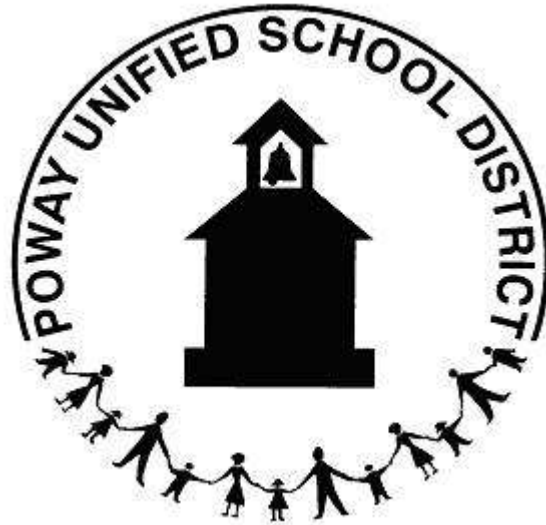


**Rancho Bernardo High School
Single Plan for Student Achievement
2011-12**



**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

It is an expectation of the Poway Unified School District that upon graduation from high school, students will be prepared to pursue a wide variety of reasonable options including admission to college. Rancho Bernardo High School students are expected to successfully complete a course of study that prepares them to meet the a-g application requirements of the CSU/UC systems, and that also prepares them for the world of work and for making a lifetime of informed decisions. Additionally, students will be offered opportunities to participate in a wide variety of extra- and co-curricular activities that help to produce balanced and productive adults.

Equitable Access to Rigorous and Engaging Learning Experiences

Rancho Bernardo High School is committed to ensuring all students are prepared for life after high school. This means they will possess the knowledge, skills, and abilities to attend college or pursue other educational options. To that end, our goal, as reflected in our WASC document, is for all students to score proficient or advanced on all California Standards tests (CST), pass the California High School Exit Exam (CAHSEE) on the first attempt, successfully complete University of California or California State University entrance requirements, and take at least one Advanced Placement class before graduation.

Capacity Building

Rancho Bernardo High School is committed to creating opportunities for students to experience personalized learning via programs such as: open access to all classes, College Prep Math, AVID, tutorial, Freshman Success Support, 6 ½ period courses to support study skills for EL students, 6 ½ period academic skills support class for at-risk students at all grade levels, 6 ½ period class supporting Junior and Senior students that have not passed the CAHSEE, Robotics and BioMed programs, individual student support from counselors, and the Human Relations Conference. All 9th, 10th and 11th grade students access the web-based COIN-3 program to complete career interest survey's (grades 9 & 11), research colleges (9th), and identify colleges that offer programs that support career interests (11th) of the student. Students at RBHS have the opportunity to explore careers and meet college a-g requirements via the ROP course offerings in Business, and the Visual & Technical Arts departments.

Multiple Pathways

Through a diverse offering of academic, physical education, and ROP courses students have multiple ways to meet graduation and college entrance requirements. Additionally students may pursue coursework in a variety of settings beyond the "seat time" of the traditional high school i.e.: on-line courses, Adult School, and community college courses.

Organizational Support Systems

To provide challenging educational experiences for all students, Rancho Bernardo High School provides staff with professional development time, alternative evaluations, and Teacher Learning Communities to: create and analyze formative common course assessments, align curriculum and grading practices, develop and expand literacy strategies across the curriculum.

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	Grades 2-11	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
UCSD Math Readiness Tests	Formative	To determine the skill of students about to enter an advanced math course	Students enrolling in Algebra, Geometry, Algebra II, Trigonometry, Statistics	Fall as students begin or in the Spring to determine placement	Useful to determine placement of students. Used by teachers to assess the skills of entering students and planning instruction accordingly
PSAT	Formative	Used to predict performance on the SAT	All grade 10 students	Fall	A useful tool to identify student AP potential for college prep and to encourage students to take the SAT in Grade 11 or 12
English Common Course Benchmark Exams	Summative	Diagnostic/ Achievement	Students enrolled in selected courses	Typically end of course semester	Useful to focus department dialog around results. Checks teacher instructional pace and student mastery. The results are used to determine student achievement and program effectiveness.
Mathematics Common Course Exams	Formative	To assess individual achievement of state standards	Students enrolled in selected courses	Ongoing	Useful to focus department dialogue around results. The results are used to determine student achievement and program effectiveness.
Chemistry Common Course Exam	Summative	To assess individual achievement of state standards	Students enrolled in selected courses	Typically end of course	Useful to focus department dialogue around results. The results are used to determine student achievement and program effectiveness.
Progress Report "D" and "F" lists, GPA's	Summative	To assess individual achievement of state standards	All	Semester	Useful to identify students who are struggling. Use to monitor A-G requirement completion
End-of-Semester Math Exams	Summative	To assess individual achievement of state standards	All students enrolled in Mathematics	End of semester	This authentic, rigorous form of assessment addresses computation and application skills directly related to the course of study. Results are used to determine student achievement and program effectiveness.
World Language department common assessment by chapter.	Formative	To assess individual achievement.	Students enrolled in selected courses	End of textbook chapter.	Used to determine student achievement and provide feedback to teacher and student. Data used to inform instruction and provide students area(s) to practice if needed.
World Language Departmental Final Exams	Summative	To assess students based on departmental goals. Data used to guide teachers in their instruction of what needs to be taught.	Students in Spanish 1-2, 3-4, and 5-6	End of semester	Used to focus departmental dialog on results. Used to determine student achievement, program effectiveness, and to place students in the correct language level.

