

The School District of Palm Beach County

Santaluces Community High



2018-19 Schoolwide Improvement Plan

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Santaluces Community High

6880 LAWRENCE RD, Lantana, FL 33462

<https://snhs.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2017-18 Title I School Yes	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 78%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 85%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Santaluces Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential while fostering post-secondary success through rigorous instruction, extracurricular opportunities, and responsible citizenship.

Provide the school's vision statement.

Santaluces Community High School will thrive as a collaborative and multicultural community where education, character, and lifelong learning are valued and supported.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moore Robinson, Tameka	Principal
Gaddy, Terry	Assistant Principal
Robinson, Shakeica	Assistant Principal
Mawali, Wakisha	Assistant Principal
Montoya, David	Assistant Principal
Motter, Stacey	Teacher, ESE
Brown, Glenn	Instructional Coach
Tanguay, Debbie	School Counselor
Gideon, Wilnic	Assistant Principal
Paletti, Tracy	Assistant Principal
Lacharite, Cynthia	Instructional Coach
Krupa, Jim	Assistant Principal
Leonor, Margarita	Teacher, K-12
Robinson, Tara	School Counselor
Boykin, Latrice	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Mrs. Robinson (Principal): Multi-Tiered System of Supports (MTSS)/School-wide Data-Based Decision Making Leader

Mr. Krupa (Assistant Principal): MTSS/School-wide Data-Based Decision Making Leadership Team Member

Mr. Gaddy (Night School AP) MTSS/School-wide and night school Data-Based Decision Making Leadership Team Member

Dr. Gideon (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making

- Leadership Team Member
- Ms. Paletti (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
- Ms. Tanguay (School Counselor / Graduation Coach) MTSS/Grade Level-wide Data-Based Decision Making Team Member
- Ms. Mawali (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
- Mr. Ramos (9th Grade Academy Dean) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
- Ms. T. Robinson (School Counselor) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
- Mr. Montoya (Assistant Principal) MTSS/School-wide and grade level Data-Based Decision Making Leadership Team Member
- Ms. S. Robinson (Curriculum Assistant Principal) MTSS/School-wide and curriculum Data-Based Decision Making Leadership Team Member
- Mr. Brown (Mathematics Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member
- Ms. Lacharite (Reading Academic Coach) MTSS/School-wide Data-Based Decision Making Leadership Team Member
- Ms. Motter (ESE Coordinator & SBT Leader) MTSS/School-wide and ESE Data-Based Decision Making Leadership Team Member
- Ms. Boykin (Dean of SWD) MTSS/School-wide and SBT Data-Based Decision Making Leadership Team Member
- Ms. Leonor (ESOL Coordinator) MTSS/School-wide and ESOL Data-Based Decision Making Leadership Team Member

The responsibilities of all MTSS School-wide leadership team members are to:

1. Model a problem-solving process; understand the 4-step and 8-step problem-solving process
2. Communicate and reinforce the expectation of data-based decision-making; guide SCHS staff to frame their decisions within the context of student or other relevant data
3. Determine if problems/barriers are systemic or individual based on the data
4. Schedule data days throughout the year
5. Facilitate the development of instructional schedules based upon student needs
6. Ensure professional development matches the needs of the staff based upon student data
7. Ensure that intervention/instruction is sufficient, completed with fidelity, and that the documentation of that intervention/instruction occurs for students receiving supplemental/intensive support
8. Establish a system of communicating student outcomes across the SCHS staff, students and their parents/guardians
9. Create frequent opportunities to celebrate and communicate success

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	38	25	26	111
One or more suspensions	0	0	0	0	0	0	0	0	0	103	122	97	70	392
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	244	267	220	190	921
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	246	241	213	93	793

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	200	241	168	94	703

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	110	97	78	89	374
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	110	97	78	89	374

Date this data was collected

Friday 8/3/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math achievement has been consistently the lowest performing achievement area at around 43% Level 3+. In 2018, it was 43%, with no gain from 2017, at 43%. Additionally low performing were Math Learning Gains and Math Gains of the Lowest 25% were 42% and 49% respectively at Level 3+. Compared to 2017, Math Learning Gains decreased by 5%. When compared to 2017, Math Gains of the Lowest 25% decreased by 4%

Which data component showed the greatest decline from prior year?

