

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Poway High School	37682963735867	10-24-19	11-14-19

School Vision and Mission

Mission Statement

The Poway High School Community will ensure a safe, respectful, challenging learning environment that requires all students to meet high expectations and pursue their goals.

Vision Statement

- Staff, students, and parents of the learning community will support, and have a personal connection to, the Poway High School Mission and Vision.
- Communication among staff, students and parents will be coordinated and clear, and will strengthen the connection between home and school.
- The school community will partner with the greater Poway Community and its businesses to promote interaction, and community members will have a supporting role on and off our campus.
- All members of the learning community will maintain a clean, safe and secure environment that requires respectful speech and behavior and instills pride in our school.
- All members of the learning community will give and receive common courtesy, inside and outside of classrooms, and for and among members of diverse groups.
- Staff will exemplify professionalism and model the speech and behavior expected of students.
- Students at all grade levels will meet or exceed academic standards and will demonstrate personal, social and career skills expected of all Poway High School graduates.
- Students will make connections between subject areas and the real world -- with staff assisting, and community partners providing opportunities for real-life experience.
- Staff will provide rigorous and relevant curriculum and daily lessons driven by academic standards and student performance.
- Teachers in all subject areas will support the basic skills of reading, speaking, writing, using technology and problem-solving in their curriculum.
- Staff will participate in professional development activities that result in measurable improvement in student learning.

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

School Profile

Poway High School is a four-year comprehensive public high school, established in 1961 and nationally recognized for academic excellence. Poway High School currently serves approximately 2,200 students in grades 9-12, with a senior class of 519. Approximately 107 certificated staff members, including four administrators, five counselors, and one school psychologist are available to serve our students. Our school has a long tradition of creating culture and conditions to empower world class learners. With a renowned record of academic success, inspiring arts programs, athletic opportunities and student driven events Poway High School provides a culture giving all students the ability to embrace the Titan experience. Poway families take pride in seeing generations of their family as Titan alumni. Poway High is fortunate to have the support of our community with active Foundation, Parent Teacher Student Association (PTSA), and multiple Booster programs.

Poway High School provides an educational experience to inspire passion and prepare every student to thrive in college, career, and life by providing personalized, rich and rigorous learning experiences. During the 2019/20 school year our educators will be focused on building student agency, through defining our common Titan values, and developing a culture of critical thinking for all students. From our AVID (Advancement Via Individual Determination) to Advanced Placement courses all students are able to explore their academic interests and develop crucial problem solving skills. Poway High School offers twenty-nine Advanced Placement Courses. Our AVID program provides college guidance and skill building for all four grade levels to approximately 300 students. Students with an interest in Automotive, Engineering, Graphic Design, Media or Visual Arts have the ability to explore one of our many Career and Technical Education pathways. Our Career and Technical Education department at Poway High supports the only Agriculture Pathway for the Poway Unified School District. Outside of the classroom many of our students find their place on the field, pool, track, or court participating in our extensive athletics programs. Students who are interested in learning the skills to be global leaders are able to participate in our Associated Student Body, Peer Counseling, Speech and Debate and Academic League programs, just to name a few. Our stakeholders believe the Titan experience is essential for producing the next generation of leaders and thinkers, therefore, our community rallies around a variety of programs to empower our students to be college, career and life ready. Poway Titans not only represent the flagship High School of the Poway Unified School district, but also the Poway community as a whole.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Site Council team is the key governing body to guide our SPSA work. The School Site Council meets 6 times throughout the year to create, evaluate and adjust the SPSA and ELL/EDY budgets. As we moved forward into the 2019/20 school year our school site revised our decision-making structures. In August 2019, we created a Professional Learning Committee of six teachers.

