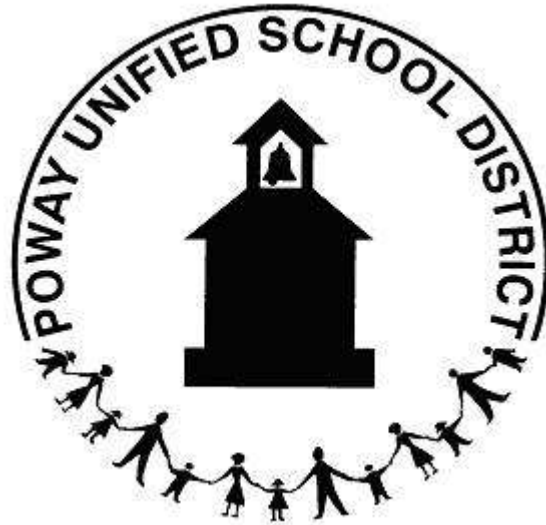


**Abraxas Continuation High School  
Single Plan for Student Achievement  
2011-12**



**College Readiness for All –  
Gateway to Our Students' Future**

*Ensuring the highest levels of success  
for each and every student, with commitment to  
**Rigor, Relevance, and Relationships***

*This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.*

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- B. Site Organizational Directions

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## **I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION**

### *“College Readiness for all – Gateway to our Students’ Future”*

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

## **I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS**

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

### **PUSD Culture**

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- Students have an opportunity to develop a meaningful relationship the homeroom teacher and counseling staff.
- Student driven program.
- Self paced.
- Students will pass the California High School Exit Exam. Those who have yet to pass both parts of the exam are provided appropriate interventions using "Revolution Prep", "Learning UpGrade", and homeroom support to ensure passage during each student's graduation year.
- Course contracts are revised as needed to ensure alignment to state standards and to help meet the individual needs of students.

### **Equitable Access to Rigorous and Engaging Learning Experiences**

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- Research and implement programs for English Language Learners designed to increase reading skills to grade level and to improve understanding of course specific reading
- Provide a sheltered homeroom for English Language Learners to address individual learning needs and provide peer mentors to assist with social development.
- Strengthen IEP goals and improve communication and collaboration with regular education teachers through a common student profile template.
- Based on IEP goals, whenever possible, mainstream resource students with general education homeroom teachers in order for the student to develop a higher level of self reliance.
- Review CAHSEE data for all Abraxas students to identify areas of need, and support homeroom teachers in the development of individualized learning plans to target deficiencies.

### **Capacity Building**

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- Develop a budget which includes non-academic support through our Student Services Center and make the Center part of Abraxas' core funding.
- Utilize homogeneous, "Home", groups to improve instruction and content of all academic areas through collaboration and common assessments.
- Utilize heterogeneous, "Focus", groups to discuss and recommend possible solutions to concerns related to staffing and scheduling.
- Law Enforcement presentations to assist the staff to better understand the signs of drug use and gang activity.

### **Multiple Pathways**

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- Work with the San Diego Community Colleges to utilize the "TAG" (transfer admission guarantee) program for admission to CSU and UC
- Develop relationships with educational foundations, such as the San Diego North Educational Foundation, to connect students with mentors and internships within the local community
- Foster our connection with local military recruiters to continue to keep military service as a viable post-secondary option
- Continue to develop "Mission to Graduate" online learning program to assist in dropout recovery, reduce the dropout rate, and provide a learning experience for all Abraxas students beyond the classroom.
- Utilize the On-line Learning Lab to provide courses for students with scheduling conflicts.
- On-line course options and CASAS testing are available for credit recovery.

## Organizational Support Systems

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- Provide an opportunity for students to express concerns and make recommendations through "Student Council", composed of a representative from each homeroom.
- Orientation and Success Class introduce both students and parents to culture and workings of Abraxas.

## **II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING**

### **II.A. SITE ASSESSMENT PLAN**

#### Districtwide (Required) Assessments/Reports

<b>ASSESSMENTS</b>	<b>TYPE</b>	<b>PURPOSE</b>	<b>WHO</b>	<b>WHEN</b>	<b>USES</b>
CST / CMA / CAPA	Criterion-reference tests	Assess achievement of state standards	Grades2-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measure level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth. Used to redesignate students
API	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported annually, in Spring	Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.
AYP	Composite score	Used to determine overall program effectiveness	Schools, subgroups	Reported, annually, in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
MAP	Criterion-reference	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide subscores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage
CAHSEE	Criterion-reference	Required to receive HS diploma	Grades 10-12, until passed	Fall, Spring	Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and weaknesses

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	10-11	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	10-11	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
CELDT	Criterion-reference test	Measures level of achievement in English	All ELL students	Fall	Uses to evaluate English fluency and classify English language learners.
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Quarterly/ Annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregating of student attendance data is done annually and used for program evaluation.
High School Grad Rates	Audit	To assess access to post-secondary pathways	12	Annually	To monitor District target and student success
Credits earned	Audit	To monitor student progress toward graduation	Students	Quarterly	To determine student progress and need for intervention
WASC	Six year review	Accreditation	School wide	2-6 years	Detailed analysis of programs and procedures validated by external review
Staff Opinion Survey	Questionnaire	Feedback	Staff	Annual	Provides feedback regarding program effectiveness and student attitudes• Annual program evaluation.
Graduate Exit Survey and Interviews	Questionnaire	Gather opinions of graduates	Graduates at grade 12	At matriculation	Provides feedback regarding program effectiveness and student attitudes• Annual program evaluation.
Returning Student Survey	Questionnaire	Gather opinions of students continuing at AHS in the fall	Returning students	As needed.	Provides feedback regarding program effectiveness and student attitudes• Annual program evaluation.

**II.B. DATA REPORTS**

## II.B. DATA REPORTS

### School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
<b>School Name</b>	Abraxas Continuation High School	<b>District Name</b>	Poway Unified
<b>Principal</b>	Rudy Casciato	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	12450 Glen Oak Rd.	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	Poway, CA 92064-3098	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-748-5900	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-679-1739	<b>FAX Number</b>	858-485-1322
<b>Web Site</b>	www.powayusd.com	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	rcasciato@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	37682963735842	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Abraxas Continuation High School

Demographic Summary  
for 2011-12 School Year

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**Address:** 12450 Glen Oak Rd.  
Poway, CA 92064-3098

**Principal:** Rudy Casciato

**Year of Construction:** 1978

### Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Special Day Class
	1	37	148	3

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
320	245	189

### Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
4%	3%	27%	8%	56%	2%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
10%	34%

### Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
0%	0%	0%	6%	94%	0%

**Percent Fully Credentialed: 100%**

**Total Seniors  
that have successfully taken at least one AP Course  
since 10th grade**

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors	<b>2,458</b>	560	634	675	589	<b>2,519</b>	557	691	690	581
No. Taken 1 AP	<b>1,480</b>	295	385	400	400	<b>1,510</b>	273	418	434	385
% Taken 1 AP	<b>60%</b>	53%	61%	59%	68%	<b>60%</b>	49%	60%	63%	66%
African American	<b>44%</b>	35%	25%	55%	54%	<b>46%</b>	32%	22%	61%	62%
Asian	<b>80%</b>	68%	81%	83%	84%	<b>83%</b>	71%	79%	92%	84%
Filipino	<b>50%</b>	41%	60%	48%	63%	<b>59%</b>	48%	65%	69%	64%
Hispanic	<b>47%</b>	55%	43%	47%	49%	<b>45%</b>	43%	41%	52%	47%
Native American	<b>45%</b>	50%	0%	0%	40%	<b>45%</b>	33%	33%	50%	100%
Pacific Islanders	<b>35%</b>	20%	20%	60%	50%	<b>33%</b>	20%	29%	50%	50%
Two or More	<b>66%</b>	50%	0%	80%	75%	<b>62%</b>	55%	76%	54%	57%
White	<b>60%</b>	53%	64%	56%	66%	<b>58%</b>	46%	64%	57%	63%
ELL	<b>25%</b>	19%	31%	31%	11%	<b>18%</b>	19%	4%	40%	27%
Low SES	<b>34%</b>	25%	30%	35%	50%	<b>40%</b>	34%	32%	51%	53%
Sp Ed	<b>9%</b>	2%	5%	14%	15%	<b>0%</b>	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include total seniors.  
 3. Only students with an C or above end-of-course grade are counted.  
 4. Only diploma bound students are counted in 2010-11 data.

**12th Grade Graduates  
that have successfully taken at least one AP Course  
since 10th grade**

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates	<b>2,389</b>	543	616	646	584	<b>2,444</b>	539	662	672	571
No. Taken 1 AP	<b>1,472</b>	295	382	395	400	<b>1,500</b>	272	415	430	383
% Taken 1 AP	<b>62%</b>	54%	62%	61%	68%	<b>61%</b>	50%	63%	64%	67%
African American	<b>46%</b>	38%	25%	58%	54%	<b>46%</b>	33%	22%	61%	58%
Asian	<b>80%</b>	68%	82%	83%	84%	<b>84%</b>	74%	82%	92%	86%
Filipino	<b>53%</b>	44%	60%	51%	64%	<b>61%</b>	51%	74%	69%	64%
Hispanic	<b>51%</b>	59%	47%	53%	49%	<b>47%</b>	43%	46%	55%	47%
Native American	<b>45%</b>	50%	0%	0%	40%	<b>45%</b>	33%	0%	0%	100%
Pacific Islanders	<b>35%</b>	20%	20%	60%	50%	<b>35%</b>	20%	33%	50%	50%
Two or More	<b>66%</b>	50%	0%	80%	75%	<b>64%</b>	55%	0%	58%	57%
White	<b>61%</b>	54%	64%	57%	67%	<b>60%</b>	47%	65%	58%	64%
ELL	<b>32%</b>	23%	48%	36%	13%	<b>27%</b>	25%	8%	50%	36%
Low SES	<b>37%</b>	26%	36%	39%	52%	<b>44%</b>	38%	36%	54%	56%
Sp Ed	<b>10%</b>	3%	6%	16%	15%	<b>0%</b>	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include only 2011 graduates.  
 3. Only students with an C or above end-of-course grade are counted.  
 4. Only diploma bound students are counted in 2010-11 data.

## Total Seniors that have taken at least one SAT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors	<b>2458</b>	560	634	675	589	<b>2519</b>	557	691	690	581
No. Taken 1 SAT	<b>1552</b>	328	353	441	430	<b>1745</b>	358	441	493	453
% Taken 1 SAT	<b>63%</b>	59%	56%	65%	73%	<b>69%</b>	64%	64%	71%	78%
African American	<b>47%</b>	39%	25%	55%	62%	<b>62%</b>	64%	11%	71%	69%
Asian	<b>84%</b>	80%	75%	85%	89%	<b>84%</b>	74%	88%	87%	89%
Filipino	<b>58%</b>	47%	40%	66%	70%	<b>68%</b>	70%	48%	67%	79%
Hispanic	<b>44%</b>	50%	30%	45%	60%	<b>51%</b>	49%	39%	63%	64%
Native American	<b>55%</b>	0%	0%	0%	60%	<b>64%</b>	67%	0%	0%	100%
Pacific Islanders	<b>71%</b>	80%	40%	80%	100%	<b>50%</b>	60%	29%	50%	75%
Two or More	<b>66%</b>	40%	0%	100%	75%	<b>71%</b>	73%	0%	62%	64%
White	<b>63%</b>	59%	60%	63%	70%	<b>70%</b>	63%	69%	70%	76%
ELL	<b>18%</b>	0%	19%	38%	33%	<b>19%</b>	14%	7%	30%	47%
Low SES	<b>4%</b>	0%	6%	6%	5%	<b>44%</b>	46%	28%	49%	62%
Sp Ed	<b>13%</b>	4%	3%	16%	25%	<b>0%</b>	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include total seniors.  
 3. Only students with SAT scores recorded in the District-wide Student Information System are counted.  
 4. Only diploma bound students are counted in 2010-11 data.

## 12th Grade Graduates that have taken at least one SAT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates	<b>2389</b>	543	616	646	584	<b>2444</b>	539	662	672	571
No. Taken 1 SAT	<b>1545</b>	328	350	437	430	<b>1737</b>	356	439	491	451
% Taken 1 SAT	<b>65%</b>	60%	57%	68%	74%	<b>71%</b>	66%	66%	73%	79%
African American	<b>49%</b>	43%	25%	58%	62%	<b>63%</b>	67%	11%	71%	75%
Asian	<b>85%</b>	80%	76%	86%	89%	<b>87%</b>	78%	91%	89%	89%
Filipino	<b>61%</b>	51%	40%	71%	71%	<b>71%</b>	73%	58%	67%	79%
Hispanic	<b>48%</b>	54%	33%	52%	60%	<b>55%</b>	49%	46%	70%	64%
Native American	<b>55%</b>	0%	0%	75%	60%	<b>64%</b>	67%	0%	0%	100%
Pacific Islanders	<b>71%</b>	80%	40%	80%	100%	<b>47%</b>	60%	17%	50%	75%
Two or More	<b>66%</b>	40%	0%	100%	75%	<b>72%</b>	73%	0%	58%	64%
White	<b>64%</b>	60%	60%	64%	71%	<b>71%</b>	65%	70%	71%	78%
ELL	<b>23%</b>	0%	29%	43%	38%	<b>25%</b>	18%	17%	38%	45%
Low SES	<b>31%</b>	24%	19%	42%	46%	<b>48%</b>	51%	33%	51%	64%
Sp Ed	<b>14%</b>	5%	3%	18%	26%	<b>0%</b>	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include only 2011 graduates.  
 3. Only students with SAT scores recorded in the District-wide Student Information System are counted.  
 4. Only diploma bound students are counted in 2010-11 data.

