

**Poway High School
Single Plan for Student Achievement
2007-2008**



All Students Learning...Whatever it takes

**INCREASE ACHIEVEMENT FOR ALL STUDENTS THROUGH A
COMPREHENSIVE LITERACY EFFORT**

*What do we want students to know and be able to do?
How will we know students are learning and where are the gaps?
What are we going to do differently to ensure students succeed?*

Single Plan for Student Achievement

This template 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. If all applicable portions of the template are properly completed, the SPSA requirements will be met for all programs for which the school has an allocation in the Consolidated Application.

SB 374

No Child Left Behind

PUSD Focus Goals

The SPSA will address these critical questions:

- To what extent are ALL students demonstrating continuous progress?
- To what degree are ALL students achieving the academic standards?
- How are innovative practices impacting gains in student achievement?
- How is professional development used to improve student achievement?
- To what degree do parents and community participate in the achievement of school goals?
- To what degree are student support services integrated into plans for improvement of student achievement?

**Note: (S) Static – Review only as needed.
(A) Annual Revision Required**

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Single Plan for Student Achievement

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I. THE SCHOOL PROFILE

 School operates a SBCP School does not operate a SBCP
 (See Appendix F for SBCP information and requirements)

A. PROGRAMS TO BE INCLUDED IN THE SPSA:

STATE/FEDERAL PROGRAMS	SITE ALLOCATION
School and Library Improvement Program (SLIP) Block Grant	129,532
School and Library Improvement Program (SLIP) Block Grant (Cont...)	
Pupil Retention Block Grant	6,000
GATE	3,000
Title 1	
Title 1 – Parent Involvement	
Title III (<i>ELL Student Formula Subgrant</i>)	
Title III (<i>Immigrant Subgrant</i>)	
English Language Acquisition Program (<i>Grades 4-8 only</i>)	
EIA - Economic Impact Aid	

B. DESCRIPTION OF SCHOOL

Located thirty-five miles northeast of metropolitan San Diego, Poway High School serves a quickly growing and changing area. When the school was built forty-five years ago, it faced fields and groves. Now luxury homes surround us, and our neighborhood includes custom homes, a trailer park, tract homes, apartments, a country club, and some backyards that still corral horses.

Our 2007 API score of 833 reflects our continued commitment to academic excellence. In 2005 our statewide API rank was a "10" and our similar schools rank was "10." Poway High was named as a "Top School" in the June, 2006 edition of San Diego Magazine.

While we are heavily oriented towards college and future success with nineteen AP courses and eight honors courses, we offer students myriad ways to find interest-based links to school. Our varied course offerings include computer animation, architectural design, internet publishing, floral design, child development, restaurant, and agriculture. We take pride in the breadth and depth of our extra-curricular and co-curricular programs. We have a phenomenal visual and performing arts program, including a marching band that achieves top ratings against other schools in the state, a choir program which qualified twelve students for All-State Honor Choir (more than any other high school in Southern California), and a photography program that helped students to earn top honors, including Best of Show at the most recent county fair. Our digital media classes have fostered multiple winners of San Diego's Best Fest for video and film, and our automotive technology and engineering students have received top honors in Chrysler's Build Your Own Dream Car competition as well as other state and national level contests.

Part of our campus culture is the wide variety of support programs and ways to connect kids outside of class. These include ASB, over fifty clubs, Peer Counseling, and Link Crew (upperclassmen who put on activities to acclimate and support freshmen). Our Student Services office offers support groups, conflict mediation and drug, alcohol and tobacco cessation classes. The school is also committed to providing a safe, respectful campus for all students. Several programs are in existence, including Link Crew, Peer Counseling, SAVE Club, and PLUS seminars to foster a climate of responsibility and respect. Further, the School Site Council helped to fund the "Museum of Tolerance" field trip for all 10th grade students last year. The funding of \$9,000.00 insured every 10th grade student was able to attend this important educational opportunity without personal cost. The trip was integrated into the curriculum and concluded with a reflective essay from each student. Both teacher and student reports claimed the trip was very successful and beneficial to all who attended. The plans are already set to send the 2007-2008 sophomores on the trip.

Because of our academic program, realtors routinely use our District's reputation as a selling point for people moving into the area. We are also known in the county as an athletics powerhouse. In the last three years alone our teams have brought home twenty-three League titles, 7 CIF titles, and a State Championship in wrestling. We field Varsity, JV and freshman teams in 26 CIF-sanctioned sports and four club sports.

The 2006-2007 school year ushered in a new era of facilities for Poway High School with the completion of the "new" construction phase. 28 state-of-the-art classrooms, 8 state-of-the-art elective labs (including digital media, autoshop, woodshop, computer technology and art classrooms), a new music/choir room, and a new band room were included in the massive, two story, 2 1/2-year long project. All classrooms are equipped with an LCD projector and computer technology. Furthermore, a renovation project of all science classes was completed in the summer of 2006. The new and renovated "B", "C", "H", "D", "E", "F", "J" and "K" building classrooms are now up to standards in technology and space. The administrative and library buildings were completed in the summer of 2007 and opened for use on the first day of school. November 2007 marks the completion of the \$84 million construction project and the "new" Poway High School site now exist. A rededication ceremony was scheduled for October 26th to commemorate the rebirth of the Titan tradition of excellence.

Address: 15500 Espola Rd.
Poway, CA 92064-2299

Principal: Scott Fisher

Year of Construction: 1961

Current Enrollment
Numbers reflect first month enrollment totals

Kg	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	Special Day Class
---	---	---	---	---	---	---	---	---	776	767	702	788	66

Enrollment History:

Numbers reflect first month enrollment totals

2005-06	2006-07	2007-08
2965	3043	3033

Student Demographics:

Percent of total school population. (Based on first month enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6	3	13	2	72	4

Percent of total school population. (Based on first month enrollment totals)

Limited English	Free/Reduced Lunch
4	10

Staff Demographics

Percent of credentialed teachers. (Based on Oct 2007 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
4	---	4	1	91	---

Percent Fully credentialed:

100

II. MISSION, VISION AND CORE VALUES

A. MISSION STATEMENT, VISIONS AND CORE VALUES

The Direction for Poway High School
Our Mission matched with bulleted Vision statements

The Poway High School Community . . .

- Staff, students, and parents of the learning community will support, and have a personal connection to, the Poway High School Mission and Vision.
- Communication among staff, students and parents will be coordinated and clear, and will strengthen the connection between home and school.
- The school community will partner with the greater Poway Community and its businesses to promote interaction, and community members will have a supporting role on and off our campus.

Will ensure a safe, respectful . . .

- All members of the learning community will maintain a clean, safe and secure environment that requires respectful speech and behavior and instills pride in our school.
- All members of the learning community will give and receive common courtesy, inside and outside of classrooms, and for and among members of diverse groups.
- Staff will exemplify professionalism and model the speech and behavior expected of students.