Math Learning gains declined -5%, from 47% in 2017 to 42% in 2018. The Math Gains of the Lowest 25% declined -4% from 43% in 2017 to 39% in 2018.

Which data component had the biggest gap when compared to the state average?

Algebra 1 EOC had the largest gap when compared to the state average. At the school level, ALG 1 had 37% at Level 3+ while the State had 62%, giving a difference of 25%.

Which data component showed the most improvement? Is this a trend?

ELA learning gains had the largest gain of 8% from 48% in 2017 to 56% in 2018. ELA Achievement improved slightly from 48% in 2017 to 52% in 2018. ELA learning gains of the lowest 25% had a 3% increase from 45% in 2017 to 48% in 2018. For all 3 areas, it has been an upward trend.

Describe the actions or changes that led to the improvement in this area.

Professional development for teachers focused on rigor and the implementation of AVID and school-wide writing strategy called "TIEDIED."

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	57%	56%	49%	56%	52%
ELA Learning Gains	56%	53%	53%	54%	51%	46%
ELA Lowest 25th Percentile	48%	46%	44%	44%	42%	38%
Math Achievement	43%	54%	51%	45%	45%	43%
Math Learning Gains	42%	47%	48%	53%	40%	39%
Math Lowest 25th Percentile	39%	43%	45%	48%	37%	38%
Science Achievement	60%	72%	67%	61%	70%	65%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Social Studies Achievement	66%	73%	71%	72%	70%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	22 (0)	38 (0)	25 (0)	26 (0)	111 (0)
One or more suspensions	103 (0)	122 (0)	97 (0)	70 (0)	392 (0)
Course failure in ELA or Math	244 (0)	267 (0)	220 (0)	190 (0)	921 (0)
Level 1 on statewide assessment	246 (0)	241 (0)	213 (0)	93 (0)	793 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	50%	56%	-6%	53%	-3%
	2017	46%	54%	-8%	52%	-6%
Same Grade Comparison		4%				
Cohort Comparison						
10	2018	47%	55%	-8%	53%	-6%
	2017	43%	51%	-8%	50%	-7%
Same Grade Comparison		4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	67%	-11%	65%	-9%
2017	58%	66%	-8%	63%	-5%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	63%	68%	-5%	68%	-5%
2017	64%	68%	-4%	67%	-3%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	37%	62%	-25%	62%	-25%
2017	34%	59%	-25%	60%	-26%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	43%	57%	-14%	56%	-13%
2017	42%	55%	-13%	53%	-11%
Compare		1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	38	34	23	32	44	29	57		85	36
ELL	18	59	62	25	32	30	48	10		81	44
ASN	80	60		73	53		91	91		90	63
BLK	45	56	50	39	42	40	52	58		91	49
HSP	50	54	45	43	42	39	60	66		94	61
MUL	59	55		54	42		58	75		79	64
WHT	69	59	53	52	43	35	76	82		92	72
FRL	49	55	48	42	41	41	56	63		91	55
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	37	35	26	36	41	38	38		90	21
ELL	13	25	25	32	41	39	21	25		64	40
ASN	86	55		83	71		100	91		100	83
BLK	33	43	47	33	43	38	52	61		86	33
HSP	48	46	39	43	46	46	58	66		84	58

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
MUL	66	56		68	63		85			84	63
WHT	71	66	65	60	56	52	87	81		95	65
FRL	43	46	44	40	46	43	57	64		87	50

