

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	November 18, 2021	November 18, 2021

School Vision and Mission

PHS 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.

PHS 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 data.
- 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 their futures through CTE, VAPA, College Prep Courses and Agricultural Sciences.
- Students at all grade levels will set, and make progress towards, academic, personal, and future goals.

- Staff will assist students in goal setting and pathways to achievement.
- Staff will guide students to create 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 2,250 students in grades 9-12, with a senior class of 540. Approximately 107 certificated staff members, including four administrators, five counselors, and one school psychologist, and one school therapist, are available to serve our students. Our school has a long tradition of creating culture and conditions to develop and grow 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 the PHS 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 2021/22 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 serving 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 in the Poway Unified School District. Outside of the classroom many of our students find their place on the field, pool, track, court or platform 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, Academic League, and Titan Ambassador 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 committee that guides our Single Plan for Student Achievement (SPSA) goals. The School Site Council meets six times throughout the year to create, evaluate and adjust the SPSA goals and ELL (English Language Learner)/EDY (Educationally Disadvantaged Youth) budgets. As we move forward into the 2021/22 school year, our school site continues to rely on our revised decision-making structures. In August 2019, we created a Professional Learning Committee of six teachers. Throughout each year, this team is 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 area of critical thinking. Our Leadership Committee 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 for support and feedback on our 2021/22 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, Thought Exchange 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 the model of 'action and reflection' and engages all 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.17%	0.1%	5	4	3
African American	2.04%	1.35%	1.1%	46	31	24
Asian	5.42%	5.02%	4.7%	122	115	106
Filipino	3.51%	3.01%	3.2%	79	69	72
Hispanic/Latino	25.12%	29.44%	31.5%	566	675	708
Pacific Islander	0.49%	0.35%	0.3%	11	8	7
White	56.72%	49.54%	49.7%	1,278	1,136	1,118
Two or More Responses	5.77%	8.24%	9.5%	130	189	213
Not Reported	0.71%	2.88%	%	16	66	
Total Enrollment				2,253	2,293	2,251

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	556	618	559
Grade 10	588	555	602
Grade 11	576	574	527
Grade 12	533	546	563
Total Enrollment	2,253	2,293	2,251

Conclusions based on this data:

1. Enrollment of 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. Overall enrollment rates have remained steady over the past three years

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	163	150	126	7.2%	6.5%	5.6%
Fluent English Proficient (FEP)	410	483	491	18.2%	21.1%	21.8%
Reclassified Fluent English Proficient (RFEP)	26	47	42	16.1%	28.8%	28.0%

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 has by 12.2% over the past three 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			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	559			533			532			95.3		
All	559			533			532			95.3		

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2625.			34.21			32.89			18.80			14.10		
All Grades	N/A	N/A	N/A	34.21			32.89			18.80			14.10		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	37.41			42.67			19.92		
All Grades	37.41			42.67			19.92		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	43.80			43.42			12.78		
All Grades	43.80			43.42			12.78		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	28.76			61.65			9.59		
All Grades	28.76			61.65			9.59		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21

Grade 11	40.60			44.74			14.66		
All Grades	40.60			44.74			14.66		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	3	0	0				429	4	0.9
African-American							8	0	0
Asian	1	0	0				17	0	0
Caucasian							204	3	1.5
Filipino							13	0	0
Hispanic	2	0	0				133	0	0
Other							54	1	1.9
English Learners							5	0	0
Students with Disabilities							42	1	2.4
Socioeconomically Disadvantaged	1	0	0				107	1	0.9
Foster Youth									
Homeless Youth							11	0	0

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Reading – Fall, Winter, Spring, (2020-2021)

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 11									
All Students			0						0.9
Asian			0						0
Caucasian									1.5
Hispanic			0						0
Other									1.9
Students with Disabilities									2.4
Socioeconomically Disadvantaged			0						0.9

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	431	72.16	24.83	2.09	0.93
African-American	8	87.5	12.5	0	0
Asian	17	64.71	35.29	0	0
Caucasian	205	71.71	24.88	1.95	1.46
Filipino	13	76.92	23.08	0	0
Hispanic	134	76.87	22.39	0.75	0
Other	54	61.11	29.63	7.41	1.85
English Learners	5	100	0	0	0
Students with Disabilities	42	88.1	7.14	2.38	2.38
Socioeconomically Disadvantaged	108	82.41	15.74	0.93	0.93
Foster Youth					
Homeless Youth	11	72.73	27.27	0	0

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Poway High School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 9								
Fall	641	1270	0	12	0	647	637	639
Growth	0	0	0	0	0	0	0	0
Grade 10								
Spring	675	1440	0	0	0	665	681	679
Growth	0	0	0	0	0	0	0	0
Grade 11								
Fall	649	1313	0	0	0	669	649	626
Spring	648	1305	0	8	0	660	646	638
Growth	0	0	0	0	0	0	0	0
Grade 12								
Spring	550	821	0	156	0	575	549	526