Challenging learning environment that requires all students to meet high expectations . . .

- Students at all grade levels will meet or exceed academic standards and will demonstrate personal, social and career skills expected of all Poway High School graduates.
- Students will make connections between subject areas and the real world -- with staff assisting, and community partners providing opportunities for real-life experience.
- Staff will provide rigorous and relevant curriculum and daily lessons driven by academic standards and student performance.
- Teachers in all subject areas will support the basic skills of reading, speaking, writing, using technology and problem-solving in their curriculum.
- Staff will participate in professional development activities that result in measurable improvement in student learning.

And pursue their goals.

- All students will graduate prepared for many options after high school.
- Students at all grade levels will set, and make progress towards, academic, personal, and future goals.
- Staff will assist students in goal-setting and achievement and help them to follow a plan for their future.

B. SCHOOL SITE COUNCIL / LEADERSHIP TEAM

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent/MS or HS Student
Scott Fisher	[X]	[]	[]	[]
	[]	[]	[]	[]
Katherine Powell	[]	[]	[X]	[]
David White	[]	[X]	[]	[]
Dennis Lin	[]	[X]	[]	[]
Julie Lopez	[]	[X]	[]	[]
Marie Metzgar	[]	[X]	[]	[]
James Bliss	[]	[]	[]	[X]
Cheryl Roddy	[]	[]	[]	[X]
Beverly Rossio	[]	[]	[]	[X]
Janet Tremblay	[]	[]	[]	[X]
Tommy Smerik	[]	[]	[]	[X]
Matt Roberts	[]	[]	[]	[X]
	[]	[]	[]	[]
	[]	[]	[]	[]
	[]	[]	[]	[]
	[]	[]	[]	[]
Numbers of members of each category (Total of columns 1 - 3 must equal column 4)	1	4	1	6

Leadership Team (if separate from/additional to School Site Council):

Scott Fisher, Principal
 Matt Hannan, Assistant Principal
 Tammy Kotnik, Assistant Principal
 David LeMaster, Assistant Principal
 Beth Perisic, Assistant Principal
 Dan Crane, Athletic Director/Administrative TOSA
 Noelle Malvin, ASB Director
 Alicia Cobian-Graeff, English Dept. Chair
 Scott Parker and Bev Clark, Math Dept. Chairs
 Mindy Karp, Special Ed. Dept. Chair
 Dennis Masur, ELL Dept. Chair

Julie Lopez, Social Science Dept. Chair
Ken Faverty, Applied Academics Dept. Chair
Theresa Jolk and Roseanne Marttila, World Language Dept. Chairs
Nancy Gray, Performing Arts Dept. Chair
Claudia Johnson, Visual Arts Dept. Chair
Karen Goodman and Marty Parker, Consumer Family Studies Dept. Chairs
Lynn Olps, Business Dept. Chair
Wayne Branstetter and Evi Yarnell-Valles, Damian Gonzalez PE/Health Dept. Chairs

California Education Code specifies the composition of the School Site Council as follows:

- At both the elementary and secondary levels, classroom teachers comprise the majority of persons represented under subdivision (a), below.
- At the elementary level there is parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. (Ten members are necessary in order to meet the above requirements.)
- At the secondary level there is parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents or other community members, selected by parents and students. (Twelve members are necessary in order to meet the above requirements.)
- At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC. High schools are required to ensure parity between parent members and student members.
- 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.

C. ORGANIZATIONAL DIRECTIONS

Our goal is for students to score “proficient or advanced” on all California Standards Tests, pass the California High School Exit Exam on the first try, successfully complete the courses needed to enter a University of California or California State University school, and take one or more Advanced Placement classes before they graduate. While we would prefer that all students complete this goal immediately, we have adjusted our expectations to set yearly benchmarks for growth in these and other areas. The data section later in this report shows those goals and progress made.

Our organizational directions for student achievement have remained consistent since 2002 with three main areas of focus for our action plan:

- 1) “Aim High” – We continue to focus on student achievement data to determine school-wide areas of improvement and we use professional growth time to collaborate and focus on subject and course data to adjust curriculum.
- 2) “The Earlier the Better” – We have focused many of our efforts on making sure that students get off to a strong start at PHS through literacy, vocabulary and study skills training, articulation with middle schools, and class-size reduction in freshman English and mathematics classes.
- 3) “Connect to the Future” – With a district-wide push to prepare all students to have the choice to go to college, we have focused our efforts on UC/CSU a-g completion and ensuring more students have completed an Advanced Placement class before graduation. We have also substantially reworked our Senior Project ensuring all seniors have an enriching experience connecting to career, academic or community goals after high school.

These goals mesh well with the Poway Unified School District’s goals and initiatives:

- 1) Increase student achievement for all students through a comprehensive literacy effort as measured by the following:

- Increased academic rigor for every student
- Increased student readiness for college

- 2) Expand literacy in reading and writing

- 3) Create an understanding of the critical standards, assessments, instructional formats and instructional practices which lead to success in algebra and higher level mathematics

III. STANDARDS AND ASSESSMENTS OF STUDENT LEARNING – How will we know students are learning, and where are the gaps?

A. SITE ASSESSMENT PLAN:

1. Student Performance Data:

Analysis of external assessment data occurs as it is received. The data is reviewed for its information regarding school wide student academic status. Programs, individual classrooms and students are reviewed for trends. Based upon the trends, resources are directed to achieve school learning goals. In all cases, the data are further reduced to produce identifiable areas, which respond to classroom-based changes in instruction.

2. School-wide Effectiveness:

Two programs, Discipline and Attendance, are closely monitored for improvement. Weekly discipline and attendance data are collected and reviewed for trends. From the classroom level to the overall site, those responsible for enforcement are involved in analysis and development of goals. Analysis of discipline is defined by whether the incidence is in or out of the classroom and by category. Attendance data is reviewed to identify individual students, category and frequency of violations. Based upon the analysis, policies and procedures are adjusted. ELL is reviewed every reporting period for student success. Based upon the ELL data, the ELL team reprioritizes and sets short term student goals. As with student academic data, discipline and attendance data are reported to the Board of Education and the faculty. ELL data are communicated to the team members, students and parents. The ELL team meets on a weekly basis to discuss the academic progress of our ELL students.

3. Attitudes and Perceptions:

The ASB conducts periodic student surveys regarding various issues on campus. Parents are surveyed through a district sponsored instrument. For each of the surveys, the affected groups review the results and fold the information into goals for the following year. Parent groups are informed of the relevant results and are involved in applying the data to new goals for the school. Continuing students often participate in the collection and analysis of results and have considerable responsibility in setting subsequent goals.

