Phoenix High School
2012 - 2013
Single Plan for Student Achievement

Revised and approved by School Site Council (SSC) on May 22, 2012

Principal: Randy Reid
SSC President: Thomas Schroeder

Grossmont Union High School District
COMMITTED TO EXCELLENCE SINCE 1920

Phoenix High School
2012-2013
Single Plan for Student Achievement

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CHAPTER I: STUDENT/COMMUNITY PROFILE

SCHOOL PROFILE

Alternative Education School Profile

Phoenix High School is a voluntary referral program within the Alternative Education Program of the Grossmont Union High School District that targets students in the 10th through 12th grade who are having difficulty in the traditional education program. Referrals by counseling and/or Administrative staff could include: Academic choice, individual necessity, economic necessity, inability to adjust to a comprehensive high school program, pregnancy/child care, sporadic attendance, transferring from a similar academic environment. Students must have a 1.5 GPA and/or a minimum of an eighth grade reading level for the independent study program. The program is designed so that students work at home during the week and then meet with a teacher once during that week to turn in assignments and take any necessary test. The teacher is also available to review and instruct on any academic skills with the student. Phoenix High School is located at six comprehensive school sites within the Grossmont Union High School District. Students in the program meet with their Phoenix teacher at a school location closest to their home whenever possible. Currently GUHSD serves 24,903 students at 12 high schools. Students in the Phoenix program are referred from eleven of the District's school sites. The school was opened in 1979 in a trailer on the Grossmont High School campus. Since that time the program has grown to seven current teachers. Every student who enters the Phoenix program, along with his or her parent, has an individual orientation meeting with a teacher from the program to review transcripts, discuss educational goals, and develop a plan for their educational success. The Phoenix program provides all the academic support to assist the student in meeting the requirements for their high school diploma.

Phoenix High School enrolls their students in a minimum of 20 to 30 hours of coursework per week. Students will take one course at a time. Most courses take 4 weeks to complete. Length of the courses depends on the amount of material that needs to be covered to align with the State Frameworks and the District requirements. All appointments with the teacher are a set time and day. All assignments must be completed prior to their appointment. Student will review completed work with the teacher. Student will then take the tests for all material covered during the week. Student will receive the next assignments at their appointment. Concurrent enrollment in Work Experience, P.E., Adult School, ROP, and Community College will occur if age and academic appropriate.

Students are enrolled on a weekly basis in the Phoenix program until it is full. The program will receive students throughout the school year which makes it critical that the students develop an understanding of the course curriculum so they can reach their educational goals while enrolled in the Phoenix Program. The program also benefits from its supportive parents who ensure their students attend school regularly.

School Profile Data

Executive Summary School Accountability Report Card, 2009–10

For Phoenix High School

Address: 1600 Cuyamaca, El Cajon, CA 92020
Principal: Randy Reid
Phone: (619) 956-4625
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Phoenix High School is located at five comprehensive school sites and one alternative site within the Grossmont Union High School District. Students in the program meet with their Phoenix teacher at a school location closest to their home when possible. Students in the Phoenix program are referred from eleven of the District's school sites. The school was opened in 1979 in a trailer on the Grossmont High School campus.

Student Enrollment

Group	Enrollment
Number of students	81
Black or African American	3.7%
American Indian or Alaska Native	2.5%
Asian	1.2%
Filipino	0.0%
Hispanic or Latino	24.7%
Native Hawaiian/Pacific Islander	1.2%
White (not of Hispanic origin)	64.2%
Two or More Races	0.0%
Socioeconomically Disadvantaged	22.2%
English Learners	2.5%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	#
Teachers without full credential	#
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR[1] Program Results
English-Language Arts	23%
Mathematics	18%
Science	25%
History-Social Science	17%

Academic Progress[2]

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	646
Statewide Rank (from 2009 Base API Report)	3
Met All 2010 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 5
2010–11 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Narrative provided by the LEA

Repairs Needed

Narrative provided by the LEA

Corrective Actions Taken or Planned

Narrative provided by the LEA

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	-
District	-
State	$5,681

[1] Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

[2] The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	38.9%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	-
Graduates Who Completed All Courses Required for University of California or California State University Admission	-

School Accountability Report Card Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Phoenix High School	**District Name**	Grossmont Union High School
Street	1600 Cuyamaca	**Phone Number**	(619) 644-8000
City, State, Zip	El Cajon, CA 92020	**Web Site**	www.guhsd.net
Phone Number	(619) 956-4625	**Superintendent**	Ralf Swenson
Principal	Randy Reid	**E-mail Address**	rswenson@guhsd.net
E-mail Address	rreid@guhsd.net	**CDS Code**	37681303739000

School Description and Mission Statement (School Year 2009–10)

The mission of Alternative Education is to provide individualized learning opportunities that address the educational needs of each student in a safe and nurturing environment. We in Alternative Education believe that ALL STUDENTS CAN LEARN. The faculty and staff are dedicated to providing excellence in education in a small learning community that is conducive to learning Phoenix High School is a voluntary referral program within the Alternative Education Program of the Grossmont Union High School District that targets students in 10th through 12th grade who are having difficulty in the traditional program. The Program is designed so that students work at home during the week and then meet with a teacher once during that week to turn in work and take any necessary tests. The teacher is also available to review and teach any academic skills with the students.