Throughout the year this team was tasked to design professional learning to deepen teacher practice and develop student success. The work of our professional learning committee provided the fundamental staff development to help engage all students in our focus on critical thinking. Our Team Leader department consistently receives updates on the SPSA process and provides feedback, adding another layer of teacher and staff voice. Our Principal Mr. Nash utilizes his student and parent advisory groups to ensure we reach a wide audience to support our 2019/20 goals. Throughout the process of designing the School Plan for Student Achievement our teams review multiple data sources including our Smarter Balanced Consortium Assessment Results, Senior Survey, Internal transcript and student data, Thoughtexchange LCAP feedback and California Healthy Kids Survey. Essential information is continually provided to a variety of groups, feedback is solicited, and analyzed by the Administrative team. The process of monitoring and evaluating the success of our SPSA plan follows this model of action and reflection and engages stakeholders throughout the process.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.3%	0.18%	0.22%	7	4	5
African American	1.4%	1.86%	2.04%	31	42	46
Asian	6.3%	6.06%	5.42%	140	137	122
Filipino	3.6%	3.45%	3.51%	79	78	79
Hispanic/Latino	22.3%	23.78%	25.12%	496	538	566
Pacific Islander	0.5%	0.35%	0.49%	10	8	11
White	60.6%	58.36%	56.72%	1,349	1320	1,278
Multiple/No Response	0.4%	0.31%	0.71%	8	7	16
Total Enrollment				2,228	2262	2,253

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	574	591	556
Grade 10	541	588	588
Grade 11	545	541	576
Grade 12	568	542	533
Total Enrollment	2,228	2,262	2,253

Conclusions based on this data:

1. Enrollment of African American (+0.64%) and Hispanic (+2.82%) students has increased over the past three years.
2. Enrollment of white students has decreased by 3.88% over the past three years.
3. During the 2018/19SY 9th-11th grade class numbers are at least 20 students larger when compared to our 12th grade classes.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	153	161	163	6.9%	7.1%	7.2%
Fluent English Proficient (FEP)	362	375	410	16.2%	16.6%	18.2%
Reclassified Fluent English Proficient (RFEP)	15	6	26	10.1%	3.9%	16.1%

Conclusions based on this data:

1. Over the past three years there has been a 6% increase in Reclassified Fluent English Proficient students
2. All three categories have an increased trend of enrollment over the past three years.
3. The number of reclassified Fluent English Proficient students increased by 12.2% between 2017/18 and 2018/19 school years.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	523	522	559	504	501	532	504	499	533	96.4	96	95.2
All	523	522	559	504	501	532	504	499	533	96.4	96	95.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2624.	2621.	2625.	30.56	33.67	34.21	36.51	32.46	32.89	22.82	20.84	18.80	10.12	13.03	14.10
All Grades	N/A	N/A	N/A	30.56	33.67	34.21	36.51	32.46	32.89	22.82	20.84	18.80	10.12	13.03	14.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39.29	40.48	37.41	47.82	43.69	42.67	12.90	15.83	19.92
All Grades	39.29	40.48	37.41	47.82	43.69	42.67	12.90	15.83	19.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.06	39.48	43.80	42.86	42.48	43.42	14.09	18.04	12.78
All Grades	43.06	39.48	43.80	42.86	42.48	43.42	14.09	18.04	12.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.77	31.26	28.76	61.71	57.31	61.65	9.52	11.42	9.59
All Grades	28.77	31.26	28.76	61.71	57.31	61.65	9.52	11.42	9.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.10	39.68	40.60	51.98	44.49	44.74	9.92	15.83	14.66
All Grades	38.10	39.68	40.60	51.98	44.49	44.74	9.92	15.83	14.66

Conclusions based on this data:

1. English scores have remain relatively stable over the past four years. There is a 2.1% increase in students testing standard not meet over the past four years.
2. 19.3% of students scored Below Standard on the reading claim of the 2018/19 SBAC test.
3. Between 2018 and 2019 students with disabilities scoring in the Standard met and Above category increased 6.85%.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	523	523	559	498	501	530	498	500	530	95.2	95.8	94.8
All	523	523	559	498	501	530	498	500	530	95.2	95.8	94.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Met Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2622.	2617.	2631.	22.09	20.40	26.60	27.11	27.40	29.06	26.91	27.80	21.13	23.90	24.40	23.21
All Grades	N/A	N/A	N/A	22.09	20.40	26.60	27.11	27.40	29.06	26.91	27.80	21.13	23.90	24.40	23.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.55	33.87	41.13	33.33	34.47	30.75	30.12	31.66	28.11
All Grades	36.55	33.87	41.13	33.33	34.47	30.75	30.12	31.66	28.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.50	21.89	27.55	52.21	49.60	49.43	23.29	28.51	23.02
All Grades	24.50	21.89	27.55	52.21	49.60	49.43	23.29	28.51	23.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.11	25.60	30.75	55.22	56.20	52.45	17.67	18.20	16.79
All Grades	27.11	25.60	30.75	55.22	56.20	52.45	17.67	18.20	16.79