## Total Seniors that have taken at least one ACT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors						2519	557	691	690	581
No. Completed ACT						798	109	302	208	179
% Completed ACT						32%	20%	44%	30%	31%
African American						27%	25%	22%	32%	23%
Asian						27%	25%	41%	29%	24%
Filipino						20%	14%	35%	13%	27%
Hispanic						25%	13%	26%	29%	33%
Native American						36%	33%	0%	0%	100%
Pacific Islanders						28%	20%	14%	50%	50%
Two or More						25%	18%	0%	15%	14%
White						36%	20%	49%	32%	34%
ELL						8%	6%	7%	20%	7%
Low SES						18%	11%	27%	11%	19%
Sp Ed						0%	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include total seniors.  
 3. Only students with ACT scores recorded in the District-wide Student Information System are counted.  
 4. 2010-11 is the 1st year of compilation on ACT data.  
 5. Only diploma bound students are counted in 2010-11 data.

## 12th Grade Graduates that have taken at least one ACT

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates						2444	539	662	672	571
No. Completed ACT						796	109	301	208	178
% Completed ACT						33%	20%	45%	31%	31%
African American						28%	26%	22%	32%	25%
Asian						28%	26%	42%	30%	24%
Filipino						21%	15%	42%	13%	27%
Hispanic						27%	13%	31%	32%	33%
Native American						36%	33%	0%	0%	100%
Pacific Islanders						9%	9%	6%	8%	14%
Two or More						82%	40%	0%	100%	50%
White						36%	20%	49%	33%	34%
ELL						12%	7%	17%	25%	9%
Low SES						20%	12%	32%	11%	20%
Sp Ed						0%	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include only 2011 graduates.  
 3. Only students with ACT scores recorded in the District-wide Student Information System are counted.  
 4. 2010-11 is the 1st year of compilation on ACT data.  
 5. Only diploma bound students are counted in 2010-11 data.

## Total Seniors that have completed a-g requirements

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Total Seniors	<b>2,458</b>	560	634	675	589	<b>2,519</b>	557	691	690	581
No. Completed a-g	<b>1,626</b>	345	372	459	450	<b>1,694</b>	352	407	467	468
% Completed a-g	<b>66%</b>	62%	59%	68%	76%	<b>67%</b>	63%	59%	68%	81%
African American	<b>45%</b>	35%	25%	55%	62%	<b>53%</b>	50%	11%	54%	85%
Asian	<b>82%</b>	75%	72%	83%	89%	<b>81%</b>	74%	82%	76%	91%
Filipino	<b>62%</b>	50%	53%	64%	79%	<b>70%</b>	68%	65%	64%	82%
Hispanic	<b>47%</b>	52%	31%	48%	66%	<b>49%</b>	57%	30%	59%	64%
Native American	<b>64%</b>	50%	0%	0%	60%	<b>45%</b>	33%	33%	50%	100%
Pacific Islanders	<b>65%</b>	60%	40%	80%	100%	<b>44%</b>	40%	14%	100%	75%
Two or More	<b>53%</b>	0%	0%	100%	75%	<b>65%</b>	18%	0%	15%	21%
White	<b>67%</b>	66%	64%	67%	74%	<b>68%</b>	62%	64%	68%	79%
ELL	<b>12%</b>	8%	6%	25%	22%	<b>15%</b>	17%	7%	0%	33%
Low SES	<b>28%</b>	23%	15%	32%	52%	<b>42%</b>	46%	24%	43%	64%
Sp Ed	<b>4%</b>	2%	0%	14%	0%	<b>0%</b>	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include total seniors.  
 3. Screening of a-g requirement completion is performed by School Academic Counselors.

## 12th Grade Graduates that have completed a-g requirements

	2009-10					2010-11				
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	MCHS	PHS	RBHS	WHS
PUSD Graduates	<b>2,389</b>	543	616	646	584	<b>2,444</b>	539	662	672	571
No. Completed a-g	<b>1,625</b>	344	372	459	450	<b>1,693</b>	352	407	467	467
% Completed a-g	<b>68%</b>	63%	60%	71%	77%	<b>69%</b>	65%	61%	69%	82%
African American	<b>48%</b>	38%	25%	58%	62%	<b>54%</b>	52%	11%	54%	92%
Asian	<b>83%</b>	75%	76%	85%	89%	<b>84%</b>	78%	85%	78%	93%
Filipino	<b>65%</b>	54%	53%	68%	80%	<b>73%</b>	73%	79%	64%	82%
Hispanic	<b>52%</b>	56%	36%	55%	66%	<b>53%</b>	57%	36%	65%	64%
Native American	<b>64%</b>	50%	0%	75%	60%	<b>45%</b>	33%	33%	50%	100%
Pacific Islanders	<b>65%</b>	60%	40%	80%	100%	<b>47%</b>	40%	17%	100%	75%
Two or More	<b>53%</b>	0%	0%	100%	75%	<b>68%</b>	64%	69%	67%	71%
White	<b>68%</b>	67%	64%	70%	75%	<b>69%</b>	64%	65%	70%	80%
ELL	<b>11%</b>	9%	10%	29%	25%	<b>22%</b>	21%	17%	0%	45%
Low SES	<b>32%</b>	24%	19%	35%	54%	<b>47%</b>	52%	29%	46%	67%
Sp Ed	<b>4%</b>	3%	0%	16%	0%	<b>0%</b>	0%	0%	0%	0%

- Note: 1. Data are retrieved from the District-wide Student Information System.  
 2. Data include only 2011 graduates.  
 3. Screening of a-g requirement completion is performed by School Academic Counselors.

