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Submitted



SANTA PAULA HIGH SCHOOL  
Memorandum

JUL 06 1999

TO: Donald G. Haught, Ed. D.  
FROM: Lisa Salas, Self-Study Coordinator  
DATE: June 30, 1999  
RE: Submission of Revised Schoolwide Action Plan  
CC: J. Antonio Gaitan, Principal

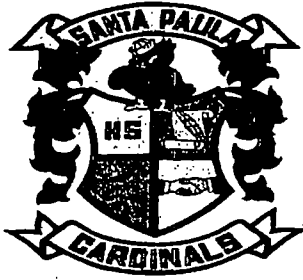
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The following is the Submission of Revised Schoolwide Action Plan.

A hard copy of the information faxed has also been mailed to your office.

Please contact me if you have further questions. I can be reached at (805) 525-4406 Ext.261, paged at (805) 514-0217 or emailed at [lsalas@spuhsd.k12.ca.us](mailto:lsalas@spuhsd.k12.ca.us).

Lisa Salas  
WASC Self- Study Coordinator



**Santa Paula High School**  
Western Association of Schools and Colleges  
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### FOLLOW-UP PROCESS

The steps in the Action Plan lend themselves to a timely process of planned follow-up. The leadership team and key members in the focus groups will be in charge of putting the Action Plan into motion. It is imperative that the leadership team and key members meet regularly to plan for the upcoming school year and thereafter. The leadership team has already been together for the past three years in the California Schools Leadership Academy. The CSLA team will work towards bringing new members in, especially classified and certificated staff who worked diligently in their focus groups in 1998-1999.

The input from the Visiting Committee will be blended into the Action Plan where appropriate. These members must prioritize steps in the action plans where at the beginning of each school year. The leadership team and focus group leaders must monitor these events and make sure the proper groups are working on steps with which they have the most expertise or connection.

During the first staff meetings of the school year, duties will be prioritized and assigned. The faculty/staff meetings and inservice days will be beneficial in accomplishing assigned tasks. The members of these groups must revise a yearly timeline to move toward aligning the curriculum, with the ESLRs and subsequent assessment thereof. The leadership team will be responsible for providing time for focus group meetings during the school year. Focus groups will discuss the progress of the self study. Yearly progress reports will chronologically the progress we are making toward implementation of the Action Plans. An excellent vehicle for reporting this yearly progress is the "Accountability Report Card" and the "Outcomes" book. Other means of informing the school community are the Principal's newsletter, reports to the school board, meetings with the district administration, newspaper articles, and regularly scheduled meetings with parent and student groups.

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**REVISED (ADDITIONS)**

**ACTION PLAN # 1: Improve reading and math skills, therefore increasing standardized test scores**

Rationale: In order to accomplish the ESLRs all students must be able to demonstrate skills that require reading and mathematical problem-solving.

ESLR(s) addressed: Resources, Thinking Skills, Basic Skills, and Technology

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
7. Provide parents the opportunity to have staff assist in analyzing scores and provide assistance to parents on how to improve scores.	Faculty/Staff Administration Special Projects Dept. Chairs Counselors	September, 1999 On-going	District Categorical funding	District Categorical funding	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
8. Allow all stakeholders the opportunity to collaborate and assessment current strategies for schoolwide improvement	Faculty/Staff Administration Special Projects Dept. Chairs Counselors	September, 1999 On-going	District Categorical funding	District Categorical funding	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings

**ACTION PLAN # 2 : Align the curriculum with the ESLRs. Assess the effectiveness of the curriculum in addressing the ESLRs.**

Rationale: Students will better accomplish the ESLRs if the ESLRs are taught in the curriculum.

ESLR(s) addressed: All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
6. Provide opportunities for all stakeholders including: classified staff, parents, and community members to assist with the assessment of the curriculum in addressing the ESLRs.	Faculty/Staff Administration Special Projects Dept. Chairs Counselors	September, 1999 On-going	SB 1882 District Categorical funding	District Categorical funding	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings

**ACTION PLAN # 3: Improve the technology plan for the school**

Rationale: A school technology plan that is properly and regularly maintained leads to a school climate that is conducive to student learning and achievement of the ESLRs.

ESLR(s) addressed: All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
6. Provide opportunities for all stakeholders including: classified staff, parents, and community members to be trained in the areas of	Faculty/Staff Administration Special Projects Dept. Chairs Counselors	September, 1999 On-going	SB 1882 District Categorical funding	District Categorical funding	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings

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**ACTION PLAN: Improve reading and math skills, therefore increasing standardized test scores**

**Rationale:** In order to accomplish the ESLRs all students must be able to demonstrate skills that require reading and mathematical problem-solving.

