved students questions of equity and justice related to socio-cultural heterogeneity and stratification.
- Geography PLC uses the Toward No Drug Abuse (TND) curriculum to engage students in questions relating to race, identity, decision-making skills, and inter-social communication.
- Teachers and counselors serve as volunteers for Camp LEAD and participate in follow-up reunions and Club LEAD.

Rigorous Curriculum

- BTSA training provided by the District runs several workshops with a focus on pedagogical strategies (SDAIE strategies, reducing affective educational barriers, student intervention programs, etc.) geared towards increasing academic proficiency for at-risk and underserved populations. BTSA mentors also work with teachers individually to reflect on how their pedagogical strategies are meeting their students' needs.
- A voluntary Ethnic Studies after-school class serves both as an academic outlet for learning about issues of social awareness and history, as well as a 10th grade history STAR test review course.
- EL summer workshops are provided for by the district-wide PLC team to increase awareness of the academic, economic, and socio-cultural hardships that refugee, transitory, and migrant populations face. Summer workshops offer content-specific strategies for providing academic access to different EL populations (Somali, Chaldean, and East Asian refugees, and EL Latino students).
- Counseling provides teachers with an in-service relating to the "Safe Schools/Healthy Students" grant-funded Student Assistance Program (SAP). The counseling department informs teachers the programs available as part of the school's "Pyramid of Interventions"

Student Support and Extended Learning Time

- The Resource Center, run by the school's counseling department, provides a variety of programs to help students with specific social, emotional, or career-oriented needs. Counseling is provided

through the school's partnership with a variety of community organizations such as Harmonium, San Diego Youth Services, East County Outpatient Counseling and others.

- Family Health Centers of San Diego provides low-cost sports physicals from their Mobile Medical Unit to students demonstrating financial hardship as a way to provide equitable access to extracurricular activities for underserved populations.
- The Student Assistance Program (SAP), established through a federal grant ("Safe Schools/Healthy Students"), is run by a student support personnel team (SSPT) comprised of administrative and counseling staff. The SAP is a set of systematic services categorized into three tiers so as to meet the targeted needs of specific populations of students. Tier I services, which are made available to all students, focus on fostering a safe, socio-culturally aware, and healthy community, and are considered preventative measures. Tier II and Tier III services are strategic interventions made available to students requiring specialized needs. Tier III interventions are the next (more intensive) set of interventions that occur after tier II options have been attempted. These services are targeted for at risk-students so as to provide them the resources that will allow them to have a more equitable and socially-conscious education.
- The Mount Miguel "Pyramid of Interventions" is a detailed comprehensive outline of the Student Assistance Program, the set of systematic interventions and services (organized into Tiers I, II, and III) that Mount Miguel's staff and community resources offers to students and their families.

Data Monitoring

- Attendance data, graduation and dropout rates are recorded and monitored.
- Suspension, expulsion and crime data are continuously monitored.
- As part of the "Safe Schools/Healthy Students" Grant, Mount Miguel students are given a survey/questionnaire that monitors their perspective on Mount Miguel's access to resources, academic environment, and the school climate as it relates to safety and inclusiveness.

Parent Engagement

- The school's English Language Advisory Committee (ELAC) hosts a parent conference so that parents could be informed of high school academic opportunities as well as college and university requirements.

Performance gains expected for these students:

- None listed at this time. Will be added later.

Means of evaluating progress toward this goal: Analysis of disaggregated and longitudinal data.

Group data needed to measure academic gains: To be identified

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u>				
1. PLC student engagement strategies will be implemented to provide proper scaffolding to ensure success in the core curriculum.	PLC team leads 1. ASB Advisor (Bob Raymond)	1. None 1. None	1. None 2. None	1. None 2. None
1. The offerings of clubs on campus will be expanded to support mutual student understanding, tolerance, and respect for cultural diversity.				
2. AVID classes will provide mentoring of freshman.	2. AVID Coordinator (Kathleen Murphy)	2. None	2. \$35,000	2. Title I, EIA
3. The school will expand the number of students meeting A-G requirements and then applying to 4-year colleges.	3. AVID Coordinator (Kathleen Murphy)	3. None	3. None	3. None
<u>Rigorous Curriculum</u>				
1. School-wide assemblies, activities and clubs will be provided to encourage academic success and develop proper social skills.	1. ASB Advisor (Bob Raymond)	1. Presenter fees	1. \$4,000	1. Title I, ASB
2. Race/Human relations celebrations and events will be promoted by staff, student groups and parents throughout the school year.	2. Principal (Steve Coover), Sylvia Sposato, Mike Love	2. Presenter fees	2. \$4,000	2. Title I
3. Support groups will be offered through guidance and counseling for students in need of skills related to conflict resolution, anger management, healthy relationships, school success, etc.	3. Counselors	3. None	3. None	3. None
<u>Student Support and Extended Learning Time</u>				
1. The guidance and counseling staff will implement a Peer Mediation program.	1. Maria Garcia	1. Food & supplies	1. \$1,300	1. SCVPP
2. Freshmen students will learn from their AVID teachers about school clubs, athletics and extra curricular opportunities. The goal will be 100% of the freshman involved in a MMHS activity.	2. Kathleen Murphy, AVID Teachers	2. None	2. None	2. None
3. The anti-drug and anti-alcohol program, Friday Night Live Program, will be expanded.	3. Resource Center (Dalia Gonzalez)	3. None	3. None	3. SDCOE Grant
4. Both Student African-American Brotherhood (SAAB) conference and Latina Conference for development of student leadership, participation of staff, students, and parents.	4. Mike Love; Sylvia Sposato	4. Registration, transportation, food, printing, etc.	4. \$6,000	4. Title I, EIA
5. ASB will continue to recruit a leadership group reflective of the school ethnic diversity.	5. ASB Advisor (Bob Raymond)	5. None	5. None	5. None
6. Cultural field trips will continue.	6. SSC	6. Trans. and Substitutes	6. TBD	6. Title I, EIA
7. The Community Resource Center, with services offered through a wide variety of public and private agencies, will offer individual and group support and resources.	7. Dalia Gonzalez and Counselors	7. Furniture, equipment, supplies	7. \$12,000	7. MAA
8. Harmonium for individual, short-term counseling.	8. Counseling Dept	8. None	8. TBD (\$12,000?)	8. Title I

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>Data Monitoring</i>				
1. Administration and staff will monitor suspension /expulsion, crime data, attendance data, graduation rates and dropout rates.	1. VPs	1. None	1. None.	1. None
2. The School Resource Officer will meet regularly with the Lead Campus Supervisor to better articulate and plan campus security plans	2. VP (Dan Santos)	2. None	2. None	2. None
3. The Lead Campus Supervisor will meet regularly with District Support Services and other Lead Campus Supervisors to improve services to MMHS.	3. Lucia Washburn	3. None	3. None	3. None
4. Administration and staff will monitor suspension /expulsion, crime data, attendance data, graduation rates and dropout rates.	4. VPs	4. None	4. None.	4. None
5. The School Resource Officer will meet regularly with the Lead Campus Supervisor to better articulate and plan campus security plans	5. VP (Dan Santos)	5. None	5. None	5. None
<i>Parental Engagement</i>				
1. Freshman Orientation Night will be presented in April/May and individual summer conferencing will allow for one-on-one program scheduling.	1. VP (Jay Guerra)	1. Food & decorations	1. \$2,500	1. Title I, ROP
2. Students will be recognized for academic achievements, improvement, community and school service, as well as co-curricular and extra-curricular activities.	2. Principal (Steve Coover)	2. Food, decorations, supplies	2. \$4,500	2. Title I
3. Freshman Orientation Night will be presented in April/May and individual summer conferencing will allow for one-on-one program scheduling.	3. VP (Jay Guerra)	3. Food & decorations	3. \$2,500	3. Title I, ROP
4. Students will be recognized for academic achievements, improvement, community and school service, as well as co-curricular and extra-curricular activities.	4. Principal (Steve Coover)	4. Food, decorations, supplies	4. \$4,500	4. Title I

5. The district, site administration, counselors, department heads, and instructional staff will work collaboratively to significantly increase the number of students fulfilling A-G University of California and CSU requirements. MMHS staff, students, parents, and community will work in partnership to support students to graduate from high school as well rounded individuals prepared for post secondary education or work.

Rationale: Mount Miguel has identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

ESLR's: Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

Student groups participating in this goal: All students

The following progress has been made during the 2010-2011 school year:

Professional Communities

- Mount Miguel High School has focused on three Career and Technical Education (CTE) Pathways: Arts & Media Entertainment; Child Development & Family Service; and Marketing, Sales, & Service.
- Mount Miguel is developing a new pathway for the 2011-12 school year in construction technology to include Drafting, Woodshop, and Core Mathematics courses (Algebra I, Geometry, and Algebra II).
- CTE classes will provide support in core A-G courses through interdisciplinary projects/curriculum.
- All students in the Teaching Careers Program participate in an internship-like placement at Avondale Elementary and Mount Miguel High Schools.
- MMHS has supported Pathways through funds supplied by the California Partnership Academy Grant, the Specialized Secondary Program Grant, and the Grossmont Healthcare District Grant.