**Total Seniors**  
**Scholastic Aptitude Test - SAT I**

Mean Score	2007	2008	2009	2010	2011
PUSD	1648	1670	1698	1676	1687
African American	1466	1530	1403	1547	1488
Asian/Filipino	1703	1710	1747	1728	1743
Hispanic	1545	1566	1577	1578	1614
White	1642	1677	1702	1674	1684

Data Source: College-Bound Seniors Profile Reports from the College Board

**Total Seniors**  
**ACT**

Composite Score	2007	2008	2009	2010	2011
PUSD	24.4	24.8	24.9	25.2	25.1
African American	21.3	20.9	21.3	21.6	22.2
Asian/Filipino	26.8	25.6	25.2	25.4	26.1
Hispanic	22.5	24.1	23.0	23.1	23.4
White	24.1	24.5	25.1	25.7	25.2

Data Source: ACT Profile Report

## CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

ELA	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	68%	64%	71%	65%	73%	72%	77%	65%	72%	71%	76%	73%	76%	69%	71%	71%	76%
<b>African American</b>	47%	40%	51%	45%	59%	50%	36%	44%	61%	54%	57%	55%	41%	55%	66%	52%	71%
<b>Asian</b>	78%	74%	82%	74%	83%	82%	88%	76%	85%	79%	86%	83%	85%	74%	84%	80%	88%
<b>Filipino</b>	66%	62%	69%	68%	66%	71%	79%	60%	81%	78%	72%	68%	75%	63%	72%	71%	66%
<b>Hispanic</b>	51%	48%	46%	52%	65%	55%	71%	55%	46%	57%	67%	54%	73%	49%	46%	57%	63%
<b>Native American</b>	53%	*	*	*	*	57%	*	*	64%	*	*	69%	*	*	57%	*	*
<b>Pacific Islanders</b>	41%	42%	40%	41%	*	42%	*	54%	44%	33%	*	61%	*	63%	71%	40%	*
<b>White</b>	71%	68%	77%	66%	72%	74%	79%	69%	77%	72%	76%	75%	75%	74%	77%	73%	75%
<b>ELL</b>	18%	9%	12%	23%	40%	20%	48%	13%	11%	26%	33%	11%	19%	10%	5%	21%	5%
<b>Low SES</b>	42%	34%	42%	45%	52%	47%	56%	40%	42%	50%	61%	45%	43%	41%	40%	48%	60%
<b>Sp Ed</b>	20%	15%	21%	16%	28%	24%	32%	20%	23%	25%	25%	29%	29%	29%	30%	28%	29%

General Math	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	30%	10%	41%	35%	17%	26%	*	14%	33%	24%	13%	28%	*	19%	34%	20%	23%
<b>African American</b>	13%	8%	*	*	*	15%	N/A	*	*	*	*	27%	*	*	*	*	*
<b>Asian</b>	29%	*	*	*	*	36%	N/A	*	*	*	*	0%	*	*	*	*	*
<b>Filipino</b>	20%	*	*	*	*	*	*	*	*	*	*	27%	N/A	*	*	*	N/A
<b>Hispanic</b>	18%	5%	24%	15%	*	16%	N/A	*	14%	24%	*	23%	*	*	24%	20%	*
<b>Native American</b>	50%	*	*	N/A	N/A	*	N/A	N/A	*	*	N/A	*	N/A	N/A	*	*	N/A
<b>Pacific Islanders</b>	33%	*	*	*	N/A	*	N/A	N/A	N/A	*	N/A	*	N/A	N/A	N/A	*	*
<b>White</b>	39%	15%	54%	37%	*	31%	*	20%	42%	21%	*	36%	*	9%	48%	23%	*
<b>ELL</b>	17%	10%	16%	50%	*	9%	N/A	*	12%	0%	*	8%	N/A	*	9%	9%	*
<b>Low SES</b>	25%	9%	25%	57%	*	16%	*	*	20%	16%	*	22%	*	*	25%	22%	*
<b>Sp Ed</b>	10%	2%	18%	13%	*	16%	N/A	5%	33%	11%	8%	18%	*	14%	24%	10%	18%

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N/A - No students were tested.

## CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Algebra I	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	40%	31%	48%	44%	31%	33%	41%	18%	40%	40%	20%	38%	45%	24%	55%	27%	32%
<b>African American</b>	22%	13%	30%	25%	30%	18%	12%	12%	38%	29%	0%	25%	29%	17%	*	22%	*
<b>Asian</b>	49%	35%	*	47%	63%	46%	48%	30%	64%	63%	*	47%	48%	37%	82%	42%	46%
<b>Filipino</b>	42%	38%	74%	38%	32%	32%	53%	25%	*	41%	26%	41%	48%	36%	73%	32%	24%
<b>Hispanic</b>	28%	21%	33%	33%	16%	28%	39%	23%	28%	32%	15%	31%	39%	15%	48%	18%	28%
<b>Native American</b>	8%	*	*	*	*	*	*	*	*	N/A	N/A	36%	*	*	*	*	*
<b>Pacific Islanders</b>	20%	*	*	*	*	24%	N/A	*	*	*	N/A	14%	*	*	*	*	*
<b>White</b>	44%	34%	51%	48%	30%	36%	45%	14%	42%	42%	25%	40%	46%	23%	55%	28%	32%
<b>ELL</b>	30%	7%	35%	48%	33%	20%	33%	14%	28%	14%	*	19%	33%	12%	32%	5%	*
<b>Low SES</b>	26%	13%	32%	37%	20%	26%	26%	17%	31%	42%	5%	28%	43%	11%	39%	25%	20%
<b>Sp Ed</b>	15%	9%	15%	14%	26%	12%	23%	6%	7%	19%	*	11%	15%	8%	17%	4%	15%

Geometry	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	43%	42%	58%	45%	21%	45%	58%	36%	59%	46%	23%	43%	36%	39%	64%	44%	25%
<b>African American</b>	26%	53%	*	26%	*	21%	*	17%	*	28%	6%	25%	23%	29%	56%	8%	*
<b>Asian</b>	49%	44%	74%	63%	29%	59%	67%	49%	87%	73%	30%	54%	51%	49%	68%	64%	39%
<b>Filipino</b>	46%	45%	59%	55%	25%	41%	43%	33%	67%	44%	37%	34%	33%	40%	64%	48%	8%
<b>Hispanic</b>	33%	28%	41%	36%	19%	36%	70%	30%	46%	31%	18%	34%	28%	18%	53%	34%	27%
<b>Native American</b>	*	*	*	*	*	33%	N/A	*	*	*	*	*	*	*	*	*	*
<b>Pacific Islanders</b>	38%	*	*	*	*	31%	*	*	*	*	*	50%	*	*	*	*	*
<b>White</b>	45%	43%	61%	43%	21%	45%	57%	36%	60%	44%	22%	44%	33%	43%	65%	41%	26%
<b>ELL</b>	18%	0%	15%	33%	31%	32%	*	23%	33%	47%	*	24%	*	17%	15%	35%	18%
<b>Low SES</b>	29%	19%	38%	37%	17%	31%	41%	24%	42%	34%	14%	28%	20%	27%	41%	27%	18%
<b>Sp Ed</b>	13%	15%	31%	11%	3%	29%	*	15%	40%	37%	15%	23%	15%	7%	53%	44%	16%

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N/A - No students were tested.

## CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Algebra II	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	41%	29%	63%	42%	31%	44%	85%	32%	51%	47%	32%	41%	54%	25%	51%	39%	41%
<b>African American</b>	24%	15%	*	38%	*	28%	*	38%	*	13%	8%	19%	*	4%	*	20%	21%
<b>Asian</b>	63%	53%	86%	72%	54%	61%	92%	45%	73%	69%	48%	68%	81%	48%	83%	69%	66%
<b>Filipino</b>	27%	13%	75%	34%	20%	35%	*	28%	55%	46%	13%	26%	*	16%	55%	34%	17%
<b>Hispanic</b>	24%	23%	43%	21%	9%	28%	*	13%	31%	43%	9%	29%	44%	16%	42%	42%	15%
<b>Native American</b>		*	N/A	*	*	*	N/A	*	*	N/A	*	*	*	*	*	*	*
<b>Pacific Islanders</b>	31%	*	*	*	*	7%	N/A	*	*	*	*	20%	*	*	*	*	*
<b>White</b>	38%	25%	62%	36%	25%	42%	76%	33%	52%	43%	30%	37%	46%	24%	49%	29%	36%
<b>ELL</b>	33%	35%	*	35%	21%	32%	*	13%	*	54%	0%	26%	*	4%	*	58%	*
<b>Low SES</b>	29%	23%	50%	32%	17%	31%	*	16%	34%	39%	39%	22%	37%	6%	31%	39%	28%
<b>Sp Ed</b>	26%	13%	*	*	20%	14%	*	0%	*	17%	19%	24%	*	16%	*	*	27%

Summative	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	64%	62%	75%	69%	56%	73%	N/A	71%	88%	83%	60%	71%	77%	64%	86%	87%	62%
<b>African American</b>	11%	*	*	*	*	58%	N/A	*	*	*	*	57%	*	45%	*	*	*
<b>Asian</b>	71%	72%	90%	78%	62%	79%	N/A	80%	85%	91%	71%	79%	88%	74%	85%	89%	73%
<b>Filipino</b>	51%	53%	*	69%	39%	48%	N/A	55%	58%	72%	27%	60%	*	46%	91%	80%	46%
<b>Hispanic</b>	48%	44%	63%	57%	37%	58%	N/A	56%	79%	58%	39%	54%	*	46%	68%	79%	40%
<b>Native American</b>	*	N/A	N/A	*	*	*	N/A	N/A	N/A	*	N/A	*	N/A	*	N/A	N/A	N/A
<b>Pacific Islanders</b>	*	*	N/A	*	*	*	N/A	25%	N/A	*	*	*	N/A	*	N/A	N/A	*
<b>White</b>	65%	64%	75%	67%	56%	75%	N/A	71%	90%	83%	58%	70%	68%	66%	88%	80%	56%
<b>ELL</b>	58%	*	*	*	*	69%	N/A	*	*	*	36%	57%	N/A	*	*	*	*
<b>Low SES</b>	34%	24%	*	*	31%	60%	N/A	71%	56%	93%	37%	59%	*	54%	*	67%	57%
<b>Sp Ed</b>	55%	N/A	*	*	*	58%	N/A	*	*	*	*	45%	*	*	*	*	*

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N/A - No students were tested.

## CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Biology	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	67%	58%	74%	61%	74%	68%	67%	54%	77%	65%	76%	71%	74%	62%	77%	68%	74%
<b>African American</b>	45%	48%	58%	35%	45%	44%	32%	29%	58%	52%	59%	51%	48%	45%	67%	48%	*
<b>Asian</b>	78%	69%	91%	76%	83%	80%	77%	71%	90%	79%	85%	81%	81%	68%	85%	84%	87%
<b>Filipino</b>	62%	57%	75%	57%	70%	67%	65%	50%	74%	75%	84%	68%	87%	63%	83%	62%	65%
<b>Hispanic</b>	49%	40%	48%	48%	70%	53%	52%	50%	59%	45%	68%	55%	74%	43%	52%	56%	63%
<b>Native American</b>	58%	*	*	*	*	39%	*	*	*	*	*	59%	*	*	*	*	N/A
<b>Pacific Islanders</b>	50%	*	*	*	*	43%	*	*	*	*	*	40%	*	*	*	*	*
<b>White</b>	69%	61%	79%	62%	73%	70%	69%	57%	80%	65%	74%	74%	73%	67%	83%	68%	73%
<b>ELL</b>	23%	6%	20%	39%	57%	25%	33%	14%	28%	19%	47%	17%	18%	17%	17%	23%	0%
<b>Low SES</b>	41%	29%	46%	40%	53%	47%	65%	31%	53%	42%	58%	47%	55%	39%	45%	47%	59%
<b>Sp Ed</b>	22%	22%	18%	16%	52%	28%	44%	20%	28%	33%	27%	28%	28%	30%	30%	22%	32%

Chemistry	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	56%	63%	66%	51%	41%	59%	58%	66%	66%	61%	45%	53%	46%	54%	63%	51%	52%
<b>African American</b>	30%	*	*	33%	*	32%	*	*	*	10%	15%	37%	*	46%	*	*	21%
<b>Asian</b>	64%	80%	74%	63%	50%	68%	67%	73%	87%	70%	58%	71%	67%	73%	83%	62%	73%
<b>Filipino</b>	43%	50%	55%	47%	19%	53%	*	47%	75%	80%	18%	41%	39%	45%	60%	33%	37%
<b>Hispanic</b>	42%	64%	49%	31%	35%	51%	69%	82%	52%	45%	34%	35%	42%	31%	41%	35%	22%
<b>Native American</b>	*	N/A	*	N/A	*	*	N/A	N/A	*	*	*	*	*	N/A	*	N/A	N/A
<b>Pacific Islanders</b>	41%	*	*	*	*	23%	*	*	*	*	*	36%	*	*	*	*	*
<b>White</b>	57%	61%	68%	52%	39%	60%	54%	68%	67%	60%	46%	51%	39%	53%	62%	52%	46%
<b>ELL</b>	32%	*	*	17%	*	33%	*	*	*	*	*	17%	*	*	*	33%	*
<b>Low SES</b>	52%	67%	59%	41%	31%	50%	21%	59%	56%	73%	42%	41%	19%	45%	41%	53%	50%
<b>Sp Ed</b>	37%	*	*	*	*	32%	*	*	*	*	9%	50%	*	*	*	*	*

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N/A - No students were tested.

## CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

Earth Science	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	50%	55%	58%	38%	39%	54%	N/A	58%	63%	49%	44%	52%	N/A	42%	61%	45%	55%
<b>African American</b>	26%	23%	*	18%	*	26%	N/A	*	*	18%	*	30%	N/A	28%	*	18%	*
<b>Asian</b>	58%	59%	73%	*	60%	52%	N/A	50%	*	25%	62%	50%	N/A	33%	*	26%	*
<b>Filipino</b>	43%	55%	36%	28%	30%	48%	N/A	62%	55%	37%	37%	46%	N/A	26%	*	*	50%
<b>Hispanic</b>	41%	54%	31%	40%	40%	39%	N/A	44%	29%	48%	33%	38%	N/A	26%	50%	39%	33%
<b>Native American</b>	*	*	*	*	*	*	N/A	*	*	*	*	*	N/A	*	*	*	*
<b>Pacific Islanders</b>	44%	*	*	*	*	36%	N/A	*	*	*	*	60%	N/A	*	*	*	*
<b>White</b>	53%	59%	65%	40%	37%	60%	N/A	62%	73%	55%	44%	58%	N/A	55%	65%	50%	55%
<b>ELL</b>	11%	17%	6%	*	*	12%	N/A	4%	23%	6%	*	12%	N/A	5%	18%	20%	*
<b>Low SES</b>	28%	33%	26%	21%	22%	39%	N/A	44%	42%	31%	37%	32%	N/A	20%	45%	32%	31%
<b>Sp Ed</b>	21%	25%	21%	21%	6%	26%	N/A	28%	29%	29%	14%	28%	N/A	33%	19%	37%	18%

Physics	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
<b>PUSD</b>	73%	71%	96%	65%	78%	71%	N/A	59%	96%	66%	78%	74%	70%	72%	92%	63%	81%
<b>African American</b>	*	*	N/A	*	N/A	71%	N/A	*	N/A	*	*	77%	*	*	N/A	*	*
<b>Asian</b>	77%	74%	*	61%	85%	77%	N/A	72%	*	78%	78%	81%	56%	73%	*	72%	89%
<b>Filipino</b>	62%	68%	*	50%	65%	59%	N/A	48%	*	50%	77%	56%	*	65%	*	42%	55%
<b>Hispanic</b>	57%	67%	*	*	*	51%	N/A	40%	*	53%	*	69%	*	62%	*	*	*
<b>Native American</b>	*	*	N/A	N/A	N/A	*	N/A	N/A	N/A	*	N/A	*	*	*	N/A	N/A	N/A
<b>Pacific Islanders</b>	*	*	N/A	100%	N/A	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A	N/A	*
<b>White</b>	76%	74%	97%	71%	78%	72%	N/A	62%	97%	66%	78%	73%	73%	74%	89%	65%	75%
<b>ELL</b>	31%	*	*	*	*	64%	N/A	*	N/A	*	*	57%	N/A	*	*	*	*
<b>Low SES</b>	53%	47%	*	*	73%	69%	N/A	69%	*	*	73%	49%	*	43%	*	*	*
<b>Sp Ed</b>	40%	*	*	*	*	*	N/A	*	*	*	*	*	*	*	*	*	*

\* - Data withheld to protect student privacy when 10 or fewer students had valid test scores.

N/A - No students were tested.

## CST Percent Proficient & Advanced, Grades 9-11

(Data include all students)

U.S. History	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	71%	66%	74%	73%	71%	70%	N/A	64%	77%	70%	68%	69%	65%	62%	70%	70%	74%
African American	46%	43%	*	38%	62%	53%	N/A	52%	42%	71%	29%	52%	33%	48%	*	53%	64%
Asian	83%	77%	83%	85%	87%	78%	N/A	66%	91%	82%	78%	80%	80%	73%	80%	78%	85%
Filipino	65%	63%	44%	67%	72%	67%	N/A	67%	95%	68%	49%	56%	54%	46%	59%	67%	58%
Hispanic	54%	49%	49%	61%	60%	58%	N/A	60%	59%	57%	57%	51%	65%	34%	52%	59%	59%
Native American	*	*	N/A	*	*	*	*	*	*	*	*	57%	*	*	*	*	*
Pacific Islanders	61%	*	*	*	*	46%	N/A	*	55%	*	*	56%	*	*	*	*	*
White	73%	70%	79%	75%	67%	73%	N/A	67%	80%	71%	69%	71%	65%	70%	73%	71%	73%
ELL	25%	6%	27%	24%	64%	16%	N/A	14%	17%	19%	19%	15%	*	12%	13%	33%	*
Low SES	43%	37%	40%	56%	51%	48%	N/A	45%	49%	46%	50%	41%	28%	32%	41%	57%	48%
Sp Ed	27%	27%	21%	28%	33%	27%	N/A	28%	31%	18%	29%	30%	30%	18%	35%	32%	38%

World History	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	63%	56%	64%	64%	69%	60%	46%	51%	63%	65%	68%	67%	69%	59%	72%	69%	67%
African American	41%	33%	38%	52%	38%	33%	7%	29%		33%	47%	41%	26%	31%	47%	52%	53%
Asian	76%	67%	88%	73%	80%	74%	71%	63%	76%	76%	79%	81%	84%	70%	85%	81%	83%
Filipino	60%	56%	87%	60%	51%	53%	43%	38%	64%	67%	56%	61%	70%	63%	68%	61%	53%
Hispanic	44%	48%	36%	54%	47%	44%	47%	32%	43%	57%	51%	47%	58%	46%	47%	45%	45%
Native American	42%	*	*	*	*	*	N/A	*	*	*	*	45%	*	*	*	*	*
Pacific Islanders	42%	*	*	*	*	62%	N/A	*	*	*	*	58%	*	*	*	*	*
White	66%	59%	69%	65%	70%	62%	45%	57%	67%	65%	68%	69%	68%	61%	76%	69%	65%
ELL	18%	9%	20%	11%	40%	18%	*	6%	7%	39%	30%	18%	33%	9%	16%	32%	*
Low SES	33%	30%	30%	24%	51%	38%	28%	29%	36%	54%	47%	46%	57%	39%	43%	50%	47%
Sp Ed	22%	16%	24%	13%	39%	22%	19%	9%	27%	31%	27%	26%	31%	22%	29%	32%	8%

\* - Data withheld to protect student privacy when 10 or fewer students had valid test scores.

