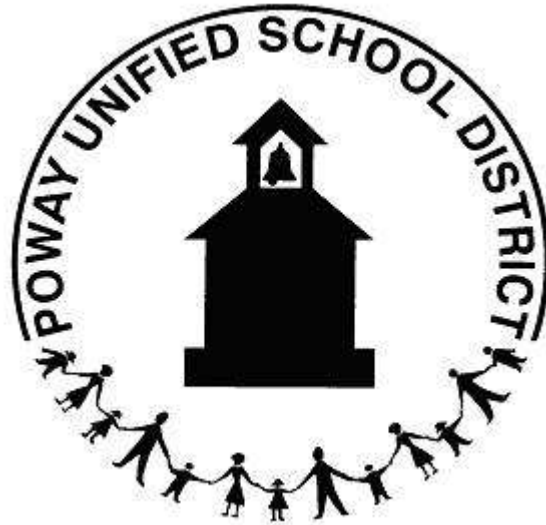


**Poway High School
Single Plan for Student Achievement
2011-12**



**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.

Table of Contents

I. Vision and Organizational Directions

How will we connect our school and our efforts to the larger PUSD Strategic Vision of “College Readiness for All?”

- A. PUSD Strategic Vision
- B. Site Organizational Directions

II. Assessment, Evaluation, and Analysis of Student Learning

How will we know students are learning and where are the gaps? An analysis of student learning, progress toward closing the achievement gap, and attaining college readiness.

- A. Site Assessment Plan
- B. Data Reports
- C. Data Analysis – Previous Year Goals, Areas of Strength, Areas of Need

III. Teaching and Learning

What are we going to do differently to ensure students are on track to graduate college-ready?

- A. Site-Based Literacy Plans
- B. Level Transitions

IV. Safe and Supportive Schools

How will we ensure students are provided an environment that best supports achievement?

- A. School-wide Behavioral Support Plan
- B. Drug Abuse Education Plan

V. Funding and Governance

How will our organizational, human, and monetary resources align with our efforts?

- A. Programs/Funds Included in the SPSA
- B. Centralized Services
- C. Assurances and Signatures
- D. Budget Development Forms (One form for each state/federal program with funds in the SPSA)

VI. Addendum (Optional) and/or Title I Schoolwide Plan Addendum

VII. Appendices

- A. Blank Literacy Plan Worksheet
- B. Allowable Uses of Funds for Specific State and Federal Categorical Programs

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

Equitable Access to Rigorous and Engaging Learning Experiences

Capacity Building

Multiple Pathways

Organizational Support Systems

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
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 sub scores 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

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAP	Criterion-referenced Performance task	Assess individual achievement of local standards	Grade 9 and other students below grade level in reading or in pre-algebra	Fall, Winter and Spring or as needed up to 4 times per year	Measure and report student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
PSAT	Norm Reference	Used to predict performance on the SAT	All grade 10 students	Fall	A useful tool to identify students for college prep and to encourage students to take the SAT in Grade 11 or 12
Progress Report "D" and "F" lists, GPA's	Individual performance assessment	To assess individual student performance using local standards	All	Semester	Useful to identify students who are struggling. Use to monitor A-G requirement completion
Progress Report "D" and "F" lists, GPA's	Individual performance	To assess individual student performance using local standards	All	At each progress reporting period	Assists us in identifying appropriate academic interventions for students to assist them with meeting class standards and meeting A-G requirements
SAT	Norm Reference	Used to predict college entrance and success	Grades 11 and 12	Fall Winter and Spring	A useful tool to determine how well students are prepared to perform on the SAT. Also, useful to see how many students are taking the SAT and have plans for college.
EAP Test	Formative	Used to determine whether or not 11th grade students are prepared for college Math and English.	Grade 11	Spring	Student results can be used to inform parents, students and staff about students' strengths and weaknesses in English and Mathematics so that they can align their 12th grade classes to prepare them for college.
MAP	Criterion Referenced	Used to monitor the progress of ELL students in the ELD program	ELD and sheltered students	Fall and Spring	Results are used to evaluate the success of reading and writing programs used in the ELD classrooms with the overall intent of improving their overall academic achievement and bridging the achievement gap.
Progress Reports	Formative/Summative	Used to monitor progress of subgroups such as ELL and SPED	ELL and SPED	Semesters and Progress Reports	At progress reports, staff can evaluate and/or implement interventions for students to improve academic achievement and decrease the gap for subgroups.

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	9-11	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	9-11	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
WASC	Self-Study	Accreditation Review	School-wide	2 to 6 years	A detailed analysis of programs and procedures validated by external review
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/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.
AP Participation Rates	Audit	To assess access to advanced placement courses	9-12	Annually	To monitor District target and improve access by all students to AP options
SAT Participation Rate	Audit	To assess student attitude or intent to attend college	10-12	Annually	To monitor District target and prepare students for entrance to college.
UC A-G completion	Summary percentage	To determine how many students have completed their college requirements by 12th grade	12	Annually	To improve our overall percentage and meet district goal of preparing all students for post-secondary success.
Graduate exit survey	Opinionnaire	Gather opinions of graduates	Graduates at grade 12	At matriculation	This survey provides feedback to the school regarding program effectiveness and student attitudes. The results contribute to our annual program evaluation.
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Student Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning

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	
School Name	Poway High School	District Name	Poway Unified
Principal	Scott Fisher	Superintendent	John P. Collins, Ed.D
Street	15500 Espola Rd.	Street	15250 Avenue of Science
City, State, Zip	Poway, CA 92064-2207	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-748-0245	Phone Number	858-521-2800
FAX Number	858-679-6879	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	sfisher@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682963735867	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Poway High School

Demographic Summary
for 2011-12 School Year

Address: 15500 Espola Rd.
Poway, CA 92064-2207

Principal: Scott Fisher

Year of Construction: 1961

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

9 th	10 th	11 th	12 th	Special Day Class
553	631	555	579	51

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
2699	2605	2369

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	4%	18%	1%	68%	4%

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

Limited English	Free/Reduced Lunch
6%	18%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
2%	1%	3%	0%	90%	3%

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	2,458	560	634	675	589	2,519	557	691	690	581
No. Taken 1 AP	1,480	295	385	400	400	1,510	273	418	434	385
% Taken 1 AP	60%	53%	61%	59%	68%	60%	49%	60%	63%	66%
African American	44%	35%	25%	55%	54%	46%	32%	22%	61%	62%
Asian	80%	68%	81%	83%	84%	83%	71%	79%	92%	84%
Filipino	50%	41%	60%	48%	63%	59%	48%	65%	69%	64%
Hispanic	47%	55%	43%	47%	49%	45%	43%	41%	52%	47%
Native American	45%	50%	0%	0%	40%	45%	33%	33%	50%	100%
Pacific Islanders	35%	20%	20%	60%	50%	33%	20%	29%	50%	50%
Two or More	66%	50%	0%	80%	75%	62%	55%	76%	54%	57%
White	60%	53%	64%	56%	66%	58%	46%	64%	57%	63%
ELL	25%	19%	31%	31%	11%	18%	19%	4%	40%	27%
Low SES	34%	25%	30%	35%	50%	40%	34%	32%	51%	53%
Sp Ed	9%	2%	5%	14%	15%	11%	5%	15%	5%	16%

- 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	2,389	543	616	646	584	2,444	539	662	672	571
No. Taken 1 AP	1,472	295	382	395	400	1,500	272	415	430	383
% Taken 1 AP	62%	54%	62%	61%	68%	61%	50%	63%	64%	67%
African American	46%	38%	25%	58%	54%	46%	33%	22%	61%	58%
Asian	80%	68%	82%	83%	84%	84%	74%	82%	92%	86%
Filipino	53%	44%	60%	51%	64%	61%	51%	74%	69%	64%
Hispanic	51%	59%	47%	53%	49%	47%	43%	46%	55%	47%
Native American	45%	50%	0%	0%	40%	45%	33%	0%	0%	100%
Pacific Islanders	35%	20%	20%	60%	50%	35%	20%	33%	50%	50%
Two or More	66%	50%	0%	80%	75%	64%	55%	0%	58%	57%
White	61%	54%	64%	57%	67%	60%	47%	65%	58%	64%
ELL	32%	23%	48%	36%	13%	27%	25%	8%	50%	36%
Low SES	37%	26%	36%	39%	52%	44%	38%	36%	54%	56%
Sp Ed	10%	3%	6%	16%	15%	12%	5%	16%	6%	17%

