Santana High School

Grossmont Union High School District

2012-2013

WASC
REVISIT REPORT

Home of Scholars and Champions

Santana High School
2012-2013

WASC
REVISIT REPORT

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Santana High School
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Santana High School Revisit Report 2012-2013

Western Association of Schools and Colleges
Accrediting Commission for Schools

Revisit Date
March 21, 2013

Chair
Dr. Susan Weinshanker
5671 Beaumont Avenue
La Jolla, CA 92037

Member
Mr. Kevin Gormly
2335 Chatsworth Boulevard
San Diego, CA 92106

Description of the School

THE COMMUNITY

The reported median age of Santee residents in 2012 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 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 predominant native language is English although Santana has seen an increase in the number of students whose native language is Spanish. SANDAG's demographic information indicates that the community's ethnic breakdown is 74% White, 16% Hispanic, 4% Asian, and 2% African-American. The remaining 4% are American Indian, Pacific Islanders, and mixed-race populations.

SANTANA'S STAFF AND BELL SCHEDULE

Certificated and Classified Staff: Supporting the campus and its certificated personnel, Santana 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. With the budget reductions in the State, our classified staff has been reduced over the years.

Of the 60 teachers, two are involved in the state's Beginning Teacher Support and Assessment (BTSA) program while two of our site's more seasoned teachers serve as BTSA Support Providers. Four of our teachers also have further distinguished themselves by satisfying all requirements for National Board Certification.

Santana's teaching staff size has declined over the last 5 years, due to smaller student population and increase in class size. Since 2008, Santana has also lost six classified supporting staff members. The Grossmont District has implemented new attendance boundaries starting in the year 2012-2013, which will help increase our enrollment to approximately 1800 students over the next four years.

	07-08	08-09	09-10	10-11	11-12	12-13
Total Number of Teachers	75	65	64	61	61	60
Teaching in Subject Area (fully credentialed)	75	65	61	59	59	59
Teaching Outside Subject Area (fully credentialed)	4	3	3	2	2	1

Approximately 1,430 students attend Santana 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.

Santana operates on a modified block schedule, which has been in place since August 2005. Of Santee's population aged 25 and older, 87% are high school graduates, with only 18% having an Associates or Bachelor's degree.

Students are enrolled in a maximum of six classes at a time. Some students begin their day with period one, which begins at 7:14 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. This accommodates lessons that include labs and/or cooking classes; group activities and/or engineering projects, and short reviews before exams.

Santana High School has a total of 65,674 qualifying minutes for the 2012-13 school year. California State minimum required minutes is 64,800, although that number could be changing depending on future budget cuts. Santana planned for twelve minimum days for staff development during the 2012-13 school year. Minimum days allow for teacher planning but impact the number of teaching minutes allotted in a school year.

Due to budget cuts over the last several years, class size reduction was eliminated at the freshmen level in English and Math in 2008 and class sizes rose across the board from 32:1 to 38:1. With the increased class size, our teachers and staff have done an outstanding job adjusting to this change, as well as our students.

ACADEMIC PROGRAMS

Santana offers a wide range of traditional academic programs, including Advanced Placement, Honors courses, and the tradition programs to fulfill the a-g requirements. Academic achievement at Santana, as measured by API and other performance data, has improved significantly since our WASC visit in 2008.

Advanced Placement/Honors: Santana currently offers 12 sections of AP sections that include: Art History, European History, Calculus B/C, US History, Government, English Language, English Literature, Physics, Chemistry and Spanish Language. And, in 2008, we changed our Pre-Calculus course from college prep to honors.

Special Education: Santana is nationally recognized for its true inclusive program where students with disabilities are mainstreamed into a regular education programs with supports as needed. Students that qualify for a 504 also receive accommodations/modifications were needed.

Technology: With the passing of two bond measures, Proposition H and Prop. U, about half of Santana's classrooms have been re-built, and there is money to complete the rest of the campus by 2020. The new classrooms are equipped with document cameras, ceiling-mounted LCD projectors, screens, built-in speakers, DVD/VHS players, TV tuners, and new cabinetry to house the hardware and wireless technology/routers. In 2008, only 14 teachers on campus had document cameras compared to today with every teacher having a document camera. In addition, teachers were issued new Dell Laptops in 2010 and Santana went wireless in Fall 2011.

**The 800 Building is a state-of-the-art complex. In addition to housing most of the classes for the pathway's pre-engineering program, it is a fantastic resource for teachers to have students utilize technology for project-based learning activities.

Parent Portal and Teacher Portal are still a staple of support for parents and teachers at Santana. Teachers are not only able to take attendance online and send home District-generated 3-week monitoring reports to parents when a student has a below-average grade, but parents are able to monitor their students' attendance and access teacher information (i.e. teacher webpages and email addresses) from home.

Library: Santana's library continues to lead the District in the number of books checked out by students. Circulation statistics show that our students check out and renew record numbers of both fiction and nonfiction titles. In addition to reading materials, our library offers copies of classroom textbooks for students to complete homework in the library or for overnight checkout. Other offerings include games such as chess and dominoes, a magazine center with over 15 various titles to choose from, and 10 walk-up computers for students to use for personal or academic reasons. Teachers may use the online calendar to reserve class time either in the Library's computer lab, which has 40 Mac computers, or in the media/classroom space for teachers to hold class, demo a video or presentation, or host a guest speaker. The Grossmont Union High School District continues to subscribe to major databases which can be accessed from the library using the Virtual Library Learning Commons (VLLC), a website designed and maintained by District librarians to provide "one-stop shopping" for students' academic needs. The VLLC offers students easy access to the online library catalog, online databases, eBooks, citation resources, the San Diego County Library website, and the GUHSD homepage. Databases offered include EBSCO Host, World Book Online, NetTrekker, Discovery Education, Issues and Controversies, FollettShelf (eBooks), and The San Diego Union Tribune Newspapers in Education. The library is open every day for walk-in traffic from 7:00-4:00 Monday, Tuesday, and Friday or 7:30-:4:00 Wednesday and Thursday.

Leadership: Santana High School has three leadership groups that help guide the school through a shared leadership model. The three groups are 1) School-Site Council, 2) Department Chair and 3) Leadership team.

Guidance: Helping to direct students toward personal and academic success, Santana High School has three full-time certificated counselors, one part time counselor, and two full-time academic advisors. Counselors offer personal and social emotional counseling in addition to career and academic counseling. Counselors work with "at risk" juniors and seniors and help to monitor their attendance and grades, they meet with students who have D/F's at the progress reports and refer students to alternative education services or the E2020 Learning Center program for credit recovery. Counselors also track those students who have not passed the CAHSEE and meet with them to develop a plan for CAHSEE proficiency. They are responsible for enrolling new students entering Santana to assure they are placed in appropriate classes based on ability and interest. Adjunct duties include: liaisons to academic departments, working with Special Education students and advocates, attending IEP meetings, coordinating PSAT testing, PSAT/SAT/ACT prep classes, encouraging parents' access to utilize Parent Portal, and referring parents and students to outside resources that Santana does not offer but that the community does.

In addition to counselors being available for students' social-emotional well-being, Santana also has a part-time therapist on campus employed by Children's Hospital. She visits several other schools in the community and her schedule rotates her to Santana several days a week; her services are for students who need consistent and intensive counseling (more than our site counselors can offer). Students without insurance are eligible.

Administration: Santana's administration had been in a state of change from 2001-2007 with a total of six different principals being in place. In 2007, Mr. Schwuchow was appointed as Principal of Santana High School. In addition to Mr. Schwuchow there are two assistant Principals, Mr. Oedewaldt and Mr. Tropp, and one school facility manager, Therese Torres.

School-wide Staff and Student Goals

Santana's staff and students have been working diligently on the five WASC recommendations that we received from our 2008 visit. It is Santana's intention to keep the WASC recommendations at the forefront of our priorities, while still addressing goals that address student achievement and social/ emotional programs for our student community.

WASC Goal #1	Focus the site's staff development program on the use of data to drive standards based instruction on an ongoing basis to: • **Identify areas of needed growth.** • **Plan and teach common units to address those needs.** • **Administer standards based common units and formative assessments.** • **Disaggregate 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 based on the student data.**
SMART Target Objectives:	*1. Disaggregate CAHSEE and CST data within PLC groups every other month.* *2. Increase overall CAHSEE scores in math and English by 3% for the March administrative census.* *3. Increase CAHSEE scores in Special Education subgroups by 5% for March administrative census.* *4. Disaggregate formative common units with illuminate in each curriculum discipline.*

WASC Goal #2	Establish programs, clubs and activities that promote racial tolerance as well as multicultural understanding.
Rationale:	**To build a more inclusive school community where all students feel safe and respected.**

| SMART Target Objectives: | 1. Establish programs, clubs, and activities that promote racial tolerance, as well as multi- cultural understanding (WASC Recommendation#2).

2. To decrease the number of physical conflicts resulting in suspension amongst students by 3%.

3. To maintain and update the School Crisis/Redbook Plan and Safe Schools Plan each year including five drills a year (two lockdown/secure campus drills, one duck and cover, and two evacuation drills). |
| --- | --- |

WASC Goal #3	**Institute instructional strategies school-wide designed to support the site's English Learner (EL) population.**
Rationale:	**To meet the needs of our increasing EL population and to address a critical need from our 2008 WASC visitation.**
SMART Target Objectives:	1. Increase pass rate for 2012 March census administration CAHSEE test by 3% in ELA and by 2% in math.

2. Increase CST scores in Algebra by 5% and English Language Arts by 3%.

3. Increase number of students from Intermediate to Advanced on CELDT by 3%. |

WASC Goal #4	**Increase the a-g completion rates, including closing the completion gap for the different groups on campus (EL, SED, gender).**
Rationale:	**Increase the overall a-g completion rate from 35%.**
SMART Target Objectives:	1. Increase the overall student a-g completion rate by 3%.

2. Increase the a-g completion rate for EL by 3%.

3. Increase the a-g completion rate for males by 3%. |

WASC Goal #5	Meet the AVID requirements for Certification with Distinction (i.e., meet all 11 essentials at level 2 or higher).
Rationale:	To grow and build an AVID culture that supports students towards meeting the requirements and attending a Four University after graduation.
SMART Target Objectives:	1. Increase the number of sections of AVID elective classes to one per grade. 2. Implement use of planners, AVID question levels and Cornell style notes to be used by all teachers. 3. AVID site team will support the AVID elective teachers and students with monthly meetings and leadership roles. 4. Increase the number of AP classes offered by two sections.

WASC Goal #6 *New goal given to us after the Mid-term visit in Spring 2012.	The school should have a systematic approach for evaluating all programs on campus. Part of this process should include input from all stakeholders (i.e. parents, students, and all staff).
Rationale:	To understand what works and what doesn't
SMART Target Objectives:	1. Have the leadership team conduct three to four surveys each year to evaluate the effectiveness of different programs on campus. 2. Make adjustments to programs that do not maintain an "effectiveness" school wide, this would be done using illuminate. We will look at the results of "Agree and Strongly Agree" or "Disagree and Strongly Disagree" and strive for at least 60% depending on the question. *Please refer to surveys in the report for clarification.

Student Demographics

Population	Oct'08	% Oct'08	Oct'12	% Oct'12	% Change Oct'08 to Oct'12
Enrollment	1422		1420		-1.2%
Females	628	44%	656	46%	+2.0%
Males	796	56%	764	54%	-2.0%
Hispanic	238	16.8%	246	17.3%	+0.5%
White	1053	74.2%	998	70.2%	-4.0%
Asian	18	1.3%	8	.5%	-0.8%
African American	21	1.5%	15	1.05%	-0.45%
Special Education	205	14.4%	201	14.15%	-0.35%
AP Exams Taken	279	19.6%	347	21.4%	+4.8%
AVID Enrollment	38	2.7%	121	8.52%	+5.82%
English Learners	66	4.6%	77	5.15%	+0.55%
Free & Reduced Lunch	213	14.9%	265	17.7%	+2.8%
Percent of Parents Not High School Graduates		5.3%		8.96%	+3.66%

Faculty/Staff Demographics

Staff	2008	2012
Administrators	1. Principal 3 Asst. Principals	1 Principal 2 Asst. Principals
Counselors	3	3
Total Faculty	118	99
Percent of Faculty "Highly Qualified" per NCLB	98%	98%
Certificated Staff	75	68
Classified Staff	43	43

Santana has 60 fully credentialed teachers that average 14.9 years of teaching experience. One teaches outside their subject area, and none hold an Emergency Credential. Of Santana's teaching faculty, two hold a doctorate and 49 currently have master's degrees; 32 are female and 28 are male.

In addition to having qualified professionals in the classroom, Santana has three full-time counselors, one 80%-dedicated CTE counselor (for our pathway programs) and two full-time academic advisors for the 2012-2013 school year. Additionally, one full-time psychologist performs Special Education assessments and program coordination, and a speech therapist serves students with IEP's. Coordinated services are provided by community agencies set up through the Santana Community Resource Center, including: one part-time therapist from Children's Hospital and ongoing collaboration with San Diego Youth and Community Services.

Supporting the campus and its certificated personnel, Santana has 43 classified staff members, 34 of whom are female and 11 male; of the 43 classified staff members, 15 are part-time. This staff includes a school nurse, campus supervisors, special education aides, cafeteria workers, and a Santee Sheriff's Deputy.

Staffing Reductions that have occurred since the 2008 WASC visit:

One Assistant Principal
Front Receptionist
Counseling Secretary
One Attendance Clerk
Duplicating Clerk
Book Clerk
Girls' P.E. Attendant
Boys' P.E Attendant
Custodians (1.5)
Grounds Keeper
GIS

Section II: Significant Changes and/or Developments

Learning Center

In 2009-10, Santana began a credit recovery program for students who are at least one semester behind on credits. It is currently being staffed with one full-time, credentialed teacher. Students report to the class for 90 minutes per day, working online (E2020 Program). The positive results include students recovering credits, staying on campus, and staying in school. A-g completion is more difficult with the learning center since students beginning the program enter with Ds and Fs in a-g classes already on their transcripts. We currently have 70 juniors and seniors in the program and have served over 300 students since 2009.

CTE

The California Partnership Academy of Environmental Design was implemented in 2009, while the Exploring Technology Exposure (Wheel) class was implemented in the 2011-12 school year. A major goal of our program is a four-year plan that allows for the completion of the a-g requirements. Included in the four year plan is an opportunity for all students to take part in a job shadow, internship and apprenticeship program, based on the area of emphasis chosen by the student.

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

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 the 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.

Project Lead the Way (Engineering)

English 9	English 10	English 11	English 12
Global Studies	World History	U.S. History	Government/Economics
Algebra or Geometry	Geometry or Algebra II	Algebra II or Pre Calculus	Pre Calculus or Calculus
Phys Ed	Biology CP	Chemistry CP or Honors	Elective
Career Explorations	POE/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 Honors	Chemistry CP or Honors	Elective
Career Explorations	Architecture Design	Green Energy	Green Careers
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
Career Explorations	Photo	Digital Arts	Video Productions
F Lang or Elective	F Lang or Elective	Phys Ed/Elective	Phys Ed/Elective

Electives include: Visual and Performing Arts (i.e. Band, Color guard, Foods, Art, and 3D Design), Foreign Language, Algebra IIIC, Consumer Math, Multi-Media and Auto Body.

Single School-Wide Action Plan and School Site Council (SSC)

At the start of each new school year, the principal's secretary sends out emails, bulletin notices, and web page information inviting parents, students, staff, and teachers to serve on the School Site Council.

Once the School Site Council is in place, the principal's secretary schedules approximately eight meetings per school year. Through email, members are notified of upcoming meeting times and locations. Minutes from the prior months' meeting are also sent out for the members to review. Agenda items are due to the secretary two days prior to the upcoming meeting.

One of the main responsibilities of the SSC is to update and review the Single School-Wide Action Plan. This plan documents school-wide goals and interventions/programs around campus and keeps teachers, parents, students, and administrators focused on the school's academic priorities.   All School Site Council members are given both a hard copy and an emailed copy of the site plan for review and suggestions. Updates to the School Site Plan are made throughout the school year. These updates are voted on by the council members and submitted to the Grossmont District Governing Board.

We have incorporated the five WASC goals along with some goals that the district has in place for us.

Mid-term Progress Report Preparation

Each department reviewed the WASC Recommendations from the 2008 WASC visit. The leadership team, AVID site team, and department chairpersons then worked to put programs in place to address the recommendations. From 2008-2012 those individuals/leadership groups carried out the work to address the five recommendations both implementing and documenting their efforts. For the Spring 2012 midterm visit, Jennifer Hudson/WASC coordinator compiled the information into the midterm visit.

Revisit Work and Procedures

As a result of the 2012 Spring WASC visit, it was concluded the entire staff was obligated to administer and support the WASC recommendations, making it a school-wide endeavor rather than an effort driven by individual teams of teacher leaders.

Mid-term feedback from the WASC team has resulted in a major change when it comes to driving and implementing the WASC recommendations.

For the 2012-2013 school year, a systematic approach has been taken to analyze each WASC recommendation and it components through intensive, school-wide collaboration, which has included all certificated staff.

The new approach began with staff-development training during the staff development days prior to the start of the 2012-2013 school year. Master schedule adjustments were made to provide release time for teacher teams and classroom/lesson monitoring by the administration, which continues to aid in the consistency and fidelity in which SDAIE-strategies are implemented. In addition, the staff receives Weekly WASC reminders (please see appendix) through emails from the Principal and evidence is gathered and placed on an electronic website (santanawasc.weebly.com), giving parents, staff, and students 24 hour access to our WASC progress:

It is through these combined efforts that we/Santana High School are very proud of our accomplishments toward meeting our WASC goals.

Section IV: Santana demonstrates progress in each of the six WASC recommendations

Recommendation #1: Focus the site's staff development program on the use of data to drive standards-based instruction. The goal would be for teachers in the same subject on an ongoing basis to work together to address the following:

*Identify areas of needed growth
*Plan and teach common units to address those needs
*Administer standards-based common assessments for the unit
*Disaggregate the results using software designed for this purpose
*Meet to analyze the outcome (i.e. review the results of the assessments, discuss what worked and what needs to be refined)
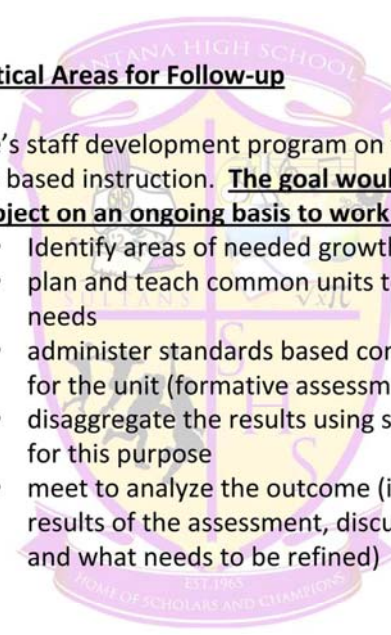
Overview:

Santana High School's staff uses staff development days, release time, and collaboration time on Wednesdays and Thursdays for planning, implementing, and evaluating course content using California State Standards as a basis for evaluation and planning instruction. All departments meet regularly to work on grade-level curriculum through PLCs (Professional Learning Communities), which have been in place since the last WASC visit. Each department is required to design common, formative assessments given to students. After the results are processed, teams/departments meet to evaluate the data and discuss best practices for delivering the content. As a result, new lesson plans are designed in order to re-teach the curriculum and then follow-up assessments are given.

This School-wide collaboration approach in all departments involves planning curriculum, assigning and grading common essays/projects, creating and analyzing test results, and developing research projects. Teachers utilize Performance Profile, Teacher Portal, and illuminate (new software program designed to disaggregate the data) to identify problems and concepts students are struggling with. Teachers then focus their attention on those areas of instruction. PLC's in the academic disciplines use released practice tests and frequently-missed test questions from previous years as a guide for pre-test review/curriculum. To meet WASC goal #1, teachers of the same subject area are continually working together to disaggregate data and improve their curriculum.

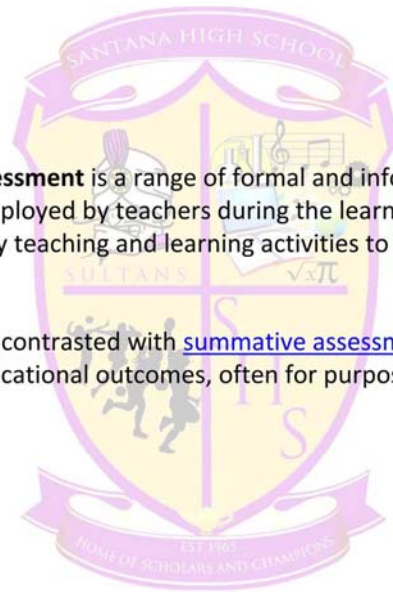## Supporting Evidence through the Administration and School District

1) Staff Development: On September 20th, 2012, a staff development meeting was held to discuss formative assessments. The following point-point was used:
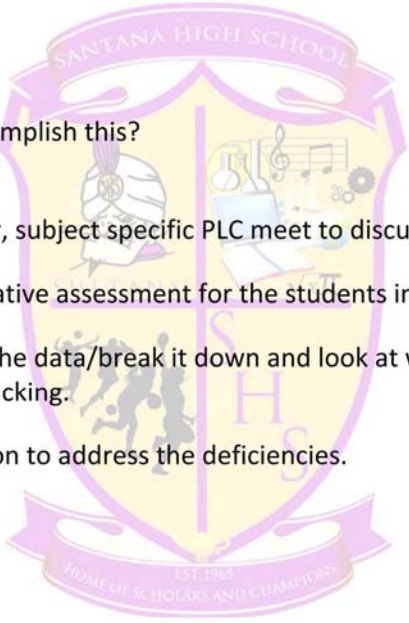
Schoolwide Critical Areas for Follow-up

1.Focus the site's staff development program on the use of data to drive standards based instruction. **The goal would be for teachers in the same subject on an ongoing basis to work together** to:

- Identify areas of needed growth
- plan and teach common units to address those needs
- administer standards based common assessments for the unit (formative assessment)
- disaggregate the results using software designed for this purpose
- meet to analyze the outcome (i.e., review the results of the assessment, discuss what worked and what needs to be refined)

Formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.
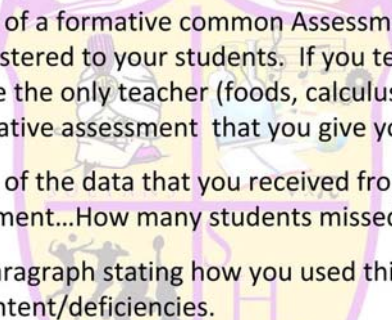
It is commonly contrasted with summative assessment, which seeks to monitor educational outcomes, often for purposes of external accountability.

How do we accomplish this?

1. Work together, subject specific PLC meet to discuss goals.

2. Design a formative assessment for the students in that subject.

3. Disaggregate the data/break it down and look at where the students were lacking.

4. Plan your lesson to address the deficiencies.

What I need you to do.

1. A copy of a formative common Assessment that you administered to your students. If you teach a subject that you are the only teacher (foods, calculus or ?) then a copy of a formative assessment that you give your students.

2. A copy of the data that you received from that assessment...How many students missed the concept ?

3. One paragraph stating how you used this data to re-teach the content/deficiencies.

Due back to your department chair on October 9th.

2) Illuminate: Implemented by the Grossmont Union High School District at the beginning of the 2012-2013 school year, Illuminate gives teacher the ability to create and/or upload existing tests and generate answer sheet that are scanned and scored using a document camera. Once data is collected, Illuminate produces specialized grouping reports for teachers that can be used for intervention purposes, sorting students by skill, standards-based performance, or other measures. Within their PLCs, teachers meet regularly to disaggregate data collected using Illuminate in order to change their curriculum accordingly.

The following is an email and document from our district's assessment director. It is an example of the most recent efforts using illuminate from our site and the other schools in our district. Please note that Santana has the best results in the district.

> Now that nearly all of the semester 1 finals for Algebra I and Geometry have been scored, I want to thank everyone for pioneering the use of Illuminate. Although we encountered a few, mostly minor, problems during the scoring process, we have learned a number of lessons that will make future assessment easier.

> In spite of this, an overwhelming number of teachers opted to use Illuminate for scanning and scoring (approximately 85% of the nearly 6,000 tests in Algebra and Geometry were processed through Illuminate).

> The payoff to this work is the array of reports available in Illuminate. If you haven't yet had the opportunity to explore these resources, I suggest looking at the following:

> **Overview**
> Within Illuminate, the overview page is a convenient place for teachers to see overall results, including a breakdown by power standard. Clicking on the options at the left hand side of this report will give you a number of different perspectives including information on each test question, school by school results, and more.

> An example of the data that our district provides us follows this page. It is the results of the end of the first semester, Algebra I, Semester 1 test compared with the Algebra I CST standards Please note that Santana has tremendous results compared to the other schools in our district.

Algebra I

2012-13 Semester 1
DISTRICT Program Assessment

Pie chart:
- Adv. 8.7%
- Prof. 12.5%
- Basic 14.5%
- BB 14.2%
- FBB 50.1%
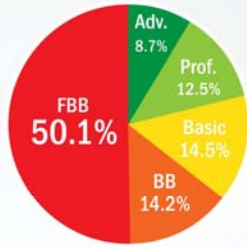
647 students represent Mastered while 2,409 students represent Not Mastered, meaning they scored 60% or lower on the assessment.

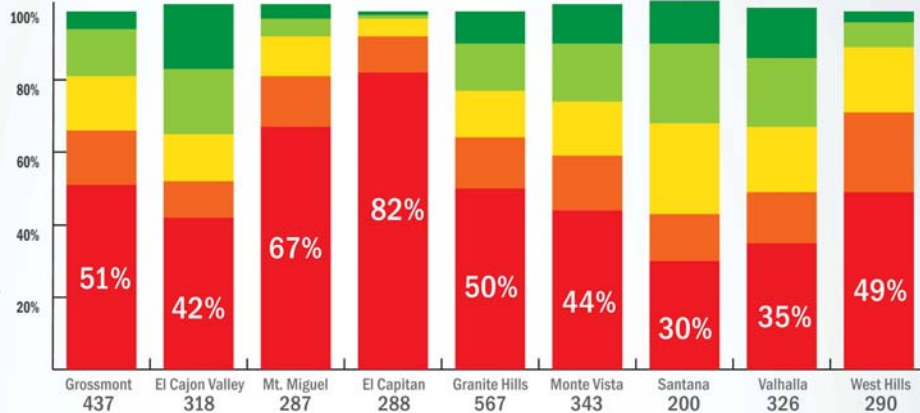Mastered is defined as students scoring in one of the following performance bands: Advanced, Proficient.