Conclusions based on this data:

1. There was a 7.8% increase in students meeting and above standard between 2018 and 2019 school year.
2. The claim of Concepts and Procedures has the largest percentage of students testing Below Standard (28.08%) and also the most students testing Above Standard (40.99%).

3. 83.11% of 2018/19 students tested At, Near or Above standards in the area of communicating and reasoning.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1549.5		1563.0		1535.5		41	
Grade 10	1593.6		1608.1		1578.7		48	
Grade 11	1566.6		1571.4		1561.2		18	
Grade 12	1561.2		1560.9		1561.3		25	
All Grades							132	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	31.71	42.55	34.15	38.3	*	*	*	*	41	47
10	58.33	*	*	*	*	*	*	*	48	32
11	*	*	*	*	*	*	*	*	18	28
12	*	*	*	*	*	66.67	*	*	25	18
All Grades	40.15		29.55		21.21		9.09		132	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	51.22	59.57	*	27.66	*	*	*	*	41	47
10	64.58	43.75	*	34.38	*	*	*	*	48	32
11	61.11	*	*	*	*	*	*	*	18	28
12	60.00	*	*	*		*	*	*	25	18
All Grades	59.09		21.21		10.61		9.09		132	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	29.27	38.3	39.02	*	*	25.53	41	47
10	25.00	*	33.33	*	*	34.38	22.92	*	48	32
11	*	*	*	*	*	*	*	42.86	18	28
12	*	*	*	*	*	*	*	*	25	18
All Grades	14.39		28.79		31.06		25.76		132	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	46.34	23.4	39.02	70.21	*	*	41	47	
10	66.67	*	*	65.63	*	*	48	32	
11	*	*	*	60.71	*	*	18	28	
12	*		64.00	*	*	*	25	18	
All Grades	48.48		38.64		12.88		132		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	60.98	82.98	34.15	*	*	*	41	47	
10	75.00	81.25	*	*	*	*	48	32	
11	94.44	57.14	*	*		*	18	28	
12	88.00	*		*	*	*	25	18	
All Grades	75.76		18.18		*		132		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	25.53	41.46	48.94	46.34	25.53	41	47	
10	33.33	*	35.42	62.5	31.25	*	48	32	
11	*	*	*	42.86	*	50	18	28	
12	*	*	48.00	*	44.00	66.67	25	18	
All Grades	18.18		41.67		40.15		132		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	80.49	72.34	*	*	41	47
10	31.25	*	66.67	75	*	*	48	32
11	*	*	61.11	67.86	*	*	18	28
12	*	*	60.00	83.33	*	*	25	18
All Grades	23.48		68.94		*		132	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. Preliminary ELPAC results show 59.2% of our ELL students testing at Level 3 or 4.
2. Preliminary ELPAC results showed students having the most success in the speaking domain.
3. Preliminary ELPAC results showed all grade levels having the largest number of students testing at the beginning level in reading.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	37	42	46	3	4	5	8.1	9.5	13
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	141	138	122	9	8	5	6.4	5.8	4
Filipino	82	79	73	6	9	7	7.3	11.5	9
Hispanic or Latino	517	554	566	48	53	69	9.3	9.7	11
Did not Report	*	*	16	1	1	4	*	*	13
Pacific Islander	*	*	11	1	1	0	*	*	0
Two or More Races	112	131	137	7	12	15	6.3	9.2	9
White	1,374	1,344	1278	122	123	124	8.9	9.2	10
Male	1,241	1,237		96	96		7.7	7.8	
Female	1,047	1,072		104	120		9.9	11.3	
English Learners	166	167	164	20	19	18	12.0	11.4	15
Students with Disabilities	234	266		47	45	59	20.1	17.1	20
Socioeconomically	459	598	567	55	88	97	12.0	14.8	16
Migrant		*			1			*	
Foster	*	*		1	1		*	*	
Homeless	21	27		3	4		14.3	14.8	
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8		*			1			*	
Grades K-8		*			1			*	
Grades 9-12	2,288	2,307		200	215		8.7	9.4	
Ungraded Elementary/Secondary									
Total	2,288	2,309	2254	200	216	230	8.7	9.4	10