- 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	2458	560	634	675	589	2519	557	691	690	581
No. Taken 1 SAT	1552	328	353	441	430	1745	358	441	493	453
% Taken 1 SAT	63%	59%	56%	65%	73%	69%	64%	64%	71%	78%
African American	47%	39%	25%	55%	62%	62%	64%	11%	71%	69%
Asian	84%	80%	75%	85%	89%	84%	74%	88%	87%	89%
Filipino	58%	47%	40%	66%	70%	68%	70%	48%	67%	79%
Hispanic	44%	50%	30%	45%	60%	51%	49%	39%	63%	64%
Native American	55%	0%	0%	0%	60%	64%	67%	0%	0%	100%
Pacific Islanders	71%	80%	40%	80%	100%	50%	60%	29%	50%	75%
Two or More	66%	40%	0%	100%	75%	71%	73%	0%	62%	64%
White	63%	59%	60%	63%	70%	70%	63%	69%	70%	76%
ELL	18%	0%	19%	38%	33%	19%	14%	7%	30%	47%
Low SES	4%	0%	6%	6%	5%	44%	46%	28%	49%	62%
Sp Ed	13%	4%	3%	16%	25%	20%	14%	15%	18%	38%

- 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	2389	543	616	646	584	2444	539	662	672	571
No. Taken 1 SAT	1545	328	350	437	430	1737	356	439	491	451
% Taken 1 SAT	65%	60%	57%	68%	74%	71%	66%	66%	73%	79%
African American	49%	43%	25%	58%	62%	63%	67%	11%	71%	75%
Asian	85%	80%	76%	86%	89%	87%	78%	91%	89%	89%
Filipino	61%	51%	40%	71%	71%	71%	73%	58%	67%	79%
Hispanic	48%	54%	33%	52%	60%	55%	49%	46%	70%	64%
Native American	55%	0%	0%	75%	60%	64%	67%	0%	0%	100%
Pacific Islanders	71%	80%	40%	80%	100%	47%	60%	17%	50%	75%
Two or More	66%	40%	0%	100%	75%	72%	73%	0%	58%	64%
White	64%	60%	60%	64%	71%	71%	65%	70%	71%	78%
ELL	23%	0%	29%	43%	38%	25%	18%	17%	38%	45%
Low SES	31%	24%	19%	42%	46%	48%	51%	33%	51%	64%
Sp Ed	14%	5%	3%	18%	26%	21%	15%	16%	18%	39%

- 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						9%	5%	10%	8%	14%

- 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						10%	5%	11%	9%	14%

- 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	2,458	560	634	675	589	2,519	557	691	690	581
No. Completed a-g	1,626	345	372	459	450	1,694	352	407	467	468
% Completed a-g	66%	62%	59%	68%	76%	67%	63%	59%	68%	81%
African American	45%	35%	25%	55%	62%	53%	50%	11%	54%	85%
Asian	82%	75%	72%	83%	89%	81%	74%	82%	76%	91%
Filipino	62%	50%	53%	64%	79%	70%	68%	65%	64%	82%
Hispanic	47%	52%	31%	48%	66%	49%	57%	30%	59%	64%
Native American	64%	50%	0%	0%	60%	45%	33%	33%	50%	100%
Pacific Islanders	65%	60%	40%	80%	100%	44%	40%	14%	100%	75%
Two or More	53%	0%	0%	100%	75%	65%	18%	0%	15%	21%
White	67%	66%	64%	67%	74%	68%	62%	64%	68%	79%
ELL	12%	8%	6%	25%	22%	15%	17%	7%	0%	33%
Low SES	28%	23%	15%	32%	52%	42%	46%	24%	43%	64%
Sp Ed	4%	2%	0%	14%	0%	14%	11%	12%	8%	27%

- 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	2,389	543	616	646	584	2,444	539	662	672	571
No. Completed a-g	1,625	344	372	459	450	1,693	352	407	467	467
% Completed a-g	68%	63%	60%	71%	77%	69%	65%	61%	69%	82%
African American	48%	38%	25%	58%	62%	54%	52%	11%	54%	92%
Asian	83%	75%	76%	85%	89%	84%	78%	85%	78%	93%
Filipino	65%	54%	53%	68%	80%	73%	73%	79%	64%	82%
Hispanic	52%	56%	36%	55%	66%	53%	57%	36%	65%	64%
Native American	64%	50%	0%	75%	60%	45%	33%	33%	50%	100%
Pacific Islanders	65%	60%	40%	80%	100%	47%	40%	17%	100%	75%
Two or More	53%	0%	0%	100%	75%	68%	64%	69%	67%	71%
White	68%	67%	64%	70%	75%	69%	64%	65%	70%	80%
ELL	11%	9%	10%	29%	25%	22%	21%	17%	0%	45%
Low SES	32%	24%	19%	35%	54%	47%	52%	29%	46%	67%
Sp Ed	4%	3%	0%	16%	0%	15%	12%	13%	9%	28%

- 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

EAP Test Results
School Year - 2010-2011

	ELA								MATH								Total 11th Graders				
	Total Tested		Level 1		Level 3		Not Tested		Total Tested		Level 1		Level 2		Level 3			Level 4		Not Tested	
Poway High	558	91 %	237	38 %	321	52 %	58	9 %	383	62 %	107	17 %	153	25 %	123	20 %			233	38 %	616
African American or Black (not	6	86 %	2	29 %	4	57 %	1	14 %	1	14 %			1	14 %					6	86 %	7
American Indian or Alaskan Nat	5	83 %	1	17 %	4	67 %	1	17 %	2	33 %					2	33 %			4	67 %	6
Asian	48	94 %	24	47 %	24	47 %	3	6 %	40	78 %	17	33 %	18	35 %	5	10 %			11	22 %	51
Filipino	22	100 %	9	41 %	13	59 %			15	68 %	5	23 %	5	23 %	5	23 %			7	32 %	22
Hispanic or Latino	85	89 %	17	18 %	68	71 %	11	11 %	44	46 %	5	5 %	20	21 %	19	20 %			52	54 %	96
Pacific Islander	2	100 %			2	100 %													2	100 %	2
White (not of Hispanic origin)	397	91 %	186	43 %	211	49 %	37	9 %	285	66 %	82	19 %	110	25 %	93	21 %			149	34 %	434
English Learner	29	78 %			29	78 %	8	22 %	5	14 %			4	11 %	1	3 %			32	86 %	37
Low SES	85	87 %	8	8 %	77	79 %	13	13 %	32	33 %	4	4 %	12	12 %	16	16 %			66	67 %	98
Special Ed	33	75 %			33	75 %	11	25 %	6	14 %	3	7 %			3	7 %			38	86 %	44

***Based on CST data from ETS

Level 1 - Ready for CSU or participating CCC college-level courses

Level 2 - Ready for CSU or participating CCC college-level MATHEMATICS only courses - conditional