1. Student Performance

STATE AND NATIONAL ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
California Standards Test	Criterion-reference test	Assess achievement of state standards	All Grades 9-11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
CELDT	Criterion-reference test	Measures level of achievement in English	All ELL students	Fall	Measure ELD levels, plan programs and measure annual growth Used to redesignate students
ACT/SAT	Norm-referenced	Predict college performance	High school students wanting to enter 4-year colleges/universities	On-going throughout the year	Compares PUSD's college-bound students with counterparts in state/nation. Provides general information regarding college prep course rigor.
Advance Placement Exams	Criterion-referenced	Academic recognition and College credit	Students enrolled in Honors and AP classes	January, May	Benchmark the rigor of AP and Honors classes against a statewide sample. Provides students with recognition and college credits.
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 9	Spring	Useful to identify program strengths and weaknesses
California High School Exit Exam	Criterion-referenced	Required to earn a high school diploma	All 10th and any 11th-12th who have not passed	November March	The CAHSEE is the state's gatekeeper test to assure that all high school graduates meet a minimum level of academic competency

2. School-Wide Effectiveness

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
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

3. Attitudes and Perceptions

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
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

III-B. SARC Summary Data

School Accountability Report Card Reported for School Year 2006-07

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. 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	Donald A Phillips, Ed.D
Street	15500 Espola Rd. Poway, CA 92064-2299	Street	13626 Twin Peaks Rd.
City, State, Zip	Poway, CA 92064-2207	City, State, Zip	Poway, CA 92064
Phone Number	858-748-0245	Phone Number	858-748-0010
FAX Number	858-679-6879	FAX Number	858-748-1342
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	sfisher@powayusd.com	E-mail Address	rwilson@powayusd.com
CDS Code	37682963735867	SARC Contact	Ray Wilson

**District Accountability Report
Adequate Yearly Progress (AYP)
Spring 2007
Poway High School
Grade 9-12**

	NCLB Annual Measurable Objectives							O t h e r I n d i c a t o r s											
	AYP							CAHSEE				California Standards Test				AP % C or Better	PE	SAT I	
	Participation Rate		Performance		Grad Rate	M ET	API		Performance				Participation Rate		Performance			2007	Parti cipation Rate
	ELA	Math	ELA	Math			>=800 or +1 Point	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math		
	>=95%	>=95%	% prof +	% prof +	0.1		2006	2007	% Prof @ 380	% Prof @ 380	% Prof @ 350	% Prof @ 350	>=90%	>=90%	% prof +	% prof +			
Schoolwide	99	99	75	81	97	Y	815	833	72	78	92	95	99	92	68	48	49		
Subgroups <i>100 or 50 if >15%</i>																			
African American (31)			36						33	44	0	0	94	76	42	28			
American Indian (3)													100	100	100	33			
Asian (43)	96	100	80	93			881	865	76	91	91	98	100	98	74	65	63		
Filipino (22)	100	100	84	79					77	77	95	95	100	95	57	35	44		
Hispanic / Latino (95)	97	97	35	57			681	704	33	51	74	80	99	82	38	33			
Pacific Islander (4)	100	100							50	50	0	0	100	100	62	46	20		
White (519)	99	99	81	85		Y	833	853	80	82	96	98	99	94	73	49	48		
Low Socio-Econ (80)	96	95	32	51			650	657	30	43	0	0	98	81	29	24	25		
Special Education (44)	88	94	15	23			546	524	14	20	41	60	98	78	12	13	8		
English Learner (46)	96	100	18	43					9	33	39	65	100	77	9	23			
GATE (314)	99	98	98	85									99	98	98	85	93		

District Targets:

Annual Participation Rate: For NCLB / AYP: Combines CAHSEE, Grade 10 and CST, Grade 9-11; Does not count students with modifications

For API: includes students enrolled before CBEDS day, first week of October

Targets: 95% all subgroups, API = 800, Graduation Rate = 82.9% or +.1%, AYP = Yes.

Class of 2008: CAHSEE pass rate @ 350 = 100%

By 2008: CST ELA = 65% proficient, Math = 60% proficient for all subgroups; AP participation = 50% for all subgroups; A-G completion = 60% for all subgroups.

State Targets, 2006-2008:

For Unified School Districts: Percent Proficient ELA = 24.4% Math = 26.5% API =

Subgroups are bold if student count >= 100

Poway High

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below Standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state Standards in that content area.

CST - English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
9	71	69	74	72	75	77	43	44	47
10	63	64	64	62	62	65	36	37	37
11	63	61	66	58	58	61	36	36	37

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
9	46	56	59	43	54	52	23	25	25
10	33	41	49	29	34	38	19	20	19
11	27	32	34	26	31	31	16	17	17

CST - Subgroups English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	67	70	73	79	26	13	72	78	33	29	74	82
10	58	60	71	69	4	9	66	67	34	25	68	69
11	57	62	65	71	7	4	63	68	23	36	65	69

Poway High

CST - Subgroups Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	58	59	55	59		8	58	61	18	19	60	65
10	41	49	41	48		6	41	49	30	24	42	50
11	33	34	31	35			33	35	16	16	34	36

CST Racial/Ethnic Subgroups English-Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian - American		Filipino - American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	31	55			77	76	89	82	43	44			73	80
10	38				71	67	30	64	38	31			69	70
11	31	42			78	76	53	29	39	41			63	71

CST Racial/Ethnic Subgroups Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian - American		Filipino - American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9					39	36	52		32	35			59	63
10					49	41		38	27	38			42	49
11					55	47			19	21			32	36

Poway High Cohort Report

California Standards Tests (CST) - Cohort

The cohort report follows the performance of the same students over several years.

Unlike the proceeding report which is a snapshot of all students each year, the cohort report includes only students who were tested every year.

For example, this report reflect the performance of 5th grade students tested in 2005, 2006, and 2007.

These data can be useful to determine program effectiveness over time.

CST - ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School				District			
	No. Tested	2005	2006	2007	No. Tested	2005	2006	2007
9	636	72	71	77	2,251	75	74	78
10	588	71	72	66	2,152	74	77	67
11	700	77	69	67	2,328	75	66	62

CST - MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School				District			
	No. Tested	2005	2006	2007	No. Tested	2005	2006	2007
9	628	60	61	62	2,204	67	67	55
10	522	63	64	49	1,989	67	60	40
11	608	56	44	37	2,038	49	36	33

CST - Subgroups ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	70	74	71	81	11	14	75	73	20	29	78	84
10	69	62	76	69	15	20	73	74	34	26	76	70
11	64	64	74	71	13		78	70	41	33	71	70

Poway High Cohort Report

CST - Subgroups MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	Male		Female		English Learners		Not-English Learners		Socioeconomically Disadvantaged		Not Socioeconomically Disadvantaged	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	64	63	58	62	14	14	62	64	24	25	66	68
10	68	52	60	46	36	36	63	65	48	35	65	50
11	44	37	43	36	14	14	57	44	22	17	45	38