- Mastered 21%
- Not Mastered 79%

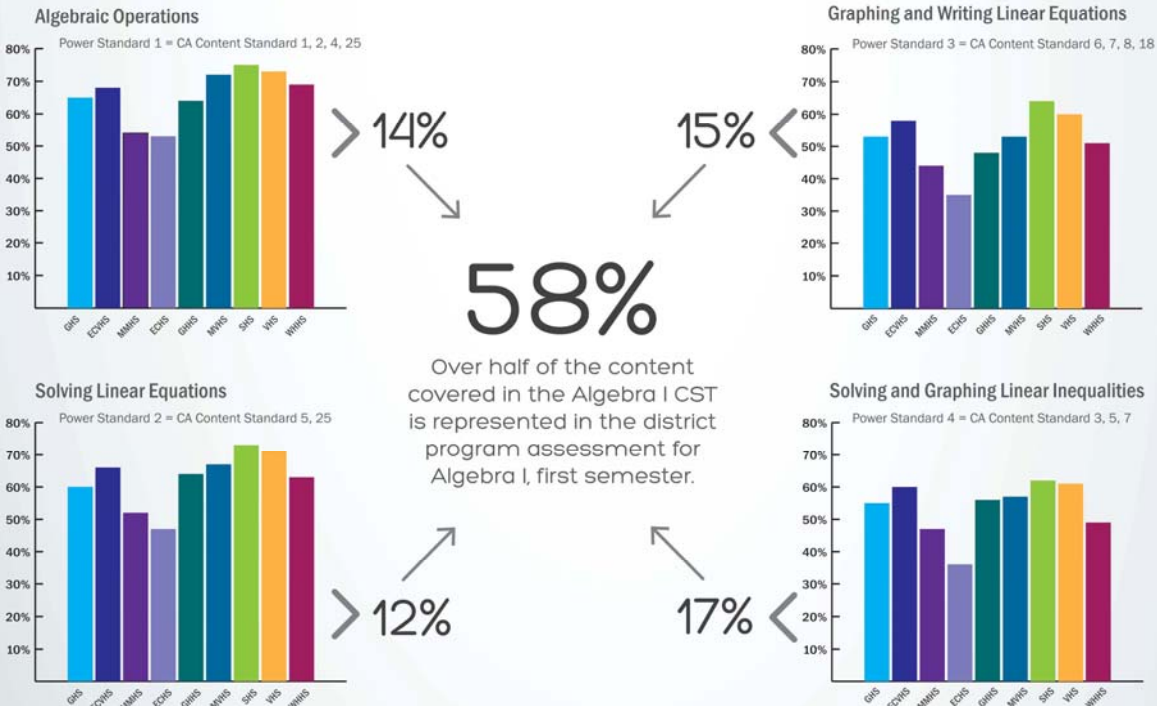|	P	A	Mastered
GHS	57	24	81
ECVHS	57	56	113
MMHS	13	12	25
ECHS	4	2	6
GHHS	72	53	125
MVHS	54	38	92
SHS	44	23	67
VHS	61	45	106
WHHS	22	10	32

Number of students who performed at Proficient or Advanced at each site, with the total number of students who mastered the assessment.

Performance Band Distribution by Site with Total Student Test Count

Site	Value	Count
Grossmont	51%	437
El Cajon Valley	42%	318
Mt. Miguel	67%	287
El Capitan	82%	288
Granite Hills	50%	567
Monte Vista	44%	343
Santana	30%	200
Valhalla	35%	326
West Hills	49%	290

The bar graph above depicts a comprehensive site by site comparison of performance band distribution. The red bar signifies performance within the Far Below Basic range which is a score of 60% correct or below.

Question Group Performance By Percent Correct with CST Alignment

Algebraic Operations
Power Standard 1 = CA Content Standard 1, 2, 4, 25

14%

Graphing and Writing Linear Equations
Power Standard 3 = CA Content Standard 6, 7, 8, 18

15%

58%

Over half of the content covered in the Algebra I CST is represented in the district program assessment for Algebra I, first semester.

Solving Linear Equations
Power Standard 2 = CA Content Standard 5, 25

12%

Solving and Graphing Linear Inequalities
Power Standard 4 = CA Content Standard 3, 5, 7

17%

The collection of bar graphs above represent a district comprehensive site comparison of performance by question groups, or Power Standards. Percentages corresponding to each graph depict the amount covered in the CST for Algebra. For more information on the California Content Standards Blueprint for Algebra, please follow this link.
http://www.cde.ca.gov/ta/tg/sr/blueprints.asp

Results were generated from the following reports in Illuminate:
District Peer Comparison   District Overview   Statistics

.92
Test Reliability

Supporting Evidence in English

Common assessments used by the English department:

1) WOW Words (Words of the Week). This is one of the CST standards, Word analysis.

Common word lists are used by the entire English Dept. at all grade levels. Words are decided upon by the English department during the summer and were originally derived from CST and SAT reports in 2005 that indicated areas of weakness at that time. Yearly lists of words are published in Santana's planner for the upcoming year. Teaching strategies of these words are differentiated by grade level. Word lists change each year. WOW word list is available: see student planner p. 17.

WOW Words
Semester II

List 2 fid = faith	List 3 dem = people	List 4 -al = pertaining to
diffidence	epidemic	topical
fidelity	demographics	rational
perfidious	pandemic	memorial
confidence	democrat	terminal
affidavit	endemic	continual
List 7 -ous = full of	**List 8** ob- = against	**List 9** curr = run
voracious	obstinate	concurrently
conscious	obsequious	cursory
audacious	obtuse	discursive
tenacious	obstreperous	incur
avaricious	oblique	precursor
List 12 trans= across, be- yond	**List 13** nom, nym= name nomenclature	**List 14** loq, loc, log = speech, thought
transfix	pseudonym	colloquial

3) CAL-Pass: Santana is currently in the 5th year of the CAL-Pass Curriculum Alignment Project, partnering with San Diego State University. This project focuses on the teaching of non-fiction texts, rhetoric, research, and writing skills necessary for matriculation into California post-secondary institutions. Seven of Santana's English teachers presented curriculum and led breakout sessions at the district-wide English symposium in May of 2011.

4) AP/Honors Vertical Teaming: Teams meet regularly to review test results gathered using Illiminate and design curriculum addressing skill/concept-building at each grade level. The intent is to design one 4-year program, rather than four 1-year programs. Meeting minutes are available: see English Department Chairperson Barbara Shaw.

5) Junior Research Project: The 11th grade PLC team designs a step-by-step instructional packet to guide students through the research project process of gathering data to support their argument regarding a current controversial issue.   Steps include: library research, note-taking, outlining, writing (rough draft), revising, finalizing draft, and preparing Power Point presentations. The PLC team uses agreed upon rubric for grading. Rubric and sample packet are available: see Eileen Bagg-Rizzo.

6) EAP (Early Assessment Program):

(Background)   For several years, the English Department participated in the mandatory WPA (Writing Program Assessment) administered by the Grossmont District. The assessment was a timed writing in which all students enrolled in an English class were required to take. The question was typically a generic question that was supposed to test writing proficiency. The district used a 6-point rubric to assess students. The district hired teachers from all District schools to score the essays

(this took place for one week every summer). This process cost the District approximately $50,000/year to administer. In 2006, the English Council expressed concern over the validity of the assessment and if the money spent was a good use of the funds. It was decided that each school would be responsible for assessing their writing program. To that end, the eleventh grade English PLC at Santana decided to use a practice EAP timed writing as the capstone assessment for its work on reading and writing rhetorically (the CAL-Pass grant).

(Currently) In the last few years, the English Department has aligned more to the state standards, with a heavier emphasis on working with nonfiction. Unlike the WPA timed writing that was a different question every year, the EAP assessment that the English Department uses is the same timed writing prompt every year. They use other EAP practice prompts to help prepare the students for the EAP, and they also use the same question each year to do an eleventh grade PLC "grade around". The Department scores the timed writings for all eleventh grade students and evaluate weaknesses they see. Areas that need improvement are then re-taught prior to the students taking the EAP in early March. [Timeline includes: a practice timed writing in early February, the "read-around" by the 11th grade PLC in mid-February, re-teaching in late February, and the EAP administration in early March. The multiple choice administration occurs during the CST exams in late April/early May.]

Since the English Department started using the EAP as the capstone assessment, Santana has gone from 16% of students designated as "college ready" to 28% designated as "college ready. Additionally, Santana's current 28% ranks us at number one in the District for the Early Assessment Program. Our neighboring schools have EAP "ready for college" percentages of 27% (Valhalla), 25% (West Hills), and 17% (El Capitan).

7) English CST Data
Grade-level specific PLC teams meet biweekly to plan common curriculum and common assessments. Teams discuss concepts that students may be struggling with and ways to maximize retention (i.e. charting the text).

Teacher Teams:
9th Grade Team: Smith, Thompson, Reyes
10th Grade Team: Snipes, Thompson, Estill
11th Grade Team: Shaw, Bagg-Rizzo, West
12th Grade Team: Arietta, Johnson, Bagg-Rizzo

For 9th, 10th, and 11th grade CST scores, data indicates marked improvement from previous years, although gains are still under averages from comparable schools.
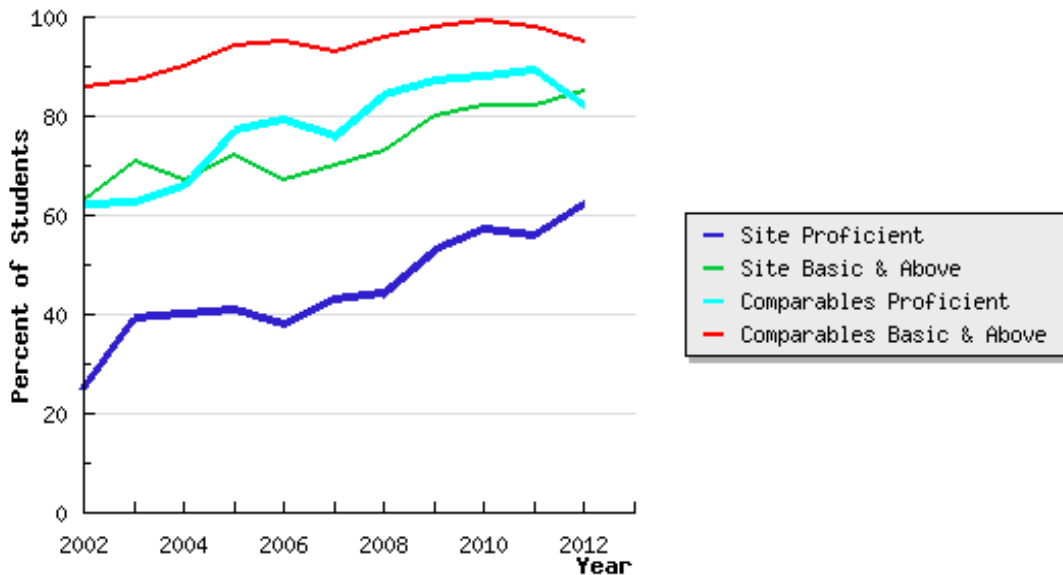
English 9 CST Growth

Teachers look at individual strands to see where students need the most review. Data indicates that students averaged 68% correct in Literary Response and Analysis, 73% in Reading Comprehension, 64% in Word Analysis and Vocabulary Development, 61% in Writing Strategies, and 71% in Written Conventions.   Average scale scores have improved from 358 in 2008 to 368 in 2011.   Sixty-two percent of students scored proficient or above on their English 10 CST, compared to 56% in 2008. Improvement has also been seen at the lower level spectrums; 18% scored far below basic or below basic in 2008, while only 11% scored this low in 2011.

Grade 9 Language Arts
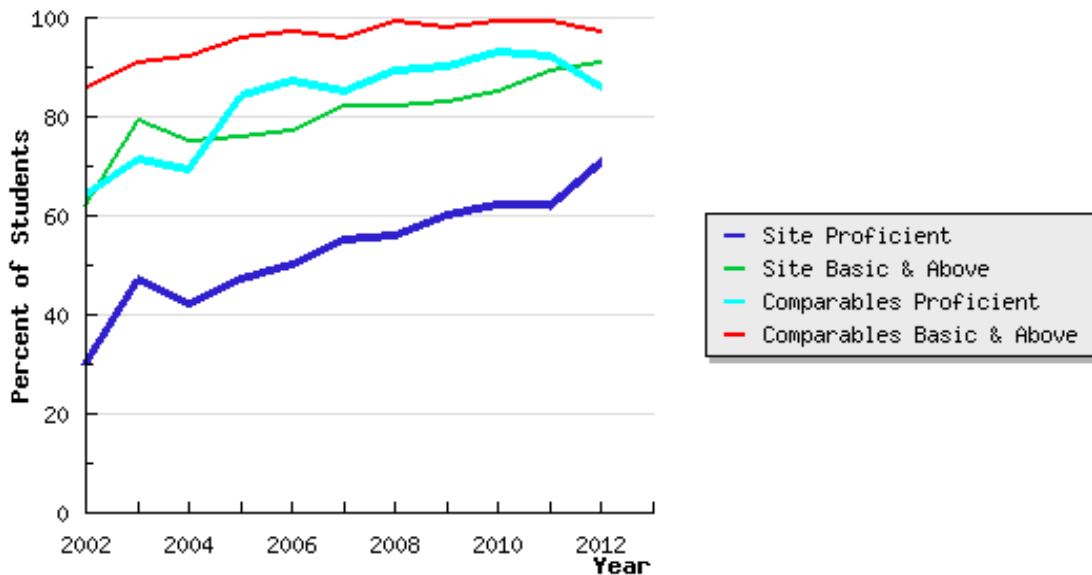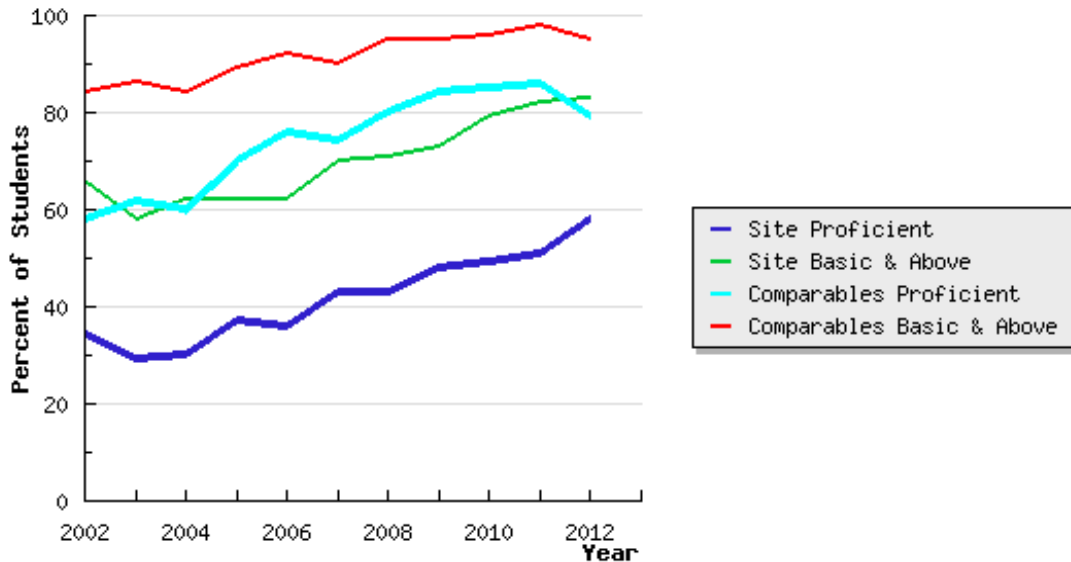
English 10 CST Growth

Grade 10 Language Arts

Teachers look at individual strands to see where students need the most review. Data indicates that students averaged 64% in Literary Response and Analysis, 72% in Reading Comprehension, 68% in Word Analysis and Vocabulary Development, 68% in Writing Strategies, and 69% in Written Conventions. Average scale scores have improved from 337 in 2008 to 352 in 2011. Fifty-six percent of students scored proficient or above on their English 10 CST, compared to 44% in 2008. Improvement has also been seen at the lower-level spectrums; 11% scored far below basic in 2008, while only 4% scored far below basic in 2011.

English 11 CST Growth

Grade 11 Language Arts

Again, teachers look at individual strands to see where students need the most review. Data indicates that students averaged 67% in Literary Response and Analysis, 68% in Reading Comprehension, 74% in Word Analysis and Vocabulary Development, 70% in Writing Strategies, and 62% in Written Conventions. Average scale scores have improved from 338 in 2008 to 353 in 2011. Fifty-one percent of students scored proficient or above on their English 11 CST, compared to 43% in 2008. Improvement has also been seen at the lower-level spectrums; 13% scored far below basic in 2008, while only 7% scored far below basic in 2011.

Supporting Evidence in World Languages

1) Department Meetings: The World Languages Department meets weekly (Thursdays at lunch) to discuss department goals, concerns, and areas of needed growth/developmental opportunities (i.e. D/F rates, common assessment averages, pacing, scope, depth, etc). There are only four teachers in the department and all teach in neighboring classrooms within the same building; teachers sometimes even convene on a daily basis to discuss the above mentioned goals and lesson planning. [The department has changed drastically in the past year with two new teachers in the department. These two teachers rely heavily on the other two for daily advice regarding standards and strategies for teaching.]

2) PLC Teacher Teams: Subject-level specific PLC teams meet to plan common curriculum and common assessments. Teams discuss concepts that students may be struggling with and ways to maximize retention (i.e. past tense vs. past participle).

Teacher Teams:
Spanish 1C/2C: Martinez, Falconer, Choi
Spanish 3C/4C: Martinez, Falconer, Choi, Lelevier
Spanish 5CH/6CH: Lelevier
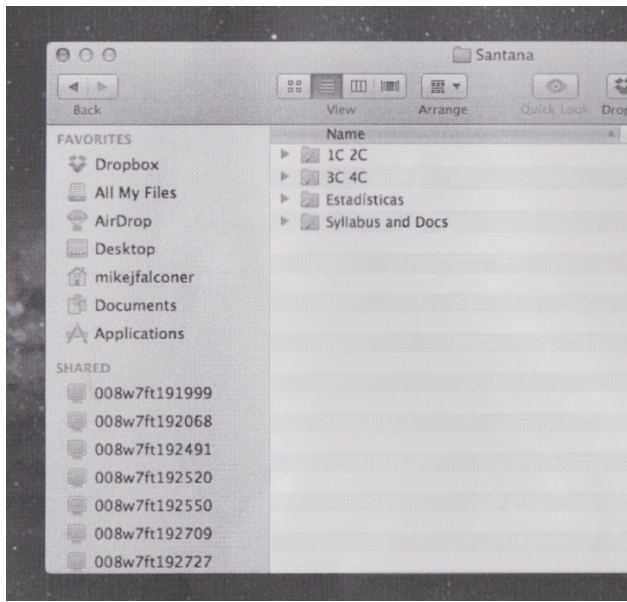Spanish 7AP/8AP: Lelevier

PLC teams can be difficult to create for upper-level Spanish classes because Santana is a small school and more than one class may not be available on the master schedule. Every formal assessment (quiz and test) for every unit is created and/or approved by the members of each PLC. Before each unit, the quizzes/tests are re-evaluated and the dates when each will be given are also estimated. Each teacher administers the same quizzes and tests.

2) Common Assessments: In addition to using common assessments, the World Language teachers revise their assessments yearly to make changes from previous years on questions that students had difficulty with because of wording, inappropriate teacher pacing, or lack of student preparation. The department takes note (informally; not through an item analysis such as Edusoft) of which teachers had success on certain standards, and they adjust pacing for future units accordingly. The World Language Department monitors this through a file that was created in their "Drop box" system, where a multitude of collaborative resources, such as PowerPoint presentations, activities, and common assessments are also readily accessible by each member of the department. They have plans to introduce this networking capability to the staff so that other departments can communicate more regularly regarding common assessments.

3) Drop-Box: In addition to using common assessments, each teacher posts the average score for each assessment in the department's "dropbox" so that post-analysis can promote conversation. If a particular teacher's students tested poorly, all teachers can discuss possibilities as to why. Additionally, if the department notices a dip or negative trend in quiz/test scores, re-teaching can occur immediately.

A snapshot of this "dropbox" folder is below, along with an example of the spreadsheet one might see once a folder within the "dropbox" is opened. This particular spreadsheet is used to monitor student scores for assessments given for every unit. The "dropbox" gives this new department an instantaneous way to communicate while simultaneously evaluating the progression towards student learning outcomes. Furthermore, the "Dropbox" system, similar to a "cloud" system, synchronizes automatically between all members any given folder is shared with. This is a noteworthy factor within this "cloud" based system because if there were to be a revision made to an assessment for example, that revision will automatically be updated on all other members' computers immediately. This gives each staff member the opportunity to improve upon the department as a whole while

After the drop-box is opened, teachers can see how others are doing on assessment averages.

Prueba #1

	Martinez	Falconer	Choi	
1	60%			
2				
3				
4				
5				
6	63%	63%		
7				Promedio de todos:
	62%	59%	63%	61%

Prueba #2

	Martinez	Falconer	Choi	
1	55%			
2			75%	
3			75%	
4		79%	70%	
5		82%	75%	
6	60%	83%		
7				Promedio de todos:
	58%	81%	74%	71%

Examen

	Martinez	Falconer	Choi	
1	66%			
2			78%	
3			75%	
4		70%	70%	
5		72%	70%	
6	74%	75%		
7				Promedio de todos:
	70%	72%	73%	72%

simultaneously giving other members access to updated/revised information immediately. The post-analysis it reflects provides an excellent spring board for discussion, especially for the two newest teachers. This spreadsheet was created to give average scores to individual teachers, as well as average scores for the entire department. The World Language Department has done an excellent job in becoming a communicative team in a relatively short amount of time.

4) Data-Driven Decisions: After teachers meet to discuss "dropbox" averages, they also convene to identify individual students that scored a D or F on an exam. Letters are sent home to inform parents that the following Saturday morning will be a tutorial consisting of "re-teaching" of the unit and a second opportunity to be assessed. These Saturday morning tutorials and are strongly encouraged, but ultimately voluntary. Parent signatures are required for students to attend. Students receive the average of the two assessments. Below is a clip of what students take home to their parents.

Dear Parent/Guardian,

Your student, _____ had a low score on the chapter test in his/her Spanish class. There is a re-take of a similar exam taking place on Saturday, _____ at ____AM in room# _____. There will be a review of the chapter and then the re-take will take place. The average of the 1st test and the re-take will be your student's new exam grade. Please indicate below if your student will be attending this Saturday. If you have any questions please contact me at _____.

Regards,

_____

_____ My student will be attending   Parent Signature _____
_____ My student will not be attending

5) Illuminate: Illuminate is a fantastic tool for item analysis and is currently in heavy use by the department to disaggregate data and change our curriculum accordingly.

Supporting Evidence in Math

1) Department Meets Monthly: The Math Department meets monthly at lunch to discuss department goals, issues, and areas of needed growth (i.e. CAHSEE proficiency, CST proficiency, D/F rates, common assessments, pacing, scope, depth, etc). A most recent hot topic of discussion is the plan the department has made to bring Statistics, Integrated Math, and Intermediate Algebra II (all a-g courses) to Santana next year. Additionally, the department has decided to drop Basic Geometry (not an a-g course) from the schedule, as well as Algebra IIIC. Although Algebra IIIC is an a-g course, the department is finding that Santana students are not performing well on the Summative Math CST when they take this class as a junior.

2) AP/Honors Vertical Teaming: Teams do not meet on a formal/regular basis, but Honors teachers discuss concepts that the previous course should be spending time on in order to adequately prepare students for future Honors courses. For example, Algebra II Honors teachers talk with Geometry Honors teachers about topics to "hit harder" and Pre-Calculus teachers talk with Algebra II Honors teachers to for similar conversations. As new teachers take over Algebra Honors and Algebra II Honors, new conversations occur.

3) Common Assessments & Standards Awareness: All teachers in the department meet with their PLC members to discuss the standards that MUST be covered in a unit and the standards that can be skipped or need to be embellished. For example, absolute value graphs in Algebra I are skipped because they are technically no longer an Algebra I standard, but an Algebra II standard. Pacing and scope is discussed to determine if longer periods of time should be spent on specific standards. For example, factoring in Algebra I is an important standard for both Geometry and Algebra II courses. These conversations may occur in a formal meeting; they may also occur in an email, over the phone, or at lunch.

Common Assessments are a standard of practice for the Math Department. In addition to agreeing on chapter exams, PLC teams also agree on cumulative sections of an exam. Some teachers give quizzes within a unit; some do not. Illuminate is in wide-spread use for unit assessments (specifically used for CAHSEE and CST review). Teachers meet to discuss problems seen on current assessments and incorporate these into upcoming warm-ups, lessons, or cumulative assessments. Most PLC teams are currently not meeting to discuss agreed upon rubrics. The Geometry 1C team has been the most consistent with this; consequently, their team has seen the most growth on CST scores, especially with reducing the number of students scoring below basic or far below basic. See Barelka or Hudson regarding how this team designed scoring rubrics for their assessments

Along with common assessments, PLC teams also meet to discuss target dates for beginning and ending each unit. As CAHSEE and CST review becomes increasingly more complex and focused, more time has been allotted for these review sessions. Subsequently, each PLC team member must stay to the pacing schedule designed at the beginning of second semester to guarantee adequate time for the CAHSEE and CST reviews in March and May, respectively.
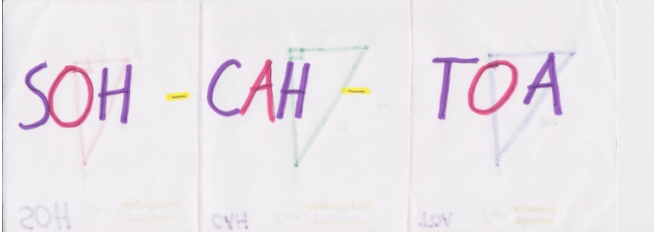
4) Illuminate and Item-Analysis: Every 10th grade math student is issued an EEMAP exam (Exit Exam Mathematics Assessment Preparation). "For students in grades 8 - 10, EEMAP is designed to reflect the structure of the mathematics portion of the California High School Exit Exam (CAHSEE). Like the CAHSEE, the EEMAP consists of 80 multiple-choice questions and has the same number of questions for each mathematic standard as the CAHSEE.   Results from the EEMAP show how students perform on each mathematic standard.   The EEMAP can be used to assess students'
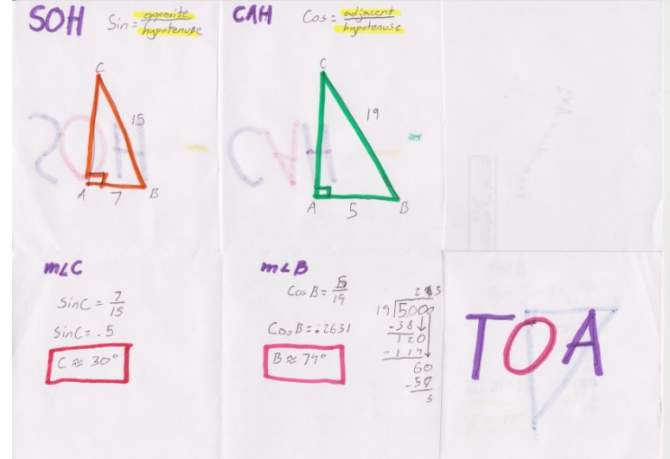
learning before, during, and after units of study" (http://kms.sdcoe.net/kms/1-SMS.html).   Santana uses the exam to prepare item-analysis reports for Geometry teachers through Edusoft.   Not only does the Illuminate report indicate frequently missed problems, the report also indicates *how many* students missed the problem (percentage) and the most commonly chosen incorrect answer.   Math teachers discuss these problems with their students and review multiple choice elimination techniques.   See CAHSEE section for item-analysis charts that the math department uses.