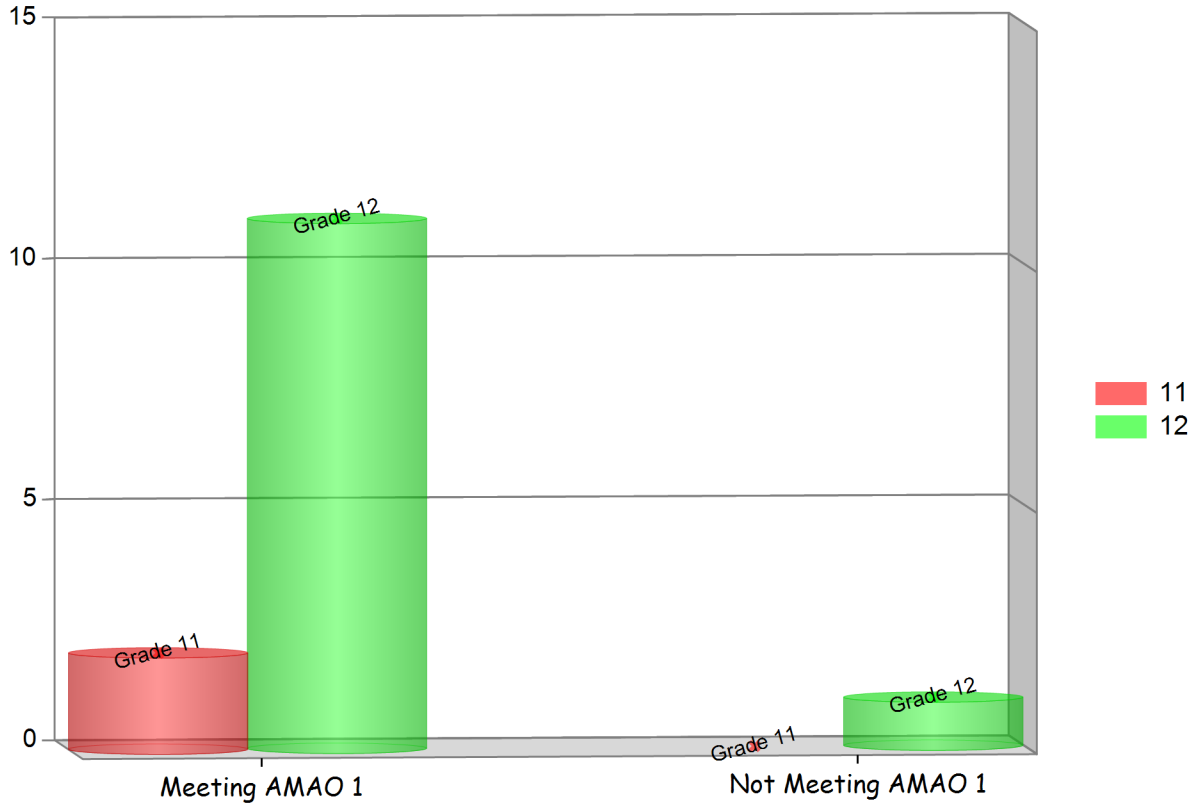
N/A - No students were tested.

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Abraxas Continuation High**

	Participation Rate (>=95%)						Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE	Grad Rate	CAHSEE Performance			
	No. Valid Scores	ELA			Math			ELA			Math									ELA	Math	
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011	2011	2011	2011	2011
<b>Schoolwide</b>	4	100	86	100	100	100	75							625		536	Y			97		
African American		100			100																	
American Indian																						
Asian																						
Filipino																						
Hispanic			100			100										578						
Pacific Islander																						
White	4	100	80	100	100	100	75									522						
English Learner			100			100																
Low Socio-Economic		100	100		100	100										515						
Special Ed		100			100																	

\*\*\* Includes only students in significant subgroups

**Abraxas High Annual Student Assessment  
 AMAO #1 - Increase One CELDT Level or More  
 Growth From Fall 2010 to Fall 2011**



<b>Grade</b>	<b>Meeting AMAO 1</b>	<b>Not Meeting AMAO 1</b>
11	2	0
12	11	1

**II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES**

**Note to sites:** This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Overall School-Wide SMART Goal</b>	In order to maintain our schoolwide goal of improved graduation rate, and better prepare our students for success in their post secondary educational choices, all Abraxas High School students, upon graduation, will be writing at a proficient level in PUSD's general writing modes (expository, persuasive, narrative, and descriptive) as determined by site developed rubric and read at a minimum of 9th grade level based on the results of MAPS testing. Also, writing will be emphasized across the curriculum with major writing assignments documented and recorded in individual writing folders.	[ ]	[X]	Abraxas has included a writing component to our MAPS intake test. MAPS results are given to the English teachers and each student's homeroom teacher to provide information regard grade level reading. The homeroom teacher also monitors pass/fail results from CASAS and CAHSEE. Insufficient data has been collected.	This literacy goal is a multiyear one. Interventions, such as Learning Upgrade, have been put in place. However, post intervention data has not been collected.
<b>English Learners (required)</b>	ELL students will achieve a "Basic" level of proficiency on MAPS in reading and writing.	[ ]	[X]	Interventions, such as Learning Upgrade, have been put in place. Follow up data on MAPS, CASAS, and CAHSEE has yet to be collected.	This literacy goal is a multiyear one. Portfolios are to be created beginning with the MAPS writing prompt. Online tools, such as Learning Upgrade, are used for learning support.
<b>Students with Disabilities (required)</b>	Special Education students successfully complete English 7 and 8 with appropriate accommodations/ modifications as written in their IEP.	[X]	[ ]	Teacher evaluations, records, and course completions	Individualized pacing allows student more time as need to complete course work.
<b>GATE (required)</b>	N/A	[ ]	[X]	"Gate" students are no longer monitored.	Staff reduction due to budget cuts.
<b>Educationally Disadvantaged or Title I Students (required)</b>	A "One Room Schoolhouse" (ORS) approach will be used for highly at risk student in order to create a seamless progression for students in English 1 through English 4.	[ ]	[X]	One room schoolhouse was disbanded at midyear. It is no longer a viable program because of staff reduction due to budget cuts.	Staff reduction has created the need to use the ORS's teachers in other capacities.

### III. TEACHING AND LEARNING

#### A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[ ] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Schoolwide for all students</b>	In order to maintain our schoolwide goal of improved graduation rate, and better prepare our students for success in their post secondary educational choices, all Abraxas High School students, upon graduation, will be writing at a proficient level in PUSD's general writing modes (expository, persuasive, narrative, and descriptive) as determined by district and site developed rubrics. Writing will be emphasized across the curriculum with major writing assignments documented and recorded in individual writing folders.	All teachers will review course contracts and identify major writing assignments in existing coursework. English teachers will collaborate with all teachers to assist in the design of rubrics to accompany writing assignments.	Teachers will collaborate during professional time to coordinate writing modes across the curriculum. Homeroom teachers will create writing folders for each of their students. Content Specialist will assign a major writing assignment in all existing course work, with modifications as needed.	MAPS
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>				
<b>English Learners</b>	ELL students will achieve a "Basic" level of proficiency in reading and writing.	Maintain a sheltered homeroom with and an Instructional Aide. Support learning through one on one tutorials, on line remediation, and classroom assistance.	CELDT Instructional Aide log and evaluations	Learning Upgrade
<b>Students with Disabilities</b>	Special Education students will be included in English 7 and 8 with appropriate accommodations/modifications as written in their IEP.	Inform teachers of accommodations which are written in the IEP. Communication with teacher with support from an instructional aide.	Progress reports.	Instructional aide

**CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP**

<b>Professional Learning and Collaboration to build staff capacity</b>	<b>Parent Engagement to support student learning</b>	<b>Student Engagement for partnership in learning</b>
* Provide professional development time to improve curriculum design, intervention strategies, character education, literacy, and implement researched based instruction..	*Improve communication through school newsletter, classroom visitations, and call-out system with regard to school wide focus on "College Readiness", increased graduation rate, and culture shift related to CST, in a caring and nurturing environment which promotes high expectations.	*Discuss the importance of the "College Readiness" in Student Council. Have the students identify obstacles which they encounter that hinder their success.
* Aid staff in the effective use of online communication through Learning Point or other personal web based site.		*Visit homerooms to encourage participation in interventions to support student success.
Continued district support of the Abraxas model as it relates to school size, student/teacher ratio, technology usage, and textbooks.		