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	0	0	0	0	0	0	0	0

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course							A-G Course						
	2017-2018	2018-2019		2019-2020		2020-2021		2017-2018	2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Poway High School	2.998	2.873	-0.124	2.877	0.004	2.722	-0.155	3.067	2.946	-0.121	2.929	-0.016	2.766	-0.163
Am Indian/Alskn Nat	2.807			1.85	-0.957			3.425			1.85	-1.575		
Asian	3.85	3.457	-0.394	3.49	0.033	3.068	-0.422	3.85	3.457	-0.394	3.49	0.033	3.095	-0.395
Black/African Am	2.306	2.521	0.216	2.459	-0.063	2.561	0.103	2.633	2.533	-0.1	2.507	-0.026	2.741	0.234
Filipino	2.566	2.277	-0.289	2.641	0.364	2.653	0.012	2.536	2.283	-0.253	2.727	0.444	2.669	-0.058
Hispanic	2.608	2.549	-0.06	2.461	-0.087	2.416	-0.046	2.714	2.642	-0.072	2.499	-0.143	2.467	-0.032
Missing	3.466	2.474	-0.993	3.395	0.922			3.466	3.139	-0.327	3.409	0.269		
Multiple	3.04	3.137	0.097	2.963	-0.174	2.9	-0.063	3.216	3.185	-0.032	3.044	-0.141	2.922	-0.121
Nat Hwiin/Other Pac Islndr	3.687	2.85	-0.837	2.283	-0.567	2.7	0.417	3.687	2.85	-0.837	2.283	-0.567	2.7	0.417
Not Reported														
White	3.124	2.953	-0.171	3.068	0.115	2.885	-0.183	3.147	3.012	-0.135	3.105	0.094	2.912	-0.193
English Learner	2.107	2.093	-0.014	1.821	-0.272	1.961	0.14	2.033	2	-0.033	1.682	-0.318	1.896	0.214
Students with Disabilities	2.249	2.007	-0.243	1.901	-0.106	1.851	-0.05	2.401	2.017	-0.384	1.832	-0.185	1.682	-0.15
SocioEconomic Disadvantaged	2.526	2.308	-0.217	2.381	0.072	2.293	-0.088	2.593	2.404	-0.189	2.422	0.018	2.287	-0.135
Foster Youth		3.504							3.504					
Homeless Youth	1.667	1.489	-0.178	2.296	0.807			1.667	1.632	-0.034	2.296	0.664		

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. English scores have remained relatively stable over the past four years. However, there is a 2.1% increase in students testing at **Standard Not Met** over the past four years.
2. Of our eleventh grade students, 19.3% scored **Below Standard** on the Reading Claim portion of the 2018/19 SBAC test.
3. Grade 11 grade point average for 2020-21 decreased, across the board in overall, and identified student populations.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	559			530			530			94.8		
All	559			530			530			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			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2631.			26.60			29.06			21.13			23.21		
All Grades	N/A	N/A	N/A	26.60			29.06			21.13			23.21		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	41.13			30.75			28.11		
All Grades	41.13			30.75			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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	27.55			49.43			23.02		
All Grades	27.55			49.43			23.02		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	30.75			52.45			16.79		
All Grades	30.75			52.45			16.79		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	7	0	0				371	17	4.6
African-American							6	0	0
Asian							15	2	13.3
Caucasian	2	0	0				183	8	4.4
Filipino							13	1	7.7
Hispanic	5	0	0				105	1	1
Other							49	5	10.2
English Learners							4	0	0
Students with Disabilities	1	0	0				34	2	5.9
Socioeconomically Disadvantaged	7	0	0				89	2	2.2
Foster Youth									
Homeless Youth							11	0	0

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 11									
All Students			0						4.6
Asian									13.3
Caucasian			0						4.4
Filipino									7.7
Hispanic			0						1
Other									10.2
Students with Disabilities			0						5.9
Socioeconomically Disadvantaged			0						2.2

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	378	61.9	29.37	4.23	4.5
African-American	6	66.67	33.33	0	0
Asian	15	60	26.67	0	13.33
Caucasian	187	62.03	28.34	5.35	4.28
Filipino	13	53.85	30.77	7.69	7.69
Hispanic	108	73.15	25	0.93	0.93
Other	49	38.78	42.86	8.16	10.2
English Learners	4	75	0	25	0
Students with Disabilities	34	91.18	2.94	0	5.88
Socioeconomically Disadvantaged	92	76.09	21.74	0	2.17
Foster Youth					
Homeless Youth	11	72.73	27.27	0	0

Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring Poway High School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 9						
Fall	534	0	954	535	954	533
Growth	0	0	0	0	0	0
Grade 10						
Fall	530	0	970	530	969	529
Spring	540	0	999	534	999	545
Growth	0	0	0	0	0	0
Grade 11						
Fall	512	0	927	512	922	513
Spring	535	0	943	538	943	531
Growth	0	0	0	0	0	0
Grade 12						
Fall	509	0	999	525	999	496
Spring	506	0	999	515	999	498
Growth	0	0	0	0	0	0