Santana has given the EEMAP to 9th graders at the end of their 9th grade year, as well as to 10th graders at the beginning of second semester.   The District prefers the EEMAP's be given at the end of 9th grade.   Santana's Math Department feels that 10th grade data is more accurate.

5)   Common Tutorials: Teachers within the same PLC teams send students to each other for extra help.   A copy of this tutorial schedule can be found in the guidance office.   Most teachers are also available by appointment.

6)   Graphic Organizers: Teachers in lower level math course PLC teams (Algebra IC, Basic Geometry) meet to discuss appropriate graphic organizers to help students retain important standards/strands.   Although teachers at the Honors level may use graphic organizers, they do not typically meet to design them as the other PLC teams do.   Below is an example of a "flipchart" that was constructed by the Geometry PLC team for trigonometric properties (California State Standards 18.0 and 19.0):

First, the graphic organizer begins as three "flips." To the right, you'll see how the graphic organizer looks as the student flips up each flap to reveal a pictorial representation and an example of work shown. Students create this as a method of review.

18.0:   Students know the definitions of basic trig functions defined by angles of a right triangle.
19.0:   Students use trig functions to solve the unknown length of a side of a right triangle.

7)   EAP (Early Assessment Program):   While the English Department has changed much of how they administer and prepare for the EAP in Writing, the Math Department has focused less on how to improve their scores because of how 11th graders are placed in math courses.   Eleventh graders are spread throughout Algebra I, Basic Geometry, Geometry 1C, Algebra IIC, Algebra II Honors, and

Pre-Calculus Honors; consequently the Math Department is consistently looking to find better ways to organize and design the EAP review.

Regardless of this challenge, results have improved since 2008. Below are two charts that show Santana's growth in the number of SED and EL students taking this test, along with the number of CST and EAP tests taken. Socioeconomic disadvantaged student growth grew by 5.3% while EL student growth was 0.7%. The number of CST's taken for 11th graders in 2008 was 149 and grew to 170 in 2011. Comparably, the number of 11th graders tested on the EAP in 2011 was 121 (only 81.2% of the junior class population) and grew by 35 students to 156 (91.8% of the junior class population). With more students taking the exam, results on the EAP also improved. In 2008, data indicated that 41% of Santana's 11th graders would not be ready for college by the end of their senior year. In 2011, this number went down to only 28%!

8) Math CST Data: Grade-level specific PLC teams meet to plan common curriculum and common assessments. Teams discuss concepts that students may be struggling with and ways to maximize retention. Algebra 1C and Algebra Honors are considered different PLC teams, although the CST data is the same. Similarly, Basic Geometry, Geometry 1C, and Honors Geometry are all different teams; CST data is the same.

Teacher Teams:
Algebra 1C: Kay, Vickery, Blais, Yang, Barrera
Geometry 1C: Yang, Hudson (Hudson also teaches Geometry 1H)
Algebra IIC: Barerra, Yang, Kay
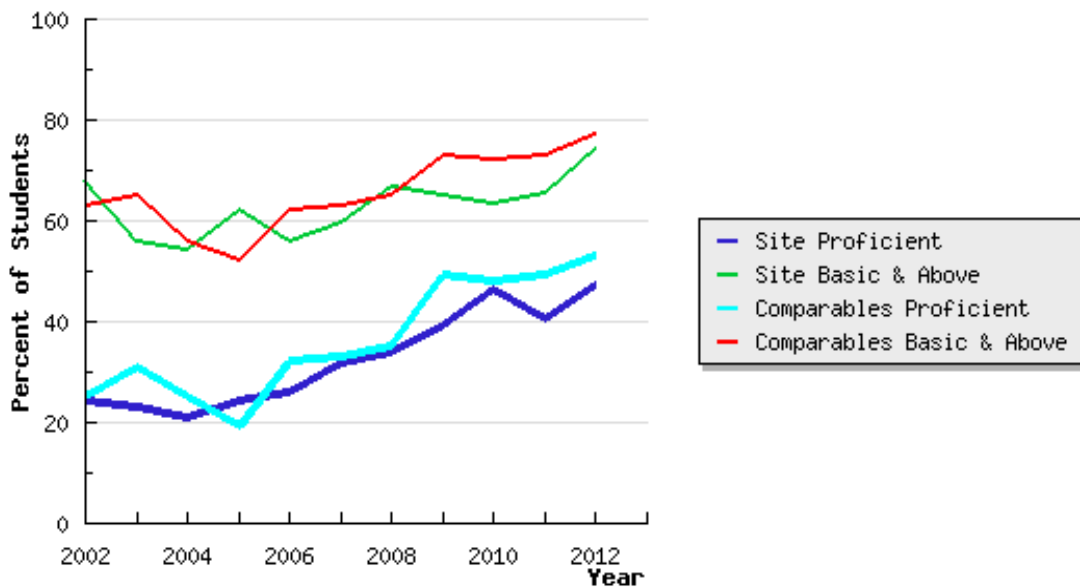Pre-Calculus and AP Calculus: Blais
Algebra IIIC: Barelka
Statistics: Barelka (Barelka also teaches consumer math)

For 9th, 10th, and 11th grade CST scores, data indicates marked improvement from previous years. Please see the next several pages for charts.
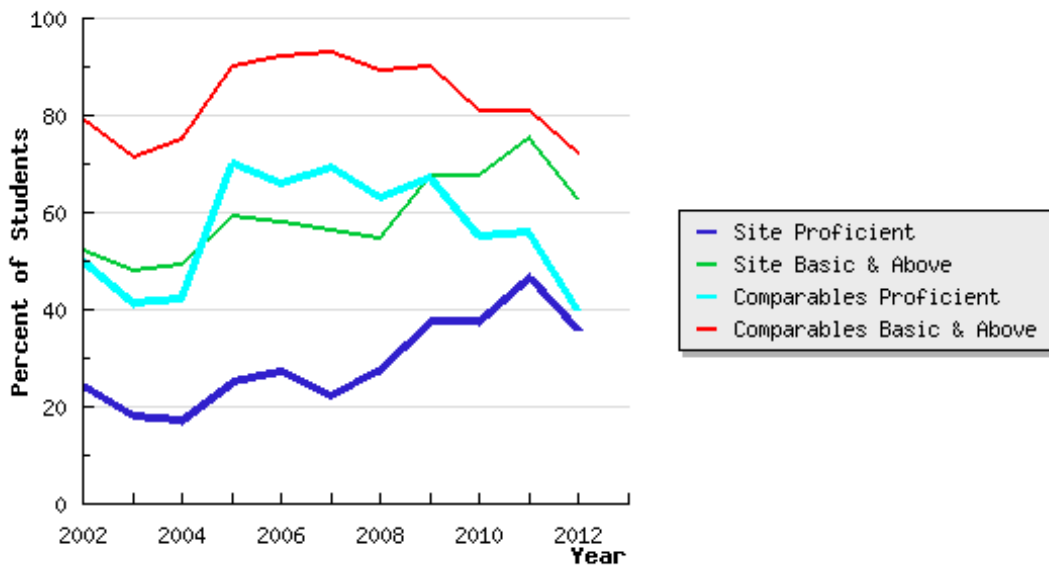
Algebra I CST Growth

Grade 9-12 Algebra I

Teachers look at individual strands and standards to see where students need the most review. Data indicates that students averaged 40% correct in Functions and Rational Expressions, 53% in Graphing and Systems of Linear Equations, 62% in Number Properties, Operations, and Linear Equations, and 51% in Quadratics and Polynomials. Average scale scores have improved from 328 in 2008 to 343 in 2010 and 333 in 2011. Although scores have taken a small dip since 2010, scores have increased from 313 in 2003. Forty-one percent of students scored proficient or above on their Algebra I CST, compared to 33% in 2008 and 23% in 2003. Santana's Math Department is very proud of their results as compared to other schools. As they reach higher proficiencies, bigger gains are more difficult.
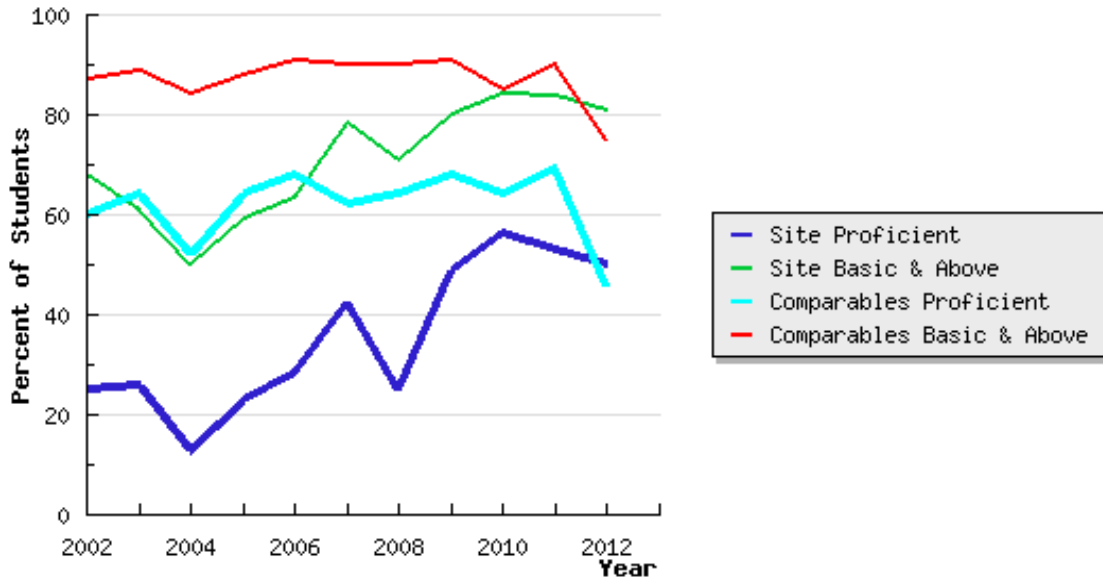
Geometry CST Growth

Grade 9-12 Geometry

Teachers look at individual strands and standards to see where students need the most review. Data indicates that students averaged 60% in Angle Relationships, Constructions, and Lines, 65% in Logic and Geometric Proofs, 64% in Trigonometry, 61% in Volume and Area Formulas. Average scale scores have improved from 319 in 2008 to 344 in 2011. Forty-seven percent of students scored proficient or above on their Geometry CST in 2011, compared to only 27% in 2008 and 18% in 2003! Improvement has also been seen at the lower level spectrums, 46% scored far below basic in 2008, while 24% scored far below basic in 2011. Although Geometry CST scores are below comparable schools, the gap between what it was and what it is now is narrowing.
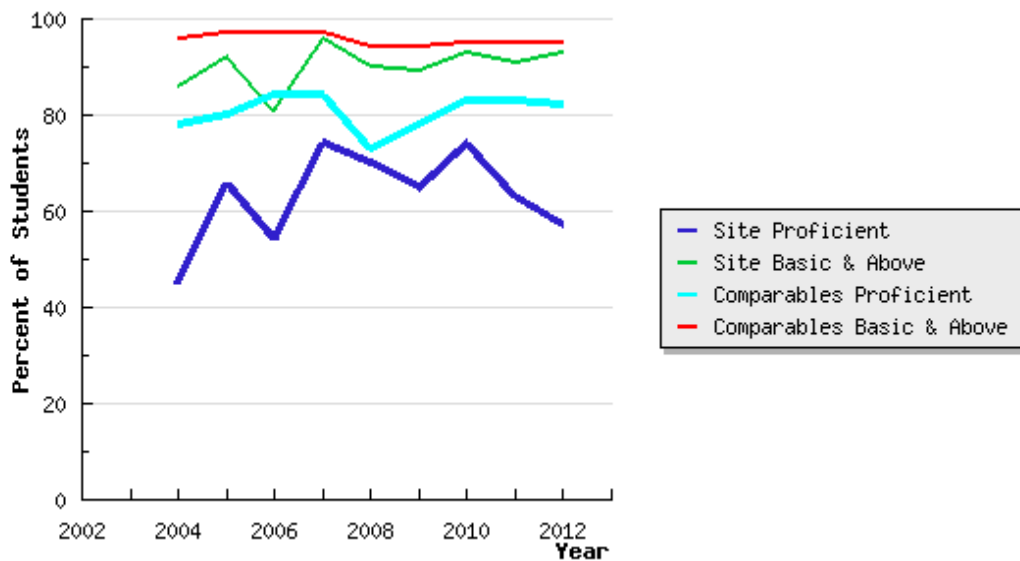
Algebra II CST Growth

Grade 9-12 Algebra II

Teachers look at individual strands and standards to see where students need the most review. Data indicates that students averaged 65% in Exponents and Logarithms, 75% in Polynomials and Rational Expressions, 59% in Quadratics, Conics, and Complex Numbers, and 62% in Series, Combinatorics, Probability, and Statistics. Average scale scores have improved from 317 in 2008 to 366 in 2011. Fifty-four percent of students scored proficient or above on their Algebra II CST (22% of these were advanced), compared to 24% in 2008 (none of these scored advanced). Improvement has also been seen at the lower level spectrums, twenty-nine percent scored below basic or far below basic in 2008, while only 13% scored below basic in 2011 (none of these were far below basic)!

High School Summative Math CST Growth

Grade 9-12 SummativeMath

Teachers look at individual strands and standards to see where students need the most review. Data indicates that students averaged 81% in the Algebra I portion, 75% in the Algebra II portion, 78% in the Geometry portion, and 72% in Probability and Statistics. Average scale scores improved from 380 in 2008 to 392 in 2010, but declined to 369 in 2011. Proficiency and advanced levels also declined in 2011; 62% of students ranked proficient or above this past year, while 70% of students scored at this level in 2008. Although progress was not seen between 2010 and 2011, Santana still ranked #1 in the District for High School Summative Math scores.

It is interesting to note that the results for this category were again better in 2010 with 74% ranking at the proficient and above levels. This data would suggest a decline of 11% from 2010 to 2011. The department is aware of this decline, and has had many conversations about addressing this issue.

We addressed this issue with making adjustments to the master schedule. First, Statistics was added as an available course. In addition, Algebra IIIC was removed. The department has noticed a trend with juniors taking Algebra IIIC at the 11th grade level, instead of Pre-Calculus Honors. This decision not only hurts those students' mathematical growth, but it also puts them at a disadvantage when taking the Summative CST Assessment. Juniors will not be allowed to take Algebra IIIC in fall 2012. Second, Intermediate Algebra is also being added as an available course. Although it does not impact this particular CST directly, students that struggled through Algebra IIC as sophomores are inevitably taking Algebra IIIC as juniors. With Intermediate Algebra II being available for more sophomores, students can take Algebra IIC their junior year and be more successful, thus positively impacting the Summative Math scores. [It is yet to be determined how this will affect Algebra IIC scores.]

Supporting Evidence in Science

1) Department Meets Once a Week: The Science Department meets weekly to discuss department goals, issues, and areas of needed growth (i.e. CST proficiency, D/F rates, common assessments, pacing, scope, depth, etc). Meeting times vary.

2) AP/Honors Vertical Teaming: The Science Department offers several Honors and AP classes. Teachers Pierce teaches Medical Chemistry Honors and Chemistry Honors; Palechek teaches chemistry honors; AP Physics is taught by Palechek, and AP Environmental Science is taught by Accardi.

3) PLC Teaming: Due to the nature of science credentials, different classes require different credentials. Santana does an excellent job of offering an array of science classes with its smaller science department, which only has five teachers (by comparison, the English Department has eleven). Science teachers that are in a PLC together share a common prep so that collaboration can happen as frequently as needed. See each team for specific meeting times.

Science Teacher Teams:

Biology 1C: Henning, Martin, Accardi
Medical Biology: Henning
Chemistry 1C: Sabatano, Peirce
Chemistry Honors: Palechek, Peirce
Medical Chemistry Honors: Peirce
Physics: Palechek
AP Physics: Palechek
Physiology 1C: Peirce
Science 1C/2C: Peirce, Accardi
Medical Anatomy: Peirce
AP Environmental: Accardi

6) Performance Profile: The teachers in the Science Department often find it difficult to track PLC team progress because so many teachers are in a "team" by themselves. In order for teachers to ensure that their data drives their curriculum, Performance Profile is utilized to track "performance standard" proficiency on CST tests and to monitor the weakness of a strand/standard. Each teacher has their own username and password for access.

7) Science CST Data
Course-level specific PLC teams meet often to plan common curriculum and common assessments. Teams discuss concepts that students may be struggling with and ways to maximize retention (i.e. interactive notebook).

For 9th, 10th, and 11th grade CST scores, data indicates marked improvement from previous years, although the Science Department is still monitoring our averages that are comparable schools.

8) Illuminate: Illuminate is a fantastic tool for item analysis and is in constant use by the department to disaggregate data and change the curriculum accordingly.
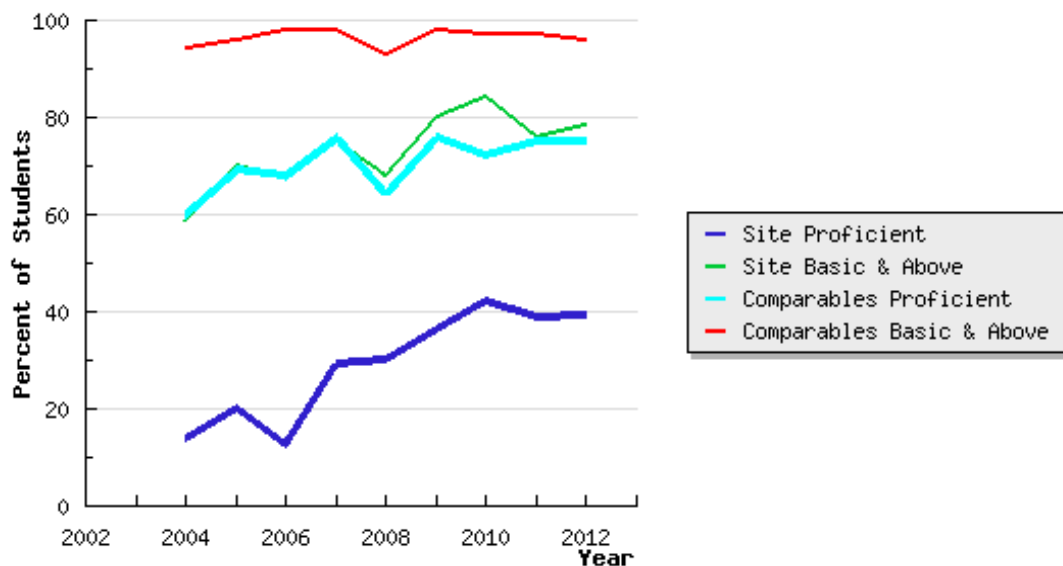
Biology/Life Science CST Growth

Grade 9-12 Biology
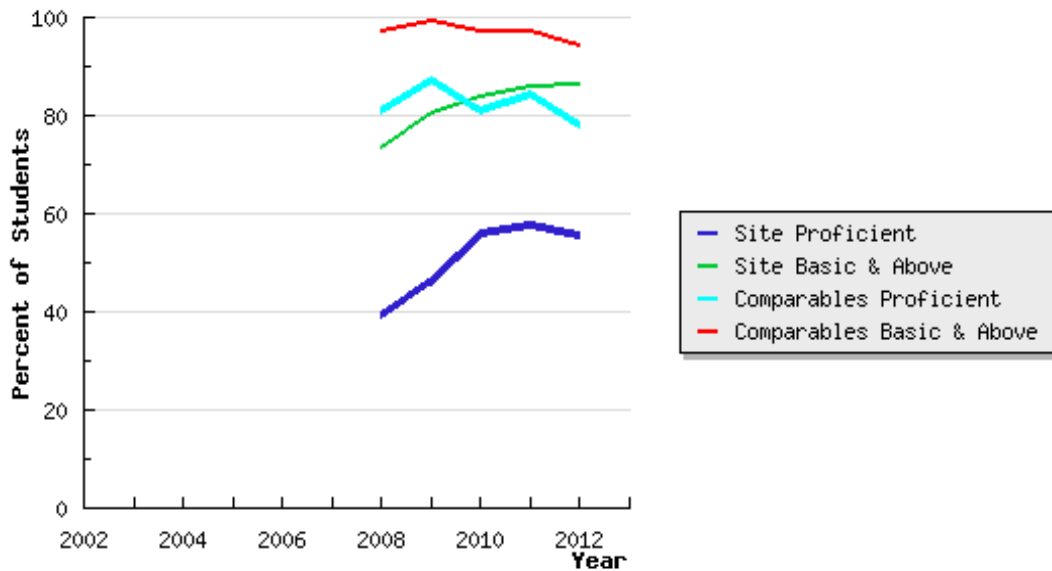
Teachers look at individual strands to see where students need the most review.

Biology (State) Biology CST data indicates that students averaged 65% correct in Cell Biology (up 22% from 2007 and up 13% from 2008), 66% correct in Ecology and Evolution (up 16% from 2007 and up 11% from 2008), 66% correct in Genetics (up 17% from 2007 and up 7% from 2008), 69% correct in Investigation and Experimentation (up 17% from 2007 and up 10% from 2008); and 74% correct in Pysiology (up 19% from 2007 and up 8% from 2008). Average scale scores have improved from 323 in 2007 and 335 in 2008 to 361 in 2011. Fifty-eight percent of students scored proficient or above on their Biology CST, compared to 24% in 2007 and 39% in 2008. Improvement has also been seen at the lower-level spectrums: 34% scored far below basic or below basic in 2007 and 27% scored this low in 2008, while only 14% scored this low in 2011! This far below basic and below basic decline is 20%!

Life Science (Federal, 10th graders only): Life Science CST data indicates that students averaged 60% correct in Cell Biology (up 9% from 2007 and up 2% from 2008), 72% correct in Ecology (up 13% from 2008), 71% correct in Evolution (up 23% from 2007 and up 18% from 2008), 64% correct in Genetics (up 14% from 2007 and 4% from 2008), 76% correct in Investigation and Experimentation (up 19% from 2007 and up 10% from 2008), and 71% correct in Physiology (up 14% from 2007 and up 7% from 2008). Average scale scores have improved from 326 in 2007 and 335 in 2008 to 367 in 2011. Sixty percent of students scored proficient or above on their Life Science CST, compared to 33% in 2007 and 42% in 2008. Improvement has also been seen at the lower-level spectrums: 40% scored far below basic or below basic in 2007 and 32% scored this low in 2008, while only 17% scored this low in 2011! This far below basic and below basic decline is 23%!

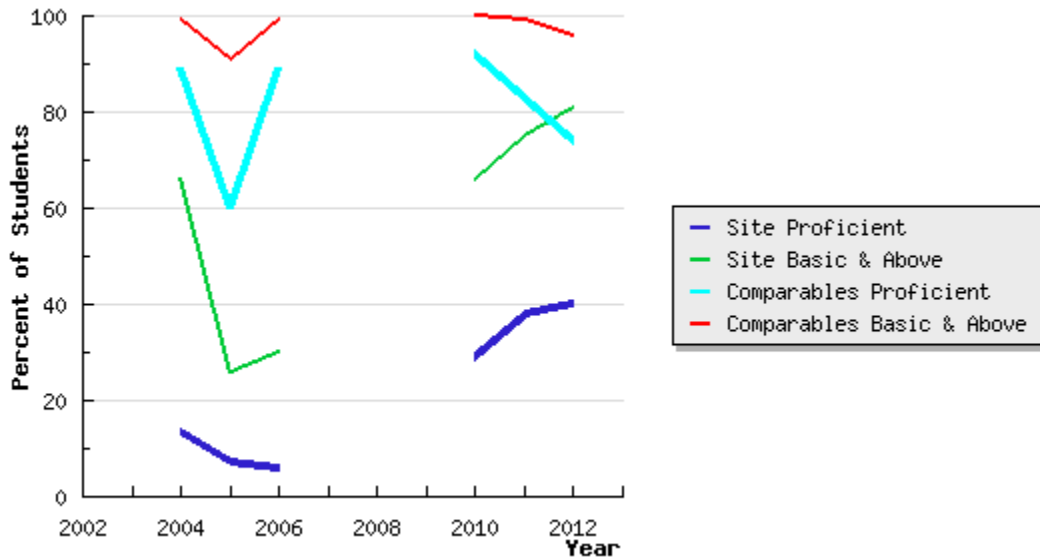## Chemistry CST Growth

Grade 9-12 Chemistry

Teachers look at individual strands to see where students need the most review. Data indicates that students averaged 65% correct in Atomic and Molecular Structure (up 4% from 2008), 65% correct in Chemical Bonds and Biochemistry (up from 53% in 2003, but down from 68% in 2008), 52% correct in Chemical Reactions (up from 37% in 2003 but down 8% in 2010), 55% correct in Conservation of Matter and Stoichiometry (up 18% from 2003, but down 8% from 2010), 74% correct in Investigation and Experimentation (up 15% from 2007 and up 6% from 2008), and 63% correct in Kinetics and Thermodynamics (up 21% from 2003 and up 3% from 2008, but down 3% from 2010). Average scale scores have improved from 302 in 2003 and 328 in 2008 to 338 in 2011. Unfortunately, they dropped from 344 in 2011.

Data shows that Chemistry has shown growth over a ten year period and from 2008, but that it has experienced some decline from 2010 to 2011. Interestingly, percentages have *grown* for proficient and advanced rankings; 39% of students scored proficient or above on their Chemistry CST, compared to 30% in 2008. Improvement has also been seen at the lower-level spectrums: 33% scored far below basic in 2008, while only 24% scored far below basic in 2011.

The Science Department speculates that scores may have dipped from 2010 to 2011 because the junior class in 2010 was academically stronger. Another reason could be because some academically strong students in Chemistry were taking a different science CST (they could not take both science CST's). The Math Department saw a similar drop this same year with their proficiency rates for the Summative Math CST scores; many students who take the Summative Math assessment for Pre-Calculus are also in Chemistry and taking the Chemistry CST. The Science Department will be monitoring the Chemistry CST scores carefully to ensure that the dropping scores do not continue. See data on next several pages.

Physics CST Growth

Grade 9-12 Physics

Teachers look at individual strands to see where students need the most review. Physics data is different than most courses at Santana because it was re-introduced in 2010 after being unavailable to students for four years. Data indicates that students averaged 54% correct in Conservation of Energy and Momentum (up from 47% in 2010), 49% correct in Electric and Magnetic Phenomena, 59% correct in Heat and Thermodynamics (up from 52% in 2010), 58% in Investigation and Experimentation (up from 50% in 2010), 50% in Motion and Forces; and 62% in Waves. Average scale scores for 2010 and 2011 have improved from 325 to 336. Thirty-seven percent of students scored proficient or above on their Physics CST, compared to 31% in 2010. Improvement has also been seen at the lower level spectrums, 34% scored far below basic or below basic in 2010, while 25% scored below or far below basic in 2011. Additionally, Santana is the only school in the District that tests Conceptual Physics' students, which can account for the discrepancy between Santana and "top comparable" schools.