Opportunities for Parental Involvement (School Year 2009–10)

Phoenix greatly benefits from its supportive parents who ensure that their students attend school regularly. Parents are invited to attend class with their student if the parent wishes to do so; however, the main focus of Parent Involvement through Phoenix is a working partnership between teacher, student, parent to ensure student success.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		**Grade 8**	
Grade 1		**Ungraded Elementary**	
Grade 2		**Grade 9**	-
Grade 3		**Grade 10**	10
Grade 4		**Grade 11**	25
Grade 5		**Grade 12**	46
Grade 6		**Ungraded Secondary**	-
Grade 7		**Total Enrollment**	81

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	3.7	**White**	64.2
American Indian or Alaska Native	2.5	**Two or More Races**	-
Asian	1.2	**Socioeconomically Disadvantaged**	22.2
Filipino	-	**English Learners**	2.5
Hispanic or Latino	24.7	**Students with Disabilities**	-
Native Hawaiian/Pacific Islander	1.2		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	3	1						6	7		
Mathematics	29		1	1					6	7		
Science	1	7							2	5		
Social Science	17	1	1						5	7		

III. School Climate

School Safety Plan (School Year 2009–10)

Safety of students and staff is a primary concern of Phoenix. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Committee at each respective high school where Phoenix resides will be reviewing the Safety Plan to align it with the East County REMS Grant (Readiness and Emergency Management for Schools).

All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	-	-	-	14.4	17.2	16.1
Expulsions	-	-	-	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

Phoenix is comprised of 7 small classrooms, five of which are located on comprehensive school sites throughout the district and two GED Preparation Programs classrooms located at our alternative school. The program includes GED Prep and independent study.

Cleaning Process: The principal of the home site works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential		8		
Without Full Credential		0		
Teaching Outside Subject Area of Competence		0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009– 10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Administrators	0	n/a
Pupil Services	0	n/a
Classified Staff	2	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		0	
Health		0	
Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,584	-	-	$69,856
District	n/a	n/a	-	$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	$5,681	$69,595
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, Phoenix receives state and federal funding for the following categorical funds and other support programs including Title I, Economic Impact Aid, Lottery, Block Grant, High Priority School Grant, etc.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,911	$43,096
Mid-Range Teacher Salary	$65,864	$70,018
Highest Teacher Salary	$87,718	$89,675
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	$122,408
Average Principal Salary (High)	$125,129	$128,615
Superintendent Salary	$247,056	$204,469
Percent of Budget for Teacher Salaries	38.3	37.5
Percent of Budget for Administrative Salaries	5.7	5.1

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	21	26	23	44	47	48	46	50	52
Mathematics	27	17	18	23	29	31	43	46	48
Science	10	26	21	41	45	45	46	50	54
History-Social Science	14	16	17	37	43	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	31	45	46
All Students at the School	23	18	21	17
Male	12		25	25
Female	31		19	11
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	22			7
Native Hawaiian or Pacific Islander				
White	26		19	22
Two or More Races				
Socioeconomically Disadvantaged	12			7
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at http://cahsee.cde.ca.gov/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	-	-	50.0	54.6	51.8	48.5	52.9	52.0	54.0
Mathematics	-	-	25.0	55.7	58.4	54.2	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52.0	21.4	26.7	46.4	36.0	17.7
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at http://www.cde.ca.gov/ta/tg/pf/. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state 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 on the CDE Academic Performance Index (API) Web page at http://www.cde.ca.gov/ta/ac/ap/.

The language, racial and ethnic make-up of our student body at Phoenix High School

2008-2009	Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White not Hispanic	Multiple or No Responses
Phoenix	162	4 (2.5%)	5 (3.1%)	2 (1.2%)	1 (0.6%)	34 (21.0%)	1 (0.6%)	92 (56.8%)	23 (14.2%)
District Totals	24,768	2,034 (8.2%)	272 (1.1%)	513 (2.1%)	526 (2.1%)	6,906 (27.9%)	219 (0.9%)	12,175 (49.2%)	2,123 (8.6%)
County Total	496,702	34,190 (6.9%)	3,803 (0.8%)	28,004 (5.6%)	23,526 (4.7%)	219,151 (44.1%)	4,410 (0.9%)	168,099 (33.8%)	15,519 (3.1%)
State Total	6,252,011	454,780 (7.3%)	46,446 (0.7%)	526,403 (8.4%)	168,112 (2.7%)	3,064,607 (49.0%)	39,510 (0.6%)	1,741,655 (27.9%)	210,498 (3.4%)

All teachers in Phoenix Independent Study have been CLAD certified. Students designated as Intermediate or below on CELDT testing are placed at Chaparral for more intensive EL support. Those with designations of Early Advanced or Advanced on the CELDT are able to be placed in any of the Alternative Education programs with additional support/modifications made as necessary.