CST - Racial/Ethnic Subgroups ELA

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

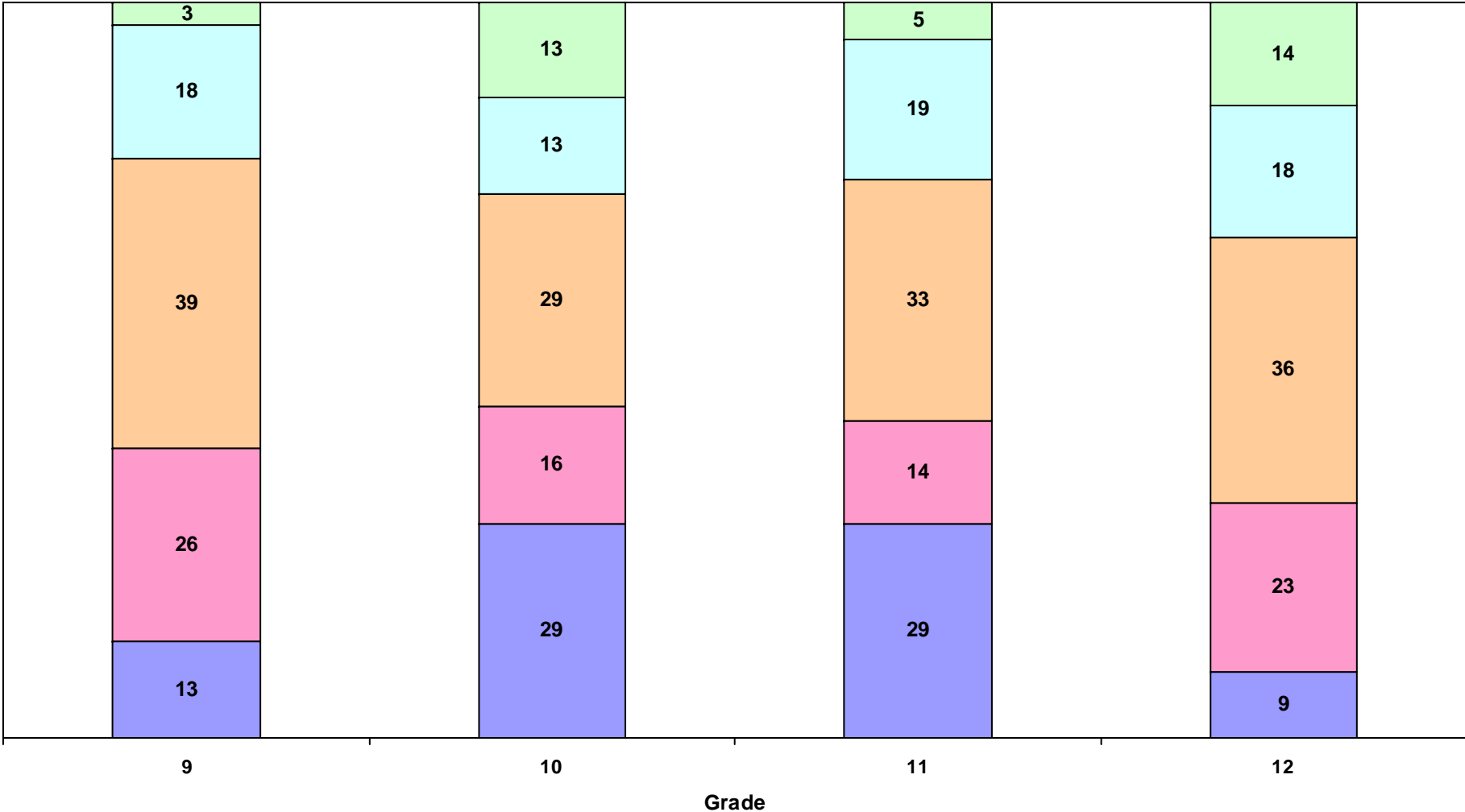
Grade Level	African American		American Indian or Alaska Native		Asian-American		Filipino-American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	57	57			68	84	57	79	33	47	80	80	78	82
10	33	33			82	76	94	65	46	34	33	67	75	70
11	38	25	100	100	79	79	32	26	45	43	50	25	73	72

CST - Racial/Ethnic Subgroups MATH

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	African American		American Indian or Alaska Native		Asian-American		Filipino-American		Hispanic or Latino		Pacific Islander		White (Not Hispanic)	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
9	29	43			77	81	43	36	35	41	60	80	66	66
10	100	100			71	61	73	53	54	42	67	33	64	48
11			33	33	63	63	27	13	30	25	50	25	45	37

**CELDT Assessment
Percent at Each Proficient Level
Poway High
2007**



1 - Beginning 2 - Early Intermediate 3 - Intermediate 4 - Early Advanced 5 - Advanced

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
2005	9	36.3	42.2	30.8	55.2	58.6	52.1	26.7	25.8	27.5
2006	9	36.8	43.8	30.3	58	61.8	54.3	27.4	26.4	28.3
2007	9	48.7	55.8	42.2	62.7	65.1	60.5	30.1	29.2	30.8

Academic Performance Index (API)

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	10	10	TBD
Similar Schools	10	7	TBD

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	26	-14	13	833
African American				
American Indian or Alaska Native				
Asian		-20	-20	865
Filipino				
Hispanic or Latino	23	-36	9	704
Pacific Islander				
White (not Hispanic)	29	-9	18	853
Socioeconomically Disadvantaged	28	-34	-8	657
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A	-34	524

Adequate Yearly Progress (AYP)

[AYP Overall and by Criteria](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall - English / Mathematics	Yes / Yes	Yes
Participation Rate - English-Language Arts	99	Yes
Participation Rate - Mathematics	99	Yes
Percent Proficient - English-Language Arts	74.8	Yes
Percent Proficient - Mathematics	81.2	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

III. C. PREVIOUS YEAR ANNUAL SPSA SUMMARY REPORT

School-wide SMART Goal:

To what degree were the school-wide goal and subgroup goals met?

GOALS MET	GOALS NOT MET
Overall increase in Proficiency Rates for Core Content Areas	Earth Science 60% Proficient (+3, 58% actual)
CST Language Arts (9th) 73% Proficient (+7, 77% actual)	CST Language Arts (10th) 69% Proficient (64% actual)
CST Language Arts (11th) 65% Proficient (+5, 66% actual)	CHSEE Language Arts 100%by graduation (99% actual)
CST Social Science (11th) 62% Proficient (+6, 68% actual)	Reducing D/F rate for students; Increasing UC a-g completion
CST Biology 70% Proficient (+7, 72% actual)	AP Participation (-3% drop)
CAHSEE Math College Readiness 78% (+2, 78% actual)	CHSEE Math 100% by Graduation (99% actual)

Lessons learned:

PHS continues to focus on the academic success for all students. Our focus on A, B, C data throughout the year provided a platform for growth for all teachers. Further, it pushed our efforts in a single direction for staff development time and resources. The percentages of students receiving A's, B's, and C's improved at all grade levels in small increments. We believe this to be a success as the prior 5 years of data showed no growth or negative growth at all grade levels. It is essential to continue the focus on the data driven discussions during the 2007-2008 school year.