Conclusions based on this data:

- Between 2016 and 2017 there was a 3% drop in chronic absenteeism for students with disabilities. In 2017/2018 to 2018/19 there was an increase of 2.9% in the chronic absentee rate of students with disabilities.
- Between 2016 and 2017 there was a 4.2% increase in chronic absenteeism for Filipino students. However, between 2017-2018 there was a 2.5% decrease in the rate of chronic absenteeism.
- During the 2017 school year female students had a higher rate of chronic absenteeism by 3.5%.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.6	2.3	2.1

Conclusions based on this data:

1. Suspension rate increased by. 0.07 percent between the 2016/17 school year and 2017/18 school year.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate	95.1	97.3	98.3

Conclusions based on this data:

1. There was an increase of 2.2 percent in the graduation rate between the 2016/17 and 2017/18 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Increase the percentage of students receiving a C or better in Integrated 1A during Trimester Two by 5%.

Identified Need

Poway Unified requires two years of math as a high school graduation requirement. A-G requirements recommend three years of math for a student to be competitive for UC or CSU college admissions. Integrated 1A can be a gatekeeper class for students who struggle with Math. During the 2018/19, 60 students were not able to pass Integrated 1A on the first attempt. Of the students who had to repeat Integrated 1A 71% earned a C or better in their recovery section. Poway High has a history of running an Integrated 1A intervention course in Trimester Two. Students who were not successful in Int1A during Trimester 1 are enrolled in an intervention course during Trimester 2. During the 2018/19 school year 41% of students enrolled in Integrated 1A during Trimester 2 received a C or better in the course. If Poway High revitalized the Int 1A recovery course offered Trimester two, and increased the number of students receiving a C or better in the class, we could improve the number of students who pass Integrated 1A in Trimester 2, therefore, allowing more students to continue forward in their math sequence.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Increase the percentage of students receiving a C or better in Int 1A during Trimester Two by 5%.	2018/19 41% of students enrolled in Int 1A during Trimester 2 earned a C or better.	Increase the percentage of students receiving a C or better in Int 1A during Trimester Two by 5%.
English Learner Trimester 2 Integrated 1A support class grade final grades.	2018/19 54% of English Learner students repeating Integrated 1A Math earned a C or better in their Integrated 1A recovery course.	Increase the percentage of students receiving a C or better in Int 1A during Trimester Two by 5%.
EDY/Title I		
Student with Disabilities Trimester 2 Integrated 1A support class grade final grades.	2018/19 50% of Students with disabilities repeating Integrated 1A Math earned a C or better in their Integrated 1A recovery course.	Increase the percentage of students receiving a C or better in Int 1A during Trimester Two by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students who are repeating Integrated 1A will be served by our goal. Students will need to have availability in their schedules to be enrolled in the class. This goal can serve all students, including SPED, ELL and EDY students.