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course							A-G Course						
	2017-2018	2018-2019		2019-2020		2020-2021		2017-2018	2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Poway High School	2.715	2.638	-0.077	2.775	0.136	2.582	-0.193	2.784	2.559	-0.225	2.713	0.154	2.357	-0.356
Am Indian/Alskn Nat	3.08			2.348	-0.732			2.724			2.888	0.163		
Asian	3.369	3.181	-0.188	3.183	0.001	3.026	-0.157	3.374	3.133	-0.241	3.093	-0.04	2.913	-0.18
Black/African Am	1.881	2.249	0.368	2.498	0.249	2.668	0.17	2.135	2.119	-0.016	2.687	0.568	2.507	-0.18
Filipino	2.39	2.196	-0.194	2.627	0.432	2.631	0.004	2.251	2.222	-0.03	2.565	0.343	2.442	-0.123
Hispanic	2.357	2.193	-0.164	2.407	0.214	2.197	-0.211	2.447	2.128	-0.319	2.337	0.209	1.959	-0.377
Missing	2.345	2.404	0.059	3.152	0.748			2.313	2.537	0.224	3.086	0.549		
Multiple	2.831	2.906	0.075	2.813	-0.093	2.712	-0.1	2.834	2.715	-0.118	2.752	0.036	2.422	-0.33
Nat Hwiin/Other Pac Islndr	2.837	2.471	-0.365	3.213	0.741	2.538	-0.675	2.815	2.45	-0.365	3.213	0.763	2.187	-1.026
Not Reported														
White	2.82	2.752	-0.068	2.919	0.167	2.764	-0.155	2.867	2.62	-0.247	2.835	0.215	2.53	-0.305
Mathish Learner	1.899	1.895	-0.004	1.653	-0.241	1.542	-0.111	1.57	1.614	0.044	1.671	0.057	1.193	-0.477
Students with Disabilities	2.163	2.127	-0.036	2.091	-0.036	2.114	0.023	2.136	1.946	-0.19	2.115	0.169	1.597	-0.519
SocioEconomic Disadvantaged	2.224	2.087	-0.137	2.323	0.235	2.083	-0.239	2.266	1.965	-0.301	2.232	0.266	1.774	-0.458
Foster Youth		1.955							2.338					
Homeless Youth	2.078	1.873	-0.205	1.629	-0.244			1.067	1.845	0.778	1.325	-0.521		

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 at Below Standard (28.08% also the most students testing Above Standard
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	1586.1	1563.0	1602.1	1535.5	1569.8	41	47
Grade 10	1593.6	1566.7	1608.1	1587.0	1578.7	1545.8	48	32
Grade 11	1566.6	1540.0	1571.4	1535.5	1561.2	1544.1	18	28
Grade 12	1561.2	1528.8	1560.9	1509.4	1561.3	1548.0	25	18
All Grades							132	125

Overall 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	31.71	42.55	34.15	38.30	*	8.51	*	10.64	41	47
10	58.33	31.25	*	31.25	*	21.88	*	15.63	48	32
11	*	21.43	*	25.00	*	21.43	*	32.14	18	28
12	*	11.11	*	5.56	*	66.67	*	16.67	25	18
All Grades	40.15	30.40	29.55	28.80	21.21	23.20	9.09	17.60	132	125

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	*	4.26	*	8.51	41	47
10	64.58	43.75	*	34.38	*	15.63	*	6.25	48	32
11	61.11	32.14	*	21.43	*	25.00	*	21.43	18	28
12	60.00	5.56	*	38.89		38.89	*	16.67	25	18
All Grades	59.09	41.60	21.21	29.60	10.61	16.80	9.09	12.00	132	125

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	*	17.02	29.27	38.30	39.02	19.15	*	25.53	41	47
10	25.00	3.13	33.33	31.25	*	34.38	22.92	31.25	48	32
11	*	3.57	*	17.86	*	35.71	*	42.86	18	28
12	*	5.56	*	5.56	*	55.56	*	33.33	25	18
All Grades	14.39	8.80	28.79	27.20	31.06	32.00	25.76	32.00	132	125

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	23.40	39.02	70.21	*	6.38	41	47	
10	66.67	15.63	*	65.63	*	18.75	48	32	
11	*	3.57	*	60.71	*	35.71	18	28	
12	*	0.00	64.00	50.00	*	50.00	25	18	
All Grades	48.48	13.60	38.64	64.00	12.88	22.40	132	125	

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	10.64	*	6.38	41	47	
10	75.00	81.25	*	15.63	*	3.13	48	32	
11	94.44	57.14	*	25.00		17.86	18	28	
12	88.00	55.56		33.33	*	11.11	25	18	
All Grades	75.76	72.80	18.18	18.40	*	8.80	132	125	