Rigorous Curriculum

- Drafting and Virtual Enterprise courses are articulated with community colleges. The following courses receive (or are in the process of applying for) college credit and/or meet A-G requirements:
 - Child Development – college credit available and in process of applying to meet A-G requirement.
 - Drafting – college credit available.
 - Floral Design – college credit available and meets A-G requirement.
 - Photography – college credit available and meets A-G requirement.
 - Teaching Careers – in process of applying for college credit meeting A-G requirement.
 - Virtual Enterprise – college credit available and meets district Economics requirement.
- MMHS continues to offer ROP and district-supported courses in Floral Design, Drafting, Woodshop, Accounting, Restaurant Services, Cosmetology, Teaching Careers, and Child Development.
- The Arts and Media pathway developed detailed curriculum for photo and art classes in that CTE program.
- The Matador Early College Program (9-12) has developed partnerships with community colleges allowing students to complete courses for college credit.

Student Support and Extended Learning Time

- All 9th grade students had a 4-day comprehensive review of A-G requirements, developed an Individualized Graduation Plan (IGP), and took the Career Cruising career interest inventory.

- All 10th graders participate in conference at the end of the school year in which an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP) are completed.
- 12th grade students had a 2-day Career Cruising career interest inventory as well as a college search.
- AVID and the counseling team have worked to coordinate participation in district wide college fairs, on-campus college admissions presentations, industry speakers, industry tours, and college tours.
- The Medical Academy includes industry-related field trips, career-related speakers and mentors. Medical Academy Coordinator has worked with administration, counseling, and the AVID Coordinator to ensure alignment with A-G requirements.
- The Academy of Hospitality and Tourism Management offers a college mentoring program for 10th graders through SDSU, as well as an industry-mentoring program for 11th graders.
- The FUTURO Program community partnership provides college mentoring for Latino teens.
- Mount Miguel offers students two academies: the Academy of Hospitality and Tourism Management and the Academy of Medical and Health Sciences. Both provide students opportunities to participate in industry tours and college/professional mentoring programs. Career related field trips are available to students in other CTE courses.
- Academy of Hospitality students participate in culminating ceremonies in the college mentoring and industry mentoring programs, and participate in advisory board meetings.
- The Teaching Careers class works closely with the principal, teachers, and support staff at Avondale Elementary and Mount Miguel High Schools to create work-based opportunities for students. The Avondale principal serves on the teaching careers advisory board.
- The local chapter of Phi Delta Kappa sponsors Teaching Careers membership in Future Educators of America and provides scholarships to students in the Teaching Careers Program.
- Career related information is posted in the school's daily Student Bulletin. The library has an extensive section of books on careers available. Work permits are available in the VP Office.

Data Monitoring

- The number of graduating students fulfilling A-G university requirements has increased.
- The AVID Coordinator and counselors review each AVID student's transcript for A-G completion. A-G completion rates, SAT participation and graduation rates are reported to AVID Center. Counseling staff monitors A-G completion through PSP/IGP.
- AVID students submit senior data, including college enrollment and contact information. AVID Center follows up with longitudinal surveys. The AVID data collection and survey model is currently being considered as a school-wide strategy.

Parental Engagement

- Guidance conference with student and parents upon entering high school and at the end of grade 10 to review post-secondary education and career options and develop a PSP plan to meet individual goals.
- Students are recruited for the Academies and CTE programs by recruiting presentations and brochures presented at Open House and other school events.
- MMHS hosts an annual "Men of Distinction and Ladies of Excellence" awards ceremony to celebrate academic and community student leaders. The counseling department hosts a "Senior Awards Night" to celebrate and award scholarships to MMHS students. Parents are invited to attend both events.

Performance gains expected for these students:

- By 2011-2012, all 11th and 12th grade students will have options to explore a career pathway. MMHS has focused on three CTE Pathways: Arts & Media Entertainment; Child Development & Family Service; and Marketing, Sales, & Service. The Academy of Medical and Health

Sciences, while not a CTE Pathway, is a further option. Beginning in 2008, every 9th grade student received an Individualized Graduation Plan (IGP) that is updated each year. By 2012, all students will have participated in a Post Secondary Planning Meeting (PSP) with a guidance counselor to further develop their plan. (Goal met for 2010-2011)

- By 2010-2011, there will be a 5% increase in the students taking the SAT.

2010-2011	Data only available through 2009-2010
2009-2010	28.5%
2008-2009	18.2%
2007-2008	25.3%

- By 2010-2011, there will be a 5% gain in the number of students meeting a A-G requirements

2010-2011	Data only available through 2008-2009
2008-2009	62.2%
2007-2008	56.7%

Means of evaluating progress toward this goal: Comparison of longitudinal and disaggregated data.

Group data needed to measure academic gains: 4-Year Plan, A-G enrollment data, SAT and ACT data.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i><u>Professional Communities</u></i>				
1. The Counselors will work together as a PLC to present information to students about A-G requirements and ways for students to plan their schedules accordingly.	1. Counselors	1. Release time for PLC project development and tracking	1. CWR	1. PLC funds
2. Pathway teachers will foster the development of partnerships to enhance curriculum and develop work-based opportunities for students.	2. Pathway teachers	2. Certificates, hospitality, supplies	2. \$20,500	2. CPA, SSP, Title I
3. Career pathways will be expanded and grant support sought.	3. VP (Ben Smith), Pathway Teachers	3. Conference attendance, site visits	3. \$150,000	3. Title I, SSP, CPA, ROP, Grossmont Health Care Grant
4. Teachers will seek pathway course certifications, articulation with community colleges, and UC/CSU A-G course credit as appropriate	4. Pathway Teachers	4. Curriculum Writing Rate (CWR)	4. \$500	4. Title I, PLC Funds

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u><i>Rigorous Curriculum</i></u></p> <ol style="list-style-type: none"> 1. A SAT prep class and PSAT testing for students will be offered on campus. 2. Career pathway courses will align with CTE standards and selected core standards (as appropriate) 3. Students will explore career opportunities throughout their four years. 4. Students will complete a career plan supported by career inventory opportunities and update plan yearly (PSP). 5. Students will be offered opportunities for articulated coursework with local community colleges. 	<ol style="list-style-type: none"> 1. VP (Jamie Holding), counseling, AVID 2. VP (Ben Smith), Pathway Teachers 3. VP (Ben Smith), All teachers, Counseling 4. Counseling Department 5. English Chairperson (Mark Jeffers) and MEC staff 	<ol style="list-style-type: none"> 1. TBD 2. Curriculum Writing 3. Brochures, career materials in library 4. Career Cruising 5. None 	<ol style="list-style-type: none"> 1. TBD 2. \$1,000 3. \$8,000 4. \$2,000 5. None 	<ol style="list-style-type: none"> 1. GATE, EIA, Title I 2. Title I, CTE Funds 3. Title I 4. GUHSD (curriculum) 5. None
<p><u><i>Student Support and Extended Learning Time</i></u></p> <ol style="list-style-type: none"> 1. Students will have opportunities for industry speakers, mentors, industry tours, college visits, and possible internships by participating in pathway programs. 2. Pathway teachers will foster the development of community partnerships to enhance curriculum and develop work-based opportunities for students. 3. Students will have opportunities to attend workshops on job application process/skills and regional job fairs; to research careers and colleges and receive daily assistance/information on work permits, job openings, workshops, career pathways and academies. 4. Career pathway teachers will provide opportunities for stakeholders to attend and/or participate in culminating activities such as seminar presentations, displays of best work, annual reports, panel performances, advisory board meetings, and awards events. 	<ol style="list-style-type: none"> 1. Pathway Teachers 2. Pathway teachers 3. Counseling Dept, CTE Teachers, Academy Coordinators, VP (Ben Smith) 4. Pathway teachers, academy coordinators 	<ol style="list-style-type: none"> 1. Buses, subs., coordination of pathways with two career academies 2. Curriculum Writing, substitutes 3. Workforce consultant, Janet Hoff 4. Certificates, hospitality, supplies 	<ol style="list-style-type: none"> 1. \$15,000 2. \$1,000 3. \$300 (District contract for consultant) 4. \$2,500 	<ol style="list-style-type: none"> 1. CPA, SSP, Title I 2. CPA, SSP, Title I 3. Title I, SSP, CPA, Grossmont Health Care Grant 4. CPA, SSP, Title I

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Data Monitoring</u> 1. Administration and staff will monitor A-G completion rates, SAT participation and graduation rates.	1. Principal (Steve Coover), counselors	1. None	1. None	1. None
<u>Parental Engagement</u> 1. Guidance conference with student and parents upon entering high school and at the end of grade 10 to review post-secondary education and career options and develop a PSP plan to meet individual goals.	1. Grade level counseling teams, Jay Guerra	1. Teacher pay	1. \$12,000	1. 10 th grade conferencing money, Title I, EIA

6. The district, site administration, counselors, department heads, and instructional staff will work collaboratively to increase the number of students passing academically accelerated classes. Efforts will be made to increase the number of students enrolled in honors and AP classes and taking and passing the AP exams.

Rationale: Mount Miguel has identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

ESLR's: Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

Student groups participating in this goal: All students

A concerted effort has been made over the past three years to systematically improve upon the strengths of the AP/Honors Program at Mount Miguel and to address the recommendations of the 2006 WASC visiting committee.