More interventions are necessary for more students. PHS must find ways to be creative with funding and human resources to support all students. The use of 6.5 period academic support classes and the Teaching Intern program are important components of the intervention plan.

On the whole, we made progress in many areas and more students were successful. We must, however, bring a laser focus to our subgroups who are underperforming in their classes and as measured by CST results.

Changes planned for this year's SPSA:

We did not meet API growth targets for SES, Special Ed and Hispanic students. We need to implement systemic intervention programs to help meet the needs of these students.

How will the change be evaluated?

Through the goals section of this year's plan and progress recorded next year.

III. D. NEEDS ASSESSMENT SUMMARY – CURRENT YEAR – Where are the gaps?

School-wide strengths:

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
We had increases in student performance on some mathematics standards tests	CST Algebra I (+4), General Math(+9), Algebra II (+13)	Curricular teams focused on aligning curriculum to standards, improving standards-based formative assessments, and discussing data with colleagues	Continue curricular team discussions and collaboration
We made gains in student performance on some science standards tests	CST Earth Science (+3), Chemistry (+4) and Biology (+7)	Curricular teams focused on aligning curriculum to standards, improving standards-based formative assessments, and discussing data with colleagues	Continue curricular team discussions and collaboration
Additional interventions were added to support students	15 sections of 6.5 Period Academic Support classes offered to students.	Greater staff participation and buy-in; heightened data awareness of struggling students	Recruit more teachers to expand program; ensure proper student placement into intervention classes.
9th Grade CST Proficiency gain--74%	CST Scores	Curricular alignment; new staff in CSR classes	Continue data-driven discussions and curricular alignment during collaboration time.
11th Grade CST Proficiency gain--66%	CST Scores	Curricular alignment within US History team.	Continue data-driven discussions and curricular alignment during collaboration time.
Drop in D/F rate at each grade level.	ABC data (SASI)	School-wide focus; data sharing at six-week intervals.	Continue to build intervention skills through staff development.
			Departments will work to develop consistent and appropriate pacing guides for courses. The school will look to implement credit recovery/repeat courses for the spring of 2008.

School-wide areas of need:

Finding (Evidence)	Data Source	Possible Reasons for Finding	Possible Action Based on Finding
10th Grade Social Science scores dipped again.	CST Scores	Some teachers have still not aligned their curriculum to cover needed standards before the CST	Continue curricular team discussions and collaboration, and refocus efforts on formative assessments, differentiation and remediation
ELL performance on content area standards, ELD standards, and CAHSEE, remains low	Math, Science and Social Science ELL scores CELDT test	ELL students are struggling with standards; curriculum alignment; lack of resources for teachers in specific ELL strategies	Focus more resources and support on standards alignment, formative assessments, differentiation and remediation.
Less than half of special education students pass the Language Arts and Mathematics portion of the CAHSEE	CAHSEE	Curriculum alignment with standards; teaching practices; more support needed.	Focus more resources and support on standards alignment.
Our Low SES students are about 20 points behind their peers on standards achievement	Language Arts CST	Misplacement; curriculum alignment	Systemic interventions; early placement into intervention programs.
Our Hispanic, non-ELL, students (about			Proper placement of ELL students; curricular

268) are scoring behind their peers on standards tests, particularly in Language Arts and 10th grade History	CST Language Arts, CST Social Science	Misplacement of ELL students; improper sequencing; lack of intervention support.	alignment and development; systemic intervention program; Principal's ELL Committee planning and recommendations
36% of all students are earning at least one D or F putting them off track for UC a-g completion and college readiness	Semester grades	Students lacking study skills and motivation.	Continue efforts to use tutorial, 6.5 period classes, parent communication, success skills training, differentiation of curriculum, and interventions for struggling students; increase enrollment in 6.5 period Academic Success classes.
		Curriculum pacing not appropriate for all students. Teacher grading practices, late work policies, etc.	

Summary:

Our primary indicators for focus this year will continue to be CSTs and AsBsCs as they measure students' ability to meet grade level standards and their readiness to enter college.

IV. TEACHING AND LEARNING: What are we going to do differently to ensure that all students succeed?

A. SITE-BASED LITERACY PLAN – PART 1a, Poway High School:

District Initiative Addressed:

1. Literacy in reading and writing

School-wide SMART Goal:

To improve students' reading and writing skills, specifically in vocabulary development and college-ready writing, so that by 2008 1)75% of students score "Proficient" or "Advanced" on Language Arts California Standards Tests , 2) 100% of student pass the California High School Exit Exam, and 3) We maintain the PHS verbal average on the new SAT that emphasizes critical reading and writing. To meet these goals, we will meet the following 2008 targets for progress:

75% of all freshmen scoring "Proficient" or "Advanced" on Language Arts California Standards Tests (2006 Actual: 69%)

75% of all sophomores scoring "Proficient" or "Advanced" on Language Arts California Standards Tests (2006 Actual: 64%)

75% of all juniors scoring "Proficient" or "Advanced" on Language Arts California Standards Tests (2006 Actual: 61%)

95% of sophomores passing the Language Arts portion of the CAHSEE on the first attempt (2006 Actual: 91%)

85% of sophomores receiving "College Ready" scores on the Language Arts portion of the CAHSEE (2006 Actual: 76%)

Juniors taking the new SAT averaging 545 on the Critical Reading portion of the test and achieving a score of at least "8" (Competent) on the writing section of the test

Related ELL SMART Goal:

Increase to 90% the number of English Language Learners who move up a level of proficiency, as measured by the CELDT test.

Related Student with Disabilities SMART Goal:

Increase to 95% the number of mainstreamed Special Education Students and to 75% the number of SED Special Education Students who will pass the English Language Arts portion of the CAHSEE on the first attempt.

Related GATE SMART Goal:

To be assessed and determined by GATE coordinator and communicated to Administration and SSC.

Additional student group SMART goal(s):

Each Read 180 student will score "proficient" in MAP, increase his or her Scholastic Reading Lexile level by 25 points and move up one level on the CST test for Language Arts.

Increase the % of male students scoring proficient or advanced on the Language Arts CST to decrease the gap between males and females (with particular emphasis on the 10th grade curriculum).

Increase the % of non-ELL Hispanic students scoring proficient or advanced on the Language Arts CST (currently a 20-point gap below general population).