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	6.25	35.42	62.50	31.25	31.25	48	32	
11	*	7.14	*	42.86	*	50.00	18	28	
12	*	11.11	48.00	22.22	44.00	66.67	25	18	
All Grades	18.18	14.40	41.67	47.20	40.15	38.40	132	125	

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	*	12.77	80.49	72.34	*	14.89	41	47
10	31.25	6.25	66.67	75.00	*	18.75	48	32
11	*	7.14	61.11	67.86	*	25.00	18	28
12	*	5.56	60.00	83.33	*	11.11	25	18
All Grades	23.48	8.80	68.94	73.60	*	17.60	132	125

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic, sites moved to distance learning. The 2020-21 Spring CAASPP Testing, including ELPAC, was suspended. Many students did complete the ELPAC test prior to March 13, 2021, and those scores have been reported. In order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., iReady Diagnostic, criterion referenced assessments such as common course examinations.

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		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	46	30	27	5	3	4	13	10	14.81
American Indian or Alaskan	*	2	3	*		0	*		0
Asian	122	123	107	5	2	5	4	1.63	4.67
Filipino	73	70	70	7	5	4	9	7.14	5.71
Hispanic or Latino	566	717	719	69	89	48	11	12.41	6.68
Did not Report	16		3	4		1	13		33.33
Pacific Islander	11	12	6	0	1	0	0	8.33	0
Two or More Races	137	202	227	15	26	11	9	12.87	4.85
White	1278	1171	1124	124	90	45	10	7.69	4
Male									
Female									
English Learners	164	129	112	18	23	18	15	17.83	16.07
Students with Disabilities			308	59		48	20		15.58
Socioeconomically	567		573	97		63	16		10.99
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	2254	2340	2286	230	217	118	10	9.27	5.16

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Chronic Absenteeism among our African-American students grew almost 5% above the 2010-20 rate.
2. 2020-21 Attendance data shows chronic absenteeism by white students has decreased by almost 8% over the 2019-20 rates.
3. 2019-20 The Chronic Absenteeism Rates decreased for African American sub-group by 3 %, Asian subgroup by 2.37% and Hispanic sub-group by 1.87%. as compared to the 2018-19 data. Chronic Absenteeism Rates increased for the EL subgroup by 2.83 % points.

* This data is skewed because of the March 13th school shut-down due to the COVID 19 pandemic. We cannot speculate what the rates would have ultimately been in June 2020.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	2.1	1.45	0.2

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Suspension rate increased by. 1.43 percent between the 2019/20 school year and 2020/21 school year.
2. Suspension rate significantly dropped in the school years after 2018-19.

*Note Due to School Closures on March 13, this data is based on the suspension rates ending March 13.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	*2020-21
Graduation Rate	98.3	96.7	98.7

* Preliminary Data

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.
2. 2019-20 Graduation Rate shows a decrease by 2% as compared to the 98% graduation rate of 2018-19
*This rate is possibly influenced by the School Closure on March 13, due the COVID 19 pandemic.
3. Increase of 2% in the 2020-21 graduation rate over the previous 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?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 1: Mathematics

GOAL --In 2021-22 school year, PHS will increase the percentage of students receiving a 'C or better' in Int Math 1A (first time Math 1A takers) by the end of Trimester 2 by 5%.

This 2021-22 school year we will offer a Math 1A *Intervention* course, during Tri 2, for students who did not pass Math 1A (2020-21). The Math 1A *Intervention* course is being offered as a direct result of data from 2020-21 Math 1A pass rate and student grade data.

Goal -As a result of the Math 1A *intervention* course, we will increase by 2%, the pass-rate of students in Math 1B who have taken the Math 1A intervention course. The increased pass-rate will be measured against the percentage of like-students receiving a 'C or better' in Math 1A for the 2020-21 school year. We will use 2020-21 passing rates in Math 1A as a baseline. The 2021-22 CAASPP will serve as baseline to validate the knowledge students have gained in their Math 1A class.

Identified Need

Poway Unified School District requires that two years of Math as a high school graduation requirement. A-G requirements recommend three years of math for in order for a student to meet the UC or CSU college admissions. Subsequently, Integrated Math 1 is a gatekeeper course for students who struggle with Math. We note that in comparison to CAASPP 2017-18 results: CAASP 2018-19 data shows that all students not meeting the standard for *Overall Achievement* has decreased by 1.19%. We continue to work to lower the percentage of students not passing Math 1 with a 'C or better'

The iReady Diagnostic was given Spring, 2021 of last year in lieu of the CAASPP State Test to eleventh graders. The results showed that 60% of eleventh graders were at or above grade-level in math, and 40% were below grade level; approx. 400/510 eleventh graders took the iReady Diagnostic in Spring 2021. The most challenging categories for our eleventh graders taking the Diagnostic, was '*algebra and algebraic thinking*' with 18% of eleventh graders who took the math portion of the test, below grade level, and *geometry* with 38% of eleventh graders testing below grade level.