Level 3 - Not yet demonstrating readiness for CSU or participating CCC courses

Level 4 - Not Applicable

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
PUSD	68%	64%	71%	65%	73%	72%	77%	65%	72%	71%	76%	73%	76%	69%	71%	71%	76%
African American	47%	40%	51%	45%	59%	50%	36%	44%	61%	54%	57%	55%	41%	55%	66%	52%	71%
Asian	78%	74%	82%	74%	83%	82%	88%	76%	85%	79%	86%	83%	85%	74%	84%	80%	88%
Filipino	66%	62%	69%	68%	66%	71%	79%	60%	81%	78%	72%	68%	75%	63%	72%	71%	66%
Hispanic	51%	48%	46%	52%	65%	55%	71%	55%	46%	57%	67%	54%	73%	49%	46%	57%	63%
Native American	53%	*	*	*	*	57%	*	*	64%	*	*	69%	*	*	57%	*	*
Pacific Islanders	41%	42%	40%	41%	*	42%	*	54%	44%	33%	*	61%	*	63%	71%	40%	*
White	71%	68%	77%	66%	72%	74%	79%	69%	77%	72%	76%	75%	75%	74%	77%	73%	75%
ELL	18%	9%	12%	23%	40%	20%	48%	13%	11%	26%	33%	11%	19%	10%	5%	21%	5%
Low SES	42%	34%	42%	45%	52%	47%	56%	40%	42%	50%	61%	45%	43%	41%	40%	48%	60%
Sp Ed	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
PUSD	30%	10%	41%	35%	17%	26%	*	14%	33%	24%	13%	28%	*	19%	34%	20%	23%
African American	13%	8%	*	*	*	15%	N/A	*	*	*	*	27%	*	*	*	*	*
Asian	29%	*	*	*	*	36%	N/A	*	*	*	*	0%	*	*	*	*	*
Filipino	20%	*	*	*	*	*	*	*	*	*	*	27%	N/A	*	*	*	N/A
Hispanic	18%	5%	24%	15%	*	16%	N/A	*	14%	24%	*	23%	*	*	24%	20%	*
Native American	50%	*	*	N/A	N/A	*	N/A	N/A	*	*	N/A	*	N/A	N/A	*	*	N/A
Pacific Islanders	33%	*	*	*	N/A	*	N/A	N/A	N/A	*	N/A	*	N/A	N/A	N/A	*	*
White	39%	15%	54%	37%	*	31%	*	20%	42%	21%	*	36%	*	9%	48%	23%	*
ELL	17%	10%	16%	50%	*	9%	N/A	*	12%	0%	*	8%	N/A	*	9%	9%	*
Low SES	25%	9%	25%	57%	*	16%	*	*	20%	16%	*	22%	*	*	25%	22%	*
Sp Ed	10%	2%	18%	13%	*	16%	N/A	5%	33%	11%	8%	18%	*	14%	24%	10%	18%

* - 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)

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
PUSD	40%	31%	48%	44%	31%	33%	41%	18%	40%	40%	20%	38%	45%	24%	55%	27%	32%
African American	22%	13%	30%	25%	30%	18%	12%	12%	38%	29%	0%	25%	29%	17%	*	22%	*
Asian	49%	35%	*	47%	63%	46%	48%	30%	64%	63%	*	47%	48%	37%	82%	42%	46%
Filipino	42%	38%	74%	38%	32%	32%	53%	25%	*	41%	26%	41%	48%	36%	73%	32%	24%
Hispanic	28%	21%	33%	33%	16%	28%	39%	23%	28%	32%	15%	31%	39%	15%	48%	18%	28%
Native American	8%	*	*	*	*	*	*	*	*	N/A	N/A	36%	*	*	*	*	*
Pacific Islanders	20%	*	*	*	*	24%	N/A	*	*	*	N/A	14%	*	*	*	*	*
White	44%	34%	51%	48%	30%	36%	45%	14%	42%	42%	25%	40%	46%	23%	55%	28%	32%
ELL	30%	7%	35%	48%	33%	20%	33%	14%	28%	14%	*	19%	33%	12%	32%	5%	*
Low SES	26%	13%	32%	37%	20%	26%	26%	17%	31%	42%	5%	28%	43%	11%	39%	25%	20%
Sp Ed	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
PUSD	43%	42%	58%	45%	21%	45%	58%	36%	59%	46%	23%	43%	36%	39%	64%	44%	25%
African American	26%	53%	*	26%	*	21%	*	17%	*	28%	6%	25%	23%	29%	56%	8%	*
Asian	49%	44%	74%	63%	29%	59%	67%	49%	87%	73%	30%	54%	51%	49%	68%	64%	39%
Filipino	46%	45%	59%	55%	25%	41%	43%	33%	67%	44%	37%	34%	33%	40%	64%	48%	8%
Hispanic	33%	28%	41%	36%	19%	36%	70%	30%	46%	31%	18%	34%	28%	18%	53%	34%	27%
Native American	*	*	*	*	*	33%	N/A	*	*	*	*	*	*	*	*	*	*
Pacific Islanders	38%	*	*	*	*	31%	*	*	*	*	*	50%	*	*	*	*	*
White	45%	43%	61%	43%	21%	45%	57%	36%	60%	44%	22%	44%	33%	43%	65%	41%	26%
ELL	18%	0%	15%	33%	31%	32%	*	23%	33%	47%	*	24%	*	17%	15%	35%	18%
Low SES	29%	19%	38%	37%	17%	31%	41%	24%	42%	34%	14%	28%	20%	27%	41%	27%	18%
Sp Ed	13%	15%	31%	11%	3%	29%	*	15%	40%	37%	15%	23%	15%	7%	53%	44%	16%

* - 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)

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
PUSD	41%	29%	63%	42%	31%	44%	85%	32%	51%	47%	32%	41%	54%	25%	51%	39%	41%
African American	24%	15%	*	38%	*	28%	*	38%	*	13%	8%	19%	*	4%	*	20%	21%
Asian	63%	53%	86%	72%	54%	61%	92%	45%	73%	69%	48%	68%	81%	48%	83%	69%	66%
Filipino	27%	13%	75%	34%	20%	35%	*	28%	55%	46%	13%	26%	*	16%	55%	34%	17%
Hispanic	24%	23%	43%	21%	9%	28%	*	13%	31%	43%	9%	29%	44%	16%	42%	42%	15%
Native American		*	N/A	*	*	*	N/A	*	*	N/A	*	*	*	*	*	*	*
Pacific Islanders	31%	*	*	*	*	7%	N/A	*	*	*	*	20%	*	*	*	*	*
White	38%	25%	62%	36%	25%	42%	76%	33%	52%	43%	30%	37%	46%	24%	49%	29%	36%
ELL	33%	35%	*	35%	21%	32%	*	13%	*	54%	0%	26%	*	4%	*	58%	*
Low SES	29%	23%	50%	32%	17%	31%	*	16%	34%	39%	39%	22%	37%	6%	31%	39%	28%
Sp Ed	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
PUSD	64%	62%	75%	69%	56%	73%	N/A	71%	88%	83%	60%	71%	77%	64%	86%	87%	62%
African American	11%	*	*	*	*	58%	N/A	*	*	*	*	57%	*	45%	*	*	*
Asian	71%	72%	90%	78%	62%	79%	N/A	80%	85%	91%	71%	79%	88%	74%	85%	89%	73%
Filipino	51%	53%	*	69%	39%	48%	N/A	55%	58%	72%	27%	60%	*	46%	91%	80%	46%
Hispanic	48%	44%	63%	57%	37%	58%	N/A	56%	79%	58%	39%	54%	*	46%	68%	79%	40%
Native American	*	N/A	N/A	*	*	*	N/A	N/A	N/A	*	N/A	*	N/A	*	N/A	N/A	N/A
Pacific Islanders	*	*	N/A	*	*	*	N/A	25%	N/A	*	*	*	N/A	*	N/A	N/A	*
White	65%	64%	75%	67%	56%	75%	N/A	71%	90%	83%	58%	70%	68%	66%	88%	80%	56%
ELL	58%	*	*	*	*	69%	N/A	*	*	*	36%	57%	N/A	*	*	*	*
Low SES	34%	24%	*	*	31%	60%	N/A	71%	56%	93%	37%	59%	*	54%	*	67%	57%
Sp Ed	55%	N/A	*	*	*	58%	N/A	*	*	*	*	45%	*	*	*	*	*

* - 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)