History: In 2003, 17 students were tested in Physics; twelve percent of those students scored Proficient or Advanced. In 2005, 72 students were tested and only 6% of those students scored Proficient or Advanced. Because of this poor performance, Physics was removed from Santana. Consequently, students were required to take Earth Science, which was not an a-g course. Again, students were not doing well on the CST exams. In 2006, 162 students were tested and only 16% scored Proficient or Advanced. This pattern continued for three more years! In 2004, 63% of all Earth Science students were ranking at far below basic or basic. In 2011, only 24% were ranking far below basic or basic (although this time, comparable students were now taking Conceptual Physics instead of Earth Science). See data on next several pages.

Currently:

In the 2012/2013 School Year the Science Department has implemented Illuminate. This program enables us to analyze test data to evaluate Student Comprehension of material. Those concepts that students are struggling with are then revisited and re-taught. As a department, we continue to use our Interactive Notebooks. These notebooks have proven to help with each of these areas:
- Student Organization
- Student Comprehension via student driven processing of material taught
- Parent Communication

Additionally, we use Cornell Style notes, Vocabulary Trees, and Study Guides for tests. We also have a department tutorial schedule where students are encouraged to come in for extra help and also for study sessions before tests.

In order to address the issues with our Second Year Physical Science course, we have followed suit with many other schools in our District and are offering Science 1C/2C for our low performing Juniors. This class includes some Biology (which will be review), Earth Science, Chemistry, and Physics. We have limited the number of sections for this course to two (vs 4+ sections of the Conceptual Physics in the past), and have encouraged all other students to take Chemistry instead, thus better preparing more students for Science in College.

Supporting Evidence in Social Science

Department:
We meet at a minimum of once per month as a complete social science staff. Typical items for discussion at these meetings are department goals, interests, issues and topics as they relate to the department as a whole. This is the forum in which school student events, issues and other items of school-wide importance are shared among the department members. During the department meetings, we also disseminate important district information and issues.

Grade Level Teams:
Our grade-level teams are Geography [9], World History [10], U.S. History [11] and Economics and Government [12]. Our AP teachers are part of the team at the appropriate grade level.

All of our grade level teams meet formally each week except our US history team, which meets every other week. The US history team is made up of two teachers who have been working together for over ten years.

At our grade level meetings, our teachers focus on curricular issues specific to their grade-level course. Some typical topics discussed are: student placement, pacing calendars, units of study, unit terms, standards alignment, CST scores, forms of assessment and the sharing of teaching strategies.

Advanced Placement:
The AP social science track at Santana is: Honors Geography, AP European History, AP United States History, AP Government and Politics, Honors Economics.

Our advanced placement teachers in the social sciences meet formally three to four times a year and informally at least once per month. We tend to spend the majority of our time in AP meetings, discussing our AP philosophy and if we are following that philosophy.
Our philosophy toward AP in social science at Santana is to entice larger numbers of students at the lower levels to attempt an AP course with less emphasis on passing the year-end test. In the eleventh and twelfth grade AP courses, we increase our emphasis on attempting and passing the year-end course exams.

CST/ Assessments / Test Results/Illuminate

CST:
While collaboratively planning our social science courses, we take time to look at our alignment to and teaching of the California state standards in social science. We attempt to emphasize in every unit we teach, those areas that are expressed in the state standards and/or included on past tests. This is witnessed by our discussions in grade-level team meetings and in the development of our grade-level unit tests.

Common Assessments:
While we do not have common assessments for all of our units in all of our courses, we do have common terms and "some" common test questions on all of our unit tests in all social science courses. We do compare results of "like questions" in unit exams using two methods. Some of our teachers are using the item analysis function of Scantron and some of our teachers are using Illuminate. The choice on which to use has been made by the grade-level team.

Results Found:
Since 2004, the social science department has seen consistent positive growth except for last year in U.S. history. That downturn can be attributed to a specific traumatic situation and the placement of a substitute teacher in half our US History classes for the majority of the second semester in 2012. Our world history scores showed the largest increase in the district last year, and our AP Government and AP US History courses had the highest pass rates in the district also.

Areas of Focus:

Geography:
Our Geography team has completely rewritten and reorganized our program at the ninth-grade level. We want our incoming ninth graders to understand their place as global citizens through the delivery of a rigorous and relevant curriculum. An area of emphasis for our ninth grade team will be that all students will have a basic understanding of their role in the learning process.

In geography we are focusing on urbanization, human socialization, and the resulting environmental consequences. We have incorporated technology into each unit and are planning on the addition of teaching GIS and other tools used by geographers in the 21st century. Incorporated in each unit is a specific teaching strategy for the social sciences.
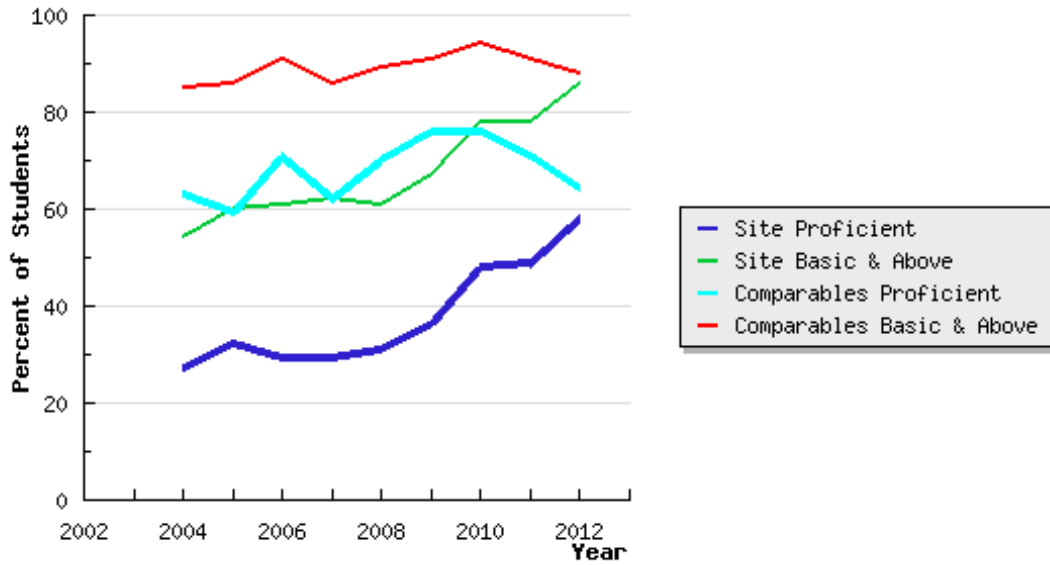
We are planning to add AP Geography as an elective course in the eleventh and twelfth grades.
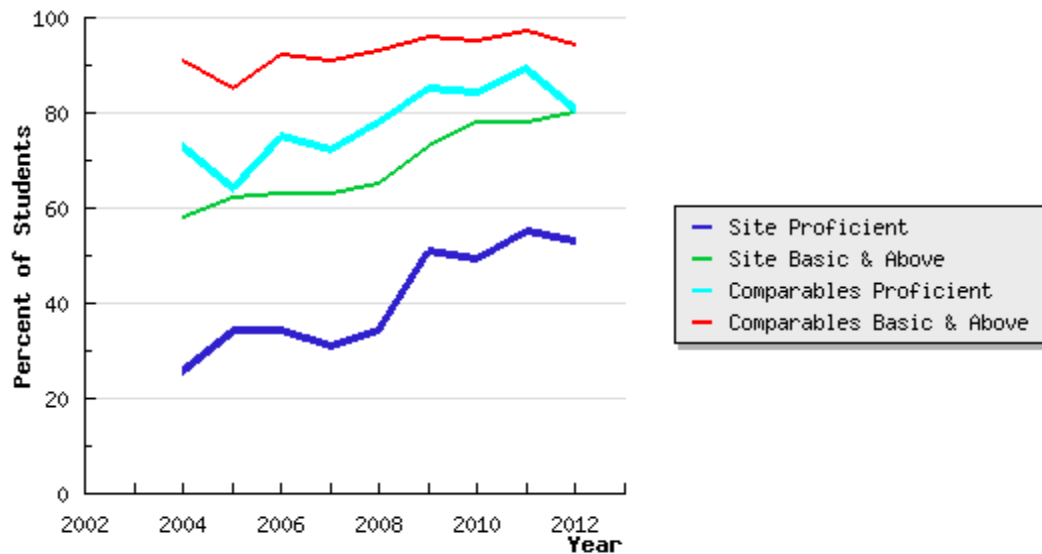
Common Assessments:
We are developing year-end common assessments for all courses in our grade-level teams. Our timeline for administration of the common assessments is spring of 2013.

Grade 9-12 World History

Grade 9-12 US History

Supporting Evidence in Special Education

1) Department Meetings: The Special Education Department meets w*eekly* to discuss department goals, concerns, and areas of needed growth/developmental opportunities (i.e. D/F rates, common assessment averages, pacing, scope, depth, etc). Teachers in Special Education are teaching all over campus and have tried to infuse their department into the mainstream of other departments. For example, English teachers in the Special Education Department teach in the same building as Santana's general education English teachers (in the 100 Building), math teachers in the Special Education Department teach amongst Santana's general education math teachers (in the 200 Building), and science teachers in the Special Education Department teach in the Science Building (the same is also true for Social Science).

2) PLC Teacher Teams: Subject-level specific PLC teams can be difficult in Special Education because one teacher is usually responsible for one section of a course. Because of this, teachers in Special Education not only meet as a department, but they also join other department meetings on campus and PLC groups to make sure that they are using department data to drive their instruction (i.e. Special Education math teachers use Edusoft item-analysis data that the Math Department uses for CAHSEE review).

Teacher Teams:

Gary Snodgrass: Social Science for 9th/10th
Carol Liechty: Social Science for 11th/12th
Linda Chandler: Science for 9th/10th
Chuck Zepf: Science for 11th/12th
Tim Estes: Math
Marla West: English

At any given time of day, Special Education teachers are either teaching a Special Education class or supporting Special Education students in general education classrooms.

Supporting Evidence on CAHSEE: Both ELA and Math

Tenth grade English teachers and Geometry math teachers have been monitoring CAHSEE proficiency rates for several years now. English teachers for 10th graders give an English CAHSEE pre-test (English Diagnostic) derived from the Edusoft program. Math teachers also give a math CAHSEE pre-test (EEMAP). The Results from these tests are compiled, along with CST scores and student grades, to determine areas of weakness to review prior to the CAHSEE. Additionally, the data is used to determine students that are "at-risk" (EL, SED, and Special Ed subgroups included) of passing either portion of the CAHSEE and/or passing with proficiency.

In addition to teachers knowing which students are "at-risk," students are also given a Student Readiness Report so that they themselves are aware of their own areas of weakness. Every 10th grader receives a report in their English class; they also receive a report in their math class. The purpose of these reports is to hold students accountable to their own growth and to bring awareness to their current levels of proficiency. An example of a Student Readiness Report is below:

The front indicates the student's performance in comparison to other 10th graders at Santana.

Student Readiness Report Data (pre-test)

The back indicates the student's overall percentage on the pre-tests.

Measures of Success for Adam

CORE ACADEMIC GRADES

ENGLISH			MATH		
E012-English 1A	West Marla	D	M132-Math 1	Estes Timothy	A
E013-English 2A	West Marla	D -	M133-Math 2	Estes Timothy	A +
E022-English 3A	Murray Ann	D	M400-Algebra IC-1	Murray Ann	C -

CAHSEE DIAGNOSTIC SCORES
GROSSMONT HIGH SCHOOL DISTRICT CAHSEE ELA DIAGNOSTIC — 27.1%

Literary Response and Analysis		0.33
Reading Comprehension		0.19
Unpacking the Prompt		0.33
Word Analysis		0.43
Writing Conventions		0.08
Writing Strategies		0.38

ENGLISH LANGUAGE ARTS — Lower than average / About average / Higher than average — 0.46

MATHEMATICS — Lower than average / About average / Higher than average — 0.63

Santana's CAHSEE Action Plan:

- Teachers review several weeks before the CAHSEE in class using item-analysis data from pre-tests (Edusoft report available; see Jennifer Hudson)
- Areas/strands of weakness are re-taught.
- Areas/strands of weakness are again assessed in math until data shows student retention. See Jennifer Hudson for sample assessments used by Geometry team.

- "At-risk" students for English and/or math are assigned before and after school tutorials (tutorial slip and tutorial schedule example given below). Released Test Questions are used in tutorials.
- Administration sends out an "all call" to parents each Sunday evening for two weeks to inform them of tutorials (shown below).
- Administration calls all EL students in to provide a math Word Glossary in primary language (these glossaries are allowed for use during the CAHSEE if distributed at beginning of year and are considered an accommodation).   Thirty-one 9th and 10th graders were offered glossaries in the following languages: Spanish, Arabic, Tagalog, Farsi (six students declined). Two students requested Kurdish, but that language was not available. Student list available; see Jennifer Hudson.

***CAHSEE Tutorial Slip (example below) indicates to each student where they are showing signs of "risk".

CAHSEE Tutorial Slip

Subject   Math   English

Student Name_____   9th   10th   11th   12th

Calendar tutorials attached for Weeks 1, 2, and 3.

Have a discussion with your parents about tutorial times that work best with your schedule. March CAHSEE dates are scheduled for 3/13 (ELA) and 3/14 (Math).

***CAHSEE Tutorial Schedule given to students for three-week time slots. Example of a week-two time is shown below. Released Test Question packets for both English and math are created and correspond to a tutorial "number".

Week 2	Monday 2/27	Tuesday 2/28	Wednesday 2/29	Thursday 3/01	Friday 3/02
Math Mornings				5) Jenkins 7:15-8am Rm 205	No Tutorials On Fridays
English Mornings	3) Worth 7:15-8am Rm 103	5) Worth 7:15-8am Rm 103			No Tutorials On Fridays
Math Afternoons		3) Cremata 3-3:45pm Rm 209	4) Cremata 2-2:45pm Rm 209		
English Afternoons	4) Reyes 3-3:45pm Rm 104		6) Snipes 2-2:45pm Rm 107		

***Santana's "all call" is phoned out to families on Sunday evenings to serve as reminders for that week's upcoming tutorials. This year's "all call" is below. This year's "all call" list is available: see Sherry Bingham.

"Hello. This is Santana High School calling to let you know that your son or daughter has been assigned several CAHSEE tutorials for the next three weeks. The 10th grade CAHSEE administration occurs in March and passing both portions of the test are required to receive a high school diploma. Your student was designated as "at risk" in either math or English or both. Your student has been given a CAHSEE tutorial schedule. Tutorials are everyday for the next three weeks. Please ask your child about these tutorials and encourage them to attend. Thank you."

***Reminder Postcard for 10th grade parents and students: see Elisa Felley to see postcard

***EEMAP item-analysis reports used from the Edusoft; examples are from 2009 and 2011.

This item-analysis then gives Santana's math teachers a more specific review. The EEMAP also provides a blueprint for what standard correlates to which question on the EEMAP.

The data in 2009 indicates that students were struggling with the "wording" of problem 3 but understood the standard. The data in 2011 indicates that students struggle with the standard itself (mean, median, and mode).

CAHSEE Growth

In 2008, CAHSEE ELA scores at Santana were 87% passing rate. In 2012, the passing rate increased to 90%, making Santana #2 in our District in ELA.

Similar growth occurred on the Math portion. In 2008, CAHSEE MATH scores for Santana were 87%. In 2012 the pass rate went to an outstanding 95%, making Santana #1 in our District. Below are charts for both 2008 and 2011 to show Santana's passing rate growth:

2008 CAHSEE Results

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Santana High	# Tested	Math	318	30	19	22	48	251
Santana High	Passing	Math	277 (87%)	16 (53%)	10 (53%)	22 (100%)	37 (77%)	225 (90%)
Santana High	# Tested	ELA	327	38	20	22	50	258
Santana High	Passing	ELA	286 (87%)	24 (63%)	7 (35%)	22 (100%)	38 (76%)	232 (90%)

2012 CAHSEE Results

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantage	Not Economically Disadvantaged
Santana High	# Tested	Math	336	17	14	7	49	279
Santana High	Passing	Math	318 (95%)	15 (88%)	12 (86%)		44 (90%)	266 (95%)
Santana High	# Tested	ELA	349	28	14	7	52	288
Santana High	Passing	ELA	316 (91%)	12 (43%)	11 (79%)		45 (85%)	263 (91%)

CAHSEE Passing Rates Over Time

The charts below show the passing* rates in **ELA** since 2004. Charts also reflect the number of students within the group (shown as N=###).
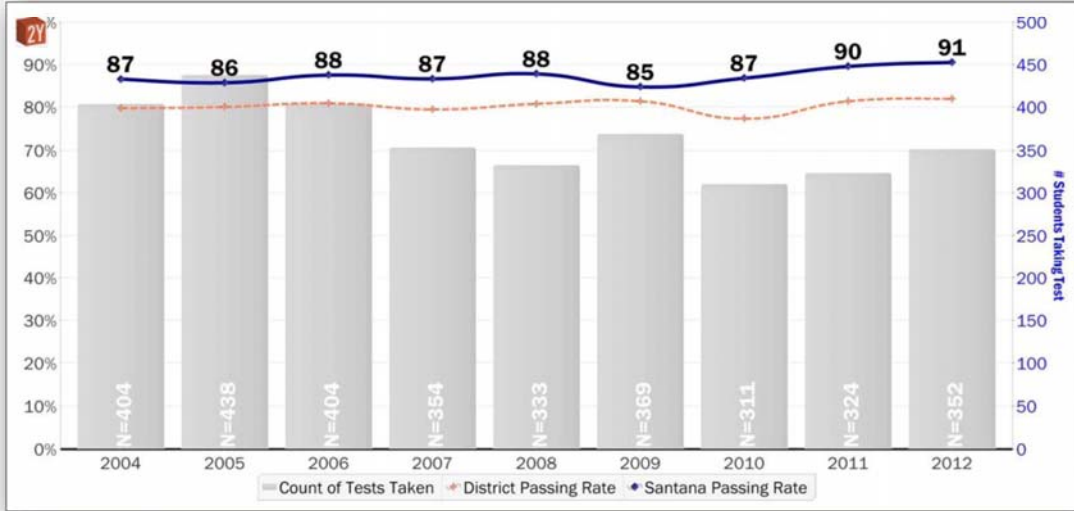
All Students

* Passing Rate = (# STUDENTS PASSED) ÷ (# STUDENTS WHO TOOK THE TEST - # STUDENTS WITH INVALIDS)

To improve visability, legends have been omitted. Subgroup charts follow the same convention as the larger chart. Columns reflect the number of students tested in the subgroup. Blue line reflects the passing rates for the subgroup with a school comparison in orange.

Subgroups
(WHERE SUBGROUP IS NUMERICALLY SIGNIFICANT; N≥50. THIS CONVENTION IS NOT RELATED TO AYP'S DESIGNATION OF "SIGNIFICANCE")

English Language Learners (EL)
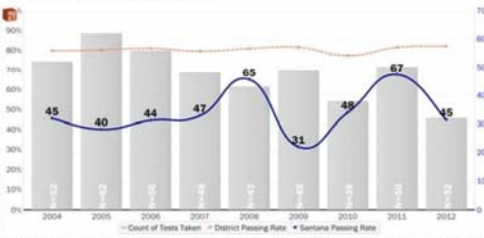
Students with Disabilities

Socio-Economically Disadvantaged

Gender
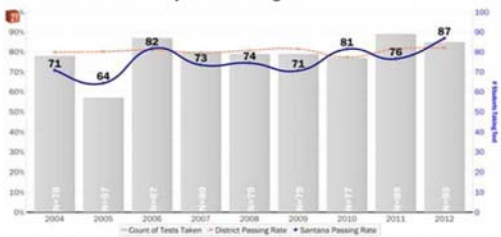
General Ed (NOT EL AND NOT SPECIAL ED)
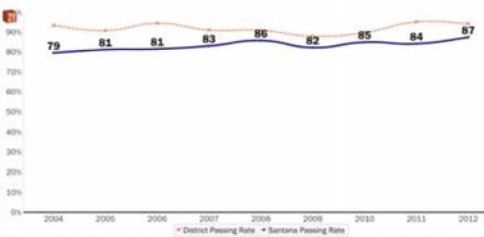
Hispanic
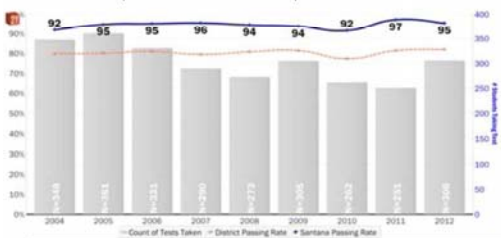
Source: GUHSD A&E

For additional information, visit the California Department of Education's website at: http://www.cde.ca.gov/ta/tg/hs/

Please note that SHS is Santana High School

District Comparison

The charts below show passing rates by school site for 1st time, 10th grade test takers (March + May) in 2012.

ENGLISH LANGUAGE ARTS (ELA)

MATH
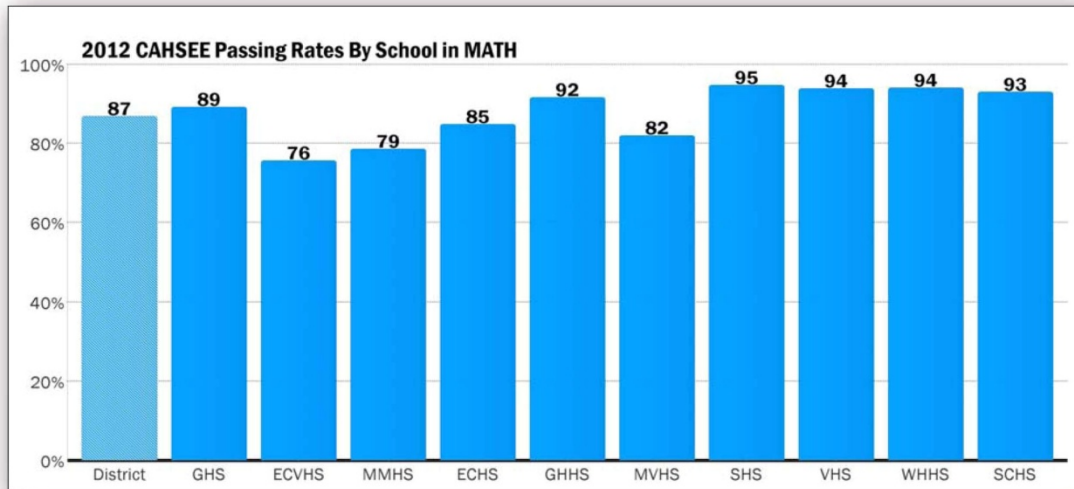
* Passing Rate = (# STUDENTS PASSED) ÷ (# STUDENTS WHO TOOK THE TEST - # STUDENTS WITH INVALIDS)

Source: GUHSD A&E   For additional information, visit the California Department of Education's website at: http://www.cde.ca.gov/ta/tg/hs/

The chart(s) below show first-time, 10th grade CAHSEE passing* rates in **MATHEMATICS** broken down by the primary Math courses students were enrolled in as 10th graders.

Top 5 Math Courses with Largest Number of Students Taking CAHSEE

The chart to the right ▶ reflects the five courses with the largest numbers of students who took the Math CAHSEE as tenth graders last year.

Essentially, these five courses were the most important courses in determining the school's overall math passing rate.

This information is intended to provide a sense of how homogenous the learning environment and curriculum is for 10th graders at your school.

The charts below ▼ reflect the longitudinal history of passing rates over the last seven years for these same five courses.

- 119 Pl&S Geo IC-2 34%
- 44 Bas Geom 2 13%
- 27 Pl&S Geo IH-2 8%
- 45 Other 13%
- 79 Algebra IIH-2 22%
- 38 Algebra IC-2 11%

Pl&S Geo IC-2
100   99   98   98   99   98   97

Algebra IC-2
95   96   94   88   85   86   76

Algebra IIH-2
100   100   100   100   100   100   100

Pl&S Geo IH-2
100   100   100   100   100   100   100

Bas Geom 2
98   100   61   75   89   84   91
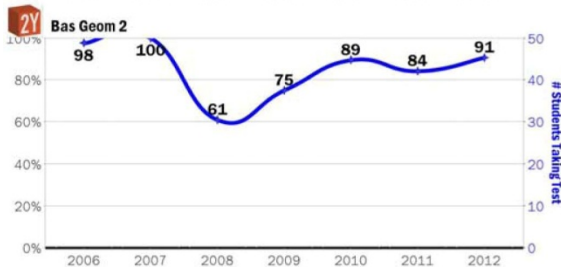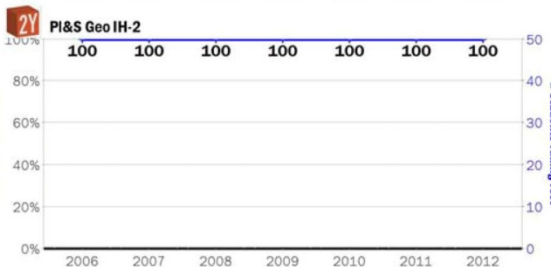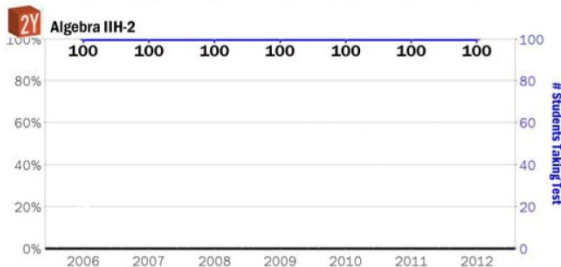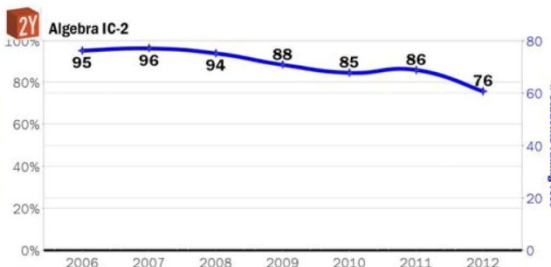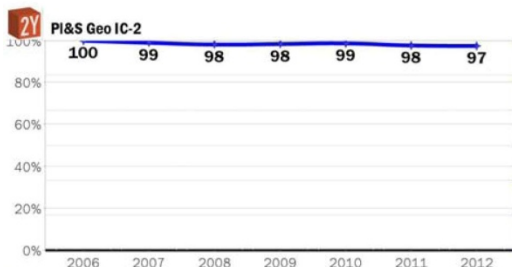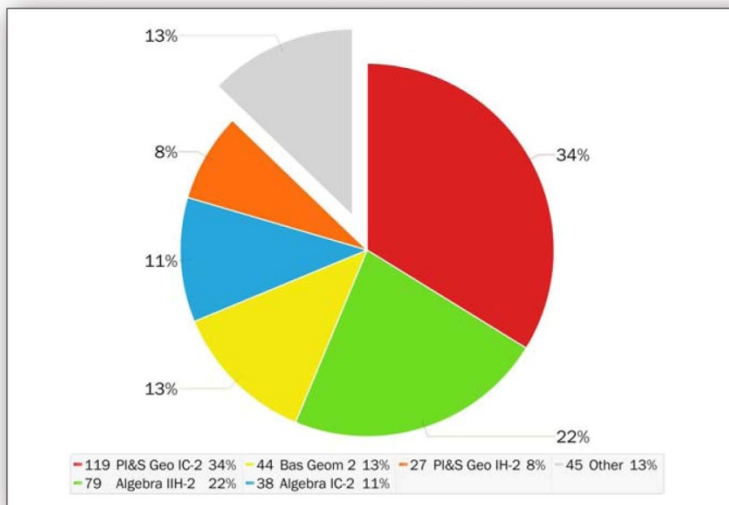
Source: GUHSD A&E   * Passing Rate = (# STUDENTS PASSED ≥ 350) ÷ (# STUDENTS WHO TOOK THE TEST - # STUDENTS WITH INVALIDS)

CAHSEE Passing Rates Over Time

The charts below show the passing* rates in **MATH** since 2004. Charts also reflect the number of students within the group (shown as N=###).
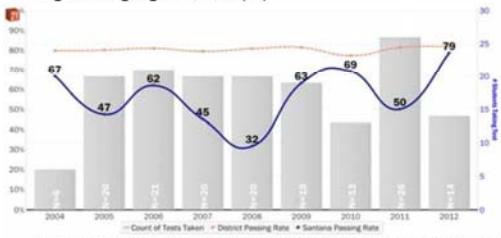
All Students

Count of Tests Taken   District Passing Rate   Santana Passing Rate
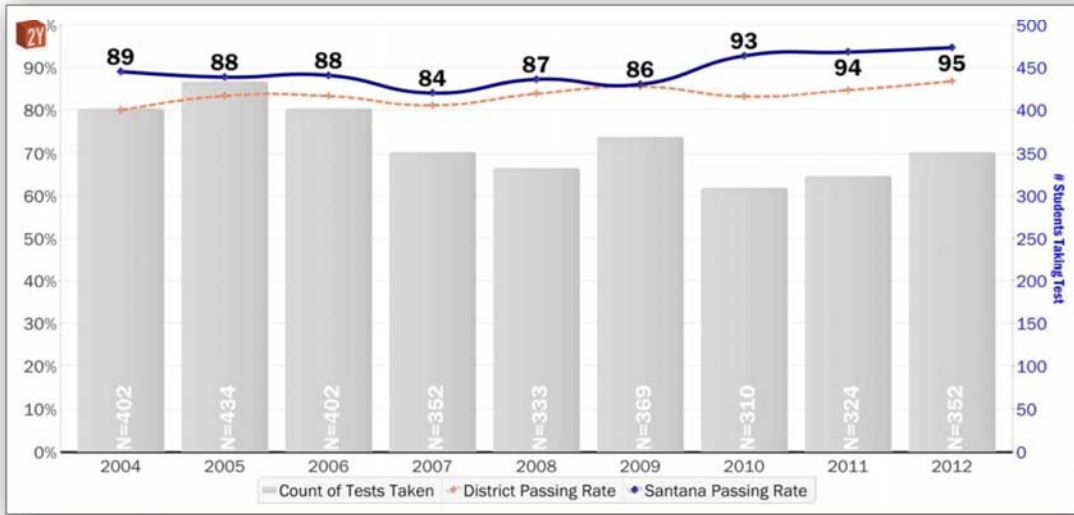
* Passing Rate = (# STUDENTS PASSED) ÷ (# STUDENTS WHO TOOK THE TEST - # STUDENTS WITH INVALIDS)

Subgroups
(WHERE SUBGROUP IS NUMERICALLY SIGNIFICANT; N≥50. THIS CONVENTION IS NOT RELATED TO AYP'S DESIGNATION OF "SIGNIFICANCE")

To improve visability, legends have been omitted. Subgroup charts follow the same convention as the larger chart. Columns reflect the number of students tested in the subgroup. Blue line reflects the passing rates for the subgroup with a school comparison in orange.