EL Students at Phoenix Independent Study 2008-2009

• School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
PHOENIX HIGH	162	2 (1.2%)	3 (1.9%)	0 (0.0%)
District Total:	24,768	1,886 (7.6%)	1,742 (7.0%)	43 (1.9%)
County Total:	496,702	84,502 (24.8%)	84,502 (17.0%)	11,517 (9.4%)
State Total:	6,252,011	1,515,074 (24.2%)	1,213,684 (19.4%)	168,398 (10.8%)

Special Categories of Students:

Approximately 21.5 % of the students in the Phoenix Program are eligible to receive free or reduced lunches based upon data from the 2008-2009 school years.
AFDC Phoenix High School 2008-2009.

• School	Free & Reduced Price Meals	Unofficial Enrollment Used for Meals
PHOENIX HIGH	40 (24.7%)	
District Total:	3,234 (31.5%)	
County Total:	83,290 (38.8%)	
State Total:	3,270,858 (52.3%)	

School facilities, including technology, and media resources are:

Phoenix High School is located at six comprehensive school sites. Two teachers are located in onsite trailers, three teachers have office space in various locations on the comprehensive sites, and two teachers have office space on the campus of Chaparral the Districts Alternative High School. Six of the Phoenix teachers have a one computer work station or a district provided lap top for their use. Two teachers located at Chaparral have one computer work station and access to a computer lab. The development of technology based learning is a major goal to support the Phoenix teachers in their curriculum.

School programs contributing to pupil achievement and progress toward meeting academic goals:
All district resources are available to Phoenix students. The students also have tutorial support at their comprehensive school site. They also conduct a weekly orientation for new students and complete pre and post testing of their student's academic skills. Students who are found to be in the Early Advanced or Advanced EL designation are able to remain at Phoenix and receive modified curriculum using SDAIE strategies.

Orientation
There is an active effort to orient students and parents to Alternative Education.
Phoenix orientation begins with intake conferences where parents and students meet with guidance personnel and a teacher to establish goals and discuss educational needs. Phoenix High School uses the District's student profile system to gather all pertinent testing information once a student begins their program which enables the staff to select the most suitable course of study for each individual student.

Tutorials
Students may self-select to request tutorial sessions with their teacher or attend tutorials offered by the comprehensive school site.

Reading classes
All students in the Phoenix Program must have at least a eighth grade reading level. Their student profile is reviewed for all reading test scores and if a score is not available the students are tested at the referring school to give students appropriate support classes.

School-To-Career
Phoenix High School career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Phoenix have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. If age and academically appropriate, the teachers work to enroll students in Work Experience, one of 85 Regional Occupation Programs and/or Adult School and Community College courses to fulfill their student's quest for involvement in a career of interest.

The number of instructional minutes offered:
For 2008-2009, Phoenix offered 180 days of instruction. All instruction time either met or exceeded the daily instructional minute requirement specified in the California Education Code.

Progress in reducing dropout rates:
Phoenix High School believes that effective instruction consists of continuous building of new concepts upon existing ones requiring regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Dropout Prevention Specialist. Dropout rates have fluctuated in the past in part due to differing methods of tracking student movement. In an effort to reduce these differences and obtain consistent data, the GUHSD Site Support Technician

joined other individuals from local school sites to receive training from the district. Also a proposed new student data system will possibly address this discrepancy.

Phoenix High School Dropout Rate History

	03-04	04-05	05-06	06-07	07-08	08-09
Enrollment	142	189	246	226	196	**Not available until Spring of 2010.**
Phoenix Dropout rate	42.3 %	43.9%	39.4%	74.3%	23%	
District Dropout rate	1.0%	1.0%	2.1%	3.3%	2.6%	
State Dropout Rate	3.3%	3.1%	3.4%	5.5%	4.9%	

The total number of credentialed teachers, the number relying upon emergency credentials and the number of teachers working outside their subject areas of competence:

Phoenix High School Teaching Credentials 2008-09

	Number of Credentials *Teachers may hold more than one	Percent Total
Full Credential	7	100%
Emergency	0	0%
Total	7	

Currently at Phoenix High School, we have seven certificated staff members and two classified staff members, for a total of 9. The certificated staff includes 7 teachers and the classified staff includes 1 senior secretary and 1 SST. Under NCLB requirements, parents of students in classrooms with teachers teaching outside their major area receive notification. All teachers at Phoenix High School meet NCLB requirements.

The availability of qualified personnel to provide counseling and other pupil support services:
Phoenix High School has available to them a counselor from Chaparral High School to consult with on student academic needs. There are no special education students placed in this program. Phoenix also receives support from Child Protective Services and the CAT Team. The Dropout Prevention Specialist provides services to the program as needed.

The availability of qualified substitute teachers:
The GUHSD has increased substitute pay, resulting in a more competitive position to obtain qualified substitute teachers. A district system is in place to limit substitute requests on days of anticipated heavy use.

The adequacy of teacher evaluations and opportunities for professional improvement:
Observations are made according to the GEA contract agreement and evaluations completed using district forms. The evaluations focus on the California Content Standards for the Teaching Profession. Tenured teachers may also have an opportunity to participate in an alternative evaluation process. Walk-throughs by administrators are utilized for assessing the literacy efforts and standards alignment.