Biology	2008-09					2009-10						2010-11					
	PUSD	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS	PUSD	DNHS	MCHS	PHS	RBHS	WHS
PUSD	67%	58%	74%	61%	74%	68%	67%	54%	77%	65%	76%	71%	74%	62%	77%	68%	74%
African American	45%	48%	58%	35%	45%	44%	32%	29%	58%	52%	59%	51%	48%	45%	67%	48%	*
Asian	78%	69%	91%	76%	83%	80%	77%	71%	90%	79%	85%	81%	81%	68%	85%	84%	87%
Filipino	62%	57%	75%	57%	70%	67%	65%	50%	74%	75%	84%	68%	87%	63%	83%	62%	65%
Hispanic	49%	40%	48%	48%	70%	53%	52%	50%	59%	45%	68%	55%	74%	43%	52%	56%	63%
Native American	58%	*	*	*	*	39%	*	*	*	*	*	59%	*	*	*	*	N/A
Pacific Islanders	50%	*	*	*	*	43%	*	*	*	*	*	40%	*	*	*	*	*
White	69%	61%	79%	62%	73%	70%	69%	57%	80%	65%	74%	74%	73%	67%	83%	68%	73%
ELL	23%	6%	20%	39%	57%	25%	33%	14%	28%	19%	47%	17%	18%	17%	17%	23%	0%
Low SES	41%	29%	46%	40%	53%	47%	65%	31%	53%	42%	58%	47%	55%	39%	45%	47%	59%
Sp Ed	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
PUSD	56%	63%	66%	51%	41%	59%	58%	66%	66%	61%	45%	53%	46%	54%	63%	51%	52%
African American	30%	*	*	33%	*	32%	*	*	*	10%	15%	37%	*	46%	*	*	21%
Asian	64%	80%	74%	63%	50%	68%	67%	73%	87%	70%	58%	71%	67%	73%	83%	62%	73%
Filipino	43%	50%	55%	47%	19%	53%	*	47%	75%	80%	18%	41%	39%	45%	60%	33%	37%
Hispanic	42%	64%	49%	31%	35%	51%	69%	82%	52%	45%	34%	35%	42%	31%	41%	35%	22%
Native American	*	N/A	*	N/A	*	*	N/A	N/A	*	*	*	*	*	N/A	*	N/A	N/A
Pacific Islanders	41%	*	*	*	*	23%	*	*	*	*	*	36%	*	*	*	*	*
White	57%	61%	68%	52%	39%	60%	54%	68%	67%	60%	46%	51%	39%	53%	62%	52%	46%
ELL	32%	*	*	17%	*	33%	*	*	*	*	*	17%	*	*	*	33%	*
Low SES	52%	67%	59%	41%	31%	50%	21%	59%	56%	73%	42%	41%	19%	45%	41%	53%	50%
Sp Ed	37%	*	*	*	*	32%	*	*	*	*	9%	50%	*	*	*	*	*

* - 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)

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
PUSD	50%	55%	58%	38%	39%	54%	N/A	58%	63%	49%	44%	52%	N/A	42%	61%	45%	55%
African American	26%	23%	*	18%	*	26%	N/A	*	*	18%	*	30%	N/A	28%	*	18%	*
Asian	58%	59%	73%	*	60%	52%	N/A	50%	*	25%	62%	50%	N/A	33%	*	26%	*
Filipino	43%	55%	36%	28%	30%	48%	N/A	62%	55%	37%	37%	46%	N/A	26%	*	*	50%
Hispanic	41%	54%	31%	40%	40%	39%	N/A	44%	29%	48%	33%	38%	N/A	26%	50%	39%	33%
Native American	*	*	*	*	*	*	N/A	*	*	*	*	*	N/A	*	*	*	*
Pacific Islanders	44%	*	*	*	*	36%	N/A	*	*	*	*	60%	N/A	*	*	*	*
White	53%	59%	65%	40%	37%	60%	N/A	62%	73%	55%	44%	58%	N/A	55%	65%	50%	55%
ELL	11%	17%	6%	*	*	12%	N/A	4%	23%	6%	*	12%	N/A	5%	18%	20%	*
Low SES	28%	33%	26%	21%	22%	39%	N/A	44%	42%	31%	37%	32%	N/A	20%	45%	32%	31%
Sp Ed	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
PUSD	73%	71%	96%	65%	78%	71%	N/A	59%	96%	66%	78%	74%	70%	72%	92%	63%	81%
African American	*	*	N/A	*	N/A	71%	N/A	*	N/A	*	*	77%	*	*	N/A	*	*
Asian	77%	74%	*	61%	85%	77%	N/A	72%	*	78%	78%	81%	56%	73%	*	72%	89%
Filipino	62%	68%	*	50%	65%	59%	N/A	48%	*	50%	77%	56%	*	65%	*	42%	55%
Hispanic	57%	67%	*	*	*	51%	N/A	40%	*	53%	*	69%	*	62%	*	*	*
Native American	*	*	N/A	N/A	N/A	*	N/A	N/A	N/A	*	N/A	*	*	*	N/A	N/A	N/A
Pacific Islanders	*	*	N/A	100%	N/A	*	N/A	*	N/A	*	N/A	*	N/A	*	N/A	N/A	*
White	76%	74%	97%	71%	78%	72%	N/A	62%	97%	66%	78%	73%	73%	74%	89%	65%	75%
ELL	31%	*	*	*	*	64%	N/A	*	N/A	*	*	57%	N/A	*	*	*	*
Low SES	53%	47%	*	*	73%	69%	N/A	69%	*	*	73%	49%	*	43%	*	*	*
Sp Ed	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.

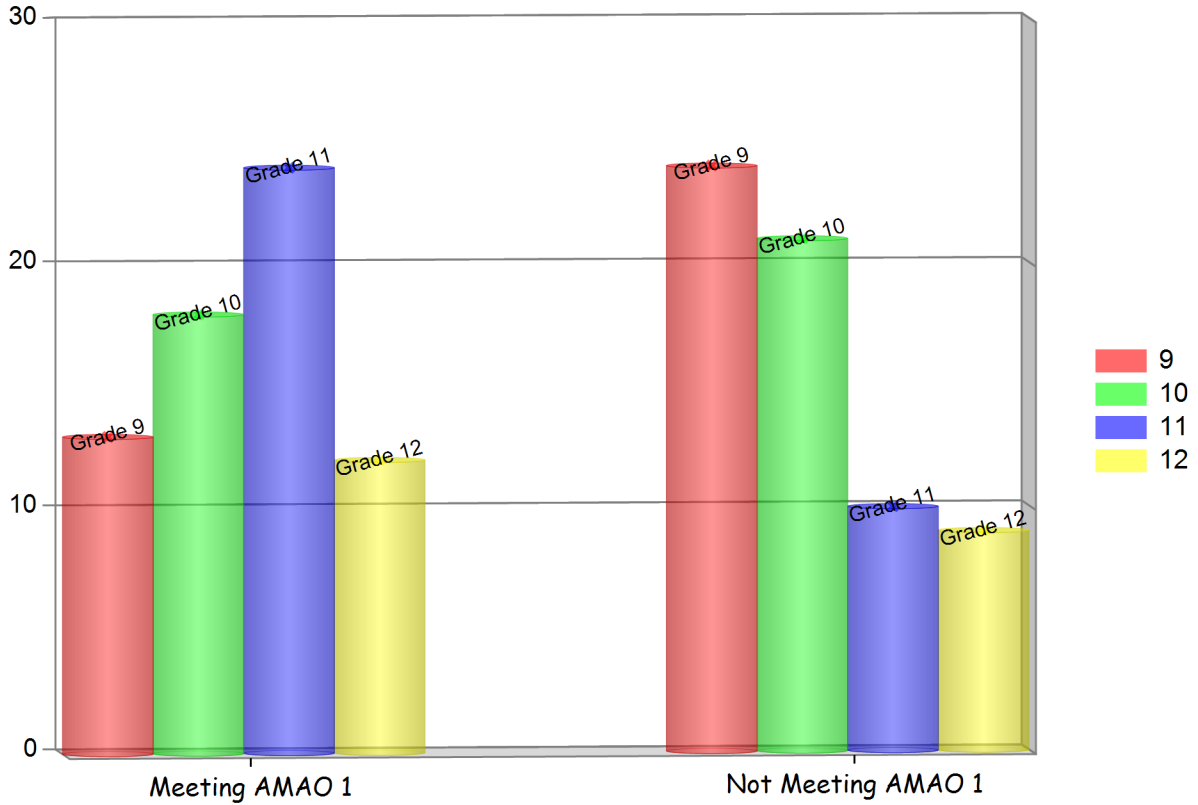
N/A - No students were tested.