The following progress has been made during the 2010-2011 school year:

Professional Communities

- AP and honors teachers continue to collaborate to increase student opportunity for success in AP and honors classes. An example of such collaboration includes the vertical teaming effort of the social science department members to provide a high quality 9th grade honors geography course (several sections) so that students are prepared for and recruited for subsequent AP courses in the field. With this year's first offering of AP European history (three sections in grade 10), the social science department has developed a three year AP sequence.
- Most teachers have attended AP summer institutes. All AP and honors teachers are given the opportunity to attend AP summer institutes.

Rigorous Curriculum

- All teachers have prepared and submitted AP course syllabi to the College Board. All syllabi have been approved.
- Mathematics: AP Statistics was offered to students for 2009-2010, but too few students enrolled in the course so that it was not actually taught. With the 2011-2012 school year, Statistics (not as an AP course) will be offered again to students.
- Science: Extensive recruiting and staffing adjustments continue to result in significant growth in AP and honors courses since the WASC mid-term visit in May 2006.

Student Support and Extended Learning

- AP teachers continue to offer tutorials and Saturday prep programs for students in anticipation of the AP exams.
- The AP Spanish Language teacher offers lunch tutorials and practice examination sessions (using the tape recorders) to her own students as well as students who will take the AP Spanish exam, even though they are not enrolled in her class.
- Many AP teachers have developed websites for students.

Data Monitoring

- The administration, counseling, and AP teachers continue to review AP enrollment and test result data.

- The administration, counseling, and instructors of academically accelerated classes continue to work collaboratively to increase the number of honors and AP courses and the number of sections offered as well as to increase the number of students who enroll in these courses.

Parent Engagement

- (Need to update the response to this particular item)
- Representatives from the AP faculty and our guidance staff have provided two informational sessions to parents and students designed to build interest and increase enrollment. One in September 2008 and the other in January 2009 at our “School Showcase Evening.”

Performance gains expected for these students:

- By 2011-2012, there will be an increase in the number of students with a score of 3 or better on AP exams. (Data available through 2008-2009,)

Goal Not Met in Spring 2009 (2008-2009)	24% received 3 or better (62 of 257 tests)
Goal Not Met in Spring 2008 (2007-2008)	28% received 3 or better (55 of 195 tests)
Goal Not Met in Spring 2007 (2006-2007)	30% received 3 or better (68 of 227 tests)

It should be noted that a decrease in percentage passing might correspond to an increase in the number of students attempting the test.

- By 2011-2012, there will be a 5% increase in AP course enrollment from the previous year.

Goal Met in 2010-2011	539 students in AP classes
Goal Met in 2009-2010	436 students in AP classes
Goal Met in 2008-2009	281 students in AP classes
Goal Not Met in 2007-2008	291 students in AP classes

In 2011-2012 our goal is to increase our AP enrollment by an additional 5%.

Means of evaluating progress toward this goal: AP enrollment and exam results data.

Group data needed to measure academic gains: Analysis of total participation accounting for individual students taking multiple AP exams.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u> 1. AP Teachers will attend AP Summer Institutes to get new information and strategies. 2. Teachers will share ideas with other teachers in their PLC meetings	1. AP/GATE Coordinator (Shawn Callen)	1. Registration and attendance stipend	1. \$1,000	1. Title II Part A and Title I
<u>Rigorous Curriculum</u> 1. Syllabi for new AP course will be prepared and submitted to the College Board. 2. . Administration and Dept. Chairs will work to expand AP course offerings and enrollment.	1. AP Teachers and AP/GATE Coordinator (Shawn Callen) 2. Dept. Chairs, Admin	1. Release time for AP/GATE Coordinator (Shawn Callen) 2. None	1. \$200 2. None	1. GATE 2. None
<u>Student Support and Extended Learning Time</u> 1. AP tutorials will be provided by classroom teachers.	1. AP Teachers Ongoing	1. Cost of the teacher	1. \$44/hour x # of hours tutoring	1. Supplemental Instruction

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Data Monitoring</u> 1. Administration and staff will monitor AP enrollment rate.	1. Principal (Steve Coover), other administrators and AP Coordinator (Shawn Callen)	1. None	1. None	1. None
<u>Parental Engagement</u> 1. The Counseling staff will work with parents and students to expand the number of students taking a least one AP course at MMHS. 2. AP teachers will develop either a MM AP website, or develop their own AP websites.	1. Counseling, Dept Chairs, AP Coordinator (Shawn Callen), and AP Teachers 2. AP Teachers	1. Extra sections of AP classes 2. None	1. \$12,000 per section 2. None	1. FTEs 2. None

7. MMHS will continue to improve the literacy skills of its students by focusing on both reading and writing across the curriculum.

Rationale: Mount Miguel has identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

ESLR's: Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

Student groups participating in this goal: All students

The following progress has been made during the 2010-2011 school year:

Professional Communities

- Professional Learning Communities (PLCs) continued to provide teachers with an opportunity to collaborate and develop common lessons on literacy skills.
- The Library works with the teachers to demonstrate the many online resources and other student tools available through the library's Virtual Learning Commons (VLLC) website at <http://library.guhsd.net>. Online magazine and newspaper articles can be accessed. Multiple levels of World Book Online Encyclopedia are available (including one in Spanish). Debate topics, video clips, current events, college and career information and recommended book lists are also offered there.

Rigorous Curriculum

- Ninth grade English teachers used a five-week "writing program" unit to provide common writing skills instruction to all students.
- The school library supported the reading needs of all students, with reading materials covering a wide range of subject areas and content areas. The library has worked to up-date and increase the size of its collection to meet reading interests/needs.
- Student reading and book circulation increased dramatically since the library divided all Fiction books into 14 genre categories (like a bookstore). Students can easily locate books for English classes or free reading. The library staff and teachers can easily refer students to personalized reading topics.
- English teachers assigned (or encouraged) their students to do outside reading as part of the curriculum for their classes.
- Teachers can expect students to locate and use accurate research information from vetted online resources provided by the district.
- Teachers can expect students to correctly cite their print and non-print sources in written reports and PowerPoints using the online MLA tools found on the VLLC.
- New books, popular "Hot titles" titles and lists of books on various subjects are noted on the library VLLC webpage under "Books for You" on the top menu bar.

Student Support and Extended Learning Time

- Classroom instruction involved a continuation of the use of Cornell note taking, SQ3R, etc., especially in the AVID, EL, and other support classes.
- EL classes used "EDGE" curriculum to help students reading below grade level. This program, considered better for HS students, replaced the earlier HighPoint curriculum.
- The library supplies reading materials on a variety of reading levels – from 3.0 to 13.0 to service students from Special Education and EL through GATE. Some books in Spanish are also available.

Data Monitoring

- Ninth grade English teachers used the Gates-McGinitie as a pre-test to determine student reading levels.
- Anecdotal and library circulation records show that students are checking out more library books (especially Fiction) for English classes and recreational reading.

Parental Engagement

- Parents can help their students with homework at home using the Virtual Library Learning Commons (VLLC) website. Online magazine and newspaper articles can be accessed. Multiple levels of World Book Online Encyclopedia are available (including one in Spanish). Debate topics, video clips, current events, college and career information and recommended book lists are also offered there. This site is available through the Student Portal and the Parent Portal on the districts website.
- The library accepts recommendations for book purchases as well as donations from students, staff and community members.

Performance gains expected for these students:

- During the 2011-2012 school year, there will be a 10% decrease in the percentage of students receiving semester grades of D or F when compared to similar data from the previous year.

Goal in 2010-2011	(Data available through 2009-2010)
Goal Not Met in 2009-2010 -	25.97% received semester grades of D or F which provided a 2.15% decrease but the goal had been 2.7%
Goal Met in 2008-2009 -	27% received semester grades of D or F
Goal Not Met in 2007-2008 -	34% received semester grades of D or F
- By the end of the 2011-2012 school year, the percent of students in each sub-group scoring proficient or above on the CST's in all four core subject areas will increase by 5%, and 5% of the students scoring below basic or far below basic in 2009-10 will score basic or above.

2009-2010 (Goal Met in subjects with asterisks (*))

<u>Proficient & Advanced</u>	<u>Change</u>	<u>Below Basic & Far Below</u>	<u>Change</u>
English	27.7% (+.8%)	English	41.3% (-1.4%)
Math	13.3% (+11.5%)	Math	62.9% (-1.3%)
Social Science (*)	37.1% (+6.2%)	Social Science (*)	37% (-7%)
Science	27.1% (+3%)	Science	35.5% (-4.1%)

2008-2009 (Goal Met in subjects with asterisks (*))

<u>Proficient & Advanced</u>	<u>Change</u>	<u>Below Basic & Far Below</u>	<u>Change</u>
English	26.9% (+1.2%)	English (*)	42.7% (-.5%)
Math	14.8% (+.5%)	Math	64.2% (+2.7%)
Social Science (*)	30.9% (+7.4%)	Social Science (*)	44% (-3.5%)
Science	24.1% (+2.6%)	Science (*)	39.6 (-6.3%)

2007-2008 (Goal not Fully Met)

<u>Proficient & Advanced</u>		<u>Below Basic & Far Below</u>	
English	25.7%	Basic English	43.2%
Math	14.3%	Math	61.4%
Social Science	23.5%	Social Science	47.5%
Science	21.5%	Science	45.9%

- By the end of the 2011-2012 school year, the number of students scoring proficient or above on the CAHSEE will meet the minimum percentage proficiency required for AYP. (Goal partially Met in 2009. More recent data is pending.)