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	Revisit annually	A detailed analysis of programs and procedures validated by external review The WASC action plan is used in addition to PUSD goals to develop the site SPSA goals.
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. This information is used to identify any downward trends so interventions may be designed if needed.
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
CAHSEE	Audit	To assess students minimum basic skills required for high school graduation	10-12	Annually	To ensure 100% of RBHS students meet the statewide graduation requirement and to evaluate school's effectiveness in teaching "the basics."
Graduation rates	Audit	To ensure each student receives a diploma	12	Annually	To monitor District target
At-Risk Student Support Group Feedback	Informal Survey	To gain insight on issues/struggles of at-risk student population	At-risk student participants	Annually	This valuable feedback keeps Programs Office staff informed about how well they are meeting the needs of some of RB High's most at-risk students.
CA Healthy Kids Survey	Survey	To gain information on health and welfare of students	9th and 11th grade students	Every two years	This survey provides important information regarding student health and wellness that is helpful when applying for grant funding or demonstrating compliance with existing grant requirements.
PTSA feedback	Verbal communication	PTSA provides a communication conduit between parents and staff and other school and community groups.	Parents	On-going	Among other things, information provided by the PTSA is valuable when considering additional services the school may offer to better meet the needs of our school community.
Survey of teachers, students and parents.	Survey	Determine school climate. Receive information regarding student, parent, and staff perspectives of the educational program	All parents, students and staff will have the opportunity to participate	Mid-year	Feedback will allow school to identify needs of stakeholders and determine where gaps exist.

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	Rancho Bernardo High School	District Name	Poway Unified
Principal	Paul Robinson	Superintendent	John P. Collins, Ed.D
Street	13010 Paseo Lucido	Street	15250 Avenue of Science
City, State, Zip	San Diego, CA 92127	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-485-4800	Phone Number	858-521-2800
FAX Number	858-485-4822	FAX Number	858-485-1322
Web Site	www.rbhs.org	Web Site	www.powayusd.com
E-mail Address	probinson@powayusd.com	E-mail Address	elehew@powayusd.com
CDS Code	37682963730819	SARC Contact	Eric Lehew

II.B. DATA REPORTS

Rancho Bernardo High School

Demographic Summary
for 2011-12 School Year

Address: 13010 Paseo Lucido
San Diego, CA 92127

Principal: Paul Robinson

Year of Construction: 1991

Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

9 th	10 th	11 th	12 th	Special Day Class
565	562	511	558	51

Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
2570	2431	2247

Student Demographics:

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
17%	7%	12%	3%	57%	5%

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

Limited English	Free/Reduced Lunch
5%	10%

Staff Demographics

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

Asian	Filipino	Hispanic	African-American	Caucasian	Other
4%	0%	5%	1%	88%	2%

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	
Rancho Bernardo High	538	93 %	222	38 %	316	55 %	41	7 %	372	64 %	112	19 %	130	22 %	129	22 %	1	0 %	207	36 %	579
African American or Black (not	18	95 %	4	21 %	14	74 %	1	5 %	11	58 %	2	11 %	2	11 %	7	37 %			8	42 %	19
American Indian or Alaskan Nat	2	67 %			2	67 %	1	33 %	1	33 %					1	33 %			2	67 %	3
Asian	115	96 %	65	54 %	50	42 %	5	4 %	93	78 %	49	41 %	32	27 %	12	10 %			27	23 %	120
Filipino	47	94 %	19	38 %	28	56 %	3	6 %	35	70 %	8	16 %	16	32 %	11	22 %			15	30 %	50
Hispanic or Latino	37	82 %	12	27 %	25	56 %	8	18 %	23	51 %	6	13 %	9	20 %	8	18 %			22	49 %	45
Pacific Islander	5	100 %			5	100 %			2	40 %					2	40 %			3	60 %	5
White (not of Hispanic origin)	331	95 %	132	38 %	199	57 %	18	5 %	223	64 %	56	16 %	77	22 %	89	26 %	1	0 %	126	36 %	349
English Learner	10	48 %			10	48 %	11	52 %	8	38 %	2	10 %	4	19 %	2	10 %			13	62 %	21
Low SES	30	79 %	3	8 %	27	71 %	8	21 %	18	47 %	4	11 %	8	21 %	6	16 %			20	53 %	38
Special Ed	35	80 %			35	80 %	9	20 %	7	16 %			4	9 %	3	7 %			37	84 %	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%

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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
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%

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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
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%	*	*	*	*	*

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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
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%	*	*	*	*	*

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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
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	*	*	*	*	*	*	*	*	*	*

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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.