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Poway 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
Schoolwide	573	98	98	99	99	99	99	80	73	77	80	77	75	851	857	854			98		
African American	18	100	88	95	100	100	95	50		61	50		61			801					
American Indian	5	100	100	100	100	100	100									720					
Asian	38	100	100	100	100	100	98	88	81	95	92	92	95	923	933	926					
Filipino	19	100	100	100	100	100	100	87	60	79	87	68	84			869					
Hispanic	89	96	97	97	98	97	98	55	45	52	54	54	53	716	749	741			92		
Pacific Islander	5	100	100	100	100	100	100									864					
White	399	98	99	99	99	99	99	85	79	82	85	82	79	874	875	876			99		
English Learner	66	97	98	100	99	98	100	31	23	38	37	50	43	651	701	670					
Low Socio-Economic	106	96	97	96	99	98	97	45	44	50	44	60	51	691	732	713					
Special Ed	59	83	87	97	98	93	96	29	23	37	32	26	28	567	604	620					

*** Includes only students in significant subgroups

**Poway High Annual Student Assessment
 AMAO #1 - Increase One CELDT Level or More
 Growth From Fall 2009 to Fall 2010**



Grade	Meeting AMAO 1	Not Meeting AMAO 1
9	13	24
10	18	21
11	24	10
12	12	9

II.B. DATA REPORTS

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	9	44.6	41.9	47.5	59.1	58.9	59.3	37.9	36.7	39.0
2010	9	48	46.6	49.5	52.0	66.1	62.3	38.7	37.7	39.7
2011	9	54.7	55.6	53.6	60.2	61.0	59.5	36.8	36.0	37.6

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
<p>Overall School-Wide SMART Goal</p>	<ul style="list-style-type: none"> • INTERVENTIONS: To close the achievement gap for all subgroups and struggling students through a system of school-wide and classroom interventions so that by 2011: <ul style="list-style-type: none"> • 75% of students score "Proficient" or "Advanced" on all California Standards Tests • 100% of students pass the California High School Exit Exam. 	<p>[]</p>	<p>[X]</p>	<ul style="list-style-type: none"> • PHS showed progress in closing the achievement gap for most subgroups, however, significant subgroups are still scoring below the goal of 75% proficient or advanced on the CSTs. • PHS showed consistency in the percentage of students passing the CAHSEE by graduation (99% pass rate), however, the goal of 100% has not been reached. 	<p>Possible contributing factors for making progress towards closing the achievement gap;</p> <ul style="list-style-type: none"> • A Hispanic/ELL at-risk student "task force" met regularly throughout the school year to analyze achievement data and develop interventions for this specific subgroup. • PHS sponsored an extended learning opportunity for the at-risk, Hispanic/ELL students. The cooperating teacher volunteered many hours a day to work individually with members of this subgroup, offering assistance with: homework, study skills, supplemental content instruction. • PHS offered an Academic Success Course during second semester. This course targeted at-risk EDY students and utilized AVID strategies to assist students with course work and organization. <p>While PHS made progress in closing the achievement gap (i.e. SPED Alg 1 +11%, Hispanic Alg 1 +23%) we were not successful in reaching the target goal of 75% advanced and proficient. Possible contributing factors are;</p> <ul style="list-style-type: none"> • As a result of budget decreases, class sizes have increased on average by seven students per class. • ELL and SPED classes have multiple academic levels of students combined into a single class period. • ELL teachers lack the training (differentiation, CLAD) and resources needed to address the different levels of students in these single class periods. • Time frame during the school year is not long enough to be able to measure academic growth. Growth for ELL students takes, on average, 3 to 5

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<ul style="list-style-type: none"> • STAFF DEVELOPMENT: To close the achievement gap for all subgroups and struggling students, PHS will offer focused staff development in the areas of formative assessment, common course assessments and expectations, and differentiation, so that by 2011: <ul style="list-style-type: none"> ○ 75% of students score “Proficient” or “Advanced” on all California Standards Tests ○ 100% of students pass the California High School Exit Exam. 	[]	[X]	<ul style="list-style-type: none"> • Although PHS showed an increase in the overall percentage of students scoring advanced and proficient on the CSTs, the goal of 75% was not achieved. • PHS continues to show consistency in the percentage of students passing the CAHSEE on the first try. 	<p>years.</p> <p>Possible contributing factors for showing progress in closing the achievement gap include:</p> <ul style="list-style-type: none"> • PHS has focused staff development opportunities on the following: <ul style="list-style-type: none"> ○ development and implementation of common course assessments ○ formative assessments ○ differentiation for struggling students ○ improving student engagement <p>While PHS made progress in closing the achievement gap, the goal of 75% was not reached. Possible contributing factors include:</p> <ul style="list-style-type: none"> • Department teams have expressed a desire to develop common assessments and benchmark assessments as an avenue to collect data more frequently. • Curricular teams have begun this work, however there is still more progress to be made. Curricular teams have a limited amount of time for collaboration. It has consistently decreased over the past two school years. We currently have only one day a month for team collaboration.
	<ul style="list-style-type: none"> • COLLEGE AND FUTURE READINESS: To prepare students for the future, PHS will place a high emphasis on acceptance, tolerance and respect for all individuals and groups; prepare all students with a rigorous course of study to equip them for college and careers after high school; and give students real world opportunities in all disciplines to train them to be life-long learners so that by 2011: <ul style="list-style-type: none"> ○ 75% students graduate college ready ○ 75% students take 1 AP course by 12th grade 	[]	[X]	<ul style="list-style-type: none"> • PHS continues to show improvement in the percentage of students meeting the A-G requirements and graduating college ready, however, the goal of 75% was not achieved. • PHS continues to show improvement in the percentage of students taking at least one AP course by the 12th grade, however, the goal of 	<ul style="list-style-type: none"> • PHS continues to educate students regarding the hate-harassment policy, bullying and cyber-bullying. • PHS continues to expand the student services center by offering more student mediation services, peer counselors, and PLUS (peer leadership uniting students) • PHS continues to support the development of clubs on campus that represent/celebrate diverse cultures. • PHS offered more sections of AP courses and counselors worked to identify and recruit students for