Capacity Builders (Professional development and parent/family involvement are required):

Monday morning professional development time; staff development days; discussions with School Site Council; Administrative planning & leadership; Department Chair leadership

A. SITE-BASED LITERACY PLAN – PART 2b (cont...):

Key Strategies/Major Initiatives:		
FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
Create common course assessments (both summative and formative) in all content areas that address literacy standards.	Use staff development time to evaluate student work and plan curriculum based on student performance	Use formative and summative assessment results to guide curricular and instructional decisions for 2008-2009.
Identify and remediate students not proficient in reading. Expand the use of technology for remediating students, differentiating instruction and tracking student progress	Use the MAP ladder to identify student needs and instructional direction In-Service English teachers on the use of MAP and “The Ladder” for instruction linked to the District website	Continue to monitor students in support programs to see change in CST and MAP scores, as well as grades in classes
Support and monitor students in Read 180 and Prep classes, including ELL students using the program	Emphasize CAHSEE preparation in Special Ed. English classes, including implementation of CAHSEE remediation books (KAPLAN), and daily CAHSEE practice Realign L/STRAT class to focus on CAHSEE curriculum	Expand Read 180 to include a second lab for Special Education students.
Test all freshmen in reading using MAP Use TIM to access student scores to see where students have needs (e.g., CST subtest areas)	Collaboration between special education and general education -- allowing more kids to participate in collaboration classes Support CAHSEE math and English support classes for those students who have the credit but still need the remediation. Examine grades 6-12 writing expectations to identify gaps and redundancy	
Products and Achievements	Products and Achievements	Products and Achievements
Capacity Builders (Professional development and parent/family involvement are required):		

A. SITE-BASED LITERACY PLAN – PART 2c (cont...):

Key Strategies/Major Initiatives:		
FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
Use information gained through PUSD K-12 Language Arts Literacy Council to inform decisions about curriculum alignment	Use staff development days to discuss and share differentiation, circular teaching, and grading strategies to give students multiple ways to meet standards.	Review data and discuss possible next steps.
Support the School Library Continue to update resources available to students, including subscription data bases such as CQ Researcher and Gale Virtual Reference Library, reference books for rapidly-changing fields (e.g., technology, science, geography and social problems), classroom instructional aids, and an expanded fiction collection to encourage interest-based reading	Library to present proposal and presentation to School Site Council for funding.	Report on implementation of new materials and resources for students in Spring of 2008.
Train teachers in remediating students who are not successful (i.e., not meeting standards and/or receiving Ds and Fs)	Review As, Bs and Cs statistics; drive instructional discussions with data Use staff development days to discuss and share differentiation, circular teaching, and grading strategies to give students multiple ways to meet standards.	Record progress achieved; disaggregate data for further discussion and action plan.
Products and Achievements	Products and Achievements	Products and Achievements
CST Subtests goals for each curricular team in English	Curriculum that emphasizes targeted CST subtests CAHSEE Remediation program	English Department Assessment Plan for formative and summative assessments Middle School Articulation agreements Curriculum aligned to standards
Capacity Builders (Professional development and parent/family involvement are required):		

A. SITE-BASED LITERACY PLAN – PART 1d, (cont...):

District Initiative Addressed:

2. Create an understanding of the critical standards, assessments, instructional formats and instructional practices which lead to success in algebra and higher level mathematics

School-wide SMART Goal:

MATHEMATICS LITERACY

To improve students' math literacy so that by 2008 1)75% of students score "Proficient" or "Advanced" on California Standards Tests in mathematics, 2)95% of student pass the mathematics portion of the California High School Exit Exam on the first try with 78% receiving a "College Ready" score, and 3) we maintain the PHS mathematics average on the new SAT that emphasizes critical reading and writing. To meet these goals, we will meet the following 2008 targets for progress:

75% of General Math students scoring "proficient" or "advanced" on the California Standards Test (2007 actual: 31%)

75% of Algebra I students scoring "proficient" or "advanced" on the California Standards Test (2007 actual: 40%)

75% of Geometry students scoring "proficient" or "advanced" on the California Standards Test (2007 actual: 54%)

75% of Algebra II students scoring "proficient" or "advanced" on the California Standards Test (2007 actual: 51%)

75% of students scoring "proficient" or "advanced" on the Summative Math California Standards Test (2007 actual: 53%)

95% of sophomores passing the mathematics portion of the CHSEE on the first attempt (2007 actual: 92%)

80% of sophomores receiving "College Ready" scores on the mathematics portion of the CHSEE (2007 actual: 78%)

Juniors taking the new SAT averaging 570 on the mathematics portion of the test (2007 actual: 566)

Related ELL SMART Goal:

Increase by 10% the percentage of English Language Learners scoring proficient or advanced on the California Standards test in mathematics.

Related Student with Disabilities SMART Goal:

Increase to 100% the number of mainstreamed Special Education Students and SDC Special Education Students who will pass the mathematics portion of the CAHSEE by graduation.

Related GATE SMART Goal:

To be assessed and determined by GATE coordinator and communicated to Administration and SSC.

Additional student group SMART goal(s):

Increase the percentage of females scoring proficient or advanced on the mathematics CSTs to decrease the gap between males and females from 5 percentage points to 0 percentage points.

RENAISSANCE MATH

100% of students will achieve mastery on first semester standards of Algebra I in Algebra 1A-1B as measured by the Renaissance Math program.

Renaissance Math program will be used by all Intro to HS Algebra and Algebra 1A-1B classes.

Outcome:

See chart below

A. SITE-BASED LITERACY PLAN – PART 2d (cont...):

Key Strategies/Major Initiatives: Mathematics Literacy: Curricular team goals around CST subtest; school-wide vocabulary instruction emphasis (including vocabulary used in CST tests); support of math remediation programs (e.g., Renaissance Math, CAHSEE Support Classes)		
FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
Use data to inform instruction and train teachers in aligning standards-based curriculum	Meet in curricular teams to plan adjust curriculum to emphasize standards in targeted subtests	Review 07 CST scores by subtest to note improvement in targeted areas Plan summer work for curriculum alignment and assessment creation
Infuse literacy standards and study skills and other skills for academic success (such as those taught in AVID) into the 9th and 10th grade curriculum Evaluate mathematics CST scores from 06 to determine subtest for emphasis for each math course (e.g., Statistics and Probability) Look at CST example questions and standards and identify areas needing emphasis Refocus Special Ed Learning Strategies and L/Mathematics classes on CAHSEE skills preparation	Focus on vocabulary development for math concepts so students understand the word better (synonyms, word families, analogies, metaphors, definitions in and outside of math) Implement warm-ups for all classes that tap into prior math class concepts to keep skills “alive” for Summative CST test and future math experiences.	Assess warm-up activities and examples in light of CST questions.
Train teachers to differentiate instruction Expand the use of “Conceptual Teaching” through math faculty in-service	Expand the use of “Conceptual Teaching” through math faculty in-service	Review 08 CST scores by subtest to note improvement in targeted areas
Provide resources to support students who are failing classes, CAHSEE, and not meeting California Standards	Emphasize CHSEE preparation in Special Ed. math classes, including use of CAHSEE remediation curriculum (KAPLAN), and daily CAHSEE practice Realign L/STRAT class to focus solely on CAHSEE curriculum Collaboration between special education and general education -- allowing more kids to participate in collaboration classes Include special ed. students in CAHSEE math and English classes who need the remediation.	