Further, using the pass-rates 2020-21 Math 1A, as a baseline, 67 students did *not* pass Math 1A. Of those 67 students, 38 went on to repeat the math 1A course. Of the 38 Math 1A repeaters, 15 students passed the repeater course, and went on to Math 1B. Only 9/38 of those students passed Math 2 with a D or better.

The other approximately 27 students who failed Math 1A, continued to Math1B. 25 of these students failed, only 2/27 students passed Math 1B. We see that a student not passing Math 1A the first time has a negative "domino" effect on future math success. Simply repeating the Math 1A course is not enough for repeater students to pass. We want to see more students to pass math 1A the first time, and subsequent students who must repeat the course given differentiated instruction to address the learning gaps the caused the original Math 1A failure.

Integrated Math is a pivotal course, for graduations as well as preparing for college. We will work to improve our overall pass-rates and have more students passing Integrated Math 1A, the first time. The increased pass-rate will improve PHS students' over-all standing in graduation as well as meeting A-G requirements.

Alternative Metrics

Due to COVID19 school closures, the 2020-21 CAASPP testing was suspended for Spring 2021. So, for the 2021-22 school year, to monitor progress in this area, we will utilize other matrices

Measuring the increase or decrease in students "meeting or exceeding standard in 2021-22 CASPP Math Test *Overall Achievement* will inform our teachers whether our math 1A program is working on critical skills so that more students are learning the skills needed to "meet the standard" using 18-19 CAASPP as the baseline.

We will also use student data, and the iReady diagnostics given at the beginning of the course, to measure our progress, as well as drive the critical skills instruction so that our students get specific, targeted lessons, to help them pass Math 1A the first time. The iReady Diagnostic will also serve to focus the Math 1A Intervention class to remediate the skills needed to be successful in Math 1A and Math 1B.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Increase by 5%, the percentage of students receiving a C or better in Int Math 1A by the first time the course is taken.</p> <p>Increase by 4% the students who successfully pass Math 1B after taking a repeater Math 1A intervention course.</p>	<p>2021-22, 67 of students enrolled in Int 1A for the first time did not pass the course.</p> <p>Students who do not pass Math 1A will need to take the Math 1A intervention course before moving on to Math 1B or Math 2. This will decrease students taking Math 1A and failing successive times. Also decrease the number of students who fail Math 1A, but go on to Math 2, only to fail this course as well.</p>	<p>With targeted interventions, informed by data from the iReady Diagnostic PHS will increase the percentage of students receiving a C or better in Int Math 1A b by 5%., for first time takers, by June 2022.</p> <p>A decrease in students failing successive Math 1A courses and Math 1B courses due to lack of critical skills needed for Math 1B. By giving the iReady diagnostic to all Math 1A students at the beginning of the trimester, teachers can target the lessons to meet the specific gaps in student knowledge.</p>
<p>English Learner Integrated Math 1A Final course grades in Trimester 1 or 2.</p>	<p>48% of PHS English Learners did not pass Math 1A as a first-time taker, and subsequently failed the repeater Math 1A course.</p>	<p>Increase the percentage of EL students receiving a C or better in Math 1B, by 10% via the Math 1A intervention course, or Math 1 Collab. Course, by June 2022.</p>
<p>EDY/Title I Integrated Math 1A final grades in Trimester 2, 2020-21 for Students who meet EDY criterion.</p>	<p>The Pass rate of students identifying as EDY in Math 1A as a baseline indicator</p>	<p>With targeted interventions, informed by data from the iReady Diagnostic PHS will increase the percentage of students receiving a C or better in Int Math 1A by 5%., for first time takers, and /or Math 1A Intervention course, by June 2022.</p>
<p>Student with Disabilities Integrated Math 1A Final grades in Trimester 1 or 2.</p>	<p>21% of Students with disabilities repeated Math1A, earned a C or better in their Integrated IA Collab. course.</p>	<p>Increase the percentage of students receiving a C or better in Int 1A and/or Math 1A Intervention course by Trimester Two by 5%.</p>

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 enrolled in Integrated Math 1A for the first time. Students who have failed Math 1A and are subsequently enrolled in Math.1A Intervention class.

Strategy/Activity

1. Math 1A Instructors s will administer the *iReady Diagnostic* to all students enrolled in Math 1A within 4 weeks of the start of the Tri. Math 1A Instructors will use Math CPM strategies for instruction.
2. Math 1A Teachers will analyze and structure of their lessons to remediate the learning gaps, based on the results of the iReady Diagnostic given at the beginning of the trimester, resulting in an increase of pass-rates for first time takers.
- 3.Both Math 1A and Math 1A Intervention teachers will collaborate to develop common assessments and align units across alike classes, using the data from the diagnostic, as well as the iReady resources. Math1A *Intervention* Instructors will directly target specific math deficits with small groups and slowing the pace for critical content.
4. Math 1A intervention Teachers, in Math 1A and Math 1A Intervention, will use stations for small group support:
 - a) Students using Edgenuity as a learning tool
 - b) Group practice
 - c) Teacher directed targeted learning topics.
 - d) Edgenuity is also available for more personalized instruction, which will better serve our EL learners.