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<ul style="list-style-type: none"> ○ 100% students report feeling safe and respected on campus ○ 100% seniors will participate in and present a senior project 			<p>75% was not achieved.</p> <ul style="list-style-type: none"> ● PHS continues to review student surveys (Healthy Kids and Peer Counseling), communicate with individual and groups of students in an effort to make progress towards meeting the goal relative to student safety. ● PHS continues to show consistency in the percentage of students participating in and presenting a senior project, however, the goal of 100% was not achieved. 	<p>these courses.</p> <ul style="list-style-type: none"> ● PHS continues to offer workshops focused on careers, college applications, scholarships, etc. ● PHS counselors encourage all students to maintain A-G eligibility. PHS A-G courses are the foundation of a students' curriculum map. ● PHS continues to offer, expand and support our CTE/ROP courses. ● PHS teachers continue to collaborate and develop problem based learning experiences that allow students to connect their learning to the real world. ● PHS teachers continue to develop students' higher cognitive skills within the instructional environment.
English Learners (required)	<ul style="list-style-type: none"> ● ELA ● 20% of ELLs score proficient or advanced on CST ● 55% of ELL students will advance one "band" on the CST ● 55% of ELLs make progress on the CELDT (make one level progress per year or 2 years at level 3) ● Decrease by 20% the number of students scoring below basic and far below basic on CST ● MATH ● 25% of ELLs score proficient or advanced on Math CST ● Decrease by 20% the number of students scoring below basic and far below basic on CST ● SCIENCE ● 30% of ELLs score proficient or advanced on CST ● Decrease by 20% the number of students scoring below basic and far below basic on CST 	[]	[X]	<ul style="list-style-type: none"> ● PHS showed a decrease in ELL student performance on ELA standards. ● PHS showed a decrease in ELL student performance on Math standards. ● PHS showed a decrease in ELL student performance on Science standards. ● PHS showed a slight increase in ELL student performance on Social Science standards. 	<ul style="list-style-type: none"> ● During the 2010-2011 school year, PHS had a greater number of new enrollments of Level 1 ELL students. ● While efforts are being made to differentiate instruction, teachers need more training in strategies specific for ELL students. ● PHS continues to provide staff training regarding how to identify and track ELL progress. ● PHS Sheltered courses contain all grade levels and CELDT levels, thus providing a more challenging environment for the classroom teacher to meet the needs of all students.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<ul style="list-style-type: none"> • SOCIAL SCIENCE • 20% of ELLs score proficient or advanced on CST • Decrease by 20% the number of students scoring below basic and far below basic on CST 				
	<p>ELA</p> <ul style="list-style-type: none"> • 50% of ELL students will pass the CAHSEE on the first try <p>Math</p> <ul style="list-style-type: none"> • 65% of ELL students will pass the Math CAHSEE on first try 	[X]	[]	<ul style="list-style-type: none"> • PHS showed an increase in the percentage of students passing the ELA CAHSEE on the first try. • PHS showed an increase in the percentage of students passing the Math CAHSEE on the first try. 	<ul style="list-style-type: none"> • PHS has increased staff development relative to instructional strategies for ELL instruction. • PHS continues to offer CAHSEE prep opportunities during 6.5 classes, Saturday school, and in the newly offered academic success courses. • PHS uses the Revolution Prep program within the ELL classes to help prepare students for the CAHSEE. • PHS teachers have embedded more ELA and Math CAHSEE prep questions into their daily lessons.
Students with Disabilities (required)	<ul style="list-style-type: none"> • Continue to decrease the gap between general education and SPED students who score proficient or advanced on the CST ELA and Math • 65% of SPED students pass the CAHSEE ELA on the first try 	[X]	[]	<ul style="list-style-type: none"> • PHS showed an increase in the percentage of SPED students scoring proficient or advanced on the ELA standards. • PHS showed an increase in the percentage of SPED students scoring proficient or advanced on the Math standards. • PHS showed an increase in the percentage of SPED students who passed the ELA portion of the CAHSEE on the first try. 	<ul style="list-style-type: none"> • The Special Education Department has continued to focus on aligning SPED English and Math courses with state standards. • There continues to be an increase in the number of special education students enrolled in mainstreamed and collaborative English courses. • There continues to be an emphasis on differentiating instruction to meet the needs of all students. • Summative and formative assessments are used to guide instruction. • The Special Education Department continues to increase communication with other special education teachers and general education teachers relative to the academic progress and individual needs of students with IEPs.
	<ul style="list-style-type: none"> • 75% of SPED students will pass the CAHSEE in Math on the first try 	[]	[X]	<ul style="list-style-type: none"> • Although PHS showed a decrease in the percentage of SPED 	<ul style="list-style-type: none"> • The Special Education SDC population was larger than the group that tested previously.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
				students passing the Math portion of the CAHSEE on the first try, the actual number of students only varied slightly, thus maintaining a consistent pass rate.	<ul style="list-style-type: none"> The Special Education and Math Departments continue to integrate CAHSEE curriculum and practice questions into Mathematics courses.
GATE (required)	<ul style="list-style-type: none"> To increase by 25% the number of GATE students enrolled in Honors or Advanced Placement classes. 	[]	[X]	<ul style="list-style-type: none"> PHS showed no significant growth or decline in the number of GATE identified students enrolled in Honors or Advanced Placement classes. 	<ul style="list-style-type: none"> PHS offered fewer sections of Honors and Advanced Placement courses due to declining student enrollment and the need to meet the 38:1 student to teacher ratio. PHS identified a new GATE coordinator after the school year began and this individual has since resigned from the position.
Educationally Disadvantaged or Title I Students (required)	<ul style="list-style-type: none"> Decrease the gap between general education and educationally disadvantaged students scoring proficient on Math and ELA CST. 	[]	[X]	<ul style="list-style-type: none"> Although the gap between the percentage of students achieving advanced or proficient on Math Standards increased, the percentage of EDY students scoring advanced or proficient improved by nine percentage points. PHS showed no significant growth or decline in the number of EDY students achieving advanced or proficient on ELA Standards. PHS maintained the current achievement levels with the EDY population. 	<ul style="list-style-type: none"> PHS enrolled at-risk EDY students into a Spring semester academic success course. The study skills and individual academic supports received may have contributed to the increase and maintenance of the percentage of students achieving advanced or proficient on ELA and Math Standards. PHS enrolled at-risk EDY students into 6.5 classes and CAHSEE prep courses to provide academic intervention and support.

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
Schoolwide for all students	<p>INTERVENTIONS: To close the achievement gap for all subgroups and struggling students through a system of school-wide and classroom interventions so that by 2012:</p> <ul style="list-style-type: none"> • 75% of students score “Proficient” or “Advanced” on all California Standards Tests • 100% of students pass the California High School Exit Exam. 	<ul style="list-style-type: none"> • PHS will continue to provide struggling students with alternatives, options, and support to improve student achievement through the following interventions: <ul style="list-style-type: none"> ○ PLATO ○ 6.5 classes ○ Saturday School ○ Academic Success Class ○ Teacher Tutorial & After School Math Tutorial ○ Summer School Placement ○ CAHSEE Intervention Classes 	<ul style="list-style-type: none"> • Progress reports and Semester grades • Student enrollment in 6.5 classes, academic success and CAHSEE intervention classes • Student participation in Saturday school, summer school, and tutorials • CST scores • CAHSEE scores 	<ul style="list-style-type: none"> • Continued funding for intervention classes • Professional development focused on identifying and differentiating for at risk students • Training for selected Math and English teachers weaving CAHSEE questions into course curriculum • Staff development focused on developing and implementing formative assessments and using data collected to revise teaching strategies

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>STAFF DEVELOPMENT: To close the achievement gap for all subgroups and struggling students through staff development, particularly in the area of common course assessments, formative assessments, student engagement and differentiation, so that by 2012:</p> <ul style="list-style-type: none"> • 75% of students score “Proficient” or “Advanced” on all California Standards Tests • 100% of students pass the California High School Exit Exam. 	<ul style="list-style-type: none"> • Provide focused staff development during professional growth days on formative assessments, summative assessments, data analysis, student engagement and differentiation strategies. • Use staff development Mondays to allow curricular teams to continue to develop common and formative assessments and analyze data to identify struggling students. Once teachers identify students who do not meet the targeted benchmark, reteaching and differentiation strategies will be implemented. This collaboration time takes place once a month. PHS is working creatively to try to increase the amount of collaboration time for curricular teams to be weekly. • Provide staff with opportunities to participate in professional growth focused on instructional strategies for ELL and SPED subgroups • PHS administration has initiated an action plan to informally observe teachers on a daily basis. These mini-observations last a minimum of 5 minutes with an informal follow up meeting. This brief meeting allows the administrator to discuss assessment and how the needs of struggling students are being met • PHS administration is providing specific staff with literature regarding research based best practices and meeting the needs of our struggling subgroups 	<ul style="list-style-type: none"> • CST data • CAHSEE data • Teacher evaluations • Mini-observation qualitative data • Teacher feedback (surveys) • Curricular team meetings • Student engagement and student grades 	<ul style="list-style-type: none"> • Provide staff development around student engagement • Professional development time • Curricular team meeting time • Time to conduct mini observations • Literature on research based best practices
	<p>COLLEGE AND FUTURE READINESS: To prepare students for the future, PHS will place a high emphasis on acceptance, tolerance and respect for all individuals and groups; prepare all students with a rigorous course of study to equip them for college and careers after high school; and give students real world opportunities in all disciplines to train them to be life-long learners so that by 2012:</p> <ul style="list-style-type: none"> • 75% students graduate college ready • 70% students take 1 AP course by 12th grade • 100% students feel safe • 100% seniors will participate in and present a senior project 	<ul style="list-style-type: none"> • PHS will continue to set high expectations for all students by enrolling students in A-G courses and encouraging students to take honors and advanced placement courses. • PHS will continue to provide students with a variety of ROP and CTE course electives. • PHS counselors will continue to monitor and assess students who are at-risk of not meeting A-G requirements and will provide the necessary interventions to keep these students on track in meeting A-G requirements. • PHS will continue to offer a variety of Advanced Placement courses and will encourage all students to take these courses. • PHS will continue to incorporate the Senior Project into the 12th grade Social Science and English curricula. The Senior Project team will meet regularly to revise and "fine-tune" the project 	<ul style="list-style-type: none"> • Percentage of students completing A-G courses with a grade of C or better • Percentage of students completing at least one Advanced Placement course upon graduation • Course Offerings • Student Discipline 	<ul style="list-style-type: none"> • Online A-G Courses (PLATO) • Ability to offer remediation courses during the traditional school year. • Time for the Senior Project Team to meet during the school day and during the summer. • Access to social/emotional intervention