English Language Learners (EL)
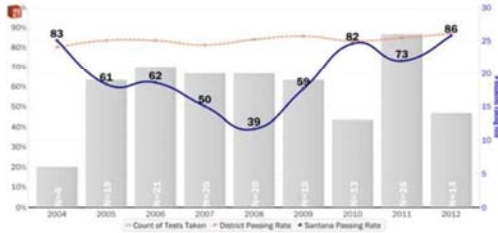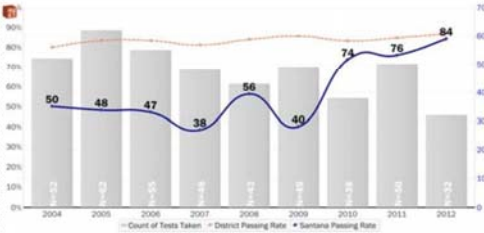

Students with Disabilities

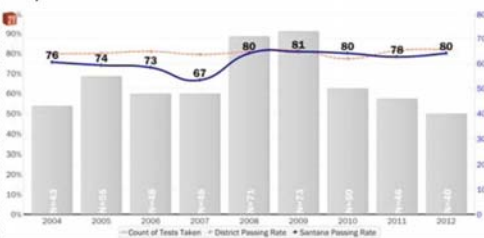### Socio-Economically Disadvantaged

Gender

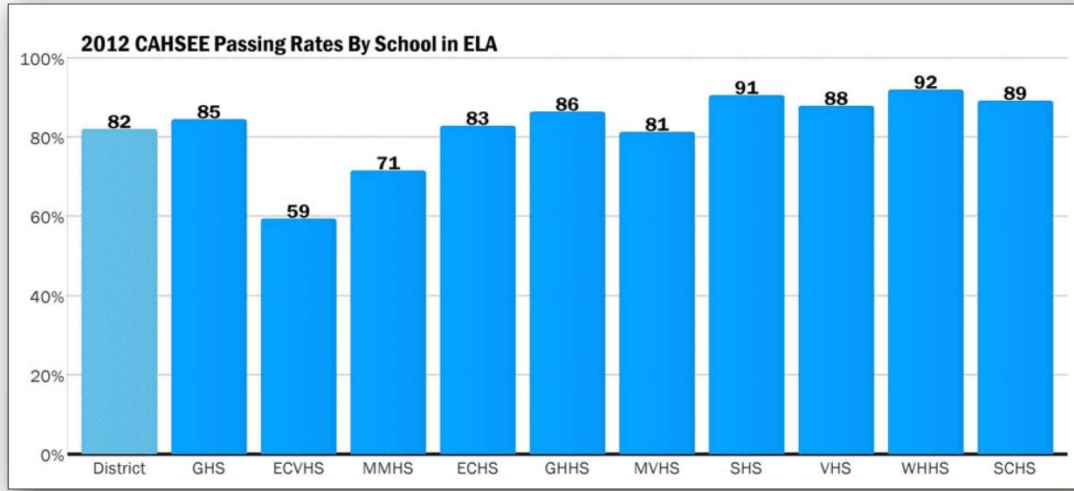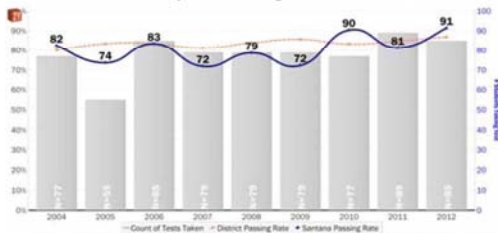### General Ed (NOT EL AND NOT SPECIAL ED)
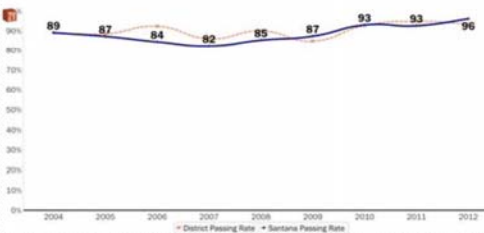
Hispanic
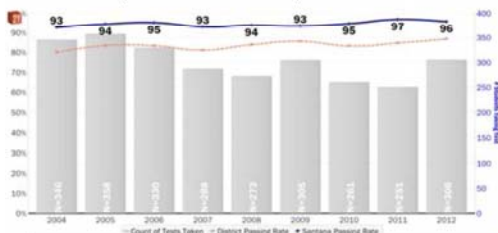
Source: GUHSD A&E
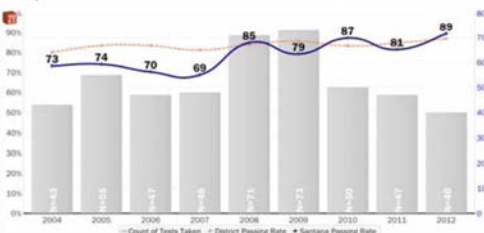
For additional information, visit the California Department of Education's website at: http://www.cde.ca.gov/ta/tg/hs/

The charts below show the year over year change in passing* rates in ELA and math since 2006.

ENGLISH LANGUAGE ARTS (ELA)

CAHSEE - Year to Year Change in ELA Passing Rate

Group	'07 '08 '09 '10 '11 '12	% Passing	'07 '08 '09 '10 '11 '12	Change in %Passing	'07 '08 '09 '10 '11 '12	# Students	'07 '08 '09 '10 '11 '12	Change in # Students
ELL	45 32 63 69 50 79		-17 -13 32 6 -19 29		20 20 19 13 26 14		-1 0 -1 -6 13 -12	
Spec Ed	47 65 31 48 67 45		2 18 -34 17 19 -23		48 43 49 38 50 32		-8 -5 6 -11 12 -18	
Hispanic	67 80 81 80 78 80		-6 13 1 -1 -2 2		48 71 73 50 46 40		0 23 2 -23 -4 -6	
General Ed	96 94 94 92 97 95		0 -1 -1 -2 6 -2		290 273 305 262 251 306		-41 -17 32 -43 -11 55	
Socio-Economically Disadvantaged	73 74 71 81 76 87		-8 1 -4 11 -5 10		80 79 79 77 89 85		-7 -1 0 -2 12 -4	

MATH

CAHSEE - Year to Year Change in MATH Passing Rate

Group	'07 '08 '09 '10 '11 '12	% Passing	'07 '08 '09 '10 '11 '12	Change in %Passing	'07 '08 '09 '10 '11 '12	# Students	'07 '08 '09 '10 '11 '12	Change in # Students
ELL	50 39 59 82 73 86		-12 -11 20 23 -9 13		20 20 19 13 26 14		-1 0 -1 -6 13 -12	
Spec Ed	38 56 40 74 76 84		-9 18 -16 34 2 8		48 43 49 38 50 32		-7 -5 6 -11 12 -18	
Hispanic	69 85 79 87 81 89		-1 16 -6 8 -6 8		48 71 73 50 47 40		1 23 2 -23 -3 -7	
General Ed	93 94 93 95 97 96		-2 1 0 1 2 -1		288 273 305 261 251 306		-42 -15 32 -44 -10 55	
Socio-Economically Disadvantaged	72 79 72 90 81 91		-12 7 -6 18 -9 10		79 79 79 77 89 85		-6 0 0 -2 12 -4	

Source: GUHSD A&E   For additional information, visit the California Department of Education's website at: http://www.cde.ca.gov/ta/tg/hs/
* Passing Rate = (# STUDENTS PASSED) ÷ (# STUDENTS WHO TOOK THE TEST - # STUDENTS WITH INVALIDS)

Recommendation #2: Establish programs, clubs, and activities that promote racial tolerance, as well as multicultural understanding.

1st Annual Multicultural participants

Overview:
Santana students, teachers, and staff are committed to providing a safe and secure environment for all students by offering resources and services, both on and off campus, that promote racial tolerance. The school climate is positive with new programs and interventions being implemented to make certain that all students have opportunities for success, regardless of race, religion, ethnicity, or sexual orientation.

Programs/Activities:

In addressing WASC recommendation #2, the following things have been done:

1. An independent counselor from the Grossmont School district came to Santana to conduct focus group meetings with students other than white to help Santana Staff get a better understanding of their feelings and viewpoints.
2. Starting with the class of 2016, all students are required to participate in a club, sport, or activity on campus.
3. All coaches attend a pre-season meeting where an assistant principal discusses cultural sensitivity and understanding. They are also given a survey to have their students take before and after the season. This survey is done using Illuminate, so we can track the data.
4. Link Day for all 9th graders.
5. Link Crew that is composed of 11th and 12th graders.
6. Multicultural-Bullying Tunnel
7. Young Diverse Scholars
8. Multicultural Week
9. Peer Mediation
10. Camp LEAD
11. Museum of Tolerance field trip
12. Unity day for all 9th graders.
13. Peace Week
14. Art Show
15. Monitoring Healthy Kids surveys at the end of each year to see trends and areas of needed focus.

Supporting Evidence

1) Focus Group: On October 4th, 2012, Jenee Littrell (counselor in charge of health and wellness for our district) came to Santana to conduct focus-group meetings with students other than white. Jenee and her assistant spend the day with three different groups of students on campus. When they were finished, they compiled their data into a powerpoint. On October 10th at 2:00, Janee attended our WASC meeting and presented her findings. A discussion and question and answer period followed.

SANTANA HIGH SCHOOL FOCUS GROUP

Logistics

- 3 groups
- 10 students per group
- Students were chosen by the counseling staff and administration
- Students represented ethnic groups other than white/Caucasian
- Students anonymously answered a packet of open-ended questions
- Students were invited to share their responses in a group discussion

Questions

- How long have you been a student at Santana?
- What do you like most about Santana?
- What do you like least about Santana?
- Do you feel safe at Santana?
- What do you think Santana can do to help each student feel more comfortable, safe and respected

- What do you think you and other students can do to improve Santana?
- What do you think the adults who work here can do to improve Santana?
- Please share any other thoughts or ideas that you would like adults on your campus to consider.

Positives

- Virtually every student reported to feel physically safe
- Almost every student had at least one adult that they felt connected to
- The size of the school was a positive
- Felt they are getting a good education

Areas of Concern

- Many of the students reported bullying, harassment and/or racial prejudice comments… most reported that they hear racial comments on a regular basis
- Because of the significant disparity in racial representation, most did not feel confident that much can be done to improve the racial prejudice at Santana

- For the students who felt connected to staff, they were very positive about the adults. For those who were disconnected, they felt very disconnected.. **Nothing in between..**

Ideas for Improvement

- The adults need to explicitly set a tone of acceptance and respect.. Talk to them..
- "Racial slurs and light jokes need to be taken seriously"
- All adults on campus need to address the comments and be careful of lessons they teach… instructional lessons and others

- More clubs…. many reported no interest in current clubs
- Ways to bring all students together to focus on the commonalities and breakdown stereotypes

Best Practices

- Resiliency: Meaningful participation, high expectations and caring relationships
- Staff commitment to and modeling of positive interactions
- School Climate Interventions: School-wide interventions; PBIS; Unity Days; Camp LEAD; student led campaigns
- Meaningful student leadership- examples: advisory groups, connection circles

2) All 9th grade students are required to participate in a club, sport or activity: Starting with the class of 2016, all students are required to participate in an extra-curricular activity, introduced through Club Rush. Through this process, WASC goal #2 is infused into every program on campus.

Clubs that Santana currently offers:

- Adventure Club
- AVID Club
- Best Buddies
- Camp LEAD (Leadership for Equity and Access)
- Catholic Club
- Christian Club
- Club Lead, Sports Club
- District/County Art Show promoting racial tolerance.
- Drama Club
- Eco Club
- Engineering Club, Robotics Club
- GoCenter Club
- GSA (Gay Straight alliance)
- Invisible Children
- Key Club
- LEO Club
- LINK Peer Orientation for Freshmen
- Peace Council
- Peace Week to plan activities marking the annual remembrance of the 2001 school shooting.
- Peer Mediation
- Reading Club
- SWAGG (Servants with a Godly Gift)
- Travel Club
- Video Productions club

Club Rush is new activity implemented this year to showcase all the clubs and activities offered by Santana. It took place on October 22nd which was the same day as our parent shadow day. It was a great success – pictures and flyer to follow. Please see additional pictures at: http://santanawasc.weebly.com

1st Annual club rush participants

Club/Activities Advisors and Coaches

The first annual **Club Rush Day** will be held on **Monday, October 22**.

Objective of the day: Show students and parents how involved and spirited our student body is, and encourage more students to get involved in clubs/activities/sports.

Please have a few students from your club/sport at your table during the event to provide information to students and parents. We would like for each club/sport **to create a flyer** that students can take with them. Please include the following information:

- Name of the club/sport
- A mission statement or **purpose of the club**
- The **benefits of the club** to both the members and also to the school/community
- Where and when the club meets/practices
- Examples of activities that the club is involved in
- **Contact information** of club members and faculty advisor
- For sports: dates for any clinics and try-outs

Your club should make their table **visually appealing** to draw in students. In addition to signage, consider having club members engaged in some activities that give students an idea of what your club does (if applicable). For example, Ping Pong Club could have a game going on behind their table, the band can have some instruments out, Travel Club can have a slide show playing of the Germany trip, etc. Be creative and have fun with it!

Please have your club members/team players wear a club T-shirt (if applicable) or their sport uniform on that day even if they are not manning a table. **We would like for students and parents to see how involved and spirited our student body is!**

It may get a bit crowded around some tables, so remind your student ambassadors to be friendly but keep conversations short. They should set out a sign up interest list so that they can contact interested students after the event to give them more detailed information.

Finally, it's a good idea for your club to have a **planned event within a couple of weeks of Rush Day** so that new members can immediately feel involved and engaged in your club. It does not have to be a huge event; perhaps even a meeting planned that involves ice-breaker games at lunch a week following Rush Day, or a book club meeting to vote on the next novel to read, etc.

Please make sure to fill out and return your form to Tree ASAP. If you need a new form you can email Emily and she can get that to you.

Let us know if you have any questions about the event. We look forward to seeing all of Santana's wonderful and diverse student activities represented at Club Rush Day!!

Thanks

Jamea Yaeger and Emily Snipes

This is a google doc we created that tracks which sport/activity/club the students have signed up for:

3) All coaches are required to attend a meeting with the assistant principal in charge of athletics: At this meeting the assistant principal goes over a code of conduct with the coaches and instructs them on the topic of "winning with honor." They are also given a survey to give to all students and information on how to address any negative comments or situations that might come up during their season.

School Climate Questionnaire

Please indicate how strongly you agree or disagree with the following statements.   **A = Strongly Agree**
B = Somewhat Agree
C = Neutral
D = Somewhat Disagree
E = Strongly Disagree

1. Students in our school get along well.
2. Students choose to interact primarily with people most like themselves.
3. Students in my school know how to report harassment, bullying and racial abuse to school officials.
4. Students in my school would feel comfortable reporting harassment, bullying and racial abuse to school officials.
5. Teachers in my school actively work to create a safe and welcoming environment for every student.
6. Every student in my school feels like he or she belongs here.
7. My school creates opportunities for students to get to know each other.
8. At my school, adults and students listen to each other.
9. I look forward to coming to this school every day.
10. Belonging to my club or team has helped me to learn about different cultures.
11. My club advisor or coach has discussed racial tolerance and/or multi-cultural understanding with my group.

12. I've seen biased vandalism or graffiti at school.

13. I've heard a student use a slur or other derogatory put-down at school.
14. I've heard a student use a slur or other derogatory put-down in class.
15. I've heard a student tease or ridicule another student at school.
16. I've heard a student tease or ridicule another student in class.
17. I've heard a teacher or other adult in school make disparaging remarks about a particular group of students.
18. I am willing to intervene when I hear a slur, epithet or derogatory put-down.
19. My ethnicity is (A) white (B) Hispanic (C) Black or African American (D) Asian (E) other
20. What grade are you in? (A) 9 (B) 10 (C) 11 (D) 12 (E) Super Senior 5th year

Comments:

Adapted from Responding to Hate at School and the U.S. Department of Education's "Creating a Safe and Connected School Climate"

4) LINK Peer Orientation for freshmen: Link Day pairs small groups of freshmen with leaders from upper grade levels in order to help incoming freshman transition to high school life and academic expectations.

Sultan Link Day
(Freshman Orientation)

Thursday, August 30, 2012
8:00-1:00

In the school gymnasium

Link Crew is a freshman transition and orientation program that welcomes freshman and makes them feel comfortable at Santana High School. Incoming freshman will begin the morning with a spirited general assembly followed by a series of fun, positive activities in small groups, each designed to allow them to get to know other incoming freshmen and current Santana junior and senior Link Leaders. These activities also spark conversation regarding the upcoming responsibilities, choices, and challenges of the being in high school. In their small groups, the freshman have the opportunity to meet new friends, participate in team-building activities, and learn about their new school, as well as learn important information about becoming involved and being successful in high school.

The goal of the day is to welcome the freshman to their new campus and encourage them to think about the path they will choose to take over the next four years.

On this day, you will:

- **Get your <u>class schedule and ID card</u>**
- **Take a tour of the campus so you know where your classes are on the first day!**
- **Meet your upper-class mentor**
- **Reconnect with old friends from junior high and make new ones**
- **Discuss any questions or concerns you have about starting high school**
- **Enjoy a free BBQ provided by Link Crew**
- **Have a lot of fun!**

You will receive a call from one of our Sultan Link Leaders a few days before the event as a reminder to come. If, for some reason, you do not receive a call, please just come on down and we will quickly and easily place you into the correct group on Link Day. We look forward to meeting you at Sultan Link Day!

If you have any questions, please contact Mrs. Yaeger (619) 956-0297 or Mrs. Snipes (619) 956-0363, the Link Crew faculty advisors.

5) LINK Crew Mentors: Juniors and seniors volunteered for this honor.

6) Peace Council: One of the most active and popular clubs on campus is Peace Council. Sixteen student members of the Peace Council, one parent, and one teacher took part in the Bullying Behavior Symposium presented by Interactions for Peace and the San Diego County Peace Coalition at USD. Last March, The Peace Council put together a moving ceremony, commemorating the tenth anniversary of the Santana shooting. In addition, teachers are provided materials by the Anti-defamation League and support for teaching tolerance, and the Peace council sponsors a yearly Holocaust speaker.

Students participating in the Bullying Tunnel on December 10th, 2012

Hosting a bullying tunnel, an interactive experience for students and actors who perform skits about bullies and being bullied, is becoming an annual event. This year all 9th-grade students experienced the bullying tunnel and took a survey after the experience.

I am able to use the new information that I learned about bullying.

48% - Strongly agree
36% - Agree
8% - Neither agree nor disagree
4% - Disagree

I understand the actions of a bully/aggressor.

61% - Strongly agree
26% - Agree
4% - Neither agree nor disagree
4% - Disagree

I learned new skills and strategies to help me deal with bullying behavior situations.

37% - Strongly agree
40% - Agree
15% - Neither agree nor disagree
5% - Disagree

I now have a better understanding that bullying can be done at any age and in any location.

62% - Strongly agree
26% - Agree
4% - Neither agree nor disagree
5% - Disagree

The Tunnel Experience has informed me about a wide variety of bullying experiences and scenarios.

55% - Strongly agree
31% - Agree
6% - Neither agree nor disagree
5% - Disagree

Having a School-wide Pledge against bullying behaviors could improve our school climate and remind all of us to respect others.

40% - Strongly agree
36% - Agree
11% - Neither agree nor disagree
9% - Disagree

I want to learn more about how we can encourage positive interactions in our homes, schools and in our community.

36% - Strongly agree
44% - Agree
13% - Neither agree nor disagree
3% - Disagree

After Tunnel and the Pre and Post Tunnel discussions, **I have more ideas about how to respond if I observe bullying behavior.**

40% - Strongly agree
43% - Agree
10% - Neither agree nor disagree
3% - Disagree

The Tunnel of Bullying should be viewed by students, staff and parents in our community.

53% - Strongly agree
33% - Agree
7% - Neither agree nor disagree
4% - Disagree

The Tunnel of Bullying was a positive way to begin the ongoing discussion and action against bullying.

57% - Strongly agree
30% - Agree
5% - Neither agree nor disagree
4% - Disagree

7) Multi Cultural Week: When the staff returned for the 2012-2113 school year, we had three days of staff development days that focused on the five WASC recommendations. Through this staff development the idea of having our 1st Multicultural week arose. Several staff members volunteered to help plan/organize the week. The week consisted of:

Monday- Opening ceremonies, parade of flags. Each classroom had a representative that represented the country that they were assigned with many of the students dressing up in authentic clothing. We started the parade by the Science building and went through the entire campus with the band playing songs and the students/countries lined up behind them. We ended the parade in the quad where each student came up to the microphone and introduced their country with in the countries language.
Tuesday- During an extended lunch period groups sold food representing different countries/cuisines. All students were given a ticket that was good for one free item. This allowed all students to actively participate/enjoy something that they might not have had before.
Wednesday- We held an assembly where every student and faculty member attended. At this assembly we started with the parade of flags followed by speeches and then different dances from around the world.

All staff took an active role in this event, certificated staff by "hosting" a country. During the third day of multicultural week, the students learned about their country through a Power Point Presentation, and during the multicultural assembly, a representative from each class dressed in the traditional clothing of their country and participated in a "parade of flags."

Part of the planning for this event included creating a survey that all students would take before the week occurred in order to get feedback from the students around the area of diversity. We also wanted to see how the week was accepted by the students.

PLEASE JOIN US IN CELEBRATING SANTANA HIGH SCHOOL'S 1ST ANNUAL MULTI-CULTURAL WEEK NOVEMBER 13TH – 15TH
TUESDAY, NOVEMBER 13TH

FLAG PARADE & OPENING CEREMONY – LARGE QUAD

ONE DESIGNATED FLAG BEARER PER PERIOD 5 CLASS WILL PROUDLY HOLD THE FLAG OF THEIR COUNTRY AND JOIN THE PARADE AS IT MAKES ITS WAY AROUND THE SCHOOL. THE PARADE WILL END IN THE LARGE QUAD, WHERE WE WILL KICK OFF OUR MULTI-CULTURAL WEEK WITH OPENING REMARKS.

WEDNESDAY, NOVEMBER 14TH

INTERNATIONAL FOOD FAIR – STUDENT PLAZA

DURING AN EXTENDED LUNCH PERIOD GROUPS WILL BE SELLING FOODS REPRESENTING DIFFERENT CUISINES OF THE WORLD! EVERY STUDENT WILL RECEIVE A TICKET THAT THEY CAN USE TO GET A SAMPLE. BRING MONEY SO YOU CAN BUY FULL MENU ITEMS! THERE WILL BE MEXICAN, ITALIAN, MIDDLE EASTERN, MEDITERRANEAN, AND MUCH MORE!

THURSDAY, NOVEMBER 15TH
MULTI-CULTURAL ASSEMBLY – GYMNASIUM

CELEBRATE AMERICA AND ITS DIVERSITY AT OUR MULTI-CULTURAL ASSEMBLY! DOUBLE ASSEMBLY SCHEDULE. ATTEND WITH YOUR PERIOD 4 CLASS. WATCH TRADITIONAL DANCES AND ATTIRE FROM ALL AROUND THE WORLD! LEARN SOMETHING NEW AND APPRECIATE ALL THAT IS DIFFERENT AND NEW!