Strategy/Activity

- 1) Identify students who did not receive a passing grade in Integrated 1A during trimester 1.
- 2) Intervention Counselor will review student schedules to identify students for Integrated 1A support class held trimester 2.
- 3) Intervention Counselor will elicit teacher feedback to solidify students who would benefit from the strategies used in the support class.
- 4) Intervention Counselor will invite students to participate in the course. Intervention counselor will also communicate to parents about the design of the class.
- 5) Teacher of support course will use a station structure to offer support to students: a) Students using Edgenuity as a learning tool, b) Group practice, c) Teacher directed targeted learning topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Funds to assist Certificated staff in supporting learning - applied to all goals.
0.00	English Learners ELL budget is listed in Goal 2.
18480.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Supplement learning student learning and social emotional supports. Supports all goals.
1000.00	Educationally Disadvantaged Youth

	4300090 Eqmt<\$500 - Support student learning and social emotional supports. Supports all goals.
5000.00	<p>Educationally Disadvantaged Youth</p> <p>4400090- Equipment \$500-4999- Support student learning and social emotional supports. Supports all goals.</p>
5000.00	<p>Educationally Disadvantaged Youth</p> <p>Online Subscrip/Lic/Maint Agr - Support student learning and social emotional supports. Supports all goals. Provide access and equity for all.</p>

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

70% of 10th grade ELL students who are enrolled in HS English 3/4 Collaboration (Tri 1 & Tri 2) and Am Lit support class (Tri 3) will increase their proficiency level on reading and writing by one rubric category on the ELPAC.

Identified Need

According to preliminary ELPAC testing results the 10th grade class makes up 37% of the ELL population. Of this population, approximately 42% of students scored a 4 overall on their ELPAC testing. Despite the majority of the students scoring at the highest level on ELPAC testing, the same group struggled in Reading and Writing Domains: 12.77% well developed in writing and 25.53% in reading. Allowing for a collaborative instruction in one section of High School English 3/4 will offer students additional support in reading and writing. Past practices has relied on students receiving support in an intervention class during the first trimester of the school year. The English and ELL departments wanted to redesign the support model by allowing for support throughout the school year. In addition to offering a collaborative HSE 3/4 course, the departments added a Trimester 3 support class to help prepare students for the rigors of the 11th grade American Literature class. The full year support will help empower students to experience success during their Junior year. The support class will directly target reading and writing skills to help prepare ELL students for large 11th grade research projects and writing tasks. The hope is to see a transfer in skills apply to an increase on ELPAC testing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide		
English Learner 70% of 10th grade ELL students who are enrolled in HS English 3/4 Collaboration (Tri 1 & Tri 2) and Am Lit support class (Tri 3) will increase their proficiency level on reading and writing by one rubric category on the ELPAC.	ELPAC scores from the 18/19 school year have been recorded as a baseline.	70% of 10th grade ELL students who are enrolled in HS English 3/4 Collaboration (Tri 1 & Tri 2) and Am Lit support class (Tri 3) will increase their proficiency level on reading and writing by one rubric category on the ELPAC.
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

10th Grade English Language Learner Students

Strategy/Activity

- 1) ELL Department will identify target students
- 2) Counseling and AP overseeing Master schedule will arrange support classes into the schedule.
- 3) General Education Teacher and English Language teacher will collaborate on curriculum planning and instruction.
- 4) General Education Teacher and English Language teachers will provided targeted instruction to identified English Learners in the course.
- 5) English Language teacher will be provided release time to observe and team plan with American Literature team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Educationally Disadvantaged Youth
1000.00	English Learners 1000-1999: Certificated Personnel Salaries Teacher sub to assist with team planning and supporting student learning. Supporting all goals.
2015.00	English Learners 2000-2999: Classified Personnel Salaries Provide IA support to ELL students- push in and pull out models as determined by teachers and ELL coordinator. Supporting all goals.
1275.00	English Learners 4000-4999: Books And Supplies

	Supplemental books and instructional materials to help support learning in Math and English. Supports all goals
500.00	English Learners 4300090- Eqmt<\$500 - Support ELL learners in accessing curriculum and understanding schoolwide rules and expectations. Supports all goals.
1500.00	English Learners 4400090 - Equipment \$500-4999. Support ELL learners in accessing curriculum and understanding schoolwide rules and expectations. Supports all goals.
3,000.00	English Learners 5200010 Prof Dev, Trng, Conf & Travel- Opportunities for teachers of ELL students to gain new insights and strategies to support student learning in the classroom or help develop social emotional supports for ELL students. Supports all goals.
500.00	English Learners 5710012 Publications/Interprogram- Supports Staff and ELL students with materials to enhance learning and school expectations for all students. Supports all goals.
2,000.00	English Learners 5710130 Study Trips- Opportunities for ELL students to gain information about career, college and life ready opportunities.
1000.00	English Learners 5800090- Online Subscrip/Lic/Maint Agr - supplemental material to support ELL learning. Supports Goals 1 & 2

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals.