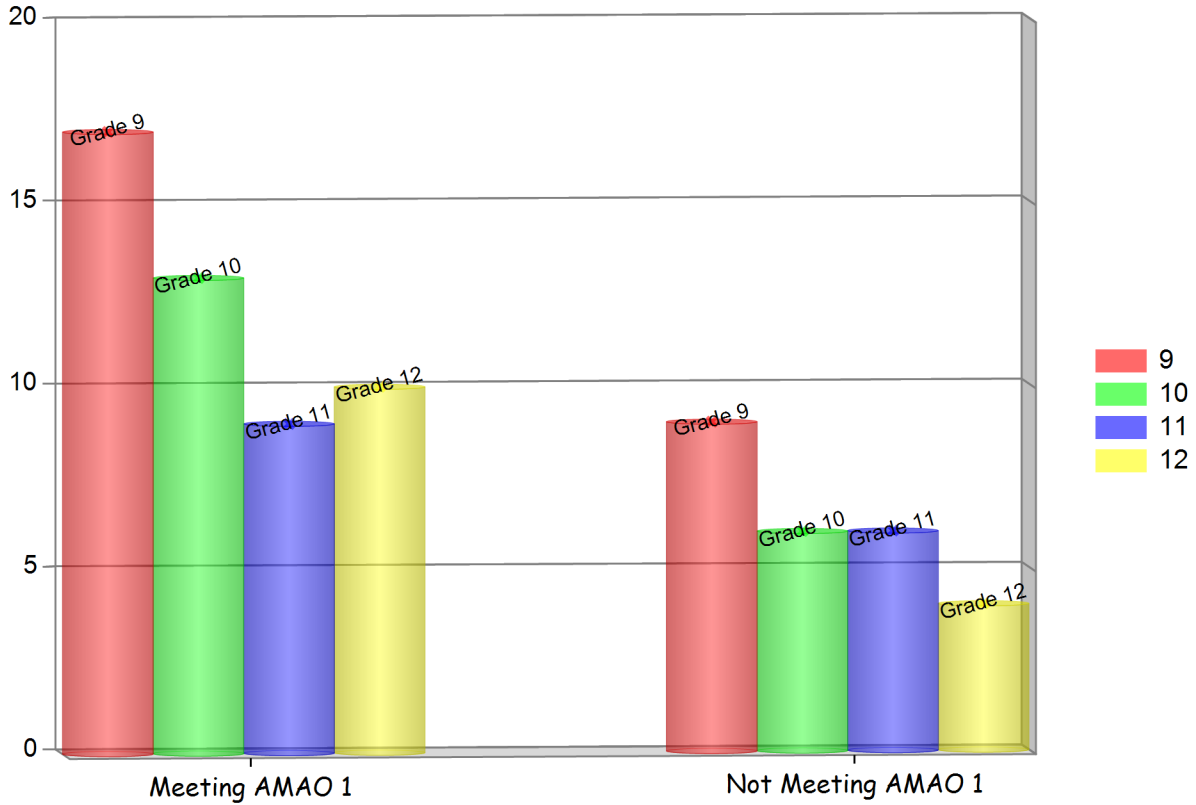
N/A - No students were tested.

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2011
Rancho Bernardo 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
Schoolwide	528	100	99	99	99	99	99	79	82	80	84	85	82	841	855	841	Y			98		
African American	21	100	100	100	100	100	100	61	35	67	64	40	52			739						
American Indian	1	100	100	100	100	100	100															
Asian	106	100	99	100	100	99	100	76	86	80	93	94	92	891	912	908				99		
Filipino	36	100	100	93	100	100	93	70	84	94	77	86	94	825	874	844						
Hispanic	57	99	97	99	100	97	99	81	73	67	78	73	70	804	802	772				97		
Pacific Islander	6	100	100	100	100	100	100									776						
White	299	99	98	99	99	99	99	82	85	82	84	87	82	842	855	838				99		
English Learner	45	100	96	100	100	93	100	44	46	36	73	68	64		780	752				98		
Low Socio-Economic	45	100	94	99	100	96	100	53	58	47	42	74	54	734	791	750						
Special Ed	48	99	97	99	99	97	99	40	28	35	39	30	29	625	658	639						