Expand the use of technology for remediating students, differentiating instruction and tracking student progress Monitor the effect of the Renaissance Math program on our lower performing students	Expand use of Renaissance Math with other classes/sections	Evaluate data of Renaissance Math to consider offering more sections/support
Continue common course assessment plan	Use data from summative and formative assessments to inform instructional decisions. Create and collect data on common course assessments (both summative and formative) that address literacy standards	Identify student increases and struggles; plan adjustments.
CST Subtests goals for each curricular team in Mathematics	Curriculum that emphasizes targeted CST subtests CAHSEE Remediation program	Site Assessment Plan for formative and summative assessments Curriculum aligned to standards
Products and Achievements	Products and Achievements	Products and Achievements
Capacity Builders (Professional development and parent/family involvement are required):		
Monday morning professional development time; staff development days; discussions with School Site Council; Administrative planning & leadership; Department Chair leadership		

A. SITE-BASED LITERACY PLAN – PART 1e, (cont...):

District Initiative Addressed:

Increase Student Achievement For All Students Through a Comprehensive Literacy Effort As Measured By the Following:

Increased Academic Rigor and College Readiness for Every Student

Increased Student Readiness for College

School-wide SMART Goal:

COLLEGE/FUTURE READINESS:

To improve student readiness to meet college and career expectations so that by 2008 1) 70% of students meet UC a-g requirements with a C or better 2)80% of students take the SAT and 3) 50% of students participate in at least one Advanced Placement class by graduation. To meet these goals, we will meet the following 2008 targets for progress:

70% of seniors completing UC a-g requirements

70% of freshmen receiving only As, Bs, and Cs in Fall Semester and 70% in Spring Semester

70% of sophomores receiving only As, Bs, and Cs in Fall Semester and 70% in Spring Semester

70% of juniors receiving only As, Bs, and Cs in Fall Semester and 70% in Spring Semester

50% of students taking at least one Advanced Placement course by graduation

70% of seniors taking the SAT test (2007 actual: 69%)

Related ELL SMART Goal:

To be assessed and determined by GATE coordinator and communicated to Administration and SSC.

Related Student with Disabilities SMART Goal:

Related GATE SMART Goal:

1. All underachieving GATE juniors will meet with GATE Coordinator to discuss academic, social, and emotional concerns. An Individual Intervention Plan will follow.

2. All underachieving GATE juniors will elect at least one AP class (before graduating) and achieve a passing score on the AP Test.

Additional student group SMART goal(s):

Outcome:

A. SITE-BASED LITERACY PLAN – PART 2e (cont...):

Key Strategies/Major Initiatives: Share As,Bs, Cs data with staff at 6-week intervals; emphasize/review student success skills through staff development; train teachers in the use of differentiation to offer multiple ways to meet standards; support elective teachers efforts to support content standards using CTE on-line; investigate new interventions for struggling students		
FORMING 1ST TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
<p>Counsel students to take UC/CSU a-g courses, and provide more feedback to students and parents on their progress towards this goal and their options</p> <p>Develop and monitor systems of interventions for students in our sub-groups that are below the school average for completing UC a-g requirements Fisher, Walton, Counselors</p> <p>Continue increased Counseling Dept. staffing (full time counseling technician)</p> <p>Grades 9,11, 12 classroom counseling presentations</p> <p>Grade 10 meetings with students and parents to plan for graduation, CAHSEE, remediation of Ds and Fs, and support</p>	<p>Fund Part-time counseling staff over the summer</p> <p>Use the Naviance web-based computer program that allows interactive communication among PHS, students and parents. Features include access to students' individual data (scores and UC a-g completion), a college search engine, mass counseling and college update emails, and student/parent surveys.</p> <p>Use TIM to track student progress on UC a-g completion</p>	<p>Use summer counselor to begin implementation of intake counseling, adjusting schedules after summer school, counseling at-risk students and beginning 9th grade Learning Plan</p> <p>Begin counseling students using the "College Ready" score from CAHSEE</p> <p>Plan summer work for curriculum alignment and assessment creation</p>
<p>Increase 6.5 period Academic Intervention Support Classes</p>	<p>Place students based on GPA data; monitor academic growth of enrolled students at six-week intervals</p>	<p>Review GPA at 18 weeks to determine future placement; review teacher sections to determine options for expansion</p>
<p>Develop on-site "Credit Recovery" program</p>	<p>Implement one section of "Credit Recovery" in Language Arts during 2nd semester to pilot program</p>	<p>Evaluate grades and success of credit recovery; analyze data; seek to add more sections</p>
<p>Encourage teachers to attend conferences that support new learning around school goals.</p> <p>Conference topics may include teaching standards, differentiating instruction, and using assessments and data to inform instruction</p>	<p>School Site Council approves conference requests</p>	<p>Teachers report back to department and School Site Council benefits of conference, what was learned and how new learning will be implemented</p>
<p>Review data each fall to assess progress on school goals and adjust strategies for improvement (Specific focus on "A, B, C" disaggregated data at six-week intervals)</p>	<p>Share "best practices" in teaching and remediation with cross-section of teachers and departments at each professional growth day (learn from one another).</p>	<p>Incorporate College Readiness standards in common-course formative assessments</p>

	Emphasize "College Ready" Score for CHASEE to students before the test	
Utilize Staff Development TOSA to lead success skills, literacy development, staff development and other objectives of this plan. Fund a one period TOSA to support plan Revisit Student Success Skills Commitments; train new teachers.	Continue new teacher in-services. Monitor 6.5 period Academic Support classes which emphasize study skills and work habits	Evaluate the need to hire additional TOSAs, pay teacher hourly for a Curriculum Council, fund release of Department Chairs for observations, coaching and curricular leadership.
Continue systems of academic support such as Link Crew, Homework Club, Academic Tutors, 6.5 period support classes	Expand the use of tutorial to better help students not meeting standards and/or not receiving As, Bs, and Cs Study tutorial and recommend strategies, resources (District initiative concerning instructional minutes and bell schedules)	
Expand the use of technology for differentiation of instruction Update technology plan and identify technology that will improve student engagement and performance	Expand technology, e.g., LCD projectors, SmartBoards, United Streaming	By end of 2007-2008 ensure all classrooms have mounted LCD projectors
Articulate with middle schools for CRF process and align calendars to meet the needs of the students and insure proper placement	Identify outcomes for middle school meetings and begin meeting, with a focus on 8th and 9th grade bridging.	Focus on placement of incoming 9th graders. Continue meeting. Create and implement summer school "bridge" classes for remediation prior to high school.
Use subscription career/future planning program to in-service all freshmen on how to begin looking at college and career options.	Use "Choices" and "Naviance" software with all students.	Evaluate number of students who used and implemented "Choices" and "Naviance" software
Products and Achievements	Products and Achievements	Products and Achievements
Capacity Builders (Professional development and parent/family involvement are required):		
Monday morning professional development time; staff development days; discussions with School Site Council; Administrative planning & leadership; Department Chair leadership		

