

PHOENIX HIGH SCHOOL

1600 Cuyamaca St., El Cajon, CA 92020 • (619) 258-3787

Lucia Washburn, Principal

School Accountability Report Card

Principal's Message

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.

Mission Statement

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School Profile

Phoenix High School is located at seven 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 when possible. Currently the Grossmont Union High School District serves 24,000 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 eight current teachers. The enrollment by grade level is 9th grade – 9; 10th grade – 52; 11th grade – 117; 12th grade – 162.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	3.1%
American Indian	2.0%
Asian	0.5%
Caucasian	62.2%
Filipino	1.0%
Hispanic or Latino	21.9%
Pacific Islander	2.0%
Multiple or No Response	7.1%

Discipline & Climate for Learning

Students at Phoenix are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Phoenix discipline program is to ensure a safe environment for students to learn. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook, which is sent home at the beginning of the school year.

Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	484	0	4230	3656	3109
Suspension Rate	0.0%	214.2%	0.0%	17.3%	15.3%	12.8%
Expulsions	0	19	0	186	182	195
Expulsion Rate	0.0%	8.4%	0.0%	0.8%	0.8%	0.8%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
9th	2		1
10th	23	18	14
11th	59	59	59
12th	162	149	122

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	29	23	18	1	1	3	-	1	1	2	1	-
Mathematics	19	23	29	2	3	-	1	2	1	-	-	1
Science	-	2	1	-	11	7	-	-	-	-	-	-
Social Science	18	-	17	2	-	1	-	-	1	-	-	-

School Facilities

Phoenix is comprised of 7 small classrooms located on comprehensive school sites throughout the District.

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.

School Facility Conditions				
Date of Last Inspection: 12/01/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

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 plan was last reviewed and updated on 9/06 by the School Safety Committee. All revisions were 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.

Counseling & Support Staff

It is the goal of Phoenix High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Phoenix High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1
Assistant Principal	2	2
Guidance Secretary	1	1

Dropout & Graduation Rates

Phoenix believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: A Dropout Prevention Specialist.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	43.92%	39.43%	74.34%
Graduation Rate	10.70%	5.60%	88.80%

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	0.0%	*	*
American Indian	0.0%	*	*
Filipino	0.0%	*	*
Hispanic or Latino	4.0%	*	*
Pacific Islander	33.0%	*	*
Caucasian	8.0%	*	*

* Data was not available at the time of publication.

CAT-6

The CAT-6 is not offered at the high school level.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
9th Grade	
School	
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10		11			
	06	07	08	06	07	08	06	07	08	06	07	08			
All Students															
School	36	38	19	13	26	22	17	13	21	11	5	0	12	7	12
District	48	53	53	37	39	41	34	37	37	30	32	37	33	34	38
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	*	*	*	6	11	0	18	10	19	19	*	*	18	10	21
District	44	46	46	30	35	35	28	31	33	32	35	41	33	36	41
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	*	*	*	17	48	44	17	14	22	5	0	*	8	6	7
District	53	60	59	45	44	47	39	45	41	28	28	33	32	34	35
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	*	*	*	21	7	*	8	9	18	11	*	*	3	6	0
District	31	33	33	19	24	24	16	21	22	16	18	21	16	21	24
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Hispanic or Latino															
School	*	*	*	8	*	*	13	15	6	*	*	*	8	5	0
District	33	37	38	23	24	26	21	24	22	19	19	25	23	21	26
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	*	*	17	8	34	27	19	9	23	13	8	*	13	6	16
District	57	62	61	45	48	50	39	45	44	36	38	45	37	41	44
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	1	2	4	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	71	48	-96	569

N/A - Means a number is not applicable or not available due to missing data.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	No		Yes	
Graduation Rate	Yes		Yes	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

	CAHSEE By Subject								
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	-	-	-	-	-	-	-	-	-
Mathematics	-	-	-	-	-	-	-	-	-

Advanced Placement Classes

Phoenix High encourages students to continue their education past high school. Phoenix High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Teacher Credential Status				Misassignments/Vacancies				
	School			District		05-06	06-07	07-08
	05-06	06-07	07-08			07-08		
Fully Credentialed	8	8	8	1029	Misassignments of Teachers of English Learners	6	0	0
Without Full Credentials	0	0	0	24	Misassignments of Teachers (other)	0	0	0
Working Outside Subject	0	0	0	0	Total Misassignments of Teachers	6	0	0
					Vacant Teacher Positions			0

UC/CSU Course Completion

Students at Phoenix High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	
What percent of the school's pupils complete a CTE program and earn a high school diploma?	
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/ CSU Admission	5.6%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	2.5%

* Duplicated Count (one student can be enrolled in several courses).

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education (CTE) Programs

Phoenix post secondary education 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. Advisors/Guidance Counselors offer additional support through various programs, including access to ROP courses.

Curriculum Development

All curriculum development in the Grossmont Union High School District is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program. The following changes to curriculum have been added during the 2007/08 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP
 Biology 1, 2 IB SL R238/R239 Science
 Cel Animation 1C, 2C B263/B264 Art
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech
 French 3, 4 IB HL2 G037/G038 Foreign Language
 Professional Musical Theatre
 Performer T510/T511 ROP
 Science 1, 2 Sheltered R023/R024 Science

Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<http://portal.guhsd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,711
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	53.3%	46.7%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

District Revenue Sources

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

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- AP Workshop
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Data Analysis
- Differentiated Instruction for the Teenage Brain
- Edu-Soft Training
- Effective EL Strategies
- Effective Teambuilding
- Equity & Diversity Training
- FACT Training
- Gang Awareness
- Health Workshop
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC Counselor Workshops
- PLC On-Site Support
- Poverty Training
- Principal/Asst. Principal Leadership Seminars
- ProACT Training
- Rebels With Applause: Motivating Reluctant Learners
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working With Challenging Students

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Parent Involvement

Phoenix greatly benefits from its supportive parents who ensure that their students attend school regularly. Parents are also welcome to join the School Site Council. The school also benefits from several community partnerships, including Grossmont Federal Credit Union, Kiwanis, etc.

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Debra Powell at (619) 258-3787.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
School & District	
School	\$65,244
District	\$64,549
Percentage of Variation	1.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	0.51%

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