English	2009-2010	32.1%	2008-2009	44.5%	2007-2008	36.55%
Math	2009-2010	42.2%	2008-2009	43.5%	2007-2008	37.31%

*English – no specific sub-group met the target.

*Math – no specific sub-group met the target

*Each student needs a score of 350 for “passing” and a score of 380 is needed for “proficiency.”

- By the end of the 2011-2012 school year, there will be an increase of 5% in the number of students at each grade level receiving a score 4 or above on the WPA (Writing Program Assessment). A score of four (4) is considered proficient (meets standards). (Goal Not Met in 2010, 2009 or 2008)

2009-2010	Data is unavailable at this time					
2008-2009	6-0	5-9	4-172	3-309	2-116	1-15
2007-2008	6-0	5-11	4-164	3-399	2-156	1-7

2008-2009 - Total with 4 or > = 181 (Increase of 3.4% from pervious year)

2007-2008 - Total with 4 or > = 175

(For year 2008-2009, data for grades 10 and 11 is used. For year 2007-2008, grade levels unknown)

Means of evaluating progress toward this goal: Disaggregated longitudinal data.

Group data needed to measure academic gains: School and District D&F rates, CST (Star/CST), CAHSEE, and GUHSD Writing Performance Assessment (W.P.A.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u>				
1. PLC groups will continue to develop commons lessons on literacy skills.	1. PLC team leaders	1. CWR	1. \$5,000	Dist. Prof Dev. Funds, Title I, EIA 4. None
2. The library staff works with teachers to demonstrate the online resources available on the VLLC.	2. Librarian (Pam Howard) and teachers	2. None	2. None	
<u>Rigorous Curriculum</u>				
1. Ninth grade English teachers will use a 5-week writing program to provide common writing instruction.	1. 9 th grade English teachers	1. None	1. None	1. None
2. The library will working to up-date and increase the size of its collection to meet student interests/needs and to cover a wide range of subject areas and content areas.	2. Librarian (Pam Howard), student and teacher requests	2. Cost of purchasing new books, per teacher and/or student requests	2. Open-ended	2. General Fund, Lottery, 861, Barona Educational Grant
3. Book circulation will continue to increase with the library divided all Fiction books into 14 genre categories. The library staff and teachers can easily refer students to	3. Librarian (Pam Howard), English teachers	3. None	3. Additional shelving in the future	3. TBD

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>personalized reading topics.</p> <p>4. English teachers will assign (or encourage) their students to do outside reading as part of the curriculum for their classes.</p> <p>5. Teachers will expect students to locate/use accurate info sources.</p> <p>6. Teachers will expect students to correctly cite sources using LA tools on the VLLC.</p> <p>7. New books, popular “Hot titles” titles and lists of books on various subjects are noted on the library VLLC webpage under “Books for You” on the top menu bar.</p>	<p>4. English teachers</p> <p>5. All teachers</p> <p>6. All teachers</p> <p>7. Librarian (Pam Howard)</p>	<p>4. None</p> <p>5. None on site</p> <p>6. None</p> <p>7. None</p>	<p>4. None</p> <p>5. District expense</p> <p>6. None</p> <p>7. None</p>	<p>4. None</p> <p>5. District</p> <p>6. None</p> <p>7. None</p>
<p><u>Data Monitoring:</u></p> <p>1. All 9th grade students will be given the Gates-McGinitie Reading Assessment in their English classes to determine student reading levels.</p>	<p>1. All 9th grade English teachers</p>	<p>1. Test booklets</p>	<p>1. \$600</p>	<p>1. Lottery funds</p>
<p><u>Student Support and Extended Learning Time</u></p> <p>1. Classroom instruction involved a continuation of the use of Cornell note taking, SQ3R, etc., especially in the AVID, EL, and other support classes.</p> <p>2. EL classes will use “EDGE” curriculum to help students reading below grade level.</p> <p>3. The library supplies reading materials on a variety of reading levels – from 3.0 to 13.0 to service students from Special Education and EL through GATE. Some books in Spanish are also available.</p>	<p>1. Various teachers</p> <p>2. EL Coordinator (Paolo Cerezo) and EL teachers</p> <p>3. Librarian (Pam Howard)</p>	<p>1. Unknown</p> <p>2. TBD</p> <p>3. Unknown</p>	<p>1. Unknown</p> <p>2. TBD</p> <p>3. Open-Ended</p>	<p>1. Unknown</p> <p>2. Title I</p> <p>3. General Fund, Lottery, 861, grants</p>
<p><u>Parental Engagement</u></p> <p>1. Parents can help their students with homework at home using online resources etc. on the Virtual Library Learning Commons (VLLC) website.</p> <p>2. The library accepts recommendations for book purchases and donations from students, staff and community members.</p>	<p>1. Librarian (Pam Howard)</p> <p>2. Librarian (Pam Howard)</p>	<p>1. District expense for online resources. Librarians created format and posted other information.</p> <p>2. Librarian (Pam Howard)</p>	<p>1. No site money involved.</p> <p>2. As requested from the library budget</p>	<p>1. District</p> <p>2. General Fund, Lottery, 861, grants</p>

8. MMHS administration, counselors, and staff will work to decrease chronic absenteeism, truancies, and tardies.

Rationale: We have identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

ESLR's: Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

Student groups participating in this goal: All students

[This section needs to be reviewed and updated]

The following progress has been made during the 2010-2011 school year:

- Increased number of supplemental educational services such as tutoring and enrichment services offered beyond the regular school day.
- Increased number of attendance documents that have been translated into Spanish for parents and students to inform them about and encourage participation in school-wide supplemental programs such as mentoring, peer tutoring, career counseling, and clubs for every grade level.
- Redesigning the Saturday School program to include credit recovery program that allows students to restore credit.
- Continue to conduct weekly SART and SARB meetings using the services of a full-time DPS working in close cooperation with grade level counseling-administrator teams.
- Tracking of monthly and weekly attendance reports teachers, administrators, coordinators, and counselors.

Performance gains expected for these students:

- By 2010-2011 Mount Miguel will experience a 15% decrease in absences.
- By the end of 2011-2012 suspension/expulsion rate will decrease by 5%. From 2006-2007 to 2009-2010 suspension fell from 496 to 197, expulsions fell from 22 to 13.
- Attendance rates for 2011-2012 will improve by .1%.
 2009-2010 attendance rate = 91.16%
 2008-2009 attendance rate = 91.83%
 Attendance continues to be a major challenge at Mount Miguel.



Means of evaluating progress toward this goal: Attendance reports will document variations in monthly attendance.

Group data needed to measure academic gains: Disaggregated attendance reports.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u> 1. The Counseling PLC will work to brainstorm ideas for decreasing absences and tardies	1.Ongoing	1. None	1. None	1. None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Rigorous Curriculum</i></u> 1. Administrators and counselors visit classrooms to review attendance policies 2. Faculty will review possible changes in the schedule (starting later in the day etc.) to decrease tardies in the morning	1. VP (Jay Guerra) 2. All staff	1. None 2. Release time to visit schools with different schedules	1. None 2. Unknown	1. None 2. District
<u><i>Student Support and Extended Learning Time</i></u> 1. School will conduct focus groups for students with chronic absentees. 2. Admin will continue to conduct regular SART and SARB meetings. 3. Admin will increase the number of supplemental educational services such as tutoring and enrichment services offered beyond the regular school day.	1. Principal (Steve Coover), Dept. Chairs 2. VP (Jay Guerra) 3. Admin	1. None 2. Dropout Prevention Specialist (DPS) 3. Unknown	1. None 2. \$25,000 3. Unknown	1. None 2. District FTE 3. Unknown
<u><i>Data Monitoring</i></u> 1. Staff will analyze weekly and monthly attendance and tardy reports	1. All teachers, administrators, coordinators, and counselors.	1. None	1. None	1. None
<u><i>Parental Engagement</i></u> 1. Increased number of attendance documents will be translated into Spanish for parents and students to inform them about and encourage participation in school-wide supplemental programs such as mentoring, peer tutoring, career counseling, and clubs for every grade level. 2. Attendance policy presentation to parent audiences at Open House, ELAC, etc. 3. The administration and counseling office will continue to publicize alternative education programs at Mount Miguel.	1. Principal (Steve Coover), VP (Jamie Holding) 2. VP (Jay Guerra) 3. Admin and Counseling offices	1. None 2. None 3. None	1. None 2. None 3. None	1. CASHEE Intervention & Title I 2. None 3. None

9. MMHS administration will continue to work with the district to develop and implement a plan to provide for the appropriate upgrade or modernization of the school's educational facilities.

Rationale: Mount Miguel needs to work with District maintenance staff in support of Proposition H and Proposition U Modernization.

ESLR's: Partner with all stakeholders as students prepare for graduation, college, and life beyond high school.

Student groups participating in this goal: All students

[This section needs to be reviewed and updated—SUMMER 2011]

Mount Miguel High School is in the middle stages of implementing and providing upgrades or modernization of the school's classrooms and other facilities.