New, non-tenured teachers participate in the BTSA program that provides them with a variety of staff development. Teachers are encouraged to take advantage of the many professional development opportunities available to them, supported by both categorical and general funds.

The safety, cleanliness and adequacy of school facilities:
Phoenix High School is included in each school site's comprehensive School Safety Plan which is updated annually by the Safe School Committee and is available at the school office. Major components of the plan include personal characteristics of students and staff, the school's social environment, school culture and the school's physical environment. The school's staff works hard to encourage awareness

and respect for differences as well as similarities. The teachers and staff provide a supportive environment where students can learn free from concerns about physical and psychological harm. If disciplinary support is needed at the site they work with the administration of the comprehensive school to follow school and district policies. If law enforcement is needed, the area's Police Department supports the site on law enforcement issues.

Classroom discipline and learning climate, including suspension/expulsion rates:

Alternative Education continues to address the growing number of suspensions and expulsions over the years. Staff meets regularly to discuss individual students in order to avert potential problems. Student Study Team meetings are held with parents and students to address both academic and behavioral concerns. A district probation officer works throughout the District to address truancy issues and work with student offenders.

Staff training and curriculum improvement:

Curricular alignment with the California Standards has been a major focus of the teachers over previous years. Most departments have established Power Standards that compile the most weighted and tested of the content standards.

The quality of instruction and school leadership:

High quality instruction is essential for student achievement. Alternative Education provides the core offerings and electives needed to obtain a diploma.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

Alternative Education at Phoenix High School targets specific populations with varied needs and interests. Examples of this are the teacher's willingness to research and develop curriculum and pursue the use of technology to meet the needs and interest of their students. The teacher's curriculum uses power standards so that students are receiving the California State Content Standards. The following statements characterize educational practice in this program:

1. Alignment of curriculum, instruction and materials to the performance standards. The teachers use power standards for each of their departmental curricula and materials. A combination of direct instruction and standards aligned materials are used in all classes. A combination of digital curriculum also supplements instruction.

2. Availability of standards-based instructional materials appropriate to all student groups: Standards-based instructional materials and books are adequate to support all students. New materials have been utilized to focus on the needs of the EL. Textbooks are updated on a district timeline and William's Settlement money was used for the purchase of more current textbooks for Phoenix HS.

3. Alignment of staff development, assessed student performance and professional needs and is data driven: Staff development is targeted to meet these professional needs with ongoing training on assessing data and using it to drive the teaching and focus in all programs.

4. Use of state and local assessments to modify instruction and improve student achievement: Staff has been trained on the use of the student Performance Profile Data available through the District web site. Teachers are using Performance Profiles to gather information about their students. Common assessments are difficult to do given that most teachers are teaching different subjects within their core. Reading data, obtained through Gates-MacGinnitie testing, is available to teachers in Performance Profiles.

5. Number and percentage of teachers in academic areas experiencing low student performance: Student failure rate has shown steady improvement over the past three years.

6. Family, school district and community resources available to assist these students: Community resources such as Harmonium, County Probation, Drug Rehabilitation programs etc. are available to students. Because of the small numbers, all teachers are in constant communication with parents and or guardians.

7. School, district and community barriers to improvements in student achievement: Barriers to improvement include lack of motivation, low self-esteem, low expectations, limited parental involvement and the transiency of students in and out of our programs.

Phoenix Student Performance Data Summary

State Accountability: Academic Performance Index (API)

2007 API	2008 API	2009 API	2010 API	Growth in the API from 2009-2010	2011 API Growth Target
665	569	658	694	36	699

API growth target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM)

California Standards Test (CST) Scores (STAR)

TESTS	9th										10th									
	2008					2009					2008					2009				
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far below Basic	Advanced	Proficient	Basic	Below Basic	Far below Basic	Advanced	Proficient	Basic	Below Basic	Far Below Basic
English Language Arts	6	13	44	19	19	--	--	--	--	--	6	16	32	19	26	3	29	45	16	6
General Math	0	36	14	29	21	--	--	--	--	--	--	--	--	--	--					
Algebra I						--	--	--	--	--	--	--	--	--	--					
World History																--	--	--	--	--
Science											0	10	38	24	29	4	22	30	33	11
Biology/Life Science																--	--	--	--	--
Earth Science		--				--	--	--	--	--						--	--	--	--	--

TESTS	11th									
	2008					2009				
	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Advanced	Proficient	Basic	Below Basic	Far Below Basic
English Language Arts	3	18	22	27	31	4	20	24	35	17
Algebra I						--	--	--	--	--
Geometry						--	--	--	--	--
US History	0	12	23	27	37	2	13	28	27	30
Biology/Life Science						--	--	--	--	--
Earth Science						0	12	47	18	24