SANTANA: ONE FAMILY, MANY CULTURES

INDONESIA

ASIA

COURAGE
PURITY

Indonesia

Jakarta

GOVERNMENT

- Indonesia is a REPUBLIC
  - Republic: A Representative Democracy in which the people's elected representatives (not the people) vote on legislation

- THREE BRANCHES OF GOVERNMENT
  - EXECUTIVE BRANCH: President – Susilo Bambang Yudhoyono
                          Vice President – Boediono
  - LEGISLATIVE BRANCH: People's Representative Coucil
                          550 Members (US 535 members)
  - JUDICIAL BRANCH: Supreme Court where judges are appointed by the president

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POPULATION

- Approx: 248 Million People
- Life Expectancy: 71.62 Years (US 78.49)
- Obesity Rate: 2.4% (US 33.9%)

ECONOMY

- AGRICULTURE—38.3%   (US 0.7%)
- INDUSTRY—12.8% (US 20.3%)
- SERVICES—48.9% (US 79%)

- UNEMPLOYMENT RATE – 6.6 % (US 9%)

- RANKING:
  - 50TH of the top 125 nations (US is 6th)

- CURRENCY: Indonesian Rupiah
  - Exchange Rate: 9615 Rupiah = 1 US Dollar

EDUCATION

- School Life Expectancy:
  - Male: 13 Years (US 15 Years)
  - Female: 13 Years (US 17 Years)
- Literacy Rate:
  - Male: 94% (US 99%)
  - Female   87% (US 99%)

OFFICIAL LANGUAGES

- INDONESIAN (BAHASA INDONESIA):
  - Almost 100% of population
  - Hello
- LOCAL DIALECTS:
  - Javanese
  - Sundanese
  - Madurese
- OTHER SPOKEN LANGUAGES:
  - English
  - Dutch

tata bahasa acuan

Bahasa Indonesia

untuk penutur asing

Djoko Kentjono
Frans Asisi Datang
Totok Suhardiyanto
Amalia Candrayani

RELIGIONS

- MUSLIM (86.1%)
- PROTESTANT (5.7%)
- ROMAN CATHOLIC (3%)
- HINDU (1.8%)
- OTHER (3.4%)

INDONESIAN CUISINE

- Influenced by India, China, Middle East, and Europe
- Rich in Spices
- POPULAR MAIN DISHES:
  - Martabak (Stuffed Pancake)
  - Ayam Taliwang (Chicken cooked in spices and herbs)
  - Opor Ayam (Chicken in Indonesian white curry)

INDONESIAN FASHION

- Similar to Western Style
- Traditional Male Styles
  - Sarongs
  - Batik Shirts
  - Beskap
  - Peci

INDONESIAN FASHION

- Similar to Western Style
- Traditional Female Styles
  - Kebaya
  - Batik Sarong
  - Selendang

INDONESIAN HOLIDAYS

- Independence Day – August 17, 1945
- Religious Holidays:
  - Waisak Day – Held in May to celebrate Buddah
  - Galungan – Bali region Hindu holiday
  - Nyepi – Balinese New Year
  - Ramadan – Holiest time of year for all Muslims
  - Id al-Fitr – Feast that follows Ramadan
  - Easter
  - Christmas

INDONESIAN CULTURE

- WAYANG KULIT
  - Shadow puppets
  - Stories are drawn from Hindu Epics
  - August 26 is Tumpek Wayang Sacred Holiday for Puppeteers

The following survey was given to all Santana students before the start of our 1st Multicultural week.

Pre-Multi Cultural Week Survey

November 5th

My community is culturally and racially diverse.

16 % - Strongly agree
38% - Agree
25% - Neither agree nor disagree
14% - Disagree
6%-   Strongly Disagree

People in my community are tolerant of diversity.

12% - Strongly agree
41% - Agree
33% - Neither agree nor disagree
11% - Disagree
3% - Strongly Disagree

I demonstrate understanding, acceptance and tolerance of diversity within my community.

45% - Strongly agree
35% - Agree
15% - Neither agree nor disagree
2% - Disagree
1% - Strongly Disagree

My school is culturally and racially diverse.

17% - Strongly agree
39% - Agree
26% - Neither agree nor disagree
13% - Disagree
4% - Strongly Disagree

Students at my school are tolerant of diversity.

11% - Strongly agree
38% - Agree
36% - Neither agree nor disagree
12% - Disagree
4% - Strongly Disagree

Students at my school embrace and appreciate diversity.

8% - Strongly agree
32% - Agree
42% - Neither agree nor disagree
13% - Disagree
5% - Strongly Disagree

Staff members at my school are tolerant of diversity.

35% - Strongly agree
39% - Agree
20% - Neither agree nor disagree
4%   - Disagree
1%   - Strongly Disagree

Staff members at my school embrace and appreciate diversity.

28% - Strongly agree
41% - Agree
33% - Neither agree nor disagree
11% - Disagree
3%   - Strongly Disagree

Our school activities, clubs and sports demonstrate cultural and racial tolerance and acceptance.

28% - Strongly agree
41% - Agree
26% - Neither agree nor disagree
4%   - Disagree
1%   - Strongly Disagree

Our school activities, clubs and sports reflect the interests and needs of diverse groups.

18% - Strongly agree
34% - Agree
38% - Neither agree nor disagree
7%   - Disagree
3%   - Strongly Disagree

Our school would be a better place if there was more multi-cultural awareness and education.

18% - Strongly agree
26% - Agree
40% - Neither agree nor disagree
11% - Disagree
5%   - Strongly Disagree

I have witnessed racial or cultural intolerance on campus during school hours and/or during school functions.

12% - Strongly agree
26% - Agree
25% - Neither agree nor disagree
25% - Disagree
12% -Strongly Disagree

I have intervened or defended someone who was a victim of cultural or racial intolerance.

11% - Strongly agree
23% - Agree
37% - Neither agree nor disagree
19% - Disagree
9%   - Strongly Disagree

I demonstrate understanding, acceptance and tolerance of diversity within my school and at school functions.

32% - Strongly agree
41% - Agree
20% - Neither agree nor disagree
4%   - Disagree
1%   - Strongly Disagree

My level of cultural awareness and sensitivity can improve.

13% - Strongly agree
34% - Agree
40% - Neither agree nor disagree
8%   - Disagree
5%   - Strongly Disagree

I feel it is important for students and staff at our school to make an effort to demonstrate cultural and racial tolerance, understanding and acceptance.

30% - Strongly agree
35% - Agree
27% - Neither agree nor disagree
5%   - Disagree
3%   - Strongly Disagree

I am interested in learning about other cultures and customs.

21% - Strongly agree
31% - Agree
31% - Neither agree nor disagree
10% - Disagree
7%   - Strongly Disagree

Upon completing this survey and reflecting on myself, I'd like to make a personal commitment to becoming more culturally and racially aware, tolerant and accepting.

19% - Strongly agree
31% - Agree
38% - Neither agree nor disagree
6%   - Disagree
5%   - Strongly Disagree

The following survey was given to all Santana students at the conclusion of our multicultural week

.Post Multi Cultural Week Survey

November 16, 2012

My teacher educated our class about the country we would be representing in the Multi-Cultural parade

59 % - Strongly agree
29% - Agree
8%   - Neither agree nor disagree
3%   - Disagree
1%-   Strongly Disagree

I learned something new relating to my class's country and culture.

50% - Strongly agree
33% - Agree
10% - Neither agree nor disagree
4%   - Disagree
3%   - Strongly Disagree

The parade of flags and opening ceremony in the large quad was educational and eye-opening.

25% - Strongly agree
29% - Agree
30% - Neither agree nor disagree
9%   - Disagree
6%   - Strongly Disagree

The parade of flags and opening ceremony in the large quad was enjoyable and interesting.

29% - Strongly agree
34% - Agree
29% - Neither agree nor disagree
7%   - Disagree
5%   - Strongly Disagree

I walked around to see all the cultures represented and cuisines being offered.

40% - Strongly agree
31% - Agree
13% - Neither agree nor disagree
8%   - Disagree
7%   - Strongly Disagree

I saw items at the Food Fair I had never seen or heard of before.

25% - Strongly agree
24% - Agree
18% - Neither agree nor disagree
18% - Disagree
14% - Strongly Disagree

I used my ticket to try something I had never eaten before.

23% - Strongly agree
14% - Agree
14% - Neither agree nor disagree
26% - Disagree
23% - Strongly Disagree

I purchased food that I had never eaten before.

14% - Strongly agree
11% - Agree
13% - Neither agree nor disagree
30% - Disagree
32% - Strongly Disagree

I learned something new about the cultures represented from reading one or more of the educational flyers from their tables.

17% - Strongly agree
19% - Agree
20% - Neither agree nor disagree
21% - Disagree
21% - Strongly Disagree

I saw a cultural performance that I had never seen before.

55% - Strongly agree
27% - Agree
8% - Neither agree nor disagree
3% - Disagree
4% - Strongly Disagree

The performances were educational and eye-opening.

43% - Strongly agree
31% - Agree
17% - Neither agree nor disagree
5% - Disagree
3% - Strongly Disagree

The performances were educational and enjoyable.

46% - Strongly agree
35% - Agree
13% - Neither agree nor disagree
3% - Disagree
3% - Strongly Disagree

Diverse groups were represented throughout the assembly.

44% - Strongly agree
36% - Agree
14% - Neither agree nor disagree
3% - Disagree
2% - Strongly Disagree

I learned something new about the cultures represented.

42% - Strongly agree
36% - Agree
15% - Neither agree nor disagree
3% - Disagree
3% - Strongly Disagree

I am more aware and appreciative of other cultures as a result of Multi-Cultural Week.

33% - Strongly agree
34% - Agree
24% - Neither agree nor disagree
5% - Disagree
4% - Strongly Disagree

I looked forward to next year's Multi-Cultural Week.

34% - Strongly agree
30% - Agree
25% - Neither agree nor disagree
5% - Disagree
6% - Strongly Disagree

I would like to participate more in next year's Multi-Cultural Week by being a flag bearer.

19% - Strongly agree
16% - Agree
31% - Neither agree nor disagree
19% - Disagree
14% - Strongly Disagree

I would like to encourage my club or sport to participate in next year's Food fair by sponsoring a table.

22% - Strongly agree
21% - Agree
36% - Neither agree nor disagree
11% - Disagree
9% - Strongly Disagree

I would like to perform in next year's Assemblies.

18% - Strongly agree
12% - Agree
27% - Neither agree nor disagree
22% - Disagree
20% - Strongly Disagree

After experiencing Multi-Cultural Week, I feel I will be more respectful, accepting and understanding when I see and interact with people of different cultures in my school and community.

39% - Strongly agree
31% - Agree
21% - Neither agree nor disagree
3% - Disagree
5% - Strongly Disagree

9) Peer Mediation: Offers meetings to students in conflict with one another. Student peer mediators have been trained to facilitate open/equal communication to resolve conflicts. Staff members refer students to this program who are unable to resolve conflicts on their own.

Peer Mediation Form:

Santana High School
Peer Mediation

At Santana we promote conflict resolution with one on one communication in a respectful way. Select seniors on campus are trained to facilitate conflict between other students with an understanding of interest based skills and strategies for managing conflict.

What can a peer mediator do for me?

Mediators help other students in conflict to sort out whatever misunderstandings and bad feelings they may have between each other. Through mediation, peer mediators help students in conflict get to the bottom of their misunderstandings and devise their own solutions.

Peer Mediators do NOT:
- Act as judges or counselors
- Give advice
- Find blame

Peer Mediators are expected to:
- Behave in a responsible manner
- Be fair and honest
- Keep student information confidential

Do you have a conflict that you would like to resolve? Fill out the request form below and return to Mrs Wilkerson-Spenny.

NAME OF STUDENTS INVOLVED	ID #	BRIEF DESCRIPTION OF CONFLICT OCCURING

10) Museum of Tolerance: On January 5, 2012, AVID students in grades 9-12 attended a grant-assisted field trip to the Museum of Tolerance in Los Angeles. Accompanied by AVID teacher Dana West, Science teacher Cindy Martin, and Math teacher Jennifer Hudson, as well as several AVID tutors, the students experienced a guided tour of the Museum's exhibits, including an in-depth, interactive account of the Holocaust, an exhibit on lesser-known 20th and 21st Century genocides, and an interactive exhibit on cyber-bullying. Prior to the field trip, and as a debriefing activity upon their return, AVID classes engaged in discussion and writing activities adapted from Museum of Tolerance curriculum titled "My Ideal World." Not only did the visit to the museum provide the students with an important cultural and historical experience, but it also gave them the opportunity to discuss their differences and similarities in order to become a more cohesive team.

Flyer from the school visit to the Museum of Tolerance

12) Unity Day for all 9th graders- February 6th and 7th: All 9th graders will participate in a full day activity that focuses on acceptance and understanding differences. The day is run by our LINK leaders that are 11th and 12th graders and supported by staff members including the counseling department.

Unity Day Agenda:

<u>Small Group Activities</u>

Leaders Introduction (2 min): Each leader tells their group members who they are and what they do at the school. Then tell the group what today is all about and why they decided to become a group leader.

Straw Challenge (5 min): Hand out one straw to each person and have them cross hands and hold the straw in their right hand. Now have the group press the straw together with their index fingers and connect them with their group members' straws.
> 1) Turn in a circle without dropping the straws
> 2) Walk five yards one way and back
> 3) Have the group sit down without dropping the straws

Name Activity Gotcha (10 min): Explain to the group the importance of knowing each person's name, not just for today but for future reference.

> 1. Have each student go around the circle and take a few pieces of candy. For every piece of candy the person must tell the group something about themselves.

> 2. Have each person say their name while everyone in the group repeats it.

> 3. Have the group members put their name tag on the back of their leg.

> 4. The leader then steps in the middle of the circle to play Gotcha.
> 		-*One person is brought to the middle of the circle. That person calls out 				someone else's name. The person who is called must call out another 			person's name before the person in the middle tags them. If the called out 				person is tagged before they call out 		another name they will be in the 				middle.*
> 5. Place name tag back on the front of your shirt.

Full Deck (15min): This is a two part activity!

1.   Give each person in your group a playing card and have them place it in front of their forehead. Do not let them look at the card you just gave them. In a circle have the students interact/role play with each other. Depending on what card the individual was given is how they will be treated. If they have a King they will be treated like someone on your campus who is (popular, cool, etc). If they received a two they will be treated like (a loser, posers, nerds, etc).

2.   The most important part is the closure…the discussion. Talk about if this happens on campus or in their lives. **You must get your students to understand that we respect and accept all people at our school.**

Identity Pie (20 min): Have you ever been stereotyped? How do people perceive you?
	Hand out Identity Pie worksheet to everyone in the group. Instruct everyone in the group that they will ONLY be drawing on this activity. On the outside of the circle everyone should draw a pictures representing things you would like to share with the group that others know about you or that you tend to share with others (at least four). On the inside of the circle you need to draw things that others don't know about you or that you usually don't share with people (at least four). On the back of the paper draw a stereotype or bias that you have. Go around the group and have everyone share at least 4 things from each part of their circle.

Break (15 min): No one will leave the gym. Now is the time to stretch your legs and use the restroom.

Check in (2min): One word that describes how you feel.

Six Squares (10 min)
       Hand out a piece of paper and pencil to each student. Have each student fold their paper into six squares and number each square one through six. Have students draw one picture per square. Afterwards, each student will pick out their three favorite and share it with the group. If you have extra time keep sharing till you get through all six.
       Have them a draw of picture of each of the following:
       1. Favorite out of school activity
       2. Celebrity that you most like to meet
       3. Someone you respect, admire or has helped you be successful
       4. A job you can see yourself doing when you get older
       5. One word that describes you
       6. One thing that you like about your school

Paper Tear (17 min)
       Go around the circle and say something that has been significant in your life.   As you say the important event, tear one piece of the paper and throw it into   the middle of the circle. **Go around the circle three times**.

Public Interview (13 min)
       Each person will be interviewed for one minute. The person can pass at any time, but if they choose to answer the question they must answer it honestly. Every person will be interviewed including the leader. **GROUP HUG!!**

13) Peace Week*:* Every year Santana has Peace Week. It is during the week of March 5th (anniversary of a shooting that occurred at Santana in 2001 where 14 people were shot and two died). The week has daily activities that focus on acceptance and continuing the theme of community on campus

14) Monitoring Healthy Kids surveys: These surveys are given to 9th and 10th graders each year. The section 6.7 deals with harassment on school property based on **Race, Ethnicity or National Origin.** We will continue to watch these responses and make adjustments where necessary. The results over the last four years have stayed relatively unchanged with a very low percentage of students claiming harassment in these categories.

2008-2009 Healthy Kids Survey

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin		
0 times	85	86
1 time	6	5
2 or more times	10	9
Religion		
0 times	88	90
1 time	6	3
2 or more times	6	7
Gender		
0 times	91	90
1 time	5	3
2 or more times	5	7
Sexual Orientation *		
0 times	88	95
1 time	5	2
2 or more times	7	3
Physical/Mental Disability		
0 times	94	95
1 time	2	1
2 or more times	3	4
Any of the Above Five Hate-Crime Reasons	29	24
Any Other Reason		
0 times	76	82
1 time	7	4
2 or more times	17	14
Any Harassment	37	30

Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
* "Because you are gay or lesbian or someone thought you were."

2009-2010 Healthy Kids Survey

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin		
0 times	86	90
1 time	5	4
2 or more times	9	6
Religion		
0 times	93	93
1 time	3	3
2 or more times	4	3
Gender		
0 times	92	93
1 time	4	3
2 or more times	5	4
Sexual Orientation *		
0 times	92	93
1 time	3	2
2 or more times	5	5
Physical/Mental Disability		
0 times	96	96
1 time	2	2
2 or more times	2	2
Any of the Above Five Hate-Crime Reasons	25	21
Any Other Reason		
0 times	79	85
1 time	8	6
2 or more times	13	9
Any Harassment	35	29

Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
* "Because you are gay or lesbian or someone thought you were."

2010-2011 Healthy Kids Survey

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin		
0 times	86	87
1 time	3	5
2 or more times	11	8
Religion		
0 times	91	91
1 time	4	4
2 or more times	5	5
Gender		
0 times	91	94
1 time	3	2
2 or more times	6	5
Sexual Orientation *		
0 times	91	90
1 time	2	4
2 or more times	7	6
Physical/Mental Disability		
0 times	93	94
1 time	2	3
2 or more times	5	3
Any of the Above Five Hate-Crime Reasons	23	24
Any Other Reason		
0 times	80	80
1 time	6	6
2 or more times	13	14
Any Harassment	30	32

Question HS A.113-118/MS A.95-100 During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
* "Because you are gay or lesbian or someone thought you were."

2011-2012 Healthy Kids Survey

Table A6.7

Reason for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, Ethnicity, or National Origin		
0 times	84	88
1 time	6	5
2 or more times	10	7
Religion		
0 times	90	93
1 time	3	2
2 or more times	6	5
Gender		
0 times	89	95
1 time	3	2
2 or more times	8	3
Sexual Orientation *		
0 times	92	97
1 time	4	1
2 or more times	4	2
Physical/Mental Disability		
0 times	93	97
1 time	3	2
2 or more times	5	1
Any of the Above Five Hate-Crime Reasons	27	17
Any Other Reason		
0 times	80	88
1 time	6	4
2 or more times	13	7
Any Harassment	33	22

Question HS A.113-118/MS A.95-100: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?
* "Because you are gay or lesbian or someone thought you were."

Recommendation #3: Institute instructional strategies school-wide designed to support the site's English Learner (EL) population.

Overview:

Santana supports the EL population with targeted study skills classes, student and college tutors, a Transitional English class, and tutor support within the general education classroom setting. Summer school classes are offered especially for EL students, as well as additional academic support, CAHSEE prep and credit recovery.

Programs/Activities:

In addressing WASC recommendation #3, the following things have been done:

1) Staff Development on SDAIE strategies.
2) Established Team Excell
3) Sent a site team to intensive four day SDAIE training.
4) Established an EL mentor student program on campus.

Staff Development/Participation

1) SDAIE Development training for all staff members on SDAIE strategies with a focus on two that each teacher uses.

The two SDAIE strategies are:

1) Integrating sentence frames for academic language
2) An advanced organizer for vocabulary instruction

These two strategies are currently being used by teachers in all subject areas at every grade level with positive results.

SDAIE STRATEGY
INTEGRATING SENTENCE FRAMES FOR ACADEMIC LANGUAGE

"The quality indicators for academic language instruction include **exposure to academic language as well as opportunities to practice the language with others, including peers.** Students must witness how their teacher (an expert in using academic language) models its use and exposes his or her thinking."
Fisher and Frey 2010, ASCD

GENERIC SENTENCE FRAMES FOR DESCRIBING

Level One
• This is a _____. It is/has _____.
• This is not a _____. It is/has _____.

Level Two
• This is a _____ because _____.
• This is not a _____ because _____.

Level Three
• This shape/argument/evidence has _____ , _____ , and
_____.
• This shape/argument/evidence has _____ , _____ , and
_____ ; therefore, _____.

SCIENCE

_____ is an example of a solid, while _____ is an example
of a liquid.
_____ and _____ are solids, however _____ and
_____ are liquids.

A _____ is made of plastic, which is a _____. But the
_____ it contains is a liquid.

The _____ planet from the sun is _____.

All living things need _____.

A pulley makes it _____ to lift a heavy object.

The _____ stage of a butterflies life is the _____.

MORE SCIENCE FRAMES:

WORD, PART OF SPEECH

_____

DEFINITION
or SYNONYM _____   AFFIX _____
ANTONYM   OTHER FORMS

SENTENCE: _____

_____

2) Established Team Excell

Team excel was created to help support our long term English Learners. The concept is built around the idea that having two qualified teachers in a class would lower the teacher student ratio, thus allowing students to get more individual help and explanation on the topics being taught. The goal then would be to increase student achievement for that discipline. We decided to pilot this concept in 10th grade classes because this cohort of students is the most valuable in increasing API and AYP. Biology, World History, and 10th grade English are supported by two highly-qualified teachers. We have two "excel" classes in each discipline giving us a total of six classes. Most students are cohorted and have "Excel" classes for English, Biology, and World History.

3) EL mentor program was created to support our EL students. All EL students have been matched up with staff members on campus. This partnership allows the staff members to monitor and support the EL students both inside and outside the classroom. The mentors make regular contact with their student to see how they are doing and assist them if they need anything. We have not been able to look at the data yet (the first semester just ended) but we are very optimistic that our EL students will be more engaged academically.

At a luncheon earlier in the year, EL mentors met with their EL students. It was a fun lunch that provided for some bonding time.

Curriculum

Environmental Design Pathway: Several EL students are enrolled in this pathway. The EL coordinator is also a teacher in this program and works with the team on instructional strategies to reach this population.

Within each Department: Address the issue of teaching EL students in a variety of ways, making up song parodies in Math, helping students learn the material, human sentences in English classes, interactive Science notebooks, and a variety of other teaching strategies across departments to help these students succeed.

SDAIE (Specially Designed Academic Instruction in English): 9th, 10th, and 11th/12th combination classes for EL students who are "at risk" in their College Prep English classes.

Student Support

EL Coordinator as Counselor: The EL coordinator works with each individual EL student and family to select academic courses, explain graduation and a-g requirements, and to discuss post-secondary options. Most importantly, the coordinator offers her help to the staff with student motivation, skills, and concepts.

Additional EL Support Classes: In the 2011-12 school year, Santana added two additional sections to support EL students who were struggling in Language Arts.

EL College Tutors: Paid for through the EL budget, EL tutors rotate through general education classes to offer support to struggling EL Students

Peer Tutors: The Math Department organized a peer tutor program for struggling math students, many of them English Learners. These peer tutors are mature, upper classmen (hand selected) from the Pre-Calculus Honors or Algebra II Honors classes and paid $10 an hour to report to periods 6 and/or 7 to give one-on-one help to EL students, Special Education mainstreamed students, or D/F students. Students who are struggling in math classes in mid-day math classes are scheduled for morning tutorial special-study classes before school starts. Peer tutors are paid to report to this class as well. Peer tutors are paid by the school out of tutorial monies.

English Learner Professional Learning Community: This learning community meets four times a year to discuss movement/progress in the EL Subgroup. This PLC is a make-up of teachers from all disciplines on campus. The math teachers in this PLC were the driving force behind the introduction of peer tutors in the Math Department.

EL Mentors (2012-2013) Staff members volunteer to be an EL mentor for our EL students for the year. The mentors are responsible for checking in with their EL students twice a semester to answer any questions they may have about policies/procedures at Santana and to discuss progress with their academics and school participation.

Teacher Training

Coinciding with Santana's WASC Recommendation #3 (coincidentally), the District has committed to teacher training and collaboration in literacy and research-based instruction for the EL population. Teacher professional development activities include release time for the EL PLC and workshops geared to teaching all levels of EL. See Michele Estill for more details regarding EL PLC meeting times and EL workshops at the district level.

Recommendation #4: Increase the a-g completion rates, including closing the completion gap for the different groups on campus (i.e. EL, SED, gender).

Overview:
Currently, Santana's a-g completion rate is at 34%. Faculty, administration and counselors all work toward improved communication with parents and students regarding the a-g requirements and focus on the importance of completing these CSU/UC requirements. From the ninth grade through senior year, students are encouraged to complete these a-g requirements. In addition, the AP program has shown growth in the number of students enrolled and the passage rates of AP tests taken.

Programs/Activities:
In addressing WASC recommendation #4, the following things have been done:

1) A study of the master schedule to remove/replace classes that did not meet the a-g.
2) Starting with the class of 2016 students can only be recognized as honor graduates if they have a 3.5 GPA and met their a-g requirements.
3) Counselors evaluate all 12th grade transcripts for a-g compliance.
4) All 12th graders that are close to meeting their a-g but have a D/F on their transcript is put into an online class to repeat the class.
5) A-g club. Students receive a shirt for meeting their a-g requirements and they will also be recognized at graduation with a special ribbon.
6) A counselor from UCSD came to Santana on November 8th, 2012 for a presentation on the requirements for the UCs. The night was open to all students and their parents.
7) Through staff development, teachers are more educated and a better propionate for telling students about the a-g requirement.

Counseling

Freshmen Orientation: Counselors facilitate a breakout session on the a-g requirements. The student planner, which is available to all students, contains a list of these requirements as well.

Yearly Meetings: Held to schedule classes for each student to review his/her IGP (Individual Graduation Plan) and create a post-secondary plan. Post-secondary plans are made and revised each year and focus on a-g completion requirements.

Methods of Communication

3-Week Monitoring: Teachers submit names of students who "are failing" or are "in danger of failing" every three weeks. See Jennifer Hudson for a copy of the three-week monitor calendar used by teachers. Names are submitted electronically and letters to parents are generated.

Santana Website: The Santana High School website was re-designed in September 2011 for user-friendly ease. "Buttons" were created on the front page so parents could access information more readily. A system was put in place by Leonard D-Angelo and Jennifer Hudson for improved monitoring of old information and correct information.

Other:
Marquee
Facebook Page
Email/Phone Calls
Parent Surveys (Healthy Kids; available online)
Automated Phone System ("all-call")
9th Grade Parent Seminars
PTSA activities
SSC (School-Site Council)

New a-g Courses Offered (since 2008 WASC visit)

Conceptual Physics: Earth Science has been removed, which did not meet the a-g requirements, and has been replaced with Conceptual Physics, which does meet the a-g requirements.

CTE: The Environmental Design pathway offers a-g approved Engineering and regular education courses to "at risk" students, and those interested in the field of design and engineering. See Doug Coffin or Lindsay Lane for information regarding how students are selected for this program. Students must maintain grades in ALL CTE and General Education classes to maintain status in the program.