A. SITE-BASED LITERACY PLAN – PART 2f (cont...):

Key Strategies/Major Initiatives:		
FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
Improve communication about school goals and decisions related to them among staff, between staff and students, and between school and home	Create annual surveys for staff, parents and students that better measure perceived progress on our goals.	Examine survey data and make adjustments in plan
Products and Achievements	Products and Achievements	Products and Achievements
	<p>Surveys that reflect progress on goals (including use of study skills, support for literacy, communication, etc.)</p> <p>Improved communication plan</p> <p>Expanded technology</p>	<p>Personal Learning Plan for incoming freshmen</p> <p>Plan for summer curriculum alignment and assessment work</p> <p>All freshmen in-serviced on "Choices" and college planning software and surveyed for career interests</p>
Capacity Builders (Professional development and parent/family involvement are required):		

A. SITE-BASED LITERACY PLAN – PART 1g, (cont...):

District Initiative Addressed:

Increase Student Achievement For All Students Through a Comprehensive Literacy Effort As Measured By the Following:

Increased Academic Rigor and College Readiness for Every Student

Increased Student Readiness for College

School-wide SMART Goal:

HISTORY AND SCIENCE:

To improve students knowledge of California History and Science Standards so that by 2008 75% score “Proficient” or “Advanced” on the California Standards Test.

75% of sophomores scoring “Proficient” or “Advanced” on History California Standards Test (2007 actual: 54%)

75% of juniors scoring “Proficient” or “Advanced” on History California Standards Test (2007 actual: 68%)

75% of freshman scoring “Proficient” or “Advanced” on Science California Standards Tests (2007 actual: 72%)

75% of sophomores scoring “Proficient” or “Advanced” on Science California Standards Tests

75% of juniors scoring “Proficient” or “Advanced” on Science California Standards Tests

Related ELL SMART Goal:

Increase by 10% the percentage of English Language Learners scoring proficient or advanced on the California Standards tests in science and social science.

Related Student with Disabilities SMART Goal:

Related GATE SMART Goal:

To be assessed and determined by GATE coordinator and communicated to Administration and SSC.

Additional student group SMART goal(s):

Outcome:

A. SITE-BASED LITERACY PLAN – PART 2g (cont...):

Key Strategies/Major Initiatives: Curricular team goals around CST subtests; School-wide vocabulary instruction emphasis (including vocabulary used in CST tests); Expand English/Social Science Linked Courses		
FORMING 1st TRIMESTER TASKS	IMPLEMENTING AND ADJUSTING 2ND TRIMESTER TASKS	EVALUATING AND RECOMMENDING 3RD TRIMESTER TASKS
Use data to inform instruction and train teachers in aligning standards-based curriculum Evaluate Science and Social Science CST scores from 07 to determine subtest for emphasis for each course. Look at CST example questions and standards and identify areas needing emphasis Analyze "A,B,C" data to assess student needs and teaching practice	Meet in curricular teams to plan and adjust curriculum and assessments to emphasize standards in targeted CST subtests. Devote staff development time, release time, and teacher hourly to cross curricular teams for unit plans, writing prompts, rubric development and implementation Evaluate number of English/Social Science linked classes and coordination with non-linked curriculum Revisit concepts related to formative assessment and assessment FOR learning in staff development time	Review 08 CST scores by subtest to note improvement in targeted areas Plan summer work for curriculum alignment and assessment creation Create and collect data on common course assessments (both summative and formative) in all content areas that address literacy standards Identify and create formative and summative assessments for site assessment plan. Use staff development time to evaluate student work and plan curriculum based on student performance
Products and Achievements	Products and Achievements	Products and Achievements
CST Subtests goals for each curricular team in Social Science and Science	Curriculum that emphasizes targeted CST subtests	Site Assessment Plan for formative and summative assessments Curriculum aligned to standards
Capacity Builders (Professional development and parent/family involvement are required):		
Monday morning professional development time; staff development days; discussions with School Site Council; Administrative planning & leadership; Department Chair leadership		

IV. TEACHING AND LEARNING:

B. KINDERGARTEN TRANSITION (Required for Title I schools. Optional for Others. Modify and/or add to this narrative, as appropriate.)

V. SAFE SCHOOLS

A. **SCHOOL-WIDE DISCIPLINE PLAN**

During the first week of school, teachers will review with the students, all of the attendance and discipline-related information contained in the student handbook. During the first month of school, administrators will go to classrooms and review the handbook 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, programs/assemblies, character education, conflict resolution and alternatives to classroom instruction.

B. **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	9	420
Camp ROCK – two week summer school/camp taught by Daniel Harris and Traci Barker-Ball – we went over smoking and other drug hazards	9	180
Peer Counseling Retreat – 3 days August and again 3 days in January – many issues discussed, including drug education	9 - 12	120
Survey – 230 students in each grade level given surveys which ask drugs, alcohol and tobacco questions	9	60
Classroom lessons in health classes x 7 classes/semester	9	60 per class visit
Support groups meet weekly – often the topic is drug education/prevention/intervention	9 – 12	360
Tobacco and drug education facts appear in daily bulletin	9 – 12	180
Tobacco cessation classes	9 – 12	300
Camp Human-Kind: 4 day human relations camp	9 – 12	120

VI. FUNDING AND GOVERNANCE

A. 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.
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 SPSA
6. The SSC has sought and considered all recommendations from the following groups:

Advisory Committee Chairperson/Representative	Name	Signature	Date
English Learner	Dennis Masur		
Special Education	Mindy Karp		
GATE	Laurie Markham		
Library	Katherine Powell		

[X] : This SPSA was approved and adopted by the School Site Council on December 12, 2007 (Date). All required signatures will be kept on file at the school site and the district office.

School Site Council Signatures

SSC Member Category	Term Exp. Date	Name	Signature	Signature Date
Principal		Scott Fisher		
Librarian	05/08	Katherine Powell		
Teacher	05/09	David White		
Teacher	05/09	Dennis Lin		
Teacher	05/09	Julie Lopez		
Teacher	05/08	Marie Metzgar		
Parent	05/08	James Bliss		
Parent	05/08	Cheryl Roddy		
Parent	05/08	Beverly Rossio		
Parent	05/08	Janet Tremblay		
Student	02/08	Tommy Smerik		
Student	02/08	Matt Roberts		

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.*