CAHSEE Results – Mathematics

	2007			2008			2009		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	47	33	70	25	15	60	32	22	69
Grade 11	10	--	--	26	7	27	11	4	36
Grade 12	14	9	64	6	--	--	9	--	--
Gender									
Male	32	18	56	24	9	38	23	15	65
Female	39	29	74	33	14	42	29	16	55
Ethnicity									
Am. Indian	3	--	--	3	--	--	0	--	--
Asian	1	--	--	0	--	--	1	--	--
African Am.	3	--	--	1	--	--	2	--	--
Filipino	3	--	--	0	--	--	2	--	--
Hispanic	22	11	50	6	--	--	15	7	47
Pac. Islander	2	--	--	1	--	--	1	--	--
White	36	27	75	34	17	50	31	19	61
Unknown/Declined	1	--	--	4	--	--	0	--	--
Language									
ELL	3	--	--	3	--	--	6	--	--
IFEP	14	11	79	5	--	--	3	--	--
RFEP	5	--	--	3	--	--	1	--	--
EO	48	33	69	46	18	39	42	27	64
Unknown	1	--	--						
Economic Status									
Econ disadvantaged	20	12	60	16	6	38	20	9	45
Non-econ disadvantaged	37	23	62	36	16	44	28	20	71
Unknown	14	12	86	5	--	--	4	--	--
Spec. Ed. Prog.									
Spec. Ed	2	--	--	3	--	--	1	--	--

CAHSEE Results – English

	2007			2008			2009		
	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed	# Tested	# Passed	Total % Passed
Grade 10	47	36	77	24	15	63	30	26	87
Grade 11	6	--	--	17	7	41	5	--	--
Grade 12	11	8	73	5	--	--	9	--	--
Gender									
Male	31	18	58	22	8	36	20	13	65
Female	33	29	88	24	16	67	24	20	83
Ethnicity									
Am. Indian	2	--	--	2	--	--	0	--	--
Asian	0	--	--	0	--	--	1	--	--
African Am.	2	--	--	1	--	--	1	--	--
Filipino	3	--	--	0	--	--	2	--	--
Hispanic	20	14	70	12	5	42	8	--	--
Pac. Islander	1	--	--	1	--	--	1	--	--
White	35	29	83	27	16	59	31	22	71
Unknown/Declined	1	--	--	3	--	--	0	--	--
Language									
ELL	4	--	--	3	--	--	2	--	--
IFEP	13	9	69	4	--	--	3	--	--
RFEP	4	--	--	3	--	--	1	--	--
EO	43	34	79	36	19	53	38	28	74
Economic Status									
Econ disadvantaged	18	12	67	13	5	38	14	9	64
Non-econ disadvantaged	35	27	77	29	17	59	27	21	78
Unknown	11	8	73	4	--	--	3	--	--
Spec. Ed. Prog.									
Spec. Ed	2	--	--	--	--	--	3	--	--

California High School Exit Exam (CAHSEE) Results
for Mathematics and English Language Arts (ELA)
by Program (Combined 2010) for (Grade 10)
Phoenix High (Alter. - 3739000

- To protect privacy, "n/a" appears in place of test scores wherever those scores are based on 10 or fewer students.

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Re-designated Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
Phoenix High (Alter.)	# Tested	Math	28	1	1	1	8	20
Phoenix High (Alter.)	Passing	Math	20 (71%)	n/a	n/a	n/a	n/a	16 (80%)
Phoenix High (Alter.)	# Tested	ELA	30	1	1	2	10	20
Phoenix High (Alter.)	Passing	ELA	23 (77%)	n/a	n/a	n/a	n/a	16 (80%)

School Report
2010 Adequate Yearly Progress (AYP) Report

2010 AYP and PI Links:

School: Phoenix High
LEA: Grossmont Union High
County: San Diego
CDS Code: 37-68130-3739000 (An LEA is a school district or county office of education.)
School Type: High

Direct Funded Charter School: No

Made AYP: No
Met 4 of 5 AYP Criteria

Participation Rate

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
GROUPS	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	32	30	94	Yes	EN	31	28	91	Yes	EN
Black or African American	4	3	75	--		4	3	75	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	7	7	100	--		6	5	84	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	19	18	95	--		19	18	95	--	
Two or More Races	0	0	--	--		0	0	95	--	
Socioeconomically Disadvantaged	10	10	100	--		9	8	89	--	
English Learners	2	2	100	--		2	1	50	--	
Students with Disabilities	1	1	100	--		1	1	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 55.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 54.8 % Met all percent proficient rate criteria? Yes				
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
Schoolwide	10	4	40.0	Yes	CI	10	3	30.0	Yes	CI
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	1	--	--	--		1	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	7	--	--	--		7	--	--	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	1	--	--	--		1	--	--	--	
English Learners	0	--	--	--		0	--	--	--	
Students with Disabilities	0	--	--	--		0	--	--	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
			N/A	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

2009 Graduation Rate	2010 Graduation Rate	2010 Target Graduation Rate	2010 Graduation Rate Criteria	Alternative Method

(Class of 2007-08)	(Class of 2008-09)		Met	
34.62	38.89	40.16	No	

Next Year: Graduation Target

2011 Target Graduation Rate
44.57 Variable

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal. For the 2010 target graduation rate, the fixed and the variable target rates are the same. The lower of the two target rates (fixed or variable as indicated below the 2011 target rate) was used to establish the 2011 target graduation rate.