*** Includes only students in significant subgroups

**Rancho Bernardo 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	17	9
10	13	6
11	9	6
12	10	4

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	62.3	66.8	58.4	59.1	58.9	59.3	37.9	36.7	39.0
2010	9	61.4	62.3	60.4	52.0	66.1	62.3	38.7	37.7	39.7
2011	9	56.1	57.4	54.8	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
Overall School-Wide SMART Goal	By June 2011, 73% of students will meet CSU/UC a-g requirements with a C or better	[]	[X]	69% of graduating senior students successfully completed A-G requirements with a grade of C or better. This is a drop from 71% completion rate in 2010.	As more students access rigorous courses, they need to be made aware of the additional support available during the school day via tutoring in the Bronco Center and after school 6-1/2 academic support classes. Strengthening student attendance at weekly tutorial for assistance.
	By June 2011, 76% of students take the SAT or ACT	[]	[X]	71% of seniors took the SAT, 30% of seniors took the ACT.	More students are taking college board exams as they prepare for post-secondary education.
	By June 2011, 68% of 12th grade students successfully complete at least one Advanced Placement class by graduation	[X]	[]	69% of graduating seniors successfully completed one or more AP course	Open access to AP courses, teacher support, and school-wide emphasis on academic rigor contribute to more students completing at least one AP course prior to graduation. Push in AVID tutor support in select AP courses.
	By June 2011, the schoolwide D/F rate will be reduced to 8%	[]	[X]	School-wide D/F rate increased to 17%	The loss of the Freshman Success Program in 2010-11 impacted student academic success and transition to high school. The program is reinstated for the 2011-12 school year. Teaching staff is examining scope and sequence of courses to meet student needs and the current student school year. Additional supports for At-Risk students need to be implemented for the 2011-12 school year.
	By June 2011, the API score of subgroups below 800 (on fall 2009 report) will increase by 5 points.	[]	[X]	API scores for Hispanic students dropped from 802 to 772 while Special Education students increased overall from 625 to 639. In additional API scores of low socio-economic status students rose from 734 to 750 (2009-2011)	The implementation of targeted after school academic interventions two days a week contributed to the increase in the API scores of low SES and SPED students.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	By June 2011, the schoolwide CST ELA proficiency rate will increase from 79% proficient to 80% proficient	[X]	[]	CST ELA school-wide is 80% proficient (per district accountability report)	English Department examination of best classroom practices and targeted instruction to standards contributed to improved scores
	By June 2011, the schoolwide CST Math proficiency rate will increase from 84% proficient to 85% proficient.	[]	[X]	CST Math school-wide has decreased from 84% in 2009 to 82% in 2011.	The increased class size in all math courses along with fewer instructional days were cited by Math department as significant contributors to the decrease in CST scores.
	By June 2011, have a defined Rtl plan in place.	[]	[X]	A defined Rtl plan was not completed.	Existing and current programs are under review as to their effectiveness and students they reach. A plan that includes an hierarchy of supports along with referral process and forms is in the process of development. All staff will be in-serviced on the variety of interventions and supports available to students at RBHS.
English Learners (required)	45% of English Learners will score proficient or advanced on the ELA CST by June 2011	[]	[X]	36% of the EL students scored proficient or advanced on the ELA CST in 2011. This is a drop from 44% in 2009.	EL students that are now in the general English classes need to be encouraged or mandated to participate in the 6-1/2 period support class when grades are below a C in any academic course. Relying on student choice for the support is not reaching many students in need of support. Additional support of impact teacher and instructional aide in core academic courses to assist EL students with the understanding of academic language.
	By June 2011, 69% of English Learners will score proficient or advanced on the Math CST	[]	[X]	The Math CST scores of EL students dropped from 73% proficient in 2009 to 64% proficient in 2011	There is a gap between EL student's prior learning and current placement in mathematics. Staff assists students in bridging the gap via lunchtime tutoring sessions and Thursday tutorials with mathematics teachers.
Students with Disabilities (required)	The D/F rate for students with disabilities will be reduced from 20% to 18% by June 2011	[]	[X]	D/F rate increased to 23%	Site Special Education team is addressing a variety of supports for students with disabilities. The adoption of the Language

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					curriculum along with before and after school classes are designed to increase student academic language and understanding of core textbooks. Sophomore student performance and supports are targeted.
	By spring 2011, 5% of the sophomore and junior students with disabilities will score proficient on the Algebra 1 CST.	[]	[X]	While 10% of the 11th grade students scored proficient/advanced on the Algebra 1 CST, 0% of the sophomores tested were proficient/advanced.	Increase in 11th grade scores can be attributed to students attending after school tutoring program and interventions during the school day. A targeted approach for the needs of sophomore students needs to be developed.
GATE (required)	By June 2011 95% of GATE students at each grade level will score proficient or advanced on ELA CST. By June 2011, 95% of GATE students at each grade level will score proficient or advanced on the math CST	[]	[X]	Sophomores and Juniors scored at 95% proficient only in High School Math. Freshmen scored 95% proficient in ELA, Algebra II, and High School Math	Many GATE students do not see a tangible benefit in performing to the best of their ability on the CST.
	90% of GATE students will complete one or more AP classes by the end of 12th grade.	[X]	[]	93% of 2011 GATE designated seniors took 1 or more AP courses prior to graduation.	Gate Coordinator met with all Gate students during both the 2010 and 2011 school years regarding academic rigor and course selection. Counseling staff encouraged students to take rigorous courses.
Educationally Disadvantaged or Title I Students (required)	Increase the 2011 API score of the educationally disadvantaged students 20 points to 754.	[]	[X]	API score is 750, a drop in 41 points from 2010.	Educationally disadvantaged students are in need of additional academic supports for English Language Arts. School site has developed an Academic Support course to meet this need for the 2011 school year.
	By June 2011, decrease the school wide D/F rate of the educationally disadvantaged students from 21% to 18%.	[]	[X]	D/F rate increased to 29%	Educationally disadvantaged students are in need of additional academic supports in the area of mathematics. School site has developed an Academic Support class to meet this need during the 2011 school year. Additionally the staff is addressing best practices when teaching larger classes.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Additional goal(s) (optional)	50% of the economically disadvantaged students will score proficient or advanced on the English Language Arts CST.	[]	[X]	48% proficiency rate on ELA CST	Economically disadvantaged students are in need of additional academic supports for English Language Arts. School site has developed an Academic Support course to meet this need during the 2011 school year.
	35% of the economically disadvantaged students will score proficient or advanced on the Math CST	[X]	[]	54% of educationally disadvantaged students scored proficient or advanced on the Math CST	Economically disadvantaged students are in need of additional academic supports in the area of mathematics. School site has developed an Academic Support course to meet this need during the 2011 school year. Additionally the staff is addressing best practices when teaching larger classes.