Integrated Math: Removal of Basic Geometry, which does not meet a-g requirements.
Intermediate Algebra II: Removal of Basic Algebra and Basic Geometry

Statistics: Removal of Algebra IIIC, which was proving to pull students away from Pre-Calculus Honors. The addition of Statistics will hopefully resolve the conflict students encounter when the difficulty of Pre-Calculus is too great and the rigor in Algebra IIIC is not to standard.

Other

Teacher Training: Teachers attend the AP workshop each summer to develop practical strategies to increase and diversify overall AP enrollment, improve overall performance of all AP students, create effective learning communities, and increase AP exam scores.

The Learning Center: Those students who are not on track for their a-g are put into an on line program to retake classes in which they earned a D or F.

Least Restrictive Environment: The Special Ed department endeavors to integrate students with IEP's into the general education classrooms to the greatest extent possible. Once a student's academic skill level is determined by the IEP team, students can be placed in college prep classes, sometimes with support. When needed, special education teachers modify the curriculum for students.

AVID: AVID students are expected to complete the a-g requirements as an integral part of the program. Designated AVID teachers and counselors work with students on completing a-g requirements and leaving Santana ready for the rigors of college.

The following charts give more details on our a-g progress. Please take note that in 2009, we started a learning center for students who were at risk of not graduating. This program allowed students from around the district to get caught up and graduate. We have served over 300 students since 2009. When the learning center students are back out of our calculation, our a-g completion rate is closer to 40%.

A Req

3%
7% Course(s) w/o Credit
9% Failed US w/D
1% Failed US w/F
16% Failed World w/F
64% Met Req

D Req

13% Course(s) w/o Credit
19% Failed 1+ w/D
13% Failed 1+ w/F
54% Met Req

B Req

9% Course(s) w/o Credit
21% Failed 1+ w/D
21% Failed 1+ w/F
49% Met Req

E Req

34% Course(s) w/o Credit
5% Failed 1+ w/D
14% Failed 1+ w/F
47% Met Req

C Req

16% Course(s) w/o Credit
10% Failed 1+ w/D
10% Failed 1+ w/F
64% Met Req

F Req

13% Course(s) w/o Credit
2% Failed 1+ w/D
4% Failed 1+ w/F
82% Met Req

Graduates of 2012 - SANTANA By Sub Group

(EL) - SANTANA

(Special Ed) - SANTANA

(Hispanic) - SANTANA

(African American) - SANTANA
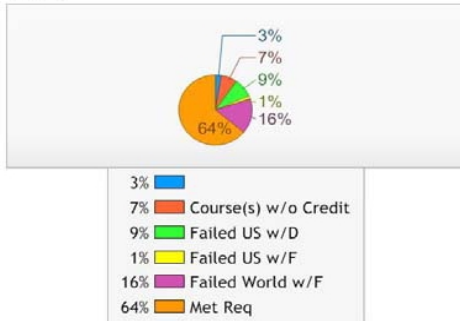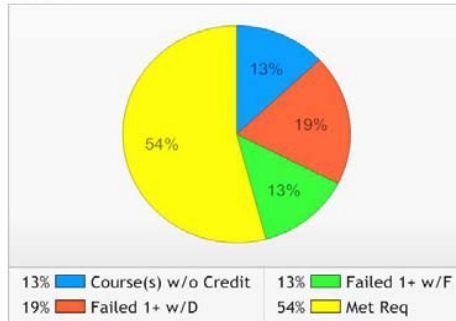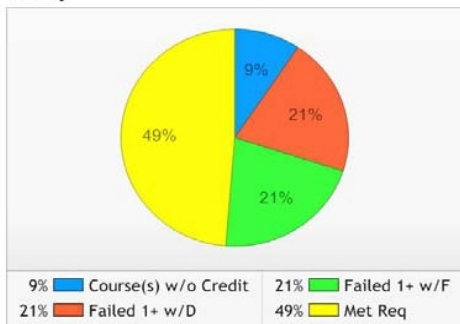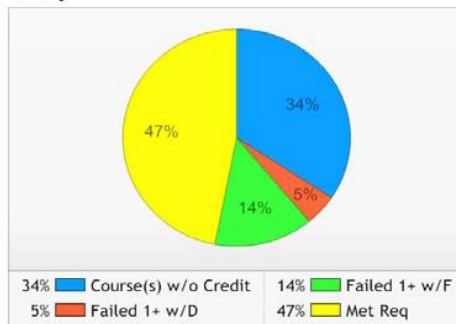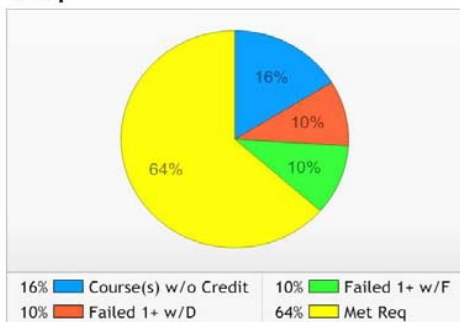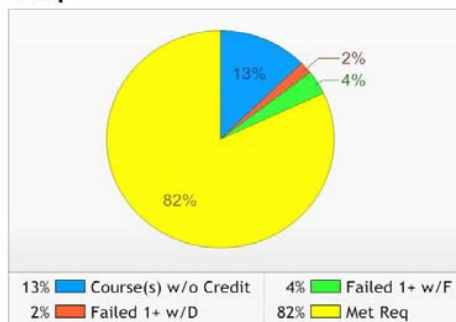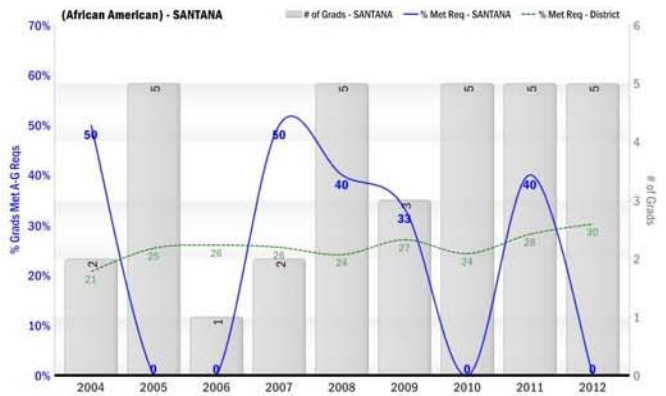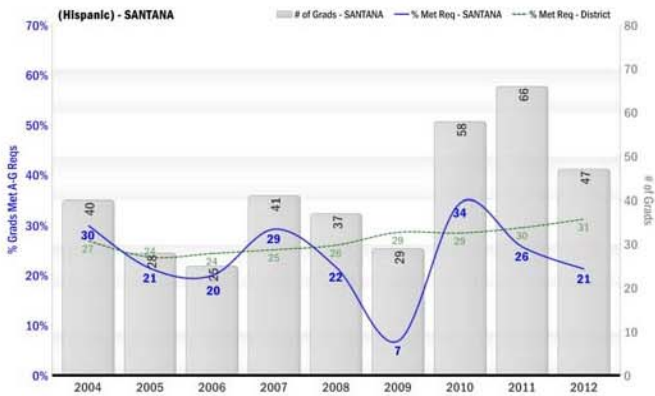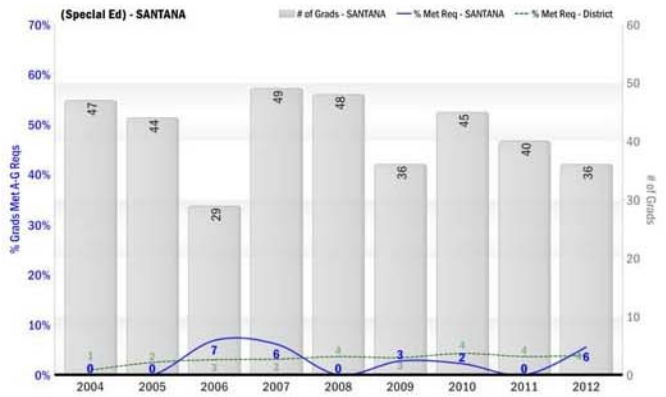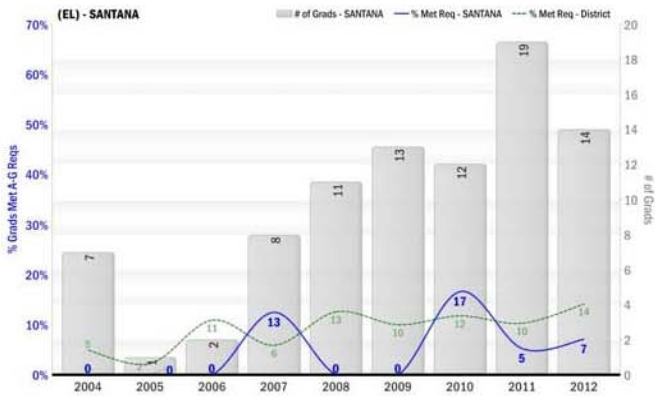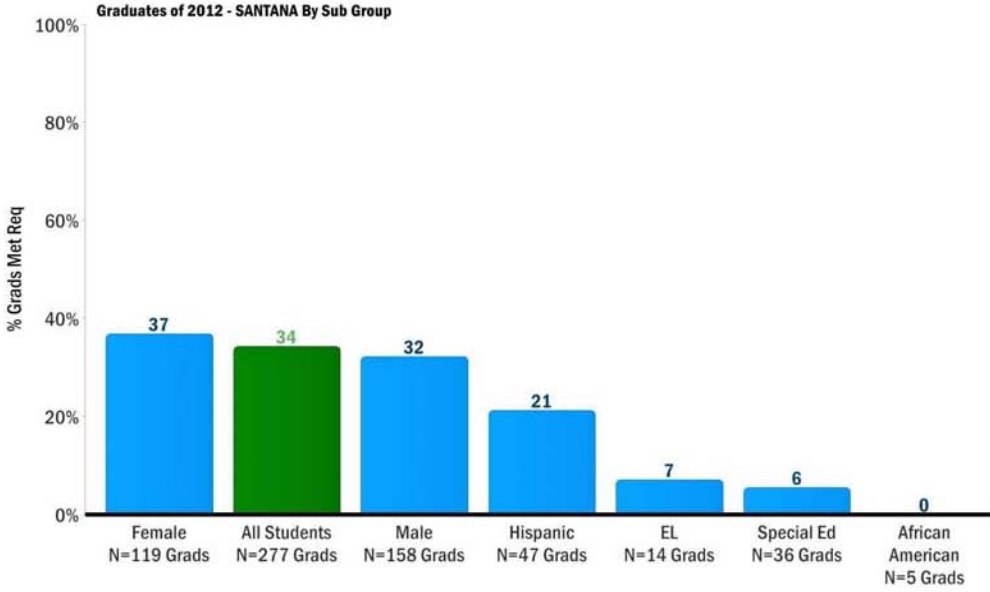
Recommendation #5: Seek AVID National Demonstration Site Designation

AVID Students Visit Cal State San Marcos, October 2012

Overview:

We have made great strides in our AVID program since the 2008 WASC visit. In the fall of 2012, we again received certification for the 2011-2012 school year. "This status is awarded to AVID sites that have met the eleven Program Essentials and Data Collections documentation that supports program effectiveness and student progress."

Several major changes have been put in place since the last WASC visit. We eliminated our AVID/Geography model and implemented a true AVID program. This has resulted in both students and staff voluntarily selecting to participate in the AVID program. In 2011-2012 our AVID self-study validation process recognized Santana's change and awarded us to be an AVID National Certified school. See principal for certificate.

Supporting Evidence:

Things that have been done:
1) Staff development training at the start of 2012-2013 to explain how each teacher could support AVID on campus.

2) Moved away from an AVID/Geography model to a true AVID program.
3) Added additional AVID sections.
4) Santana sent additional staff members to the AVID summer institute, including a counselor.
5) Closely monitor student grades for essential 4.2 data indicating the percentage of AVID students who earn C's or higher in their a-g classes. The following chart is from 2012-2013 first semester grades showing that for the third semester in a row, 70% of AVID students met their a-g's.

Essential 4.2 – Santana AVID Grade Check Data

GOAL: At least 70% of AVID students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.

2012-2013

Grade check date:	% of 9th graders with D/F	% of 10th graders with D/F	% of 11th graders with D/F	% of 12th graders with D/F	Total with D/F
10/15/2012 (Sem. 1, 6 weeks)	11/24 = 46% boys 12/29 = 41% girls 23/53 = 43% total	11/19 = 58% boys 6/20 = 30% girls 17/39 = 44% total	4/11 = 36% boys 8/18 = 44% girls 12/29 = 41% total	0/1 = 0% boys n/a girls 0/1 = 0% total	26/55 = 47% boys 26/67 = 39% girls 53/122 = 43% total
11/30/2012 (Sem. 1, 12 weeks)	11/24= 46% boys 14/29 = 48% girls 25/53 = 47% total	10/19 = 53% boys 5/20 = 25% girls 15/39 = 38% total	4/11 = 36% boys 7/18 = 39% girls 11/29 = 38% total	1/1 = % boys n/a girls 1/1 = 100% total	26/55 = 47% boys 26/67 = 39% girls 53/122 = 43% total
1/25/13 (Semester 1, **final grades**)	9/24 = 38 % boys 13/29 = 45 % girls 22/53 = 42 % total	7/19 = 37% boys 3/20 = 15% girls 10/39 = 26% total	2/11 = 18 % boys 3/18 = 17 % girls 5/29 = 17% total	0/1 = 0 % boys n/a girls 0/1 = 0 % total	18/55 = 33% boys 19/67 = 28% girls **37/122 = 30% total**
3/8/13 (Sem. 2, 6 weeks)	/24 = % boys /26 = % girls /50 = % total	/19= % boys /20= % girls /39= % total	/11 = % boys /18 = % girls /29 = % total	/1 = % boys n/a girls /1 = % total	/55 = % boys /64 = % girls /119 = % total
5/3/13 (Sem. 2, 13 weeks)	/24 = % boys /26 = % girls /50 = % total	/19= % boys /20= % girls /39= % total	/11 = % boys /18 = % girls /29 = % total	/1 = boys n/a girls /1 = % total	/55 = % boys /64 = % girls /119 = % total
6/19/13 (Semester 2, **final grades**)	/24 = % boys /26 = % girls /50 = % total	/19 = % boys /20 = % girls /39 = % total	/11 = % boys /18 = % girls /29 = % total	/1 = boys n/a girls /1 = % total	/55 = % boys /64 = % girls **/119 = % total**

Semester 1 = 30% of AVID students with D/F grades in A-G classes. 70% with Cs or better.
Semester 2 =

Notes: Three 9th grade girls with D/F grades dropped AVID at the Semester due to relocation. Several 10th graders level-changed from Honors/AP classes in which they earned a D or F during the 1st Semester. 10th and 11th graders earning D/F grades may do online credit recovery for those classes during Semester 2.

6) Received a letter indicating Santana High School is a certified AVID site on its way to earning distinction. The letter follows.

SAN DIEGO COUNTY OFFICE OF EDUCATION
6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
Randolph E. Ward, Ed.D.

October 24, 2012

To Whom It May Concern:

For the past four years, I have had the pleasure to serve as the AVID Regional Coordinator for the San Diego County Office of Education supporting Santana High School's AVID College Readiness System. Collaborating with principal Tim Schwuchow, Dana West has served as the AVID Site Coordinator who has transformed AVID at Santana High School.

Two years ago, the AVID site team reviewed SHS AVID retention data and decided to return to AVID Center's national implementation model. In this traditional model, potential AVID students are recruited, interviewed and selected based on AVID Center's national and local student selection criteria. In contrast, all freshman SHS students were being enrolled in AVID, which was an alternate model that was implemented before Dana became the AVID site coordinator. The school's AVID retention data for sophomores indicated that enrolling all 9th grade students in a combined AVID-Geography course decreased retention rates for SHS AVID. Fortunately, this enrollment practice was discontinued.

From this and other program changes initiated by Dana, Tim and the AVID site team, the AVID certification status for the program has evolved for both the 2010-11 and 2011-12 school years from "affiliate," to "certified." In efforts to meet all 11 AVID essentials at level 2 (routine use) or higher, SHS AVID increased from 7 of 11 essentials at level 2 or higher in 2008-09 to 8 of 11 essentials at level 2 or higher in 2010-11. Additionally, the 2008-09 AVID certification report rated no essentials at level 3 (institutionalization) to having one essential at level 3 in 2011-12.

Within each AVID essential, there are a series of indicators that detail specific program components for each of the 11 essentials. SHS AVID has demonstrated growth in the percentage of indicators rated at level 2. The 2010-11 AVID certification report showed 47% of all indicators rated at level 2 and increased in 2011-12 to 53% at level 2. In 2011-12, SHS AVID increased the number of 9th grade AVID sections from one to three and increased sophomore retention percentages from 7% to 52%. For the 2012-13 school year, over 75% of last year's AVID freshman are now enrolled as AVID sophomores.

Through the collaborative efforts of SHS AVID site team, AVID continues to evolve and is being implemented with greater fidelity. Efforts to improve AVID at Santana High School are to be commended and having returned to a certified site for the past 2 years, I believe that earning the rating of Certification with Distinction is foreseeable in the not too distant future.

Sincerely,

Darren Smith, AVID Regional Coordinator
San Diego County Office of Education
6401 Linda Vista Road Room 321S San
Diego, CA 92111-7399
858 569-5450
darsmith@sdcoe.net

Board of Education
Mark C. Anderson   Susan Hartley   Sharon C. Jones   Jerry R. Rindone   John Witt
SERVICE AND LEADERSHIP

AVID Certification

Santana AVID has been recognized for the following achievements as documented in the certification process:

- We have implemented a clear-cut recruitment plan for incoming 9th graders involving presentations at the middle schools and a parent/student information and interview night.
- We have a large, well-trained site team. They play an active role in identifying and interviewing prospective AVID students.
- We now offer a true AVID elective class open to every grade level with two full sections offered at 9th grade and two 11th/12th grade sections for a total of four.
- AVID teachers and tutors have been trained and are currently using the new AVID tutorial model. Often upper level AVID students are called upon to tutor the 9th graders.
- Our a-g enrollments are the strongest aspect of the AVID program on campus. Students who earn D or F grades are required to attend summer school to make sure they are college ready.
- Santana's AVID students have the highest growth in students scoring Advanced/Proficient on CST tests in the District.

Collaboration

Department Representation: The AVID Site Team, which includes at least one representative from each academic department, meets monthly to collaborate on planning, logistical issues, problem solving, addressing access issues, and ensuring student success in rigorous curriculum. Teachers on the team take information back to their respective department.

Feeder schools are invited to send a representative to these meetings to collaborate and align goals and curriculum (although the reception is mild).

[Teachers on this team take turns hosting the meetings in their rooms with beverages and breakfast. Additionally, teachers on the AVID Site Team help relieve the AVID Site Coordinator in the classroom so that she may visit feeder schools.]

Guidance Department: The guidance department enrolls AVID students in all a-g courses, offering a unique registration option for AVID students to meet one-on-one with their alpha counselor. These counselors are also meeting with them at the 6-week, 12-week, and semester marks to troubleshoot any D/F grades.

Activities

Museum/College Field Trip: These classes participate in field trips to colleges and museums, college testing preparation, and other college readiness activities annually. The most popular annual trip is in January to the Museum of Tolerance Fieldtrip and UCLA.

"October College Month": Promotes our college-going culture on campus. Teachers and staff wear college t-shirts **every Tuesday all year long**; teachers share their college experiences with their students on Tuesdays.

"Got Plans!!" College and Career Fair: District-Wide.

Increased AVID student enrollment in AP courses

Parent Support: $10,000 has been collected this year from parents.

Increased a-g enrollment: This is happening quite naturally as the number of non a-g courses on campus are eliminated.

8th grade preparation: Increased percentages of 8th grade students enrolled in Honors classes and Algebra has resulted in more students who are prepared to take AP classes at the high school level.

Parent Involvement: In addition to parent support (above), the AVID program at Santana also focused this year's attention on parent INVOLVEMENT (slightly different from parent support). The Guidance Department and AVID provided two parent workshops:

   a) "How to Help your AVID student succeed"—Oct. 5, 2011
   b) "Show Me the Money!"—Jan. 18, 2012

AVID Students visit UCSD

Recommendation #6 The school should have a systematic approach for evaluating all programs on campu. Part of this process should include input from all stakeholders (i.e., parents, students and all staff)

Overview:

This recommendation was given to us after the mid-term visit in the Spring of 2012. Through our school site council, leadership team, PTSA and department chair we have agreed to use illuminate to conduct surveys to gather data. This data will then disseminate and shared with the various groups/stakeholders in an effort to provide feedback and measure the effectiveness of the programs/ activity. It also allows us to and make adjustments/changes where necessary and it also allows us the ability to see where supports need to be added.

To date, we have conducted surveys in:
1) Pre Multicultural Surveys. Please see results on page 69.
2) Post Multicultural Surveys. Please see results on page 72.
3) Post Bully tunnel survey. Please see results on page 63.
4) Athletic team survey's. Please see sample survey on page 58.

With this recommendation we will continue to work with all stakeholders to take advantage of our resources in an effort to provide the best academic and social emotional programs that we can. We will communicate these efforts through a Website that we set up called santanawasc.weebly.com

Appendix

SANTANA HIGH SCHOOL
9915 MAGNOLIA AVE SANTEE, CA 92071
PHONE (619) 956-0200 - FAX (619) 449-3119

2011-12 School Quality Snapshot

Santana High

Grossmont Union High

9915 North Magnolia Ave., Santee, CA 92071

Grades Offered: 9 - 12
Enrollment: 1,411
Charter: No
Title I Funded: No
CDS Code: 37-68130-3737905

CST English-language Arts Results
(percent proficient and above)

CST Mathematics Results
(percent proficient and above)

CST Science Results
(percent proficient and above)
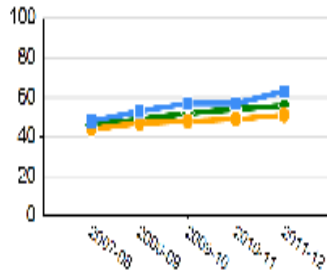
California's Academic Performance Index (API)

2012 Growth API	809
State Rank	8
Similar Schools Rank	7
2011-12 Growth from Prior Year	11
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	No

API Subgroup Performance - 2012 API Growth

	Met Target	Growth
African American or Black		–
American Indian or Alaska Native		–
Asian		–
Filipino		–
Hispanic or Latino	No	4
Native Hawaiian or Pacific Islander		–
White	Yes	11
Two or More Races		–
English Learners		–
Socioeconomically Disadvantaged	Yes	23
Students with Disabilities		–

Green = Student group met target
Red = Student group did not meet target
Blue = Student group is not numerically significant
– = Not enough students to report

CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CST: CA Standards Test   CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2011-12 Enrollment by Race/Ethnicity

Legend:
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- Filipino
- Hispanic or Latino
- African American or Black
- White
- Two or More Races
- Not Reported
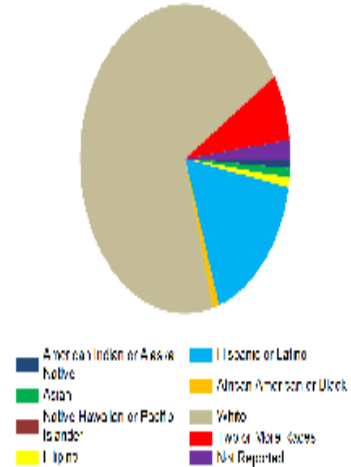
2011-12 Subgroup Enrollment

English Learners	7%
Socioeconomically Disadvantaged	17%
Students with Disabilities	14%

Average Class Size

California Department of Education
Report Generated: October 8, 2012

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

Page 1

Expulsion/Suspension Data

Santana Suspensions
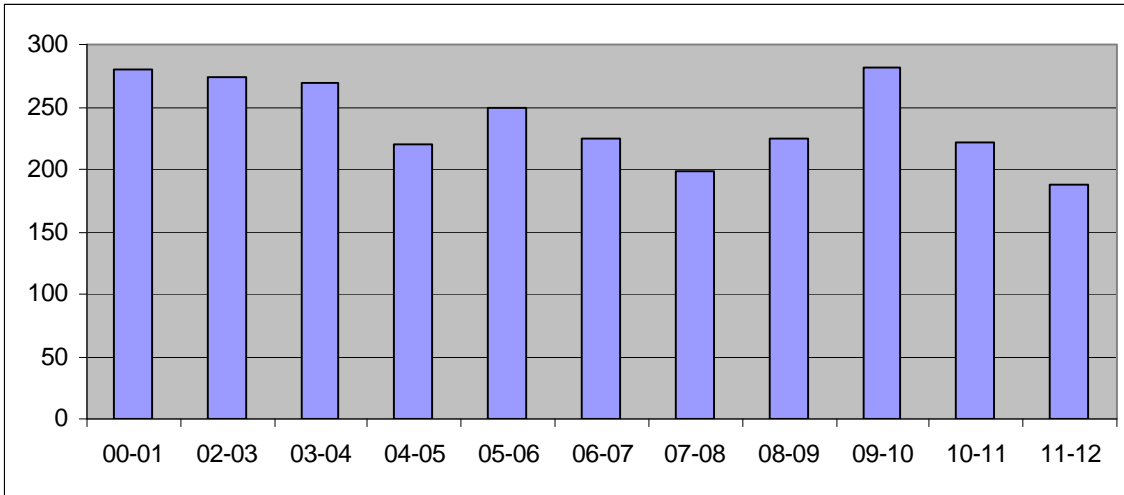
Santana Expulsions
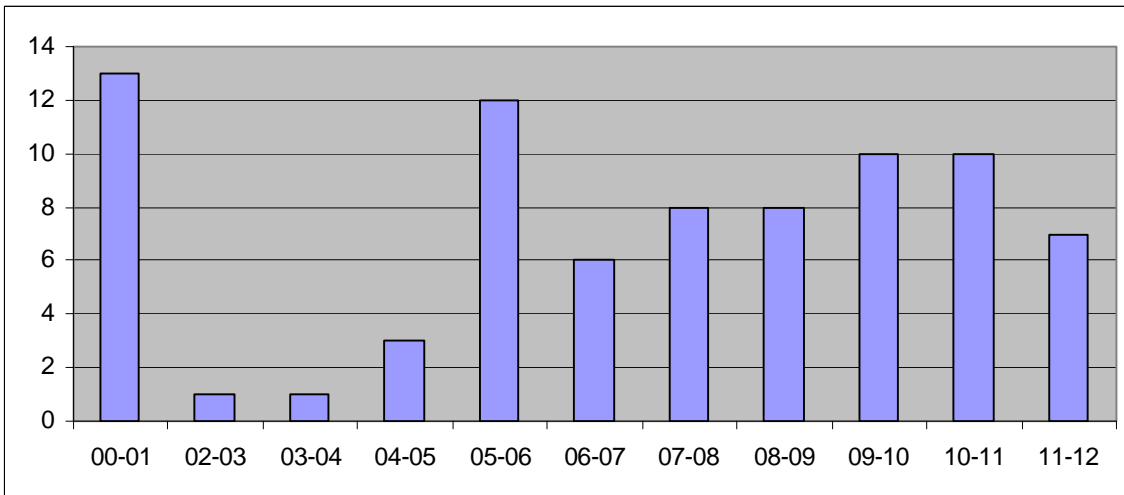
School Site Council Members
2012-2013

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	Teacher	Other School Staff	Parent/Community Member	Student
Tim Schwuchow	X				
Jennifer Hudson		X			
Stephanie Palechek		X			
Emily Snipes		X			
Carolyn Teschler			X		
Dana West		X			
Mike Falconer		X			
Jason Cook			X		
Sherry Bingham			X		
Lindsay Lane			X		
Kim Smith			X		
Tree Torres			X		
Amy Cliffe				X	
Donna Killian				X	
Karen Schad				X	
Vern Schad				X	
Griffin Rizzo					X
Cassandra Chavez					X
Totals	1	5	6	4	2

Leadership Team Members
2012-2013

Names of Members	Principal	Teacher	Other School Staff
Tim Schwuchow	X		
Brandon Accardi		X	
Andrea Arrieta		X	
Tim Barry		X	
Heidi Choi		X	
Doug Coffin		X	
Jason Cook			X
Brooke Crocker		X	
Michele Estill		X	
Mike Falconer		X	
Melissa Hassell		X	
Jennifer Hudson		X	
Jason Kay		X	
John Lelevier		X	
Cindy Martin		X	
Danny Martinez		X	
Larry Oedewaldt			X
Lori Ruff			X
Paul Rupp		X	
Barbara Shaw		X	
Rebecca Short		X	
Emily Snipes		X	
Gary Snodgrass		X	
Kurt Stalmann		X	
Carolyn Teschler			X
Karri Thompson		X	
Joel Tropp			X
Dana West		X	
Jamea Yaeger		X	

ENGLISH TUTORIAL

Tutorials will take place Wednesday and/or Thursday from 2:00 – 3:00 p.m. EL tutorials are always in Room 103 every Wednesday and Thursday from 2:00 – 3:00. The Santana Library is open from 7:00 a.m. – 4:00 p.m. every day if students need a place to work on research, study or if they need a quiet place to read and there is no tutorial scheduled. In addition, teachers often schedule class specific tutorials, such as AP, as needed.