**ESLR(s) addressed:** Resources, Thinking Skills, Basic Skills, and Technology

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
1. Analyze SAT9 scores in reading, mathematics, science, and social studies for alignment with course content and instruction.	Faculty/Staff Department Chairs	March/April 1999	Dir. of Special Projects Categorical funding	Reports of findings	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
2. Develop and implement appropriate curriculum and instructional strategies schoolwide	Faculty/Staff Department Chairs Administration Counseling	Spring 1999	SB1882 District Categorical funding	Staff reports on use of teaching methodologies and changes in the curriculum	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
3. Provide staff the opportunity to be trained in assessment techniques and teaching methodologies	Faculty/Staff Administration Counseling	On-going	SB 1882 District Categorical funding	Staff reports on assessment techniques and teaching methodologies	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
4. Continue to administer the SAT9	Administration Special Projects Dept. Chairs	May 1999- Ongoing	District Categorical funding	Chart growth of SAT9 scores over time, for individual students and schoolwide	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
5. Continue to administer state and national normed-referenced tests	Administration Educational Services Dept. Chairs	Administration Educational Services Dept. Chairs	District Categorical funding	District Categorical funding	Parent Meetings Newsletters SP Times articles Dept. Meetings Staff Meetings
6. Articulate skills development and curriculum content with high school and feeder schools.	Administration Dept. Chairs Counseling Advisory committee	Spring 1999 On-going	Categorical funding District	Documentation of articulation between the high school and feeder schools. Comparison of SAT9 growth by feeder schools.	Staff Meetings Dept. Meetings Advisory Meetings Board reports

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**ACTION PLAN: Align the curriculum with the ESLRs. Assess the effectiveness of the curriculum in addressing the ESLRs.**

Rationale: Students will better accomplish the ESLRs if the ESLRs are taught in the curriculum.

ESLR(s) addressed: All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
1. Review course outlines for ESLR alignment	Dept. chairs Faculty/Staff	'98-'99 on-going	SB 1882 District	Report of course outline reviews Presentation of revised course outlines	Parent meetings Newsletters SP Times articles Dept. Meetings Advisory Meetings Staff Meetings Board reports
2. Identify current resources and plan strategies to secure resource allocations to support ESLRs	Advisory Committee SB 1882 committee Dist. Budget committee	'98-'00 school years	SB1882 District	Documentation which defines resource allocations and guidelines	Parent meetings Newsletters SP Times articles Dept. Meetings Advisory Meetings Staff Meetings Board reports
3. Develop a plan to make sure professional development activities support the attainment of the ESLRs.	Focus groups SB1882 Committee Advisory Committee	98-'00 school years	SB1882 District	Review of professional development plan	Parent meetings Newsletters SP Times articles Dept. Meetings Advisory Meetings Staff Meetings Board reports

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4. Analyze teacher-developed assessments of student work to determine their connections to the ESLRs	Dept. chairs Faculty/Staff	'98-'99 on-going	SB 1882 District	Department review of teacher assessment	Dept. Meetings Faculty Meetings
5. Evaluate, develop, monitor and revise assessment programs, curriculum, and instruction for achievement of the ESLRs	Focus Group	Spring 99 On-going	SB 1882 Categorical funding	Examine assessment program for effectiveness and monitor curriculum and instruction for validity	Parent Meetings Newsletter SP Times articles Board Reports Dept. Meetings Advisory Meetings Staff Meetings



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**ACTION PLAN: Improve the technology plan for the school**

**Rationale:** A school technology plan that is properly and regularly maintained leads to a school climate that is conducive to student learning and achievement of the ESLRs.

ESLR(s) addressed: All

Specific Steps	Person(s) Responsible	Timeline	Resources	Assessment	Means to report to school community
1. Meet with the district and Information Systems Analyst to review and assess plan and compare it with current services.	District Admin. Info. Systems Analyst Advisory Comm. Site Admin.	Spring - Summer 1999		Report on results of the meeting to staff	Parent Meetings Newsletters SP Times articles District reports Advisory Meetings
2. Needs assessment: Do technology services adequately maintain site?	Site Admin. Advisory Rep. Focus Group Info. Sys. Analy.	Spring 1999		Needs assessment Survey results	Parent Meetings Newsletters SP Times articles District Reports Advisory Meetings
3. Rewrite technology plan, if necessary, to make sure it is aligned with resources and realistically meets needs	District Admin. Info. Sys. Analy. Focus group Faculty/Staff reps. Site Admin.	Summer 1999-on-going		School community discussion to ensure plan meets the needs	Parent Meetings Newsletters SP Times articles District Reports Advisory Meetings
4. Monitor implementation of the plan	District Admin Info. Sys. Analy. Focus group Faculty/Staff reps. Site Admin.	Fall 1999-on-going		On-going assessment of the level of implementation of technology plan	Parent Meetings Newsletters SP Times articles District Reports Advisory Meetings

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5. Provide opportunities for staff/faculty to keep abreast of technological use in the classroom	District Admin Advisory Comm. SB 1882	Spring 99-on-going		On-going opportunities at staff development days	Newsletters SP Times articles