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	By June 2012, 73% of students will meet CSU/UC a-g requirements with a C or better	<ul style="list-style-type: none"> • Students are provided support in all courses via classroom tutorial once a week • Institution of school "No Zeros" program to address missing assignments • Increase communication with students and parents via web access to grades (Genesis pilot and Learning point) • Emphasize AVID strategies in targeted classrooms (those with AVID clusters) • Provide opportunities via 6 1/2 period to support student learning. • Development of classroom management strategies and best pedagogical practices to address larger class sizes. • Departmental review of the scope and sequence for each course to determine pacing to align with current 175 days of instruction 	<ul style="list-style-type: none"> • Review grades at each 6 week grading period. • Course request forms - to identify courses requested by students. 	<ul style="list-style-type: none"> • 6-1/2 period class Learning point Genesis parent portal • Departmental use of Professional Growth time to review pedagogical practices along with analysis of the curricular scope and sequence.
	By June 2012, 76% of students take the SAT or ACT	<ul style="list-style-type: none"> • Promotion of taking the PSAT as sophomores and juniors to prepare for SAT. • Promotion of all ACT and SAT test dates via web, ed-connect, newsletters, and announcements. 	PUSD generated SAT AP A-G report from student report center	Ed-Connect, RBHS Newsletter, school bulletin, announcements, bulletin boards, and counseling web-site.
	By June 2012, 70% of 12th grade students successfully complete at least one Advanced Placement class by graduation.	Counseling department guides students towards AP courses that will enhance the student skill set.	Profile Study on A-G completion and non-completion students (PUSD generated - student report center)	Counseling Department, teacher recommendations, GATE coordinator student meetings.

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	By June 2012, the schoolwide D/F rate will be reduced to 8%	<ul style="list-style-type: none"> Students are provided support in all courses via classroom tutorial once a week Institution of school. "No Zeros" program to address missing assignments. Increase communication with students and parents via web access to grades (Genesis pilot and Learning point). Emphasize AVID strategies in targeted classrooms (those with AVID clusters). Provide opportunities via 6 1/2 period to support student learning. Development of classroom management strategies and best pedagogical practices to address larger class sizes. Departmental review of the scope and sequence for each course to determine pacing to align with current 175 days of instruction. 	<ul style="list-style-type: none"> Review grades at each 6 week grading period. Attendance sheets of students in No Zero program, correlated with academic grades Attendance sheets of Rtl 6 1/2 period class RBHS grade distribution report (end of course) by ethnicity and sub-groups 	<ul style="list-style-type: none"> No Zero's program Academic Support class for At-Risk students 6-1/2 period courses supporting academic learning strategies.
	By June 2012, the API score of subgroups below 800 (on fall 2009 report) will increase by 5 points.	<ul style="list-style-type: none"> Students are provided support in all courses via classroom tutorial once a week. Institution of school "No Zeros" program to address missing assignments. Emphasize AVID strategies in targeted classrooms (those with AVID clusters). Provide opportunities via 6 1/2 period to support student learning. 	AYP report (PUSD formatted in student report center)	<ul style="list-style-type: none"> 6 1/2 period classes, Saturday Classes, No Zero's program
	By June 2012, the schoolwide CST ELA proficiency rate will increase from 80% proficient to 81% proficient	<ul style="list-style-type: none"> Provide opportunities via 6 1/2 period to support student learning. Development of classroom management strategies and best pedagogical practices to address larger class sizes. Departmental review of the scope and sequence for each course to determine pacing to align with current 175 days of instruction. 	PUSD generated CST Percent Proficient and Advanced report (student report center)	6 1/2 period course focused on writing strategies.
	By June 2012, the schoolwide CST Math proficiency rate will increase from 82% proficient to 85% proficient.	<ul style="list-style-type: none"> Provide opportunities via 6 1/2 period to support student learning. Development of classroom management strategies and best pedagogical practices to address larger class sizes. Departmental review of the scope and sequence for each course to determine pacing to align with current 175 days of instruction. 	PUSD generated CST Percent Proficient and Advanced report (student report center)	Voluntary Saturday courses supporting acquisition of mathematical skills
	By June 2012, have a defined Rtl plan in place	Document/process created with input from General Education teachers, Counseling Department, Student	Completed plan presented to staff.	Multi-disciplinary meetings and conversations around