Federal Accountability: Adequate Yearly Progress (AYP) 2009

2007		*2008*		*2009*		2010	
Made AYP	No	*Made AYP*	No	*Made AYP*	Yes	*Made AYP*	Yes
Participation Rate	No	*Participation Rate*	Yes	*Participation Rate*	Yes	*Participation*	Yes
Percent Proficient	Yes	*Percent Proficient*	Yes	*Percent Proficient*	Yes	*Percent*	Yes
API	Yes	*API*	No	*API*	Yes	*API*	Yes
Graduation Rate	No	*Graduation Rate*	Yes	*Graduation Rate*	Yes	*Graduation*	No

Local Measures of Student Performance

Phoenix High School (Percent Attending)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Avg
04-05	88%	85%	84%	83%	77%	84%	83%	84%	82%	80%	75%	83%
05-06	86%	85%	85%	81%	77%	82%	84%	87%	83%	80%		83%
06-07	88%	86%	85%	83%	81%	85%	85%	86%	83%	81%		84%
07-08	87%	86%	84%	84%	85%	85%	85%	85%	88%	86%	84%	85.4%
08-09	86%	86%	85%	86%	94%	88%	87%	90%	85%	86%	87%	86%

CHAPTER III: ONGOING SCHOOL IMPROVEMENT

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal #1: By June 2013, the percent of student's school wide, which have attended Phoenix High School 90 days or longer, reaching proficiency or better on the CST in English Language Arts and Mathematics will increase by 4%.

Goal #2: By June 2013, teachers will expand their use of technology in teaching of mathematics to enhance the hybrid learning environment which provides a range of instructional experience. Impact will be measured by an increase in students' passing rate on the mathematics portion of the CAHSEE from 60% to 70%.

Goal #3: By June 2013, the number of GED Prep students taking and passing the GED test will increase from 15% to 17%.

Goal #4: By June 2013, technology based credit earning avenues, beyond the regular Phoenix Independent Study curriculum will be implemented (first year pilot) using the e2020 program of computer based courses. The completion of on-line courses will increase from 10% to 20%.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal #1: By June 2013, the percent of students school wide, who have attended Phoenix High School 90 days or longer, reaching proficiency or better on the CST in English Language Arts and Mathematics will increase by 4%.

Student groups participating in this goal: All students
Means of evaluating progress toward this goal: Disaggregated longitudinal data.
Group data needed to measure academic gains: STAR-CSTs, CAHSEE and GUHSD district assessments

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source	
Alignment on instruction with content standards: • All CORE subject areas will align curriculum to CA State Content Standards and continue to calibrate curriculum to the appropriate grade level. • Teachers in CORE areas will use standards aligned textbooks adopted by the GUHSD. • Packet materials will be calibrated with CA State Content Standards and appropriate skill level by grade and students will participate in practice tests.	Teaching staff, Administration/ by 6/13	None	$0 $25/hr	None Prop 20 Block grant Site funds/Block grant	
Improvement of instructional strategies and materials: • Reading skills will continue to be reinforced and emphasized school-wide across all subject areas with targeted strategies and challenging learning experiences that involve higher order thinking skills as measured by pre and post testing on the Gates-McGinnite and scores on the CAHSEE. • Writing skills will continue to be reinforced and emphasized school-wide across all subject areas using targeted strategies challenging learning experiences that involve higher order thinking skills and measured by District assessments and scores on the CAHSEE. • Literacy (writing and reading) skills will be taught across the curriculum as monitored by walk through observations and collaboration with like teachers. • Investigate the use of adapted AVID methodologies in preparing students for community college and beyond.	Teaching staff, Administration, By 6/13	None	$0 $25.00/hr $40/hr	None Block Grant	
Extended learning time: • Summer school will be offered for repeating classes, finishing classes in progress, supplementary instruction such as standards-based pre-requisite classes in reading and math.	By 6/13 Counseling staff, Administration.	Certificated Salary			

Increased educational opportunity: • Increased opportunities for internet projects will be utilized.	Teaching staff, Administration, by 6/13	Certificated Salary Classified Salary		Block grant	
Involvement of staff, parents and community: • Parent/Community will have access to information about Alternative Education, including the SARC via the GUHSD websites. •	Principal, Asst. Principal/ by 6/13	None	$0	None	
Auxiliary services for students and parents: • Parents/community will have access to student assessment results via Performance Profiles.	Principal, Counseling, GUHSD/ by 6/13	None	$0	None	
Monitoring program implementation and results: • Administrators and staff will monitor D/F rates following each progress report and grading period. The data will be used to determine supplemental programs for students. • Administrators will monitor progress data of students returned to their home school.	Department chairs, Teaching staff, Administration/ by 6/13	None	$0	None	
Subtotal:			**Dependent upon hours worked**		