Performance gains expected:

- By 2010-2011, 6 major buildings will have been remodeled. Buildings 100N, 200N/S, 300N, 700E, 900 were completed by May 2010; Construction on the 400 and 500 buildings began in the Spring of 2011 to be completed by the start of the 2011-2012 school year. Construction is estimated to cost 9.5 million. PROP H = \$274 million – District Wide

Significant Developments:

- Phase 2B: Modernize Classrooms: This consisted of repairing floors, ceiling, lighting, windows, electrical, computer connections, air conditioning, heating, painting, roofing, renovating rest rooms and upgrades for ADA access.
- A new turf field (stadium field) was installed in September 2009 at the cost of 1.2 million dollars.
- The quad area was upgraded and repaired and a shade structure was added.
- A new joint track will be installed and improvements to this athletic area will include new restrooms and snack bar
- Gym bathrooms will be replaced and upgraded to meet ADA access

Prop U Plans for the future:

- The completion of the original scope of PROP H
- TBD - Performing Arts Multi Purpose facility

Performance gains expected for these students:

- By 2010-2011, all storm drains, sewers and electrical will be upgraded and the modernization of all classrooms will be in progress.

Means of evaluating progress toward this goal: Modernization plans on file

Group data needed to measure academic gains: None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u> 1. Not Applicable	1. None	1. None	1. None	1. None
<u>Rigorous Curriculum</u> 1. Classroom modernization will be scheduled or completed 2. New technology (Smartboards) and ??? will be installed in all classrooms	1 Principal (Steve Coover) and district 2. Principal (Steve Coover)	1. Construction costs 2. Part of construction under Prop U	1.\$12,000,000 2. Included in Prop U	1. Prop. H, Prop U, Deferred Maintenance 2. Prop U
<u>Student Support and Extended Learning Time</u> 1. Not applicable	1. None	1. None	1. None	1. None
<u>Data Monitoring</u> 1. Mount Miguel website updates show the modernization of the buildings	1. On-gong	1. None	1. None	1. None
<u>Parent Engagement</u> 1. During all parent events, information about ongoing modernization is noted.	1. On-going	1. None	1. None	1. None

VI. FUNDING

CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

LEP = Limited English Proficient

MOUNT MIGUEL School - Level Description of Title I Funds Budgeted for Centralized Services 2011-2012 as of 11/3/11

Allocation	Description
\$ 56,601	A. Program Management (including Benefits and Health & Welfare)
\$ 4,169	B. Supplies, Equipment, Travel, Misc.
	C. Allocation RESERVE
\$ 50,392	D. Indirect Cost (5.43% of Total Entitlement)
<u>\$ 111,162</u>	Centralized Services
\$ 6,392	E. Homeless Liaison
\$ 4,150	F. Sr. Info. Analyst
<u>\$ 10,542</u>	Direct Services
\$ 9,208	G. 1% District Parent Involvement
\$ 183,824	H. 20% SES & CHOICE transportation
<u>\$193,032</u>	NCLB set asides
<u>\$ 314,736</u>	Total services & set asides

MT. MIGUEL
School - Level Description of EIA Funds
Centralized Services
FY2011.2012 as of 11/10/11

Description	832/LEP	833/SCE
Program Management (including Statutory Benefits and Health & Welfare)	\$ 9,271	\$ 7,186
Supplies, Equipment, Travel, Misc.	\$ 657	\$ 1,857
Indirect Cost (3% of Total Entitlement)	\$ 5,187	\$ 4,197
Centralized Services	\$ 15,115	\$ 13,240
EL Director	\$ 2,929	\$ 2,281
EL Counselor	\$ 5,367	\$ 4,180
EL TSA	\$ 5,534	\$ 4,310
EL SEI	\$ 2,231	
EL Secretary	\$ 2,077	\$ 1,618
District Interpreters	\$ 8,670	\$ 6,683
Info Analyst		\$ 1,512
District monitoring		\$ 13,991
District support	\$ 70,466	
EL Youth Dev Spec		\$ 5,241
Prof Dev - subs		\$ 1,917
Summer school teachers certificated-hourly		\$ 1,294
Classified-translators-hourly	\$ 1,526	
classified-CELDT testing	\$ 2,594	
other books		
mat'l & supplies	\$ 1,222	\$ 1,307
Travel, CAFE & mileage		\$ 1,197
dues & postage		\$ 402
Professional svcs.		
PLC-Prof Dev		\$ 4,791
Catering		\$ 240
Direct Services	\$ 102,616	\$ 50,964
Total Centralized & Direct Services	\$ 117,731	\$ 64,204

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL (estimated)

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

After School Safety and Enrichment (ASSETs) Program **Amount: \$150,000**
Purpose: provides incentives for schools and communities to work together to establish before- and after-school enrichment programs that provide academic support.

AVID **Amount: \$11,456**
Purpose: To assist students to success in rigorous curriculum and increase college enrollment.

CAHSEE Intervention Grant **Amount: \$15,723**
Purpose: To provide supplementary instruction for designated students.

California Partnership Academy **Amount: \$64,929**
Purpose: Program support for Academy of Hospitality and Tourism Management

GATE **Amount: \$2,123**
Purpose: Support GATE student in honors and AP courses.

Economic Impact Aid/ English Learner Program (832) **Amount: \$50,315**
Purpose: Develop fluency in English and academic proficiency of English learners.

Economic Impact Aid/ SCE (833) **Amount: \$44,551**
Purpose: Develop fluency in English and academic proficiency of English Learners.

Lottery- Proposition 20 **Amount: \$42,057**
Purpose: To provide ongoing improvements in the instructional program.

Specialized Secondary Programs (SSP) **Amount: \$57,064**
Purpose: Planning support for Academy of Medical and Health Sciences

Safe Schools **Amount: \$6,500**
Purpose: To institute those programs and changes to ensure a safe campus.

TUPE **Amount: \$12,040**
Purpose: To provide anti-tobacco use information and intervention.

861 Block Grant **Amount: \$28,800**
Purpose: To provide ongoing improvements in the instructional program.

Federal Programs

MAA **Amount: \$8,333**
Purpose: Provides support for English and math courses and/or CAHSEE

Project SHIELD **(372) Amount: \$15,375**
Purpose: Assist in developing school Resource Center **(373) Amount: \$ 63,769**

Title I: School-wide Program **Amount: \$501,468**
Purpose: Upgrade the entire educational program of the school.

Total amount of state and federal categorical funds allocated to this school = \$1,074,503

School Support Programs

The following resources and services are available for all students to focus on socially-conscious prevention of issues relating to safety and well-being (Tier I):

- Friday Night Live Program - Overseen by the resource counselor, it organizes school-wide events to help create student awareness of the negative effects of alcohol, tobacco and other drugs. Considered a youth development program, it is student-run and helps create student awareness on the dangers of alcohol, tobacco, and other drugs (ATOD).
- Post-Secondary Plan (PSP)- 9th -12th grade - Academic counselors meet with incoming Freshmen to create a comprehensive high school plan that will allow students to monitor their high school career and take the necessary classes (ex. A-G requirements) to follow a college-bound plan, or to research other career options.
- Fostering Feeder School Relationships (Articulation with Feeder Schools) - Counselors visit feeder schools and present information on Mount Miguel's programs, as well as class scheduling for their Freshman year.
- Medi-Cal/Healthy Families Outreach - In partnership with Neighborhood Healthcare, a Medi-Cal/Healthy Families certified application assistant is on campus on an as-needed basis to assist families without medical insurance apply for Medi-Cal or Healthy Families.
- Character Education - The 7 pillars of good character are 7 character development traits (trustworthiness, respect, responsibility, fairness, caring, citizenship) that are promoted by, discussed, and encouraged by staff as positive behaviors that allow for students to develop positive self-identities as well as positive interpersonal relationships.
- Guidance Lessons - Depending on individual needs or programs of teachers (ex. AVID, MEC Program), counselors will run workshops during requested periods on specific topics such as high school graduation requirements, college admission requirements, career planning, and/or financial aid.
- FUTURO Mentor Program - In partnership with a sorority with San Diego State, this mentoring program provides high school, underrepresented female students with female college students working within a mentorship capacity so as to increase academic success and increase rates of underrepresented female students within higher education.
- Back-to-School Night - Parents get to familiarize themselves with the school campus as well as the teachers and classrooms of their students.
- Freshman Forum - Upperclassmen are trained to deliver a presentation to the Freshmen, with the upperclassmen acting out different inter-social bullying roles (victim, perpetrator, bystander, confronter) within different social issues. After the skit, the upperclassmen then debrief with the freshman class and review the 7 Pillars of Character.
- Freshman Orientation Night BBQ - Freshmen come in to turn in registration materials and sign up for counseling appointments. Also, freshmen are introduced to clubs and extracurricular programs on campus during April/May with the goal of increasing Freshman participation within some extracurricular aspect or activity within Mount Miguel so as to create support nets and a sense of community and belonging.
- Matador-for-a-Day - Students on campus are paired up with incoming freshmen and shadow their high school student for the day.
- Family Resource Center - A variety of services are made available for all students and families. These include counseling sessions and connections to school and community resources.
- Red Ribbon Week - Held in October, students in the Friday Night Live Club put together activities for the week to inform students about the danger of tobacco, alcohol and other drugs, as well as to encourage students to live a drug-free life.
- Walk-In Counseling during Lunch Time/Break - Counselors are available to answer short student questions or concerns by students or parents.