Goal: As a result of the intervention and differentiation strategies, the pass-rate of 'C or Better' for *Math 1A and Math 1A Intervention* will improve, by 5% for both courses. This will help to stem the cascade of failure that happens when a student does not path Math 1A the first time.

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)
15,995.00	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.
11,045.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies Supplement learning student learning and social emotional supports. Supports all goals.

2760.00	Educationally Disadvantaged Youth 4300090 Eqmt<\$500 - Support student learning and social emotional supports. Supports all goals.
4500.00	Educationally Disadvantaged Youth 4400090- Equipment \$500-4999- Support student learning and social emotional supports. Supports all goals.
750.00	Educationally Disadvantaged Youth Online Subscrip/Lic/ Maint Agr - Support student learning and social emotional supports. Supports all goals. Provide access and equity for all.
1410.00	Educationally Disadvantaged Youth Online/Lic/ Maint Agr - Supports student learning and socio-emotional supports. Supports all goals, provides equity and access for all.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020-21 Goal -PHS will increase the percentage of students receiving a C or better in Int Math 1A (for first time Math 1A takers) by the end of Trimester 2 by 5% as compared to percentage of like students receiving a C or better in 2019-20 school year.

Due to COVID 19 school closures, PHS students did not take the 2020-21CAASPP state test. So we will be using alternative metrics to assess our progress on this specific goal. We will look at PHS student data from 2020-21, as well as the iReady diagnostic given in Spring 2021.

In 2020-21 Math1A -- 84% received a D or better, however in 2019 -20 Math 1A - 88% passed Math 1A with a D or better. This is a decrease in the "C or better" pass rate by 4%.

The decrease in the pass rate in Math 1A, is due in part, to the lack of in-person teaching. We will implement the iReady Diagnostic at the beginning of these courses to further refine instruction and differentiation of math lessons.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget funding allotted to help meet our Mathematics Goal was correct. It was neither over nor underfunded.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 20-21 Math goal was adjusted to reflect 2018-19 CAASPP data as a baseline for measuring achievement and noting the success rates of students enrolled in Integrated Math 1A for the first time, PHS would like to increase the success rate for students enrolled in Int Math 1A for the first time in either Tri 1 or Tri 2.

In 2020-21 PHS did not offer *Math 1A Intervention* Tri 2, 2021, based on preliminary feedback from math teachers and the 2018-19 CAASP scores. Instead, teachers will focus instruction on the passing rate for first-time Course takers and increase students who are "meeting the standard" in overall achievement on the 20-21 CAASPP as validation of the skills taught. The annual goal has been adjusted to align with the CAASPP data.

PHS will continue to increase the passing rate of Math 1A by:

- a. Giving students a Math diagnostic to establish a baseline.
- b. Using diagnostic data to help guide instruction for student areas of concern.
- c. Collaborate and align common assessments across Math 1A.

For 2021-22 school year, we will offer a *Math 1A Intervention* Course, due to the number of students not passing Math 1A the first time.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 2: English Language Arts

Background -- High School English 3-4

For the 2021-22 school year, of the 10th grade students enrolled in High School English 3-4, 21% received a D or F. This number correlates with the Spring 2021 iReady Diagnostic, which shows that 22% of students tested at 3 or more grades below grade level, and further 2019 CAASP shows that *incomprehension of literary and non-fictional texts* 19% of 11th grade students tested below the standard.

Goal - HSE 3-4: Increase by 10% the number of students passing HSE 3-4 with a pass-rate of C or better. Further, the 2022 CAASPP will show an increase of 9% 11th grade students meeting the standard *incomprehension of literary and non-fictional texts*.

EL Students

During the 2020-21 school year, of our EL students, enrolled in HSE 3-4, 30% received a grade of D or F.

During the 2021-22 school year EL students enrolled in HSE 3-4 will raise the 'C or better' pass-rate. by 10% as verified by the ELPAC test, given Spring 2022.

The 2018-19 ELPAC scores show that for 10th grade *Overall Performance*: 31% were at Level 4, 31% at level 3, 21% at level 2, and 15% at level 1.

In comparison, the 2020-21 ELPAC scores in the same categories: 27% were at level 4, 35% at level 3, 21% at level 2 and 16% at level 1.

Goal - EL Students: The use of targeted interventions in English 3-4 will result in the increase by at least one level rubric, of 12%, of the 10th grade EL students on the 2021-22 ELPAC as compared to the 2020-21 ELPAC.