GOAL #2: By June 2013, teachers will expand their use of technology in teaching of mathematics to enhance the hybrid learning environment which provides a range of instructional experience. Impact will be measured by an increase in students' passing rate on the mathematics portion of the CHASEE from 60% to 70%.					
Description of Specific Actions to Improve Educational Practice	**Implementers/Timeline**	**Related Expenditure**	**Estimated Cost**	**Funding Source**	
Alignment on instruction with content standards: • All computer programs and software chosen for curriculum support will align to California State Content Standards and appropriate grade levels.	Administrators, Teachers by June 2013				
Improvement of instructional strategies: • Math skills will be enhanced by the use of instructional resources through the development of computer generated programs and software that will help improve student scores on the CAHSEE.	Administrator, Teachers and consultants by November 2013	Teachers and consultant collaboration and work shops			
Extended learning time: • Technology based programs for math will allow the teachers to enhance their curriculum to accelerate the learning process rather than extending hours in the classroom. • Technology based curriculum will allow the students to pursue their lessons at home which will help facilitate greater understanding of their curriculum.	Teachers, staff, and consultants by June 2013 Administrators, teachers, and consultants by June 2013	None	0		
Increased educational opportunities: • The computer designed programs will allow students more access to their curriculum which will allow for improved skills in math. • Increased learning opportunities will occur with the implementation of technology by increasing the exposure of curriculum and learning opportunities on the internet.	Administrator and teachers by June 2013	None	0	None	
Involvement of staff, parents, and the community: • Staff will take part in collaborative developed professional development and on-site support in mathematics. • Staff will work with consultants to help identify software support for practicing skills in mathematics which will include on-site assistance in the use of the software.	Administrator, teachers by June 2013				

• Parents will be informed of all computer support programs and how they can help facilitate learning at home. • Data will be shared with all stakeholders on the outcomes of the increased use of technology in the classroom	District, teachers by June 2013 District, staff, teachers, and parents by November 2013	None	$ 0 0		
Monitoring program implementation and results: • Administrators, teachers, and consultants will monitor CAHSEE data for increased pass rates in mathematics.	District, Administrator, teachers by June of 2013	None	$0		
Subtotal:			**$0**		

GOAL #3: By June 2013, the number of GED Prep students taking and passing the GED test will increase from 15% to 17%. Student groups participating in this goal: All students Means of evaluating progress toward this goal: Tracking GED test scores, class pass-rates. Group data needed to measure academic gains: GED test scores, class pass-rates.					
Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditure**	**Estimated Cost**	**Funding Source**	
Alignment on instruction with content standards: • GED Prep teachers will utilize DVD, computer, and supplemental materials along with the textbook.	Teaching staff by 6/13	None	$0	Phoenix	
Involvement of staff, parents, and the community: • GED Prep staff will drive students to orientations.	Teaching staff by 6/13	None	Varies		
• Foothills and GED Prep staff will share information in order to compare the Students' scores from year to year.	GED Prep staff, Foothills staff by 6/13	None	$0	None	
Increased educational opportunity: • Parents/guardians will be needed to accompany students to the GED Prep intake with the teacher.	GED Prep staff by 06/13	None	$0	None	
• Teachers will keep contact logs regarding parents.	Teaching staff by 6/13	None	$0	None	
Subtotal:			**$0**		

GOAL #4: By June 2013, technology based credit earning avenues, beyond the regular Phoenix Independent Study curriculum will be implemented (first year pilot) using the e2020 program of computer based courses. The completion of on-line courses will increase from 10% to 20%. Student groups participating in this goal: All students Means of evaluating progress toward this goal: Comparison of longitudinal and disaggregated data. Group data needed to measure academic gains: # of student scholarship opportunities, # of parents participating in campus activities, sampling of notes to students, increased number of student computers.					
Description of Specific Actions to Improve Educational Practice	**Implementers/ Timeline**	**Related Expenditure**	**Estimated Cost**	**Funding Source**	
Alignment on instruction with content standards: • All computer programs and software chosen for curriculum support will align to California State Content Standards and appropriate grade levels.	Administrators, Teachers by June 2013				
Improvement of instructional strategies: • Math skills will be enhanced by the use of instructional resources through the development of computer generated programs and software that will help improve student scores on the CAHSEE.	Administrator, Teachers and consultants by June 2013	Teachers and consultant collaboration and work shops			
Extended learning time: • Technology based programs for math will allow the teachers to enhance their curriculum to accelerate the learning process rather than extending hours in the classroom. • Technology based curriculum will allow the students to pursue their lessons at home which will help facilitate greater understanding of their curriculum.	Teachers, staff, and consultants by June 2013 Administrators, teachers, and consultants by June 2013	None	0		
Increased educational opportunities: • The computer designed programs will allow students more access to their curriculum which will allow for improved skills in math. • Increased learning opportunities will occur with the implementation of technology by increasing the exposure of curriculum and learning opportunities on the internet.	Administrator and teachers by June 2013	None	$4,058	Lottery	
Involvement of staff, parents, and the community: • Staff will take part in collaborative developed professional development and on-site support in mathematics. • Staff will work with consultants to help identify software support for practicing skills in mathematics which will include on-site assistance in the use of the software. • Staff will assist in selecting textbooks and support materials for use with their students. • Parents will be informed of all computer support programs and how they can help facilitate learning at	Administrator, teachers by June 2013 District,				

• Data will be shared with all stakeholders on the outcomes of the increased use of technology in the classroom	teachers by June 2013 District, staff, teachers, and parents by November 2013	None	0		
Monitoring program implementation and results: • Administrators, teachers, and consultants will monitor CAHSEE data for increased pass rates in mathematics.	District, Administrator, teachers by November of 2013	None			
Subtotal:			**$4,058**		
TOTAL:			**$4, 058**		

CATEGORICAL FUNDING ALLOCATED TO PHOENIX HIGH SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy. These are projected entitlements based upon amounts for the 2012-2013 school year.