- Best of Matadors Assembly at Feeder Schools - The “Best of the Matadors” Assembly is presented in March at all feeder middle schools to inform students about school clubs, athletics and co/extra-curricular opportunities. The goal continues to be 100% of the freshman involved in a MMHS activity.
- Got Plans? - A district-wide conference that informs students and families of their post-secondary education options. It is held at the local community college (Cuyamaca College).
- Brother-to-Brother - “Brother 2 Brother” (formerly SAAB) is an extracurricular club that focuses on issues dedicated to empowerment and social equity within and for the African American Community. The club also sponsors the East County Young Men's Leadership Conference, a motivational/leadership conference dedicated towards empowering young men of color.
- Spanish Club - exposes students to social experiences through community service and field-trips. Student-led outreach to Tecate (a local boarder town) orphanages marks an opportunity for students to give back to the economically disadvantaged through service projects. The experience with the orphans often reinforces their commitment to their own educational goals.
- ECO Club - Students run an after-school recycling program that fosters a sense of connectedness and responsibility to and for our environment and community.
- FUTURO - After-school enrichment program in partnership with SDSU Lambda Theta Alpha sorority
- Latina Conference - A yearly conference targeting female students and their female caregivers so as to promote the need for higher education and addressing potential roadblocks specific for young women of color in regards to higher education.
- Gay Straight Alliance - Students run a club that creates a safe place of belonging for gay, lesbian, bisexual, transgender, or questioning students and their allies. The mission of the Gay Straight Alliance is to provide awareness and education to the Mount Miguel community on the discrimination and hardships that people who identify as GLBTQ are confronted with.
- Peer Mediation Club - The counseling and guidance department overlook the Peer Mediation Program where students demonstrating leadership capabilities learn to help their peers by assisting with peaceful conflict resolution.
- ASSETS (After School Safety and Enrichment) Program -The ASSETs grant provides incentives for schools and communities to work together to establish before- and after-school enrichment programs

The following resources and services are available for students with specialized needs, and focus on socially-conscious interventions of issues relating to safety and well-being (Tiers II and III):

- SAP Referral- Students with behavioral, emotional, or socioeconomic hardships can be referred by staff and teachers to the resource center for a variety of school and community resources and services.
- Peer Mediations- The counseling and guidance department overlook the Peer Mediation Program where students demonstrating leadership capabilities learn to help their peers by assisting with peaceful conflict resolution.
- MEC (Matador Early College) – a new support program for students in all 4 grades, a vertical path that leads to college.
- Summer School- Summer School is provided to assist students who are struggling academically in credit recovery, as well as providing a safe, academically-oriented environment during June and August.
- TRIO Programs (Upward Bound)- Run by SDSU and UCSD, they focus on increasing the college acceptance rate of underrepresented students and first generation college students by offering conferences, field trips to college campuses, and peer mentorship at Mount Miguel.
- Camp LEAD- A three-day camp that enables student leaders on campus to learn how to develop respectful, empowering, and collaborative environments that are safe and supportive of all students.

- Counselor Mediation- Mediation between students who are having conflicts on campus run by counselors.
- Parent Contact/Information- All staff is encouraged to keep the lines of communication open and reach out to caregivers and families.
- Cal-SOAP- This UCSD sponsored program offers conferences, field trips to college campuses, and peer mentorship with the intent of increasing acceptance rates at the University level for underrepresented students.
- Cuyamaca Rep- Cuyamaca community college makes available a student representative to meet with potential Cuyamaca entering students to answer any questions.
- Student Study Team- In collaboration with teachers and counselors, this is a meeting held for students who are struggling in academics and/or have specific academic/behavioral issues that need to be addressed, with the goal of creating an action plan.
- SART- The Student Attendance Review Team is set up by the school's onsite drop-out prevention specialist (DPS) to address students' issues with attendance.
- Individual Counseling and Support Groups- Group counseling is available for students in the areas of anger management, grief/bereavement, parenting, empowerment, and alcohol & drug use. Individual counseling is also available.
- 504 Meetings- A meeting for students who require academic modifications because of health-related issues.
- DPS Referral- A student referral made to the DPS by concerned guidance counselors or staff about a student's attendance.
- Cal-SAFE (California School Age Families Education Program)- A state program for pregnant or parenting teens which provides services and resources like transportation or help with nutrition supplements.
- Alternative Education Referrals- Information and referrals to other education programs within the district offered to at-risk students.
- Learning Center- An alternative web-based program for credit recovery offered to at-risk upperclassmen.
- BSP's (Behavior Support Plans)- For students in special education who have behavioral issues, it is a plan created to support their academic career while preventing behaviors that may impact others' learning.
- SARB (Student Attendance Review Board)- For students with chronic and continual attendance issues, a board consisting of the school's counseling department and law enforcement becomes a part of the students' academic and attendance action plan.
- PERT (Psychiatric Emergency Response Team)- Offered through community services, it provides emergency response to students who are an active danger to themselves or others.

MOUNT MIGUEL HIGH SCHOOL

Parent, Student and Teacher Compact

In order to maximize achievement for every student and ensure a cooperative effort between students, parents and staff, we make the following pledge:

PARENTS' PLEDGE: I will

- *encourage literacy/education before extra-curricular activities
- *communicate regularly with teachers and staff
- *provide an environment appropriate for studying
- *monitor my student's attendance and progress in class
- *become a part of the school community in whatever way possible

STUDENT'S PLEDGE: I will

- *complete assigned work on time and contribute to my classes
- *read on my own each day
- *communicate with teachers, staff and family if I need help
- *attend school daily and be on time to class
- *practice honest and responsible behavior

TEACHERS' PLEDGE: I will

- *continually improve my teaching strategies so I can successfully teach all children
- *provide a course syllabus to students and parents
- *offer feedback and contact information to students and parents
- *properly accommodate students with special needs
- *inform students regarding tutoring hours and availability
- *provide a safe and welcoming learning environment

Student's Name: _____

Student's Signature: _____

Parent's Signature: _____

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current (2011-2012) make-up of the council is as follows:

Names of Members	Principal	Classroom Teachers	Other School Staff	Parent or Community Member	Student
Steve Coover Chairperson	X				
Jonathan Geraci		X			
Melody Manescu,		X			
Harold Mumford, Recording Secretary and Parliamentarian		X			
Emmanuel Pizano		X			
Elia Ortega			X		
Aaron Weddle				X	
Desna Hall Vice Chairperson				X	
Toni Wimberly				X	
Ashley Patton					X
Mercedes De La Rosa					X
Samantha Bautista					X
Jordan Karstens					X
Donnae Prather					X
Emeka Nwando					X
Tajana Harris					X
Zayde Zazueta					X
Total Members per Category	1	4	1	3	8

**Although there are eight students listed as members of the 2011-2012 MMHS School Site Council, a maximum of three students are permitted to vote at any meeting.*

Recommendations and Assurances

The Mount Miguel School Site Council (SSC) recommends this school plan and proposed expenditures to the district's 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's Governing Board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district's Governing Board policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district's Governing Board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 17, 2011.

Attested:

Steve Coover
Typed name of School Principal

Signature of School Principal

Date

Desna Hall
Typed name of SSC Vice Chair

Signature of SSC Vice Chair

Date

Glossary

861 – Block grant funding that supports the purchase of specialized books, materials, and equipment as required under the Individualized Education Program (IEP)

AB466 – Funding to support staff development in the content areas of reading and mathematics

Advocate – Teacher assigned as a caseworker in charge of creating and meeting the IEP goals

A-G Requirements – A-G classes are the University of California (UC) and the California State University (CSU) systems' minimum course sequences. A-G requires students to complete 15 rigorous year-long high school courses. These courses are known as the "A-G" subjects. At least seven of the 15 courses must be taken in your last two years of high school. Specifics about these requirements are available in the school's counseling office or on the UC or CSU admissions websites.

ACT – Originally an abbreviation for "American College Testing", the ACT is a standardized test for high school achievement and college admissions in United States. The test has been used since 1959. It originally covered English, math, reading and science reasoning. An optional writing test was added in 2005.

AP (Advanced Placement) – AP courses are recognized by most public and private universities. Successful completion of AP courses, and the related tests, can greatly help students in the very competitive university admission's process. AP courses provide a rigorous curriculum in preparation for taking year-end AP exams. Students receive college credit for successfully passing exams and a grade of "A" in the class counts as a 5 on a 4-point scale.

API (Academic Performance Index) – This index is key to California's Public Schools Accountability Act of 1999 (PSAA). It evaluates the performance and progress of schools on a variety of academic measures to monitor programs and interventions aimed at meeting growth targets.

APR (Accountability Progress Reporting) – This system is a comprehensive evaluation of school progress that takes into consideration the Academic Performance Index (API), Adequate Yearly Reports (AYP) and Program Improvement (PI) data for each school.

ARRA funds – The American Recovery and Reinvestment Act is emergency funding provided by the federal government to provide relief from the financial crisis.

ASSETS (After School Safety and Enrichment) Program – The ASSETs grant provides incentives for schools and communities to work together to establish before- and after-school enrichment programs that provide academic support; educational enrichment; safe, constructive alternatives for high school students; and assistance in passing the California High School Exit Exam. Programs may operate before school, after school, weekends, summer, intersession, and vacation.

AVID – The Advancement Via Individual Determination (AVID) program enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

AYP (Adequate Yearly Reports) – AYP provides information about whether a school meets federal requirements under NCLB (No Child Left Behind) Act of 2001.