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>requirements and timelines.</p> <ul style="list-style-type: none"> • PHS will continue to educate students relative to behavior expectations focused on tolerance, acceptance and respect, and will monitor progress using the California Healthy Kids Survey and Peer Counseling Surveys. These educational strategies will include: <ul style="list-style-type: none"> ○ Class Presentations regarding Discipline Policies ○ Peer Counseling Program ○ Student Conflict Mediation ○ Student Services Programs ○ Counseling Services ○ PLUS Activities through Student Services ○ Guest Speakers ○ Individual student education regarding PUSD Hate/Harassment Policy 	<p>Referrals</p> <ul style="list-style-type: none"> • Student Participation in Student Services Programs 	<p>programs that may include school assemblies, guest speakers, counseling, etc.</p>
In addition to your schoolwide goals; include goals for critical groups				
<p>Education ally Disadvantaged Youth or Title I</p>	<ul style="list-style-type: none"> • Decrease the gap between general education and educationally disadvantaged students scoring proficient on Math and ELA CST by 10%. • Decrease the gap between the percentage of general education and educationally disadvantaged students meeting A-G requirements by 10%. 	<ul style="list-style-type: none"> • PHS will provide more parent education with an emphasis on interventions and homework strategies. • Counselors and administrators will advise students on ways to get involved with school activities. • Continue to increase the number of at-risk students enrolling in 6.5 support classes and attending Saturday School review and enrichment sessions. • PHS will continue to offer and support an academic support class designed to improve content area literacy in Math and ELA. The teacher and academic tutors will work directly with at-risk students to improve student achievement and organizational/study skills. • PHS will hold a Principal's Coffee Evening off-campus at the Community Library in an effort to try to get more diverse parents to attend. • PHS will continue to offer CAHSEE intervention and credit recovery courses (PLATO) for at-risk students. • PHS will provide staff development for teachers to develop differentiated lesson plans and formative assessments. • PHS will encourage teachers to use intervention referrals (counseling office) so that assistance can be provided to students earlier. 	<ul style="list-style-type: none"> • Percentage of students involved in activities (sports/clubs) • Student enrollment in 6.5 support classes • Student attendance at Saturday School • Grade reports and test data for students enrolled in academic support classes, CAHSEE Prep classes and PLATO • Percentage of parents in attendance at Principal's coffee • Curricular team collaboration and use of formative assessments • Student success in intervention classes will help determine the effectiveness of the referral process 	<ul style="list-style-type: none"> • Literature regarding parent interventions and homework strategies • Personnel to support the expansion of activities offered on campus • Personnel to support 6.5 classes and Saturday School • Build the Master Schedule to include academic support classes, CAHSEE intervention classes and PLATO

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
English Learners	<ul style="list-style-type: none"> • ELA • 20% of ELL score proficient or advanced on CST • 55% of ELL students will advance one "band" on the CST • 55% of ELLs pass the CAHSEE on the first try • 55% of ELLs make progress on the CELDT (make one level progress per year or 2 years at level 3) • Decrease by 20% the number of students scoring below basic and far below basic on CST • MATH • 25% of ELLs score proficient or advanced on Math CST • 70% of ELLs pass the Math CAHSEE on first try • Decrease by 20% the number of students scoring below basic and far below basic on CST • SCIENCE • 30% of ELLs score proficient or advanced on CST • Decrease by 20% the number of students scoring below basic and far below basic on CST • SOCIAL SCIENCE • 20% of ELLs score proficient or advanced on CST • Decrease by 20% the number of students scoring below basic and far below basic on CST 	<ul style="list-style-type: none"> • Continue to provide professional development focused on differentiating instruction for ELL students: 1. ELL teachers will receive training specific to student CELDT levels. 2. All staff will receive training focused on formative assessment strategies. 3. Increased collaboration between ELL and general education teachers regarding curriculum, instructional strategies, and assessments. • Regular ELL department meetings with an emphasis on classroom teaching strategies. • Interventions to be assessed based on progress reports, semester grades, and teacher feedback. • Impact teachers are provided to support sheltered math/English/social science/science courses. • Offer an academic support class for struggling students. • Target and recruit specific students into 6.5 courses who are not showing progress.(CST, CAHSEE, CELDT, A-G) • Communicate with parents, students, and teachers the importance of CELDT testing and academic achievement and hold intervention meetings with all stake holders at every grading period. • Teachers and administrators will encourage all ELL students to take the PSAT. • ELAC parent meetings will be scheduled and parents will be educated about high school graduation requirements, CAHSEE and A - G requirements. 	<ul style="list-style-type: none"> • CELDT data • CAHSEE data • CST data • Progress on A - G requirements • Student course grades • Parent involvement and feedback from ELAC meetings and through the parent liaison • Student participation in intervention programs • Teacher and Counselor feedback and recommendations • Student participation on the PSAT 	<ul style="list-style-type: none"> • Time for professional development • Time for teacher collaboration and ELL data analysis • Time for ELL department meetings and focused professional development on research based best practices • Personnel (impact teachers and instructional assistants) to support sheltered courses and intervention classes
GATE	<ul style="list-style-type: none"> • To increase by 15% the number of GATE students enrolled in Honors or Advanced Placement classes. 	<ul style="list-style-type: none"> • GATE coordinator will use data to communicate with teachers, parents and students to encourage them to challenge themselves in the areas of their strength. • GATE coordinator will collaborate with GATE coordinators at other PUSD school sites relative to student retention and success in the GATE program. • GATE coordinator will use data to assist in recruiting GATE identified students into Honors and AP courses. • Counselors will follow up with GATE students who are taking Honors or AP courses for the first time 	<ul style="list-style-type: none"> • Student transcripts, grades, and enrollment data for Honors and AP courses. • GATE student participation in the GATE program. • AP testing data • Counselor and Honors/AP 	<ul style="list-style-type: none"> • Time for GATE coordinator and counseling team to meet and analyze data. • Time for GATE coordinator to collaborate with other coordinators at PUSD schools. • Time for GATE coordinator to

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		and will evaluate their success.	Teacher feedback <ul style="list-style-type: none"> Identify GATE students who are not participating in honors or AP classes 	meet with parents of GATE students to determine the reasons why they are not participating in the GATE courses.
Students with Disabilities	<ul style="list-style-type: none"> Continue to decrease the gap between general education and SPED students who score proficient or advanced on the CST ELA and Math. 70% of SPED students pass the CAHSEE ELA on the first try. 70% of SPED students pass the CAHSEE in Math on the first try. 	<ul style="list-style-type: none"> PHS will emphasize the use of differentiation in SPED classrooms. PHS will continue to increase the number of collaboration classes offered. PHS will create linked, grade level learning strategies courses for students enrolled in collaboration classes. Interventions to be assessed and developed based on progress reports and semester grades. Continue to increase communication between case managers regarding at risk students. Continue to communicate and collaborate with general education teachers regarding strategies for meeting the needs of main-streamed special education students and aligning L-classes with the standards. Continue to monitor and place students in CAHSEE intervention courses. 	<ul style="list-style-type: none"> CST, CAHSEE and student academic grade data. Special Education teacher feedback relative to collaboration courses and linked Learning Strategies courses. Use achievement data and teacher feedback to monitor the effectiveness of the intervention strategies. 	<ul style="list-style-type: none"> Time for teacher collaboration relative to data analysis and effectiveness of current instructional and intervention strategies. Professional Development related to formative assessment and differentiation strategies. Build the master schedule to support the collaboration and linked learning strategies courses.