### **III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12<sup>th</sup> to post-secondary)**

Abraxas supports the district's College Readiness initiative. A strategically designed senior English class explores post-secondary options. All students complete a community college application and the FAFSA forms for financial aid. Abraxas works in conjunction with the comprehensive high schools to have its students participate in the community college early assessment program.

Students explore school to work options. They evaluate technical colleges and the military. Students participate in mock job interviews and job shadowing.

## **IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN**

### **Information Strategies:**

- Parent/Student Orientation
- Success Class – overview of school policies/procedures for new students
- Homeroom registration
- Reminders – rule reminders in daily staff e-mail for homeroom teachers to share with students
- Morning announcements via intercom

### **Positive Reinforcement:**

- Credit Breakfast for credits and positive behavior/attendance (Quarterly)
- Individual Student Recognition – Success Assemblies• Reward Friday for good attendance
- T-Shirts – Please and Thank You, Respect, next up – Attitude is Everything
- Teaming with Poway Sheriff, Visiting Sheriffs
- Character Counts – Respect Garden
- Rewarding Students to create a positive learning atmosphere – Thanksgiving dinner, hot cocoa in the morning

### **Disciplinary Actions:**

- Campus Clean-Up (offered as a disciplinary option at the discretion of the school official)
- Community Service Volunteer Work
- Homeroom Support – Parent phone calls
- Basic Education
- Contact by Sheriff for Truancy and Absences
- Extended School Day (ESD)
- Home Suspension/Expulsion

### **Intervention Services:**

- All school lesson, including rules of student discipline, ethics and hate behavior and their consequences.
- Peer Mediation/counseling
- Staff Training (Gangs, Substance Abuse, Violence prevention)
- Student Assistance Services
- Independent Study
- Work Experience
- Community/Volunteer Service
- Wellness Assembly
- Wellness Interventions
- Support Groups
- Student Mentors
- SAFIR (Supporting Adolescents and Families in Recovery)
- Caring Connections
- Tobacco Prevention
- Red Ribbon Week
- Yellow Ribbon Week

#### **IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN**

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

<b>Program</b>	<b>Grade Level(s)</b>	<b>Minutes</b>
Too Good for Drugs	K-9th	300 minutes
Minnesota Smoking Prevention Program	7th Grade	270 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Tobacco Use Prevention Education	6th-12th	500 minutes
Character Counts	K-12th	270 minutes
Before and After School (ASES)	6th-8th	
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	

**V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA**

<b>STATE/FEDERAL PROGRAMS</b>	<b>SITE ALLOCATION (IF APPLICABLE)</b>
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	0
EIA-EL: Economic Impact Aid - English Learners	3,361
EIA-SCE: Economic Impact Aid - State Compensatory Education	3,691

**V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES**

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

<b>Program</b>	<b>Budgeted Amount</b>	<b>Percentage of Total District Allocation</b>	<b>Centralized Services (Description Below)</b>
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

**V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES**

**The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:**

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.  
California Education Code specifies the composition of the School Site Council as follows:
  - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
  - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
  - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
  - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
  - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
  - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.
  
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
  
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
  
4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
  
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
  - a. Measured the effectiveness of the improvement strategies at the school
  - b. Sought input from school advisory committees
  - c. Reaffirmed or revised school and subgroup goals
  - d. Revised improvement strategies and expenditures
  - e. Recommended the approved SPSA to the governing board
  - f. Monitored implementation of the SP
  
6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Jebette Caterina		
Special Education	Barrett Becker	Original signature page on file at the district office.	
Title I (if applicable)			
Library	Deborah Russell		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	6/30/2012	Rudy Casciato		
[]	[X]	[]	[]	[]	6/30/2013	Barrett Becker		
[]	[X]	[]	[]	[]	6/30/2013	Ken O'Leno	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	6/30/2012	Scott Renner		
[]	[X]	[]	[]	[]	6/30/2012	Ginger Adams		
[]	[]	[X]	[]	[]	6/30/2012	Griselda Bonales		
[]	[]	[]	[X]	[]	6/30/2012	Gary Hildreth		
[]	[]	[]	[X]	[]	6/30/2012	Michelle Olsen		
[]	[]	[]	[X]	[]	6/30/2012	Diana Hall		
[]	[]	[]	[]	[X]	6/30/2012	Chris Race		
[]	[]	[]	[]	[X]	6/30/2012	Mariya Babayan		
[]	[]	[]	[]	[X]	6/30/2012	Linda Villanueava		
<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)</b>			

**This SPSA was approved and adopted by the School Site Council on 12-02-2011.**

The signature of the Principal verifies that:

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

The signature of each members of the SSC verifies that:

- He/She has reviewed and affirmed the above listed assurances.

The signature of each Advisory Committee Chairperson/Representative indicates that:

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Abraxas Continuation High School

PROGRAM: Economic Impact Aid - English Learners

RESOURCE NUMBER: 7091

2011 ENTITLEMENT: \$1,705

PLUS CARRYOVER: \$1,656

TOTAL SITE BUDGET: 3,361

\$PER STUDENT:	_____
# OF STUDENTS:	_____
TOTAL ENTITLEMENT:	<u>0</u>
<b>BUDGETED EXPENDITURES</b>	

**Budget Summary for  
Abraxas Continuation High School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	300.00					300
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1680.00					1,680
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>1,680</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,680</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
		681.00				681
<b>6000 CAPITAL OUTLAY</b>						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER	700.00					700
<b>TOTAL SITE BUDGET:</b>	<b>3,361</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,361</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Abraxas Continuation High School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

2011 ENTITLEMENT: \$3,520

PLUS CARRYOVER: \$171

TOTAL SITE BUDGET: 3,691

\$PER STUDENT: \_\_\_\_\_  
 # OF STUDENTS: \_\_\_\_\_  
 TOTAL ENTITLEMENT: 0  
**BUDGETED EXPENDITURES**

**Budget Summary for  
Abraxas Continuation High School**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	1680.00					1,680
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>1,680</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,680</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES		511.00				511
<b>6000 CAPITAL OUTLAY</b>						

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	1500					1,500
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	<b>1,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,500</b>
<b>TOTAL SITE BUDGET:</b>	<b>3,691</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,691</b>

**VI. ADDENDUM (Optional)**

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