Benchmarks – A test or series of tests designed to compare the qualities or performance of different like groups of students. A standard or reference by which others can be measured or judged.

Brother-to-Brother (and Sister-to-Sister) Leadership Programs (formerly SAAB) – B2B/S2S is a leadership program that provides mentoring and enrichment to its members.

BTSA (Beginning Teacher Support and Assessment) – BTSA is a state-funded program under the California Department of Education (CDE) to support the professional development of newly-credentialed, beginning teachers. The goal is to improve student performance by implementing research-driven approaches in the classroom and is required for teachers to receive their California Clear Multiple and Single Subjects Credentials.

California State Content Standards – California Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Camp LEAD (Leadership for Equity and Access District-Wide) – Camp LEAD is a free three-day and two-night leadership and human relations development program for GUHSD students.

Campus Supervisor – Paraprofessionals who work with administration to maintain a safe and secure campus

CAPA Test – The California Alternative Performance Assessment (CAPA) is used to measure growth in students diagnosed as having severe cognitive disability. CAPA modification is noted in the IEP for students with qualifying disabilities.

Career Cruising – This on-line site offers students, counselors, teachers, and parents a centralized location to work together on career plans. It is used by students in all grade levels.

Career Pathways – Career pathways feature an integrated academic and technical course of study developed around a broad theme, a specific interest, or an industrial sector.

CAHSEE (California High School Exit Exam) – The CAHSEE has been a requirement for high school graduation in California since 2006 and students must pass the exam before they can receive a high school diploma. It was established to improve the academic performance of high school graduates in the areas of reading, writing, and mathematics.

CAHSEE Intervention Grant – provides supplementary instruction for designated students related to the CAHSEE

CDE (California Department of Education) – The CDE monitors and reports both state and federal accountability results under the general heading of APR (Accountability Progress Reporting) system.

CELDT (California English Language Development Test) – The CELDT is a language proficiency test required to demonstrate English language ability, and it must be administered to students whose primary language is other than English.

Collaboration – Working together. Collaboration can include administration, parents, teachers, students, and community agencies working to improve outcomes.

Core subjects – Classes in English, math, science and social science

CST (California State Tests) – Assessments developed by California educators and test developers and aligned to state standards that measure student achievement. Students in grades 2 through 11 take multiple-choice CSTs for various subjects. These tests are part of California's Standardized Testing and Reporting Program, called STAR.

CTE (Career and Technical Education) – CTE programs of study that involve a multiyear sequence of courses that integrate core academic knowledge with technical/occupational knowledge to provide students varied pathways to postsecondary education and careers.

Collaboration – Working together. Collaboration can include administration, parents, teachers, students, and community agencies working to improve outcomes.

College Night – Annual college fair (now called *GOT PLANS*)

Community Resource Center (Resource Center) – MMHS center that offers coordinated services to students and families in partnership with community health organizations

CPA (California Partnership Academy Grant) – The grant that supports the Academy of Hospitality and Tourism Management. The grant is for Small Learning Communities that have a tech aspect.

CW (Curriculum Writing) – The development and writing of plans and programs to meet curricular needs

CWR (Curriculum writing Rate) – The hourly rate paid to teachers for curriculum writing

DPS (Drop-Out Prevention Specialist) – Paraprofessional who works with counselors, administrators, SARB/SART, parents and students to increase attendance and improve graduation rates

Edusoft – Software program that allow teachers to get data back on tests that they have given by scanning in results. Data is then disaggregated by question number and other variables.

EIA (Economic Impact Aid) / English Learner Program (832) – Money provided by the state to support additional programs and services for English learners (EL) and compensatory education

services for educationally disadvantaged students. Funds are to be used to help students become fluent in English and academically proficient.

EL (English Language Learner) – Students designated by home survey and CELDT results to be English learners

ELA – English Language Arts

ELAC – Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

ELD – English Language Development

ELM (English Language Mainstream) – Students who score at reasonable fluency in English are placed in an ELM program and provided instruction in English only, based on grade level and content standards.

DataQuest – California Department of Education site for accountability reports (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners

Demographics – Population counts and comparisons based on sex, race, age, income, disabilities, educational attainment, employment status, and location.

Disaggregated data – Data about individuals – such as a person's age, sex, ethnicity, economic level, etc. Disaggregated data can reveal trends and allow for comparisons between groups. We can look at how different groups of students are performing, e.g. comparing girls to boys in mathematics.

FEP – Fluent English Proficient student

FTE – Full-time equivalent (**FTE**) is a government measure of a worker's involvement in an educational institution. An FTE of 1.0 means that a teacher teaches five periods per day and is a full-time worker while an FTE of 0.5 signals that s/he is halftime.

FUTURO – After-school enrichment program in partnership with SDSU Lambda Theta Alpha sorority

GATE (Gifted and Talented Education) Funding that supports unique opportunities for high-achieving and underachieving students in public elementary and secondary schools in California who are identified as gifted and talented. It supports Honors and AP classes.

GUHSD (Grossmont Union High School District) – The Grossmont Union High School District provides education to students in grades 9-12 and is located in the eastern portion of San Diego County.

IEP (Individual Educational Plan) – Specialized plan designed in collaboration with parents, students, and professionals for students eligible for Special Education

IGP (Individual Graduation Plan) – Graduation plan designed in collaboration with students, parents, and counselors

FAFSA – All students interested in financial aid for college will need to complete the Free Application for Federal Student Aid (FAFSA).

Friday Night Live – Enrichment program that emphasizes living a healthy, drug and tobacco-free lifestyle

Grossmont Health Care Grant – A grant used by the Academy of Medical and Health Sciences to support their program

Harmonium – A state-funded service program that offers individual and small group counseling

Leadership Team – Principal advisory council composed of elected staff representing programs and departments

Learning Center – Alternative, self-paced learning community

LEP funds – Federal funding to support English learners

Link Crew – Peer mentorship project

Lottery (Prop 20) – State funding, based on attendance, from the California Lottery to provide improvements in the school's instructional program

MAA – Medical Administrative Assistance (MAA) funding is money allocated to schools to help defer the cost of Medical administration and referral.

MEC (Matador Early College) program – Support program for students in grades 9-12 that creates a vertical path leading to college.

MMHS – Mount Miguel High School

NCLB (No Child Left Behind) – An act of Congress in 2001 under George W. Bush that enacted standards-based education reform, based on the belief that setting high standards and establishing measurable goals can improve outcomes in education. These measurable goals included an increase number of standardized tests.

New Student Barbecue – Orientation night held in spring to welcome new freshmen (current 8th grades) and their families

Parent Institute – The Parent Institute for Quality Education is school sponsored, eight-week parent training that helps to build relationships between parents, students and educators to further students' academic success

Parent Portal – Provides on-line access to student attendance, grades, transcripts, and behavior

Performance Profile – Staff computer program that provides access to student information

Phoenix Contract Classes – Independent study program

PI (Program Improvement) – In California, PI is the formal designation for Title I-funded schools and districts that fail to make AYP for two consecutive years.

PLC (Professional Learning Community) – A group of administrators and school staff who are united in their commitment to student learning

Professional Development (Prof. Dev.)funds – State and federal funding assigned to support teacher training and enrichment

Prop H – \$274 million bond passed in 2004 to modernize GUHSD schools

Prop U -- \$417 million bond passed in 2008 to complete the modernization of GUHSD schools

PSP (Post-Secondary Plan) – Student plan for continuing his/her education after high school

Pyramid of Interventions - A detailed comprehensive outline of the Student Assistance Program, the set of systematic interventions and services (organized into Tiers I, II, and III) offered by the school and the community to students and their families

Race-Human Relations – A program that promotes racial and cultural harmony for students and staff

REACH – Real Empowerment for Action and Change is a community action group of students, teachers, staff, and administrators that works to create *awareness of and/or responses to* the needs of students and their families.

R-FEP – Reclassified Fluent English Proficient student

Resource Center – See Community resource Center

ROP (Regional Occupational Program) – Occupational training program that includes Virtual Enterprise, Floral Design, Cosmetology, Health Occupations, and Graphic Design

Safe Schools – Provides training, resources and technical assistance to establish a school/community environment which is physically and emotionally safe, well disciplined, and conducive to learning.

SAP (Student Assistance Program) – Helps to fund the Resource Center. These students can be referred by staff or teachers for a variety of school and community resources and services.

SARB / SART – School Attendance Review Board/Team is composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.

SAT – The SAT Reasoning Test (formerly the Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions that assesses a student’s readiness for college. The test has been used since 1901.

Scaffolding – Approaches, methods, strategies, and techniques that help challenged learners access grade-appropriate content and develop academic competency

SCE funds – State Compulsory Education funding

SSC (School Site Council) – Advisory body to the principal comprised of parents, students, and staff. The SSC is a legal requirement and its members are fixed by California Education Code: Principal, teachers, and staff members equal the representative membership of parents, students, and community.

SDAIE (Specially Designed Academic Instruction in English) – A teaching approach for teaching various academic content (such as social studies, science or literature), using the English language, to students who are still learning English. It requires the student possess intermediate fluency in English as well as mastery of their native language.

SDCOE (San Diego County Office of Education) - County Office that services schools and teachers in San Diego County, outside of the San Diego Unified School District in the city of San Diego.