OCTOBER

DATE	TEACHER	ROOM #
Wednesday, 10/3	No Tutorial	Back to School Night
Thursday 10/4	Sciacqua-Smith	105
Wednesday 10/10	No Tutorial	WASC Meeting
Thursday 10/11	Thompson	108
Wednesday 10/17	Arrieta	S6
Thursday 10/18	Thompson	108
Wednesday 10/24	Bagg-Rizzo	111
Thursday 10/25	Thompson	108
Wednesday 10/31	West	102

NOVEMBER

DATE	TEACHER	ROOM #
Thursday 11/1	Snipes	107
Wednesday 11/7	Arrieta	S6
Thursday 11/8	Sciacqua-Smith	105
Wednesday 11/14	Bagg-Rizzo	111
Thursday 11/15	Snipes	107
Wednesday 11/28	West	102
Thursday 11/29	Sciacqua-Smith	105

DECEMBER

DATE	TEACHER	ROOM #
Wednesday 12/5	Arrieta	S6
Thursday 12/6	Sciacqua-Smith	105
Wednesday 12/12	West	102
Thursday 12/13	Reyes	104
Wednesday 12/19	Bagg-Rizzo	111
Thursday 12/20	Sciacqua-Smith	105

JANUARY

DATE	TEACHER	ROOM #
Wednesday 1/9	Arrieta	S6
Thursday 1/10	Sciacqua-Smith	105
Wednesday 1/16	West	102
Thursday 1/17	Sciacqua-Smith	105
1/26 & 1/27 No Tutorial	Finals Week	111

JANUARY – Semester 2

DATE	TEACHER	Room #
Wednesday 1/30	Thompson	108
Thursday 1/31	Sciacqua-Smith	105

MATH TUTORIAL

Barelka	Wednesday & Thursday 2-3 p.m.
Barrera	Monday 3-4 p.m. and by appointment
Blais	Monday through Friday 2 p.m. - ? and Wednesday 7-8 a.m.
Hudson	Tuesday & Friday 7-8 a.m. and by appointment
Kay	By appointment
Vickery	Monday, Tuesday, Friday 7:40 – 8:10 a.m. and Thursday 2-3 p.m.
Yang	Tuesday, Wednesday, Thursday 2-4 p.m.

SOCIAL SCIENCE
Please see your teacher...tutorials are available by student request Monday-Thursday
Thursday are for test make-ups in 310

SCIENCE

Days/times	TEACHER	Room #
Monday 3-4 p.m. After school by appointment	Accardi	S5
Thursday 2-2:45 p.m. M-F before school or after school by appointment	Henning	S8
Thursday 2-3 p.m. by appointment and lunch/before school by appointment	Martin	S3
Monday 2-3 p.m. Tuesday 2-3:30 p.m. Thursday 2-3 p.m. By appointment *Also Period 6 by appt.	Palechek	S2
Any morning of scheduled exam Lunch/before school school by appointment	Peirce	S4

FOREIGN LANGUAGE

Days/times	TEACHER	Room #
Wednesday 2-3 p.m.	Check with you Spanish teacher for Room	

PHYSICAL EDUCATION

Wednesday & Thursday 2:10 – 2:45 p.m.
Either at the pool or on the track. Check with your teacher.

Art Department	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Ryerson, P.* C708		3D-Design	3D-Design	3D-Design	Art	Prep	Art
M. Johnson R742	See English	See English	See English	Art History	Prep	See English	

English Department	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Arrieta, A. Y402		Avid 11-12	English 7-8 EFB	AVID 9	English 7-8 EFB	AVID 9	
Bagg-Rizzo, E.* T261	English 5-6C	English 5-6C	English 7-8C EDP	AP English Language	Team Excel w/Accardi		
Estill, M. DU50		Transition English	English 3-4C EDP	Team Excell Room SS8	English 3-4C EDP		
Johnson, M. R742	AP English Literature	AP/CP English Literature	Film as Literature	See Art	Prep	English 3-4C	
Reyes, J. EJ37		English 1-2C	English 5-6C	English 1-2C	Journalism	Prep	English 1-2C
S-Smith, A. W827		English 1-2H	Prep	See Social Science	See Social Science	English 1-2H	English 1-2H
Seitz, V. DV91		Publications	See ROP	PREP	See ROP	See Art	See ROP
Shaw, B.* T026	English 7-8C		AP English Language	English 5-6C		English 5-6C	
Snipes, E. DF43		English 3-4C	English 3-4C	English 3-4H	English 3-4C	English 3-4C	
Thompson, K. X320			English 1-2C	English 1-2H	English 3-4H	English 1-2C	English 3-4H

English Continued	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
West, D. DW77		Avid 10TH	English 5-6C	Prep	English 5-6C	Team Excel Rm 107	AVID 10th

Math Department	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Barelka, B. V782	Algebra 1C-1	College Prep Statistics	Prep	College Prep Statistics	College Prep Statistics	Integrated Math	
Barrera I. DW75		Consumer Math	Algebra 1C-1 Grade 9	Algebra 1C-1 Grade 9	Algebra 1C-1 Grade 9	Algebra IIC-1	Algebra 1C-1 Grade 9
Blais, E. DA62	Pre Calc. 1H-1	Algebra 1C-1 Grade 9	Prep	Pre Calc 1H-1	AP Calculus BC 1H-1	Pre Calc 1H-1	
Hudson, J. DS54		Geometry 1H-1	Geometry 1H-1	Geometry 1H-1	Integrated Math	Geometry 1H-1	Geometry 1C-1
Kay, J. DR96		Algebra IIH-1	See ROP	See ROP	Algebra IIC-1	See ROP	Geometry IC-I
Vickery, W. B215		Algebra IH-1	Grade 10-12 Algebra 3-4C	PREP	Department Chair	Algebra 1H-1	
Yang, D. FH74		Algebra IIC-1	Algebra IIH-1	Geometry 1C-1	Geometry 1C-1	Algebra IIH-1	

Performing Arts	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Stalmann, K.* DP49	Begin Instr Concert Band	Choir	Guitar	Beginning Guitar	Prep	Guitar	

Physical Education	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Bobof, J.* P624		Team Sports	Aerobics	Weight Training	Weight Training		
Farres, M. I833		Racquet Sports	Prep	Racquet Sports	PE 9th	PE 9th	PE 9th

Phys. Ed. Continued	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Noble, M. H970	Adv. Weight Training	PE 9th	PE 9th	Prep	PE 9th	PE 9th	

Science Department	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Accardi, B. EB22		Biology 1-2C	AP Env. Science	Science 1-2C	Biology 1-2C	Prep	Biology 1-2C
Henning, M. DX18		Medical Biology 1-2C	Biology 1-2C EDP	Biology 1-2C w/Estill	Biology 1-2C EDP w/B-Rizzo	Prep	Biology 1-2C
Martin, C.* AC98			Career Pathway	Prep	Career Pathway	Biology 1-2C	Career Pathway
Palechek, S. FL25	Chemistry 1-2C	Chemistry 1-2H	AP Physics	Chemistry 1-2C	Physics EDP		
Peirce, A. AC79	Chemistry IH	Medical Chemistry	PREP	Medical Anatomy	Medical Anatomy	Science 1-2C	

Soc Science Department	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Barry, T. V773	US History	Prep	American Government	American Government	American Government	US History	
Coffin, D* Q035		AP US Government	Team Teach Gl Stud Rm 504				
Crocker, B. X638		AP US History	AP US History	Geography 1H	Team Excel Rm 107	Geography 1H	
Erpelding, A. DV30		World History	AP European History	Euro History EDP	World History		Team Excel Rm 302
Hassell, M. D005		Global Studies	Global Studies	Global Studies	ASB	ASB PREP	
Phillips, L. EN87			Global Studies	Global Studies	Geography 1H	Global Studies	Geography 1H
Rose, H. X331	Economics 1-2C	Am Govern EDP	Economics 1-2C	World History	Economics 1-2C		

Soc Science Continued	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Rupp, P. EG12		World Hist EDP	World History	Geography 1-2H	Global Studies	Prep	World History
S-Smith, A. W827		See English	Prep	AP Psychology	Psychology 1-2C	See English	See English
Seiner, B. O161	US History EDP	US History	US History	US History	US History	Prep	
Short, R. DD19				AP Euro Histroy		AP European History	AP Euro Histroy

Special Education	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Browman, L. H059	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed	PREP	
Chandler, L. AF40		American Government	US History	Support Rm S5	American Government	Support Rm 108	
Estes, T. DF02	Support Rm 304	Math	Math Rm 202	Math	Prep	Math	
Liechty, C. P284		English	English	Prep	Support Rm 102	Support Rm 207	Support Rm 104
Miller, A.	School Psychologist						
Snodgrass, G. V098		Support Rm 310	Support Rm 304	Global Stud Rm 504	World History	Global Studies	
Strahle, J	Speech Therapist						
Tobias, G.* DU58		Special Ed	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed
Weckerly, C. L550	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed	PREP	
West, M.* C798	English	Support Rm 111	Support Rm 108	English	English		

Special Ed Continued	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Youngblood, E. FW36	Special Ed	Special Ed	Special Ed	Special Ed	Special Ed		
Zepf, C. W050		Earth Science	Support Rm 303	See ROP	Prep	Team Teach Rm S4	Biology

ROP	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Amin, T. GC69	Green Careers	Alternative Energy					
Hatinen, S. FY43		Architectural Design	Career Pathways	Prep	Career Pathways	Prep	Career Pathways
Kay, J. DR96		See Math	Intro 2 Design	Civil Engineering	See Math	Intro 2 Design	
Santana, T. K070	Auto Body	Auto Body					
Seitz, V. DV91		See English	Career Pathway	Prep	Career Pathway	Photo	Career Pathway
Small, D. P759			Career Pathway	Foods/Nutrition	Career Pathway	Culinary Arts	Career Pathway
Zepf, C. W050		See Special Ed	See Special Ed	Multimedia Productions	Prep	See Special Ed	See Special Ed

World Languages	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Choi, H. FY97		Spanish 1-2C	Spanish 1-2C	Spanish 1-2C	Prep	Spanish 3-4C	Spanish 1-2C
Falconer, M. FN11		Spanish 1-2C	Prep	Spanish 1-2C	Spanish 1-2C	Spanish 1-2C	Spanish 3-4C
Lelevier, J.* DJ36	Spanish 5-6H	Prep	Spanish 3-4C	Spanish 3-4C	Spanish 5-6 C/H	AP Spanish	
Martinez, D.* R782		Spanish 3-4C	Spanish 1-2C	Prep	Spanish 1-2C	Spanish 3-4C	

Learning Center	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Yaeger, J. DT46	Learning Center	Learning Center	Learning Center	Learning Center	Learning Center	Learning Center	
Braaten, V. N969	E20/20	Team Teach Rm 103	E20/20	Team Teach Rm 303	E20/20	E20/20	

WASC Weekly Update #1

9/10/12
 As you are aware from our meetings, the WASC recommendations are going to be our focus. One thing that I will do each week is to send out an email with WASC activities or things that you can do during the week.
1)   Tuesday (9/12/2012)- School Site Council Meeting in front staff lounge from 2:15-3:00. We will be discussing WASC goals and other school site council issues.
2) Tuesday (9/12/2012)- Wear your college gear to school. WASC #5 AVID.
3) Wednesday (9/13/2012) - AVID meeting in S6 from 7:30 am-8:15 am.
4) Monday-Friday- Teach vocabulary (SDIAE strategies). WASC #3. I attached the sheet that Michele handed out during the training, please use it with your students. If you could send me feedback or a copy for my WASC documents I would appreciate it.

WASC Weekly Update #2

9/17/12
 We are starting our 3rd week of school and you are all doing a FANTASTIC job. I completed a WASC webinar last week and I gained some insight on things that will be useful when the team return this Spring. One recommendation is for site administration to log class "walk-throughs". This will allow the visiting WASC team to review a log that shows what type of activities have been occurring during the year. So, when you see Me, Joel or Larry visiting your classes don't be alarmed, keep teaching.

Here is the list of WASC activities for the week:
1) Tuesday (9/18/2012) Wear your college gear to school. **WASC goal #5 (AVID)**
2) Thursday (9/20/12) Staff development meeting from 2:00-2:45 in room 803-804. We will be doing some work around **WASC goal #1 (using data to drive instruction).**

I am also working to finalize the staff development schedule for the year, I should have it to you very soon. The next WASC meeting date that I have scheduled is Wednesday October 10th from 2:00-2:45.

Take care and have a great week!

WASC Weekly Update # 3

9/24/12
 We are starting our 4th week of school and you all are doing a great job with our WASC activities.

Here is the list of WASC activities for the week:
1) Tuesday, 9/25 Wear your college gear to school **WASC goal #5 AVID**.

2) Get your formative assessment, data and paragraph to me by October 9th **WASC goal #1 Data**
3) Respond to Michele Estill for the EL mentor student program **WASC goal #3 EL**
4) Thursday, 9/27 Multicultural planning meeting at 2:00 in front lounge **WASC goal #2**

I am also going to be talking with staff this week to be on the leadership team...everyone is invited to be on the team but I will be focusing on individuals that have a direct impact one of the WASC recommendations.

WASC Weekly Update #4

We are starting our 5th week of school and we are making great strides with our WASC recommendations.

Our Leadership team met last Thursday to plan our Multicultural week that will be taking place during the third week in November.

Here is the list of WASC activities for the week:

1) Monday and Tuesday 10/1-10/2 CELDT testing. Students will receive call slips, please allow them to make up whatever work they miss while they are out. **WASC goal #3 EL**
2) Tuesday, 10/2 Wear your college gear to school **WASC goal #5 AVID**.
3) Thursday, 10/4 there will be a focus group meeting with students other than "white", Jenee Littrell will be conducting these meetings. If a student in your class receives a call slip please allow them to leave and allow them to make up whatever work they miss. PLEASE do not say anything to your students about the meeting...don't even tell the other students about it. We are following the same format that WASC uses and we want to see what areas we need to work on. **WASC goal # 2**
4) Get your formative assessment, data and paragraph to me by October 9th **WASC goal #1 Data**
5) Respond to Michele Estill for the EL mentor student program **WASC goal #3 EL**
6) Club Rush Day is coming up on October 22nd (this is the activity that all 9th graders will go around and visit booths that have all of our clubs and sports activities. Jamea, Emily and Melissa will be helping put all the details together for this activity). This is also a minimum day and parent shadow day. **WASC goal #2**

Our next all staff WASC meeting is Wednesday October 10th from 2:00-2:45 in room 804.

WASC Weekly Update #5

10/18/12

Here is your weekly WASC update:
1) A reminder to have students use MLA format. In the WASC professional development AVID breakout session one of the ways that we could support AVID is to use MLA format. This format supports our college going commitment and makes it consistent from class to class **WASC goal #5 AVID.**

Here is the MLA format:
Student's Name
Teacher's Name
Class and Period
Date (8 October 2012)

2) Tuesday, 10/9 Wear your college gear to school **WASC goal #5 AVID**.
3) Door decorating contest and "Got Plans" this month is Saturday, October 20 1-4pm at Grossmont College **WASC goal #5 AVID**.

4) Wednesday 10/10 we have a WASC meeting from 2:00-2:45 in 804. At this meeting we will debrief the focus group meetings/finding that occurred last week. We will also discuss our multicultural week activities. Please rearrange any tutorials, practices or meetings that you have. **WASC goal # 2**
5) Get your formative assessment, data and paragraph to me or your department chair by October 9th **WASC goal #1 Data**
6) Respond to Rebecca Short for the EL mentor student program **WASC goal #3 EL**
7) Club Rush Day is coming up on October 22nd (this is the activity that all 9th graders will go around and visit booths that have all of our clubs and sports activities. Jamea, Emily and Melissa will be helping put all the details together for this activity). This is also a minimum day and parent shadow day. **WASC goal #2**

Our next all staff WASC meeting is Thursday October 25th from 2:00-2:45 in room 804.

WASC Weekly Update #6

10/15/12
 Here is your weekly WASC update:

1) **Monday, 10/15 (Today) Please administer the multicultural surveys to your period 5 class**. Do not talk about them or tell them why we are doing it until after they finish the survey. We want them to complete the survey without any discussions or input from others. When you are done with the surveys please have a student walk them up to Sam in counseling.   **WASC goal #2**
2) Tuesday, 10/16 Wear your college gear to school **WASC goal #5 AVID**.
3) Door decorating contest and "Got Plans" this month is Saturday, October 20 1-4pm at Grossmont College **WASC goal #5 AVID**.
4) Club Rush Day is coming up on October 22nd (this is the activity that all 9th graders will go around and visit booths that have all of our clubs and sports activities. Jamea, Emily and Melissa will be helping put all the details together for this activity). This is also a minimum day and parent shadow day. **WASC goal #2**
5) Wednesday 10/25 we have a WASC meeting from 2:00-2:45 in 804. We will be discussing and planning our Multicultural week. Please rearrange any tutorials, practices or meetings that you have.   **WASC goal # 2**
6) Respond to Rebecca Short for the EL mentor student program **WASC goal #3 EL**

 Our next all staff WASC meeting is Thursday October 25th from 2:00-2:45 in room 804.

WASC Weekly Update # 7

10/22/12
Here is your weekly WASC update:
1) **Monday, 10/15 (Today) Club Rush**. Today during 7th period all classes will go to the new student plaza for "club rush". Clubs and sports will have booths set up for students to walk around, ask questions and sign up for something. A new requirement for this 9th grade class is that they must participate in a club or sport.

Our goal for this: 1) Link students up with a club or activity and 2) Infuse social and multicultural understanding and acceptance in our clubs and sport programs. **WASC goal #2**
2) Tuesday, 10/23 Wear your college gear to school **WASC goal #5 AVID**.
3) **Staff meeting Thursday, October 25th from 2:00-2:45 in room 804**. We will be discussing the survey results from the surveys that teachers did last Monday in their period 7 classes. And, the plan (in more detail) for the multicultural week.

Remainder of WASC meetings:
October 25th (Thurs)
November 8th (Thurs)
December 6th (Thurs)
January 23rd (Wed)
February 13th (Wed)

Our next all staff WASC meeting is Thursday October 25th from 2:00-2:45 in room 804.

WASC Weekly Update # 8

10/29/12
Here is your weekly WASC update:
1) Tuesday, 10/30 Wear your college gear to school **WASC goal #5 AVID**.
2) Thursday, 11/2 AVID site leadership meeting in Andrea's room at 7:30 **WASC goal #5 AVID**
3) Monday-Friday, Please try to incorporate one of our SDAIE strategies into your classes...vocabulary or sentence

starters **WASC goal #3**
4) Monday-Friday, If you are mentoring an EL student please touch base with them and see how things are going **WASC goal #3**

Remainder of WASC meetings:

November 8th (Thurs)
December 6th (Thurs)
January 23rd (Wed)
February 13th (Wed)

WASC Weekly Update #9

11/5/12

Here is your weekly WASC update:

1) Monday, November 5th **(Today)** During period 5, class research/discussion/presentation on the country that your class was assigned. The administration team will be stopping by to take pictures for our WASC documents. Please have fun with this activity and remember that the goal is to expose students to different cultures **WASC goal #2** (Establish programs, clubs and activities that promote racial tolerance as well as multi-cultural understanding).

 I also attached the powerpoint that Karri did on her country of Kenya, it is great. I would love to have one for each country so we could put them on our WASC website and use them for next year. If you don't have a powerpoint made, I would encourage you to do one today as a class during your 5th period class or have a TA or one of LINK leaders do it. If you don't have time please send email me your notes from your class activity today and we will make one for next year.
2) Tuesday, 11/6 Wear your college gear to school **WASC goal #5 AVID**.
3) Wednesday, 11/7 School Site Council Meeting at 2:15. We will be discussing our school site plan and making changes/updates.
4) Thursday, 11/8 WASC meeting in room 804 at 2:15. This will be a brief meeting to go over the final plan for our Multicultural week that takes place **WASC goal #2.**
5) Thursday, 11/8 College Night/presentation from the UC's and CSU's at 6:00 pm in room 803-804 **WASC goal #4 Increase the a-g completion rates.**

Remainder of WASC meetings:
November 8th (Thurs)
December 6th (Thurs)
January 23rd (Wed)
February 13th (Wed)

WASC Weekly Update #10
11/26/12

Things are going great with all of the hard work that you have contributed for the WASC recommendations. I have a preliminary meeting set up with our new WASC visiting chair for the first part of December. **Our WASC visit is scheduled for March 21st and I am anticipating that all of our hard work will be recognized.**

The feedback that I received from the Multicultural activities is very positive. Students and staff have shared that this was a great activity and it is something they are looking forward to every year. As you remember, the

suggestion came about this summer during the breakout session. It is amazing to see how in just a few short months this event could be pulled off. A big thank you goes out to Larry, Sam and Heidi for planning it and a big thank you to everyone for helping with the classroom presentations, food court, assembly and surveys. We could not of pulled this off without everyone chipping in. **WAY TO GO!!!!!!!!!!!!!!!!!! And, Thank you.**

 Here is your weekly WASC update for this week:
1) Tuesday, 11/27 Wear your college gear to school **WASC goal #5 AVID**.
2) Thursday, 11/29 Leadership Team meeting (we will be debriefing and talking about the WASC visit). Meeting in S1 at 2:05

Remainder of WASC meetings:
December 6th (Thurs)
January 23rd (Wed)
February 13th (Wed)
March 21 (Thurs) WASC Visit, Plan on a brief meeting from 2:05-2:15 for the WASC chair to read her findings.

WASC Weekly Update #11

12/3/12
 Here is the WASC weekly update:

1) Monday-Friday AVID Weekly Articles - Attached to this email are the AVID Weekly articles that Andrea shared with us earlier this year, they are a great resource for every subject. Please look them over and use them in your classes. **WASC goal #5 AVID**
2) Monday-Friday SDAIE strategies. Please use the vocabulary sheets and sentence starters this week in class. **WASC goal #3.**
3) Tuesday, 12/4 Wear your college gear to school **WASC goal #5 AVID**.
4) Tuesday, 12/4 Luncheon with EL students. **WASC goal #3**
5) Thursday, 12/6 WASC meeting in 803 from 2:05-3:00.

Remainder of WASC meetings:
January 23rd (Wed)
February 13th (Wed)
March 21 (Thurs) WASC Visit, Plan on a brief meeting from 2:05-2:15 for the WASC chair to read her findings.

WASC Weekly Update #12

12/10/12
Here is the WASC weekly update:

1) Monday, December 10 Tunnel of Tolerance   All 9th graders will be participating in the Tunnel of Tolerance today during their PE class. The peace council organized this event with the focus of making students more aware of different prejudices and issues that face our students everyday. **WASC goal #2.**
2) Monday-Friday AVID Weekly Articles - They are a great resource for every subject! I would strongly recommend that you look through them and try one with your class. There are articles for every discipline and as the common core standards go into place these articles will align with them perfectly.   **WASC goal #5 AVID**
3) Monday-Friday SDAIE strategies. Please use the vocabulary sheets and sentence starters in your class. Last week I saw many classes uses the SDAIE vocabulary worksheets...that is GREAT.   **WASC goal #3.**
4) Tuesday, 12/11 Wear your college gear to school **WASC goal #5 AVID**.
5) Monday-Friday Grades are in and posted. If you volunteered for the EL mentor program please check your students grades and make contact with them.   EL students. **WASC goal #3**

Remainder of WASC meetings:
January 23rd (Wed)
February 13th (Wed)
March 21 (Thurs) WASC Visit, Plan on a brief meeting from 2:05-2:15 for the WASC chair to read her findings.

WASC Weekly Update #13

12/18/12
Here is the WASC weekly update, sorry that I didn't send this out yesterday.

I had a very good meeting with the WASC chair last week to discuss her visit. She and one other person will visit Santana on March 21st and I have included a one page sheet that lists her activities. You will notice that she does not want to meet with the staff at the end of the day for a read out.

Take care and have a great week.

Remainder of WASC meetings:
January 23rd (Wed) This will be an optional meeting for those that can attend... I understand with finals that people might be doing tutorials so if you have things going on with your classes please do not attend. If you don't, please come to the meeting.
February 13th (Wed)
March 21 (Thurs) WASC Visit

WASC Weekly Update #14

1/7/13
I worked on the WASC report over Winter break...it actually was very productive and it resulted in a lot of reflection on the hard work that you have all been doing.

As far as what we have left to get ready for the WASC visit:
1) SDAIE Strategies. Use the vocabulary and sentences starters in your classes, all students will benefit. **WASC goal #3**
2) Monday-Friday AVID Weekly Articles - They are a great resource for every subject! I would strongly recommend that you look through them and try one with your class. There are articles for every discipline and as the common core standards go into place these articles will align with them perfectly. **WASC goal #5 AVID**
3) Tuesday, 2/08 Wear your college gear to school **WASC goal #5 AVID**.
4) If you volunteered for the EL mentor program please check your students grades and make contact with them. **WASC goal #3**

Remainder of WASC meetings:
January 23rd (Wed) If you need to do a tutorial on that day for finals no problem. If not, please attend.
February 13th (Wed)
March 21 (Thurs) WASC Visit, Plan on a brief meeting from 2:05-2:15 for the WASC chair to read her findings.