FUNDS ALLOCATED

Type of Fund Allocated	**Amount**
Economic Impact Aid/English Learner Program	**$0**
Purpose: Develop fluency in English and academic proficiency of English learners.	
Lottery Funds	**$4,514**
Purpose: For instructional materials, textbooks, and school and classroom library materials.	
Total Funds Allocated:	**$4,514**

Total Funds Allocated:	**$4,514**
Total Expenditures:	**$4,058**
TOTAL carry over (c/o) to next year:	**$456**

CHAPARRAL HIGH SCHOOL'S PARENTAL INVOLVEMENT POLICY

Chaparral High School will jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements below:

Chaparral High School will notify parents of an annual meeting, to be convened at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. The number of meetings will be flexible, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. Chaparral High School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan, through the School Site Council (SSC).

Chaparral will provide parents of participating children timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the school-wide program plan is not satisfactory to the parents of participating children, any parent comments on the plan will be submitted when the school makes the plan available to the school board.

Chaparral High School will jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

To ensure effective involvement of parents and to support a partnership among Chaparral High School, parents, and the community to improve student academic achievement, Chaparral will provide assistance to parents of children, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. Chaparral will also provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. In addition, Chaparral will educate teachers, pupil services personnel, principals, and other staff, with

the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Further, to the extent feasible and appropriate, Chaparral will coordinate and integrate parent involvement programs and activities, such as a parent resource center, that encourage and support parents in more fully participating in the education of their children.

Chaparral will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Chaparral may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training, and may provide necessary literacy training.

Chaparral may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, and may train parents to enhance the involvement of other parents.

School meetings may be scheduled at a variety of times, or Chaparral may schedule in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation. Furthermore, Chaparral may adopt and implement model approaches to improving parental involvement, may develop appropriate roles for community-based organizations and businesses in parent involvement activities, and will provide such other reasonable support for parental involvement activities as parents may request.

To include participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, Chaparral will provide information and school reports in a format and, to the extent practicable, in a language such parents understand.

SCHOOL SITE COUNCIL (SSC) MEMBERSHIP

The SSC make-up:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Principal	1				
Non-teaching Staff			2		
Teacher		3			
Parent/Community				2	
Student					3
Number of members of each category	1	3	2	2	3

*At secondary schools there must be equal numbers of students, parents or other community members (selected by their peers) as there are classroom teachers, other school personnel (selected by their peers). *Education Code 52012).*

SSC Members:

Name	Position
Schroeder, Thomas	Teacher, SSC President
Karly Johnstone	Teacher
Teri Klemstime	Teacher
Gedman, Peggy	Principal's Secretary, SSC Secretary
Dave Moore	Guidance Counselor
Reid, Randy	Principal, SSC Vice President
	Student
	Student
	Student
	Parent/ community member
	Parent/ community member

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the Board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

4. This school plan is based upon 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. This school plan was adopted by the school site council on:

Attested:

_____	_____	_____
Typed name of school Principal	Signature of school Principal	Date
_____	_____	_____
Typed name of SSC member	Signature of SSC member	Date
_____	_____	_____
Typed name of SSC member	Signature of SSC member	Date
_____	_____	_____
Typed name of SSC member	Signature of SSC member	Date
_____	_____	_____
Typed name of SSC member	Signature of SSC member	Date
_____	_____	_____
Typed name of SSC member	Signature of SSC member	Date

RECOMMENDATIONS AND ASSURANCES

The Chaparral School Site Council recommends this school plan and its related expenditures to the GUHSD Governing Board for approval, and assures the Board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply).
   - _XX_ Team Leader Committee
   - _XX_ School Site Council

4. The school site council reviewed the content requirements for school plans of programs including in this Single Site Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan 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.

6. This school plan was adopted by the school site council on: May 22, 2012

Attested:

Randy Reid (School Principal)	Randy Reid (Signature of School Principal)	5/22/12 (Date)
Thomas Schroeder (SSC President)	(Signature of SSC President)	5/22/12 (Date)
Karly Johnstone (Chaparral Teacher)	(Signature)	5/22/12 (Date)
Terri Klemstine (Teacher)	Terri Klemstine (Signature)	5/22/12 (Date)
Dave Moore (Chaparral Counselor)	Dave Moore (Signature)	5-22-12 (Date)
(Parent)	(Signature)	(Date)
Rob Nolan (Community Member)	(Signature)	(Date)
Shamya Stewart (Chaparral Student)	Shamya Stewart (Signature)	5/22/12 (Date)
Lily Simental (Chaparral Student)	Lily Simental (Signature)	5/22/12 (Date)
(Chaparral Student)	(Signature)	(Date)