Sheltered courses – Specially designed courses taught in English to intermediate and advanced English learners utilizing approaches, methods, strategies, and interventions that work to make content accessible.

SMART Goals – Goals set by our professional learning communities in line with the goals and aims of our SPSA.

SPSA – Single Plan for Student Achievement – The SPSA is a plan developed with the advice, review, and certification of our school advisory committees (including PTSA and ELAC), our leadership team, site coordinators, and the administration. It is a legal requirement for schools receiving federal assistance and serves as a blueprint for continuous growth measured by student achievement.

SSP (Specialized Secondary Program) - Grant that is used for supplies to support the Academy of Medical and Health Sciences.

Stakeholder – A person or group who has an interest in a particular project or action

Student Portal – On-line student server that allows students access to personal grades and GUHSD server and research options.

Sub-Group – A subordinate group whose members usually share some common differentiating quality

Success Academy – An SLC alternative program for grades 10-12. Students work with a core team comprised of an English, math, and social science teachers, enroll in electives, and challenge junior college classes in an effort to meet graduation requirements and recuperate credits.

Summative Assessment – Summative assessment (or Summative evaluation) refers to the assessment of the learning and summarizes the development of learners at a particular time. After a period of work, such as a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point.

Super Advocate – Teacher on special assignment who works programs, supports, and advocates for Special Education students

Title I (301) – Title I is part of the Elementary and Secondary Education Act of 1965 that provides funds to improve the academic achievement of disadvantaged students. It aims to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach minimum proficiency on achievement standards and assessments.

TUPE – Funds to provide anti-tobacco use information and intervention

Virtual Enterprise -- VE is a high school entrepreneurship program and global business simulation in which students create and manage virtual businesses.

VLLC (Virtual Library Learning Commons) – a website (<http://library.guhsd.net>) created by all the district librarians to house the district-provided online resources, including online magazine and newspaper articles, can be accessed. Multiple levels of World Book Online Encyclopedia are available (including one in Spanish). Debate topics, video clips, current events, college and career information and list of recommended books are also available there.

WASC (Western Association of Schools and Colleges) – WASC is an association that provides accreditation schools and colleges via a process of self-evaluation and a visit by outside peer professionals. Through WASC, schools are encouraged to assess the quality of their educational programs on a regular basis, clearly demonstrate continual self-improvements, and make plans for the future.

WPA (Writing Performance Assessment) – District-wide end-of-course writing assessment used to assess growth by English department.

Recommendations and Assurances

The Mount Miguel School Site Council (SSC) recommends this school plan and proposed expenditures to the district's 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's Governing Board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district's Governing Board policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

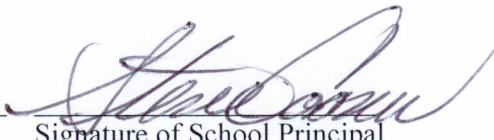
Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district's Governing Board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: November 17, 2011.

Attested:

Steve Coover
Typed name of School Principal


Signature of School Principal

12/6/11
Date

Desna Hall
Typed name of SSC Vice Chair


Signature of SSC Vice Chair

12/6/11
Date

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:

Contact Person:	Tim Schwuchow
Position:	Principal
Telephone Number:	619-956-0200
E-mail address:	tschwuchow@guhsd.net

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 1,400 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
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 – 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 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	

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	2007	2008	2009	2010	2011
	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	Proficient and Advanced	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

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	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

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

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

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%	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)

2007 API Base		2008 API Base		2009 API Base		2010 API Base	
2007 API (Base)	725	2008 API (Base)	734	2009 API (Base)	762	2010 API (Base)	780
2007 Statewide Rank	6	2008 Statewide Rank	6	2009 Statewide Rank	7	2010 Statewide Rank	7
2007 Similar Schools Rank	3	2008 Similar Schools Rank	2	2009 Similar Schools Rank	5	2010 Similar Schools Rank	3
2007-08 Growth Target	5	2008-09 Growth Target	5	2009-10 Growth Target	5	2010-11 Growth Target	5
2008 API Target	730	2009 API Target	739	2010 API Target	767	2011 API Target	785
API Growth		API Growth		API Growth		API Growth	
2008 Growth	734	2009 Growth	763	2010 Growth	782	2010 Growth	798
2007-08 Growth	9	2008-09 Growth	29	2009-10 Growth	20	2009-10 Growth	18
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	All subgroups	No	All subgroups	YES	All subgroups	No
Both School wide and CI	No	Both School wide and subgroups	No	Both School wide and subgroups	YES	Both School wide and subgroups	No
Awards Eligible	No	Awards Eligible	No	Awards Eligible	No	Awards Eligible	No

API Subgroups (Growth Report)

	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	2011 Subgroup API (Base)	2010-11 Subgroup Growth Target	2010-11 Subgroup API (Growth)	2010-11 Subgroup Growth	Met Subgroup Growth Target
Amer Indian/Alaskan Native	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian/Asian American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black/African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Filipino/Filipino American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic/Latino	694	5	725	31	YES	730	5	746	16	YES	7745	5	735	10	NO
Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White (non Hispanic origin)	744	5	771	27	YES	769	5	789	20	YES	787	5	810	23	YES
Socioeconomically Disadv	655	7	694	39	YES	692	5	721	29	YES	717	5	713	4	NO
Students with Disabilities	525	14	512	-13	NO	505	15	526	21	YES	508	15	553	45	YES

***Phase I - Adequate Yearly Progress (AYP) Report1**

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

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	--

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 -**

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) <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	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”.	798: 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	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.”	91.17: 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

	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
RFEP	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

	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	85
Female	139	126	91	172	151	88	159	152	96
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

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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
2007-2008	336	196	58.3%
2008-2009	252	161	63.9%
2009-2010			
2010-2011			

Advanced Placement Test Results

Year	Grade 12 Enrollment	11 + 12 Enrollment	Number of Test Takers	Number of Exams >=3
2006-2007	413	828	123	115
2007-2008	406	748	161	152
2008-2009	363	709	149	165
2009-2010	406	789	174	198

SAT Participation and Scores

Year	Number Tested	% Seniors Tested	Mean Scale			
			Verbal	Math	Writing	V/M/W
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
2009-2010	94	23.15%	498	537	500	53

ACT Participation and Scores

<i>Year</i>	<i>Grade 12 Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Average Score</i>
2006-2007	413	16	3.9%	22.1
2007-2008	406	30	7.4%	21.7
2008-2009	363	33	9.1%	24.1
2009-2010	406	18	4.4%	23.9

California English Language Development Test Report (CELDT)

Overall Proficiency																
	2007-2008				2008-2009				2009-2010				2010-2011			
	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
Advanced	0	0	3	1	0	4	3	2	1	0	1	2	4	1	1	0
Early Advanced	7	4	5	4	8	7	2	8	5	6	4	6	3	2	1	0
Intermediate	5	6	4	4	3	5	9	7	4	10	4	2	4	1	0	0
Early Intermediate	0	3	1	3	1	0	0	0	0	2	1	0	0	2	1	0
Beginning	0	0	2	1	1	0	2	1	0	1	0	0	0	1	0	0
Number Tested	12	13	15	13	13	16	16	18	10	19	10	10	11	7	4	0

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.

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SANTANA
School - Level Description of EIA Funds
Budgeted for Centralized Services
FY2010.2011 (revised 11/14/11)

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, 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

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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:	<p>1. Increase pass rate for 2011 March census administration CAHSEE test by 3% in ELA and by 5% in math.</p> <p>2. Increase CST scores on Algebra by 5% and English Language Arts by 3%.</p> <p>3. Increase number of students from Intermediate to Advanced on CELDT by 3%.</p>

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

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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

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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	---	---	---

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	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

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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,

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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	-----

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	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

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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

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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	----	----	----

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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	----	----	----

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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

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	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

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

AVID **Amount: \$9,540**
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: \$3,125**
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: \$24,307**
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: \$26,080**
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 **Amount: \$7,051**
Purpose: To support extended services for all students

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: \$3,000**
Purpose: Tobacco intervention program **.15 FTE**

55:1 (based on enrollment of 1401) **Amount: \$77,055**
Purpose: Restricted instructional materials

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Discretionary Block Grant (School Site Council Funds)

Purpose: Restricted instructional materials

Amount: \$0

CAHSEE intervention funds

Purpose: Intervention funds for students to pass the CAHSEE.

Amount: \$5,541

Prop 1D (spent in 2010-2011)

Purpose: Modernization of Facilities for Career Technical Education

Amount: \$3 million

Library Improvement Program Funds

Amount: \$1,487

Attendance Incentive

Amount: \$21,734

CPA Grant

Amount: \$125,422

Prop U Discretionary Money (\$210,000+ spent in 2010-2011)

Title IX projects completed Sept. 2011

Amount: \$0

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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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: 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>

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**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*):

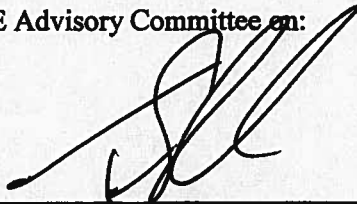
- Leadership Team
- SHS Department Chairperson Council

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:

Tim Schwuchow

Typed name of school principal



Signature of school principal

12/16/11

Date

Jennifer Hudson

Typed name of SSC chairperson



Signature of SSC chairperson

12/16/11

Date