Goal - SpEd Students or Students with disabilities: Students who receive SAI (specialized academic support services) will participate in at least one general education academic class, before they graduate from PHS while examining data from triennial testing, placement recommendations, and an IEP decision. We will measure this goal by examining course placement recommendations, schedules, and transcripts.

As such students who are enrolled in the General Education English course, or the L/English course will be scaffolded as necessary to meet the same standards of their general education peers.

Identified Need

High School English 3-4

HSE 3-4 is the gateway course to taking AP English classes and meeting A-G requirements. HSE 3-4 is a pivotal class because during this time, writing gets more complex, students conduct their own research and use outside sources. Students are reading not just for content but also for historical context, period, setting, and perspective. Students are preparing for the rigors of AP and College English courses. Strong written skills are critical for success in future English classes/AP Courses. HSE 3-4 is a reasonably accurate predictor for success in AP English or American Literature, because the biggest unit in 2021-22 HSE 3-4-- the argument research paper requires mastery of the standards in English 3-4, therefore setting the 10th grade students up for success at both junior-level courses.

Of the Students enrolled in 2019-20 English 3-4, 22% received a D/F in English 3-4. This rate correlates with 2019 CAASP results which show 19% *did not meet the standard in comprehension and literary and fictional texts*.

EL Students

Further, of our EL students, 30% received a grade of D or F in HSE 3-4. The percentage of EL students receiving a 'C or better' in HSE 3-4 by will increase by 10%, as verified by the ELPAC test, given Spring 2022. The 2018-19 ELPAC scores reveal that for 10th grade EL students *Overall Performance*: 31% were at Level 4, 31% at level 3, 21% at level 2, and 15% at level 1. The 2020-21 ELPAC scores in the same category list: 27% at level 4, 35% at level 3, 21% at level 2 and 16% at level 1.

Comparing 2019 ELPAC to the 2020 ELPAC, we had a slight drop in students reaching level 4 (-4%) and an increase of students testing at level 3 (+4%). The 2021 ELPAC scores for levels 1 and 2 remain static.

We are targeting the 36% of the 10th grade EL students who are scoring at levels 1 and 2. **Goal** - Increase by 12% - students testing at levels 1 or 2, by at least one rubric level on the 2021-22 ELPAC.

Alternative Metrics

There is no data available from CAASP, due to covid school closures, the CAASPP was suspended for two years, so we are using student grades, performance on the iReady Diagnostic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide Of the Students enrolled in High School English 3-4, for the 2020-21 school year 21% received a D/F in English 3-4. Which correlates with the iReady Diagnostic given Spring 2021 which shows that 22% of students tested at 3 or more levels below grade level. As measured by the following: CAASPP/iReady UC/CSU A-G.</p>	<p>Grades from 2020-21 High School English 3-4 will be used as the baseline.</p>	<p>10th grade students enrolled in HSE 3-4 will increase the 'C or better' pass-rate for students in 2021-22 HSE 3-4, 15% by June 2022.</p>
<p>English Learner The 2020-21 ELPAC scores in the same category: 27% level 4, 35% at level 3, 21% at level 2 and 16% at level 1. In comparison to the 2018-19 ELPAC results, the levels remain constant. As measured by the following: CAASPP/ ELPAC UC/CSU A-G.</p>	<p>During the 2020-21 school year, 30%, of our EL students received a grade of D or F, in HSE 3-4. This will be used as the baseline for improvement.</p>	<p>Of our EL students enrolled in HSE 3-4, we will increase the percentage of students receiving a 'C or better' in HSE 3-4 by 10%, as verified by the ELPAC test, given Spring 2022.</p> <p>EL students enrolled in HS English 3-4 will increase by at least one rubric, reading level. Specific categories will be: <i>Comprehension, Literature, and Informational Text</i> as scored in the 2021-22 <i>iReady Diagnostic</i>, and the ELPAC test administered by June 2022.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>EDY/Title I EDY/ Title 1 Of the Students enrolled in High School English 3-4, for the 2020-21 school year 21% received a D/F in English 3-4. Which correlates with the iReady Diagnostic given Spring 2021 which shows that 22% of students tested at 3 or more levels below grade level. As measured by the following: CAASPP/iReady UC/CSU A-G.</p> <p>Students with Disabilities / SpEd Students who receive SAI (specialized academic support services) will participate in at least one general education academic class, before they graduate from PHS while examining data from triennial testing, placement recommendations, and an IEP decision. We will measure this goal by examining course placement recommendations, schedules, and transcripts. As such students who are enrolled in the General Education English course, or the L/English course will be scaffolded as necessary to meet the same standards of their general education peers. As measured by the following: CAASPP / iReady UC/CSU A-G.</p>	<p>EDY / Title 1 Grades from 2020-21 High School English 3- 4 will be used as the baseline.</p> <p>Students with disabilities / SpEd Grades from 2020-21 HSE 3-4 will be used as the baseline</p>	<p>EDY / Title 1 10th grade students in this subgroup, enrolled in HSE 3-4 will increase the ‘C or better’ pass-rate for students in 2021-22 HSE 3-4, 15% by June 2022.</p> <p>Students with disabilities / SpEd Students with disabilities who are enrolled in HS English 3-4 will increase the ‘C or better’ pass-rate for students in 2021-22 HSE 3-4, 15% by June 2022. Students will be given appropriate and identified scaffolding as needed in order to meet the same standards and their general education peers. As measured by the following: CAASPP/iReady UC/CSU A-G.</p>
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 10th grade students currently enrolled in HSE 3-4 class.
10th grade EL students currently enrolled in HSE 3-4 Collab. Classes.