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within FSA and EOC courses to support the expectations of LTO #3, Increase the high school graduation rate
Rationale	<p>Math gains is one of the lowest performing achievement areas and has shown the greatest decline from 2017 to 2018.</p> <p>Biology EOC has declined from 2017 to 2018.</p> <p>Alg 1 EOC passing rate was 37%, a difference of -25% when compared to the State.</p> <p>10 Grade ELA FSA had a passing rate of 47%; a difference of -6% when compared to the State.</p> <p>This area of focus aligns with the District's Strategic Plan to Increase graduation rate to 90% because ALG 1 EOC and 10th Grade ELA FSA are requirements for graduation.</p>
Intended Outcome	<p>Improve ELA FSA scores by 9% to 57%.</p> <p>Improve Alg 1 EOC scores by 7% to 50%.</p> <p>Improve Biology EOC scores by 6% to 66%.</p>
Point Person	Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single culture and appreciation of multicultural diversity (S.B. Policy 2.09 (8)(b) with a focus on Reading and Writing across the content areas:</p> <ol style="list-style-type: none"> 1. Level 1 and 2 ELA FSA Students use Reading+ to build reading skills within a reading class setting. 2. AVID-WICOR strategies will be demonstrated by admin and staff to be implemented within all classes (Aug 2018 - May 2019). 3. Teachers will be trained (Aug 2018) and implement school-wide writing strategy "TIEDIED" at least once a quarter. 4. Tested courses will have weekly PLCs to develop lesson plans, review data, and determine best practices 5. Saturday tutorials (Feb 2019 - April 2019) for tested courses to review content and provide additional support. 6. Weekly tutorials for ELL and non-ELL students (Sept 2018 - May 2019) in tested courses to review content and provide additional support. 7. Provide Math and English teachers additional support through Math and Reading Coach (Aug 2018). 8. Provide Biology teachers with additional support from District to develop lessons, review data, and determine best practices in PLC setting. 9. Push-In and Pull-out tutorials low for level students for Reading and Math (Feb 2019). 10. Data Chats will be established to discuss student outcomes with students at least twice per year. 11. Provide Summer Program for student failures for credit recovery (June 2019-July 2019). 12. Ensure technology is present to use within classrooms. 13. Mentor and support at risk-seniors bi-weekly to track and monitor progress
Person Responsible	Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	1. APs will monitor classroom instruction and provide feedback though iObservation and/or anecdotal notes.

2. Reading and Math Coaches will monitor student data and provide instructional support.
3. APs will monitor and assist in the implementation of PLCs and collect agendas and documentation.
4. APs will monitor the content and attendance of tutorials.
5. APs will monitor and collect samples of AVID-WICOR strategies during classroom instruction.
6. APs will monitor and collect samples of "TIEDIED" writing strategy.
7. APs will monitor and assist in establishing Data Chats.
8. APs will monitor summer program attendance and student data.
9. APs will monitor mentoring of at risk-seniors.

Person Responsible Tameka Moore Robinson (tameka.robinson@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

To promote effective parent involvement, SCHS welcomes input from stakeholders in decision making and encourages them to join us in the activities in our PFEP. We will communicate with stakeholders by flyers, school marquee, Parent Link, SIS, Messenger, and Family Involvement Surveys for notifications and input. Parent Involvement Surveys will be reviewed by SAC.

Stakeholders are invited each year to attend Title I Parent Nights to learn more about the requirements of our School-wide Title I Program. We discuss our School-wide Title School-Parent Compact, Title I Family Involvement, Parents' Right to Know, topics for future parent involvement activities and budget.

To accomodate families we use survey results to select meeting dates and provide language facilitators, translated documents and refreshments.

Based on parent input, the following activities will assist stakeholders in understanding the requirements for graduation and beyond:

- *Literacy Nights: Strategies to increase reading achievement.
- *Technology Nights: On-line resources available to promote increases in academic progress.
- *Graduation/College Readiness Seminar: Requirements for ACT/SAT, AICE, AP, and CTE.
- *FAFSA Workshop: Information on grants, loans, and scholarships available for college.
- *Title I Information Training for School Staff: Information to staff on communication with parents and providing resources to support learning at home.
- *Newsletters from principal that give best practices to stakeholders and the value of family involvement.

The school's SAC will provide input for the school's Family Involvement Policy/Plan and evaluate annually. Parents will also give input in writing the School-Compact. Parents review the Title I Family Involvement Survey data results to determine changes. Use of parental funds is discussed.

Parents are encourage to volunteer at our school in a variety of capacities that address the needs of the

students and school.

This Family Involvement Plan has been jointly developed and distributed to the parents of Santaluces High School Students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Following the practices of Single School Culture for Climate, students are encouraged by teachers, school counselors, and administration to discuss with an adult on campus any needs or concerns that may arise. When issues surface, adults on campus work with students to meet their needs, help to resolve their problems, or refer the student to someone who can better assist them. School counselors work hand-in-hand with students to meet the social-emotional developmental needs. This is achieved individually, in group settings, or through extended cooperative services.