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		Services (programs office) and Special Education Department.		the variety of supports provided to students at RBHS
<u>In addition to your schoolwide goals; include goals for critical groups</u>				
Educationally Disadvantaged Youth or Title I	By June 2012, increase the average GPA of the RBHS identified EDY students by .2	In late May we will meet with at-risk student, who are transitioning from middle school, and their parents to give them the reading books for their 9th grade school year. Students will be provided with access to a website that will allow them to maintain their math skills over the summer. These student will also be placed in an academic success class along with READ 180 to support the areas of math and English. They will be placed as well in a 6.5 period class for remediation in reading and writing. In the class they will be provided assistance with English essays and projects. Students with zero's on assignments will be assigned to a mandatory afternoon tutor session where they will earn their way out by completing assignments. Plato or Aventa will be used as a credit recovery program until a credit recovery program can be incorporated into the master schedule. Laptop computers and printers along with individual student supplies will be required to support the student needs.	Teacher grade reports Student grades CST scores CAHSEE scores Practice CASHEE tests administered twice a semester	After school tutoring program Academic Success Class READ 180 program Laptop computers Printers Student supplies Web subscription to PLATO or Aventa Teacher compensation
	By June 2012, the average number of F's received by educationally disadvantaged students will be less than 3.	Success Class for incoming freshmen who have below a 2.0 GPA at middle school. These students have been designated by GPA, MAP scores and CST scores as being low performers. Each student will receive individual learning plans (constructed from the data that classified them as educationally disadvantaged) to provide them with a program targeting their specific needs. We want to give these students the best possible start in high school. Our goal is an overall average of less than 2 F's per student in this class, and to have them move up a band on their ELA and Math CST scores Read 180 is for incoming freshmen who have below a 2.0 GPA at middle school and whose MAP scores and or CST scores were basic or below basic in ELA. After school program with peer tutors and IAs and/or multiple teacher assistance to help students who are below proficient and who are not in one of the classes above. Our goal is to have these students achieve a 90% pass rate in Math and English Novels students can write in, allowing them to make notes clarifying terms and concepts as they read. Quarterly parent meetings with Success Class parents to share how their student is doing, and to share strategies on how parents can support these students throughout high school.	Student progress report cards RBHS end of course Grade Distribution Report CST scores The success class will be evaluated with a comparison of last year's GPA and CSTs to this year's GPA and CST's. Our goal is to have each student move up a band in ELA and Math and to have a 2.8 GPA or higher. Students in Read 180 will be evaluated on their reading level before and after they have completed the class. We will also be looking for a one band improvement in their ELA CST scores. The after school program will be measured by the	After school tutoring program Academic Success class No Zeros program Computer and printer access READ 180 course Credentialed teacher Instructional Assistant(s)

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
			frequency that students use it and how these students perform in their ELA and Math classes compared to previous years.	
English Learners	Currently enrolled English Learners will increase one level overall on the CELDT.	Impact teacher will be used to provide pullout ELD instruction for beginning ELL's during the regular school day and after school instruction in the language arts area of the CAHSEE. Provide ongoing instruction during summer school for beginning and intermediate ELL students. Integrate the use of SmartPen technology in content area classes for beginning and intermediate EL students.	CELDT scores comparison of fall 2011 to fall 2012	ELD teacher, Instructional Assistant, Impact teacher, Smartpens, additional instructional time (including summer school) parent involvement/training, Field Trips, IPAD/computer applications for EL students. CELDT scores. Instructor professional growth via CATESOL, ASCD or ACSA workshops/conferences targeted for EL educators.
	EL students exiting the ELD 3/4 class in 2012 will pass the CAHSEE the following spring (2013). EL students exiting the ELD 3/4 class in 2012 will score a 310 on the ELA portion of the CST in 2012	Impact teacher will be used to provide pullout ELD instruction for beginning ELL's during the regular school day and after school instruction in the language arts area of the CAHSEE. Provide ongoing instruction during summer school for beginning and intermediate ELL students. Integrate the use of SmartPen technology in content area classes for beginning and intermediate EL students. Provide after-school peer tutoring for current and former ELL students.	<ul style="list-style-type: none"> • CAHSEE Scores • CST scores 	ELD teacher, Instructional Assistant, Impact teacher, Smartpens, additional instructional time (including summer school) parent involvement/training, Field Trips, IPAD/computer applications for EL students. CELDT scores. Instructor professional growth via CATESOL, ASCD or ACSA workshops/conferences targeted for EL educators.
GATE	By June 2012 95% of GATE students at each grade level will score proficient or advanced on ELA CST. By June 2012, 95% of GATE students at	GATE coordinator will meet with all GATE identified students mid-year to review test results and course selections.	Student transcript review Course Request Form review	Release time for GATE coordinator to conduct student meetings.