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Increase by 5% the number 11th graders agreeing and strongly agreeing that Poway High makes it clear how students are expected to act on the 2019 California Healthy Kids Survey.

Identified Need

During the 2018/19 school year the newly appointed administrative team observed the phrase "Titan Pride" commonly used by our community, yet there was no clear common definition. Additionally, the Mission and Vision statement of Poway High School was lengthy and had a wide focus. When reviewing California Healthy Kids Survey, 63% of 9th graders and 47% of 11th grade students reported agreeing or strongly agreeing that school rules are fair. Additionally, 51% of 9th grade students and 40% of 11th grade students felt students are treated fairly when they break school rules. Most importantly we see a stable response between 9th and 11th graders responding they agree or strongly agree the school makes it clear how students are expected to act- 67% 9G and 64% 11G.

If Poway High engages students, staff and community stakeholders in a process to define, and more clearly communicate, the "Titan Experience" would there be an increase in the percentage of students having clear expectations and feeling the school rules are enforced fairly? The universally defined Titan Experience can then be used as schoolwide expectations for our Positive Behavior Intervention and Supports (PBIS) program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Increase by 5% 11th graders agreeing and strongly agreeing Poway High makes it clear how students are expected to act on an internal climate survey.	On the 2018/19 California Healthy Kids Survey 64% of 11th graders responded they agree or strongly agree the school makes it clear how students are expected to act.	On the 2019/20 California Healthy Kids Survey at least 69% of 11th grade students will respond they agree or strongly agree the school makes it clear how students are expected to act.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students would be served by this strategy/activity.

Strategy/Activity

+Teachers, parents, students participate in conversations and activities to **identify** the 5-7 common values that compose the Titan Experience. (completed by December 2019)

+Teachers, parents, students participate in conversations and activities to **define** the 5-7 common values that compose the Titan Experience. (April 2020)

+Administration and advisory groups create and implement a plan to **communicate** to all stakeholders the shared meaning of the "Titan Experience" by identifying and defining core values. (June 2020)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Educationally Disadvantaged Youth See goals 1 and 2
0.00	English Learners See goals 1 & 2
250.00	English Learners 4300028 Refreshments for Meetings- ELAC meetings and other events.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$49,520.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$36,480.00
English Learners	\$13,040.00

Subtotal of state or local funds included for this school: \$49,520.00

Total of federal, state, and/or local funds for this school: \$49,520.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	36,480.00
English Learners	13,040.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	2,015.00
4000-4999: Books And Supplies	19,755.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	6,000.00
	Educationally Disadvantaged Youth	5,000.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	7,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	18,480.00
	English Learners	8,750.00
1000-1999: Certificated Personnel Salaries	English Learners	1,000.00
2000-2999: Classified Personnel Salaries	English Learners	2,015.00
4000-4999: Books And Supplies	English Learners	1,275.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,480.00
Goal 2	12,790.00











Goal 3



250.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role	Date	Signature
Susie Warriner	Other School Staff	10/24/19	
Marion von Ehrenstein-Smith	Classroom Teacher	10/24/19	
Melissa Thompson	Classroom Teacher	10/24/19	
Kim Holzhauser	Classroom Teacher	10/24/19	
David Goff	Classroom Teacher	10/24/19	
Richard Nash	Principal	10/24/19	
Khysa Gustafson	Secondary Student	10/24/19	
Mackenzie Spindel	Secondary Student	10/24/19	
Nhat Pham	Secondary Student	10/24/19	
Michael Furlano	Parent or Community	10/24/19	

Stephanie Major	Parent or Community	10/24/19	
Tracy Nguyen	Parent or Community	10/24/19	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Date

Committee or Advisory Group Name

10/24/19

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on 11/14/19.

Attested:

Principal, Richard Nash on 10/24/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019