Incoming freshmen are paired up with upper-class students through our Link Crew program to help support and mentor them as they transition to a high school setting. Mentoring programs are also provided through the "Women of Tomorrow" for our at-risk female students. Furthermore, stakeholders are encouraged to participate in activities to address cultural awareness, improve student-teacher relations, and close existing social justice and equity gaps.

Mentoring is a growing aspect at Santaluces Community High School. Assigning students identified with social emotional concerns to adults who are committed to helping and mentoring them through their school and life experiences will assist in ensuring the social emotional needs of all students are being met.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Santaluces High School provides incoming 9th graders with a Freshman Academy. All 9th graders are placed in small learning communities with a team of teachers who work as a team to make a smooth transition to high school for the incoming cohort. Incoming 9th graders who may need additional support transitioning from middle school to high school are invited to Santaluces High School for a summer Jump Start program where they earn high school credit and work directly with a senior class mentor.

Santaluces students in grades 10 -12 are provided with a guidance counselor and assistant principal based on alphabetical listing. This allows students, counselors and assistant principals to develop relationships over the students' academic career. Senior students are invited to college presentations by transition specialists and college representatives. Seniors in the AVID program visit college campuses to orient themselves to the college life. Dual enrollment course are provided on school campus to model the college format for seniors prior to their exit from high school. AICE and AP courses are offered to students to receive potential college credit when they graduate.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Santaluces High School uses the 8-step problem-solving process for determining instruction, funding, and staffing at the core and supplemental levels. For Intensive level, the 4-step problem-solving process is utilized.

8-Step Problem-Solving (Core & Supplemental):

1. Identify a goal to achieve target
2. Brainstorm resources, barriers; prioritize barriers to overcome
3. Choose barrier to address
4. Brainstorm strategies to overcome prioritized barrier, prioritize strategies
5. Identify action step for each targeted strategy
6. Determine how strategies will be progress monitored for fidelity of who, what, when, and how the strategy will be implemented. (Are they happening as prescribed?)
7. Determine how strategies will be monitored for effectiveness (are they working?)
8. Determine how progress toward each goal will be monitored (establish timeline for using data, establish schedule for data meetings, define criteria for continuing, modifying, or terminating based on data)

4-step: (Intensive):

1. Problem Identification: what exactly is the problem? Academic or behavior?
2. Problem Analysis: Why is the problem happening? What is the function of the behavior?
3. Intervention Design and Implementation: What exactly are we going to do about it? Who is going to do the intervention/strategy? What intervention/strategy is going to be implemented? Where is the intervention/strategy going to take place? When is the intervention/strategy going to take place? Who is going to progress monitor the intervention/strategy? What does fidelity of the intervention/strategy look like? When will we review the data?
4. Response to Intervention: Is the intervention/strategy working as design? Do we need more, less, different intervention?

The school implements a Single School Culture by consistently referring to the universal guidelines CHIEFS matrix, whereby each letter in CHIEFS exemplifies the following: C is Confidence, H is High Expectations, I is Integrity, E is Empathy, F is Focus, and S is Success. Following Grade-Level Assemblies, the behavioral matrix and teacher expectations are covered and re-taught with all students. Communicating with parents and monitoring PBS ensures success. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of PBS. Students are continuously praised for adhering to the matrix and are given incentives through several recognition mechanisms used on campus. We meet as a team weekly throughout the school year.

Title I funding supports targeted tutorials for students, including teacher and student consumables, parent involvement opportunities, workshops, summer school extended-learning, Saturday parent-teacher conferences, teacher professional development and other personnel who provide additional assistance with increasing student achievement as well as college and career readiness.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school uses the AVID model to promote college awareness among the students who perform in the middle on placement assessments. College Representatives are invited on campus and participation in the presentations is open to all students during the school day. Santaluces participates in ASVAB testing to help drive career choices. Santaluces partners with community organizations who provide college scholarships.

Santaluces houses several academy programs that facilitate the earning of industry certifications which yeild immediate employment in the community in above entry level jobs. The school also promotes a post-secondary education day celebration to recognize seniors who have been accepted to various colleges and the Armed Services with the entire student body.

Part V: Budget

Total:	\$4,825.00
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