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	each grade level will score proficient or advanced on each of the CST Math tests.			
	94% of GATE students will complete one or more AP classes by the end of 12th grade.	GATE coordinator will work with counselors and GATE identified students to encourage placement in rigorous academic courses.	Student/Coordinator conference	Release time for Coordinator to conduct student meetings.
Students with Disabilities	80% of the Special Education students will receive a C or better in all classes by June 2012	Support and communication between grade level Learning Strategies teachers, parents, and content teachers. Co-teaching model in core academic courses. Students access 6.5 academic support classes	Probes, progress reports, semester grades, learning strategies class.	6.5 period academic support class Use of Language! curriculum on a daily basis.
	By spring 2012, 5% of the sophomore and junior students with disabilities will score proficient on the Algebra 1 CST.	Case managers will monitor/support students progress in Algebra I via blue cards, and contact with math teachers. Department will discuss vocabulary of math terms and ways to assist student comprehension via word problems.	Blue cards, grade print-outs	Academic support class

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
Professional development support will be provided via D & F rate discussions and best pedagogical practices/classroom management techniques led by Department Chairs during weekly Staff Development time.	Parent access to student academic performance via Learning point and Genesis Parent Portal	Student access to Learningpoint.org website to track academic performance.
Focused departmental discussion and review of student work and forming instructional strategies.	English Language Advisory Committee meetings throughout the year. EL Parent night held with Back to School Night	Open access to co-curricular activities.
Professional development in the use of technology (i.e.: gradcam, Kahn Academy, Livescribe SmartPens, Learning point, Genesis grade program, hardware (Apple IPAD and other tablets, etc.) as a tool to improve teaching and learning.	Parents of students in the 6.5 period academic support class meet with counselor and assistant principal.	Access to extended learning opportunities (academic intervention class, 6.5 period classes)
Alternative Evaluation opportunities related to technology skills	Counseling holds PSAT teachback night for parents AP parent information night College Nights College Financial Aid night 8th grade parent night	Student eligibility for privileges based on academic progress, citizenship and work habits (FUN list)
Content area teacher and counselor participation in the AVID summer institute.	Friends of the Library - volunteering in library, copy room etc.	Students are actively involved in the development of their 4 year education plan and in the selection of courses.
TLC in the area of AVID reading/literacy training.	Parent participation in WASC focus groups	Participation in Saturday Classes held by "a-g" course teachers.
	Counselors meet with underperforming GATE students.	
	Parents are kept up to date in regards to school events, academic testing, and academic supports using Connected, personal phone calls, email, RBHS webpage, RBHS counseling Facebook page, and mailers. Parents can also contact school staff via RBHS.org with questions and concerns	
	AVID parent night (fall) and participation in the AVID site team. Monthly newsletters via email to AVID parents AVID calendar posted on website	

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

High school counseling staff coordinates with middle schools to meet with students and provide an overview of the high school program and to provide students with course request forms. Students, parents, middle school counselors and teachers work to select appropriate level courses for the students as they transition to high school. An 8th grade night is held for parents of eighth grade students to introduce parents to opportunities for students as they enter high school. Identified AVID students are invited to spend a half day at RBHS to experience classes along with RBHS AVID students. All 9th grade students are placed in a Freshman Success Class. Students are supported by an RBHS teacher and student Peer Counselors in their transition to high school.

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

The school-wide discipline plan is designed to foster resiliency factors for our students. Students are provided access to an on-line copy of the student handbook, which outlines all aspects of student requirements including academic progress, behavior expectations, athletic participation and a description of the activities and services available. Students and parents sign to verify they received the handbook and that they have read the enclosed school information. In addition, students and parents sign a separate form signifying they have read the school climate and discipline policies. These policies are aligned with our district core value to maintain a safe, orderly and attractive environment. Disciplinary interventions are progressive and include mandatory tutorial, detention, Friday School, In-School Suspension, and home suspension, as well as loss of privileges. To further inform our students of the most serious infractions that can result in suspension or expulsion, an all school discipline lesson is given in the individual classrooms during the first few weeks of school. The lesson includes a homework assignment in which the student informs the parent of these serious infractions. Handbooks are available year-round in the attendance office and in the counseling center, as well as on-line. RBHS employs a part-time community assistant aide as well as a part-time mentor aide in the centrally located Programs Office. This office provides support for students requiring assistance with daily living due to familial and circumstantial difficulties. Substance abuse prevention is one focus of this office, and referrals are provided through counseling and self-disclosure. Furthermore, special assemblies and activities designed to better connect students with school are managed through this office. Our Character Counts! program is designed to support the development of the whole child as a contributing member of society. Counseling is an integral part of discipline. The Counseling Office includes four counselors who provide academic and personal assistance. The counselors refer to the Programs Office as is appropriate to support student achievement. The counselors also train and manage the 74 peer counselors who work one on one with students. Peer conflict mediators are available at all times to accept referrals from the discipline office, as well as student self-referrals. Counselors monitor academic interventions offered to lower performing students and check efficacy results of the after school 6 ½ period course offerings. In addition to the discipline plan, RBHS also has a safety plan which encompasses campus supervision, disaster planning, and intrusion crises. Students and staff participate in practicing the different types of safety drills during the first semester. Plans are reviewed and updated on a yearly basis to address current student issues (i.e.:cyberbullying, substance use/abuse, bullying)