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

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<ul style="list-style-type: none"> • Monday morning professional development time; staff development days; discussions with School Site Council; Administrative planning and leadership; Department Chair leadership. • District led webinars - jing, use of SAS Curriculum Pathways content. • District led staff development - more uses for Learning Point (Learning Point Beyond the Posts), Safe Assign - what it is and how to use it. • Site led staff development - how to form and use a discussion board, how to use wimba and pronto, sharing and teaching about ELL strategies that work, sharing ideas and ways to incorporate the conceptual teaching of mathematics in daily lessons, formative assessments, content literacy, differentiation strategies. • Staff development relative to technology, i.e.: Smart Boards, Promethean Boards, Document Cameras, PLATO, Revolution Prep, Read 180, Language! Program and other instructional software specific to world languages and English Language Learners. 	<ul style="list-style-type: none"> • Discussions with School Site Council; Administrative planning & leadership; the Foundation; PTA, Back to School Night; ELAC representatives, Coffee with the Principal at PHS and at Poway Library, E-bulletin, Marquis, Connect-Ed, PHS website, Hispanic Community Liaison, Parent Conferences with Administration and Counselors. These avenues allow PHS to recruit "new" parents and engage them in academic and educational conversations. 	<ul style="list-style-type: none"> • Monday morning professional development time; staff development days; discussions with School Site Council; Administrative planning and leadership; Department Chair leadership, PHS foundation. • Student representatives on School Site Council, Poway High Foundation and Associated Student Body.

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

While PHS does some articulation with the feeder middle schools, it is an area we are currently improving. PHS counselors visit the feeder schools and work with middle school staff and students. Administration and members of the high school math department collaborate with TPMS and MBMS math departments to improve placement of math students. In addition to the school visits, incoming freshmen work with PHS ASB link crew as an introduction to expectations of students at the high school level. PHS has also released a full time teacher to work in student services. Her day consists of assisting students with social emotional issues. Additionally, PHS hosts a Back To School Night at which counselors meet with the parents of 9th grade students and share information relative to behavior and graduation requirements. They also make themselves available for questions and individual meetings with parents and students. To support student transition to post-secondary institutions and programs, PHS SPED case managers work with students to complete a transition plan which includes the California Career Zone survey and extensive research relative to all the resources required for a student to meet their post-secondary goals. PHS counselors meet with students and parents to complete college applications, scholarship applications, letters of recommendation and/or assisting students in researching vocational opportunities. PHS Social Science and English teachers work with students to complete a Senior Project that includes researching potential career opportunities as well as exposure to the public and private sector career fields.

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

During the first week of school, teachers will review with the students, all of the attendance and discipline-related information. During the first and second month of school, administrators go to classrooms and review student discipline, consequences, and expectations to make sure that everyone is informed of the school rules; attendance is taken during the presentations. The handbook also reviews the steps of discipline, which range from warning, to detention, community service, ISS and home suspension. Administration also informs students about intervention services such as counseling, peer mediation, wellness for students, conflict resolution, and anger management. Also, interlude intervention services are employed such as counseling, Saturday School, participation in Red Ribbon Week, participation in National Suicide Awareness Month, programs/assemblies, character education, conflict resolution and alternatives to classroom instruction. For the 2011-2012 school year, PHS has released a teacher, Traci Barker-Ball, full time for support in student services. Traci works with students in a variety of capacities (social-emotional, academic). She coordinates our Peer Counseling Program, directs conflict mediation at the request of administration, allows students to see her in times of need (open-door policy). Also, PUSD has adopted a stay-put policy that PHS has implemented and it is monitored by Traci Barker-Ball. Under this policy, students are allowed to remain at their home school following a violation of Ed. Code 48900 (c). These students are required to complete 3 drug tests and 26 hours of counseling, education and after care programs. Students also have opportunities to participate in smoking cessation classes/support group, anger management classes/support group and bullying prevention support groups (PLUS activities).

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.

Program	Grade Level(s)	Minutes
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	120 Hours
Character Counts	K-12th	15 Hours
Before and After School (ASES)	6th-8th	
Second Step	Pre-K-8th	
Steps to Respect	3rd-6th	
Every 15 Minutes - CHP	9th-12th	60 Hours

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

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
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	24,622
EIA-SCE: Economic Impact Aid - State Compensatory Education	49,949

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

Program	Budgeted Amount	Percentage of Total District Allocation	Centralized Services (Description Below)
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	Judy Iverson	Original signature page on file at the district office.	
Special Education	Mindy Karp		
Title I (if applicable)			
Library	Katherine Powell		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[]	[]	[X]	[]	[]	5/12	Rafael Lopez		
[]	[X]	[]	[]	[]	5/11	Colin Young	Original signature page on file at the district office.	
[]	[X]	[]	[]	[]	5/11	Aaron Little		
[]	[X]	[]	[]	[]	5/11	Jacquelyn Whitaker		
[]	[X]	[]	[]	[]	5/11	Mary Jo Thomas		
[X]	[]	[]	[]	[]		Scott Fisher		
[]	[]	[]	[X]	[]	6/12	Gary Vinyard		
[]	[]	[]	[]	[X]	6/12	Marissa Hayne		
[]	[]	[]	[X]	[]	6/13	Rebecca Wardlow		
[]	[]	[]	[X]	[]	6/13	Brock Ortega		
[]	[]	[]	[]	[X]	6/12	Drew Reynolds		
[]	[]	[]	[]	[X]	6/12	Kristin Cooper		
1	4	1	4	2	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on Wednesday, January 11, 2012.

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: Poway High School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091

**Budget Summary for
Poway High School**

2011 ENTITLEMENT:	<u>\$24,955</u>	\$PER STUDENT:	<u> </u>
PLUS CARRYOVER:	<u>-\$333</u>	# OF STUDENTS:	<u> </u>
TOTAL SITE BUDGET:	<u>24,622</u>	TOTAL ENTITLEMENT:	<u>0</u>
BUDGETED EXPENDITURES			

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	1,000					1,000
1100-014: TEACHER HOURLY	20,000					20,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	21,000	0	0	0	0	21,000
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
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
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS	500					500
4200-010: OTHER BOOKS	500					500
4300-010: SUPPLIES	622					622
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	500					500
4300-099: RESERVE						0
	2,122	0	0	0	0	2,122
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE	500					500
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS	1,000					1,000
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
	1,500	0	0	0	0	1,500
6000 CAPITAL OUTLAY						
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						0
TOTAL SITE BUDGET:	24,622	0	0	0	0	24,622

V.D. BUDGET DEVELOPMENT FORM

SITE: Poway High School
 PROGRAM: Economic Impact Aid - State Compensatory Education
 RESOURCE NUMBER: 7090

**Budget Summary for
Poway High School**

2011 ENTITLEMENT:	<u>\$36,320</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$13,629</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>49,949</u>	TOTAL ENTITLEMENT: <u>0</u>
		BUDGETED EXPENDITURES

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
1000 CERTIFICATED SALARIES						
1100-010: TEACHER'S SAL. REGULAR	46,949					46,949
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY						0
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	46,949	0	0	0	0	46,949
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
3000 EMPLOYEE BENEFITS						
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
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	1,000					1,000
4300-099: RESERVE						0
	1,000	0	0	0	0	1,000
5000 CONTRACTED SERVICES						
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	1,000					1,000

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
	1,000	0	0	0	0	1,000
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	1,000					1,000
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	1,000	0	0	0	0	1,000
TOTAL SITE BUDGET:	49,949	0	0	0	0	49,949

VI. ADDENDUM (Optional)