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	1890 minutes
Character Counts	K-12th	300 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

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	26,863
EIA-SCE: Economic Impact Aid - State Compensatory Education	64,361

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	Maureen Garland	Original signature page on file at the district office.	
Special Education	Stephanie Bowers		
Title I (if applicable)			
Library	Benn Von Wistinghausen		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[X]	[]	[]	[]	[]	June, 2013	Paul Robinson		
[]	[]	[]	[X]	[]	June 2012	Chris Anderson	Original signature page on file at the district office.	
[]	[]	[]	[X]	[]	June, 2012	Debbie Kupetsky		
[]	[]	[]	[X]	[]	June, 2011	Fred Zarcilla		
[]	[X]	[]	[]	[]	June, 2013	Sharon Golightly		
[]	[X]	[]	[]	[]	June, 2012	Holly Lecakes-Jones		
[]	[X]	[]	[]	[]	June, 2013	Leann Marshall		
[]	[X]	[]	[]	[]	June, 2012	Tim Steigerwald		
[]	[]	[X]	[]	[]	June, 2013	Robbie Bowers		
[]	[]	[]	[]	[X]	June, 2013	Paige Byrd		
[]	[]	[]	[]	[X]	June, 2012	Samantha Gurley		
[]	[]	[]	[]	[X]	June, 2012	Brianna Edwards		
1	4	1	3	3	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 January 10, 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: Rancho Bernardo High School
 PROGRAM: Economic Impact Aid - English Learners
 RESOURCE NUMBER: 7091

**Budget Summary for
 Rancho Bernardo High School**

2011 ENTITLEMENT:	<u>\$16,585</u>	\$PER STUDENT:	<u> </u>
PLUS CARRYOVER:	<u>\$10,278</u>	# OF STUDENTS:	<u> </u>
TOTAL SITE BUDGET:	<u>26,863</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	6000.00					6,000
1100-012: TEACHER SUB	1000.00					1,000
1100-014: TEACHER HOURLY	4775.00					4,775
1900-010: OTHER CERTIFICATED REGULAR	2775.00					2,775
1900-014: OTHER CERTIFICATED HOURLY						0
	14,550	0	0	0	0	14,550
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR	2000.00					2,000
2100-012: INSTRUCTIONAL AIDE SUB	500.00					500
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	2,500	0	0	0	0	2,500
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED	100.00					100
3212-000: PERS – CLASSIFIED	100.00					100

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED	100.00					100
3312-000: FICA – CLASSIFIED	100.00					100
3321-000: MEDICARE – CERTIFICATED	100.00					100
3322-000: MEDICARE - CLASSIFIED	100.00					100
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	25.00					25
3601-000: WORKERS COMP INS – CERTIFICATED	25.00					25
3602-000: WORKERS COMP INS - CLASSIFIED	25.00					25
3802-000: PERS Recapture - CLASSIFIED						0
4000 BOOKS AND SUPPLIES						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	1800.00					1,800
4300-010: SUPPLIES	1310.00					1,310
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	3,110	0	0	0	0	3,110
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	800.00					800
5200-011: TRAINING EXPENSE	200.00					200
5200-020: MILEAGE EXPENSE	100.00					100
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS	1500.00					1,500
5710-130: STUDY TRIPS	500.00					500
5800-015: PROFESSIONAL SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
	3,100	0	0	0	0	3,100
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	1900.00					1,900
6400-031: COMP HARDWARE \$500 AND OVER	1028.00					1,028
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	2,928	0	0	0	0	2,928
TOTAL SITE BUDGET:	26,863	0	0	0	0	26,863

V.D. BUDGET DEVELOPMENT FORM

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

**Budget Summary for
 Rancho Bernardo High School**

2011 ENTITLEMENT:	<u>\$35,940</u>	\$PER STUDENT: _____
PLUS CARRYOVER:	<u>\$28,421</u>	# OF STUDENTS: _____
TOTAL SITE BUDGET:	<u>64,361</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	29400					29,400
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	800.00					800
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	30,200	0	0	0	0	30,200
2000 CLASSIFIED SALARIES						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	5000.00					5,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	5,000	0	0	0	0	5,000
3000 EMPLOYEE BENEFITS						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
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	961.00					961
4200-010: OTHER BOOKS	300.00					300
4300-010: SUPPLIES	1000.00					1,000
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	2000.00					2,000
4300-099: RESERVE						0
	4,261	0	0	0	0	4,261
5000 CONTRACTED SERVICES						
5200-010: CONFERENCE EXPENSE	3200.00					3,200
5200-011: TRAINING EXPENSE	1200.00					1,200
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS	1000.00					1,000
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
	5,400	0	0	0	0	5,400
6000 CAPITAL OUTLAY						
6400-030: COMP HARDWARE UNDER \$500	18000.00					18,000
6400-031: COMP HARDWARE \$500 AND OVER	1500.00					1,500
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	19,500	0	0	0	0	19,500
TOTAL SITE BUDGET:	64,361	0	0	0	0	64,361

VI. ADDENDUM (Optional)