Strategy/Activity

All 10th grade HSE 3-4 Students:

1. The English Department will identify student learning gaps by giving the iReady Diagnostic within 3 weeks of the beginning of the Trimester.
2. Instructors of HSE 3-4 will plan lessons according to the data from the diagnostic and specifically target student deficits.
3. Stations will be used for small group lessons.
4. Students will focus specifically on the critical area of deficit: mastery of using textual evidence to support claims in preparation for common assessments and the 2022 CAASPP as identified by the iReady Diagnostic, given Fall 2021.

EL Students

1. Counseling Dept. And AP overseeing Master Schedule will identify and arrange support for specific students by enrolling them into the course.
2. General Education Teacher and English Language teacher will collaborate on curriculum planning and instruction.
3. General Education Teachers and English Language teachers will provide targeted instruction to identified English Learners in the course.
4. English Language teacher will be provided release time to observe and team plan with American Literature team to align coursework.
5. Students will have the use of Learning Ally, text to audio app, as well as appropriate supplemental reading subscriptions.
6. Students will have access to tutoring in the library after school.

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)
1180.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher sub to assist with team planning and supporting student learning. Supporting all goals.
2000.00	English Learners 1000-1999: Certificated Personnel Salaries Provide IA support to ELL students- push in and pull-out models as determined by teachers and ELL coordinator. Supporting all goals.
1200.00	English Learners 4000-4999: Books And Supplies Supplemental books and instructional materials to help support learning in Math and English. Supports all goals.
1000.00	English Learners 4000-4999: Books And Supplies 4300090- Eqmt<\$500 - Support ELL learners in accessing curriculum and understanding schoolwide rules and expectations. Supports all goals.
00.00	None Specified

500.00	English Learners 4400090 - Equipment \$500-4999. Support ELL learners in accessing curriculum and understanding schoolwide rules and expectations. Supports all goals.
1000.00	English Learners 5200010 Prof Dev, Training 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.
2000.00	English Learners 5710012 Publications/Inter-program: Supports Staff and ELL students with materials to enhance learning and school expectations for all students. Supports all goals.
600.00	English Learners 5710130 Study Trips- Opportunities for ELL students to gain information about career, college and life ready opportunities.
600.00	English Learners 5800090- Online Subscrip/Lic/Maint Agr - supplemental material to support ELL learning. Supports Goals 1 & 2.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020-21 Goal -- 70 percent of 10th grade EL students who are enrolled in 20-21 HS English3-4 Collaboration Class (Tri 1 & Tri 2) will increase their proficiency levels in reading and writing by one rubric category on the ELPAC.

The 2018-19 ELPAC Written Language reports that of 10th grade EL students - 3% scored at level 4, 31% scored at level 3, 34% at level 2 and 31% at level 1.

The 2020-21 ELPAC Written Language scores show that for 10th grade EL students - 21% scored at level 4, 29% at level 3, 27% at level 2, and 21% at level 1.

We increased our scores on the 2021 EPAC over the previous year by 18%. We decreased those students testing at level 1 and 2 by 18%. Far short of our goal, but a significant improvement over the previous year.

The ability to measure change is impacted because students did not have the opportunity to take the ELPAC in 2019-20, due to school closures, which is used as a baseline to compare progress of our current program. As a result, extra funding was channeled in to tutoring students and training to prepare the teaching and learning virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID pandemic, ELPAC and CAASPP Testing were suspended for 2019-20, and Field trips were canceled for all students, district wide. The ability to measure growth is impeded due to students not having the opportunity to take the ELPAC in 2019-20, which would have been compared to the baseline of the previous year (ELPAC 2018-2019) for accurate analysis of progress.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Baseline of this goal was set by the 2018-19 ELPAC results: approximately 27% of students scored a 4 overall on their ELPAC testing.

By offering a collaborative instruction class in one section of High School English 3-4; EL students will have additional support in reading and writing.

Despite the 63% of the EL students scoring at levels 3 and 4 in Overall Achievement on 2021 ELPAC, the same group struggled in the Written Language Domain. Only 11 % of our EL Students were at level 4 in written language and 27% scored at level three in the same category. Using a diagnostic in the first weeks of the trimester learning gaps will be revealed earlier offering a chance to address them sooner. As well, we will schedule a collaborative instruction class in one section of High School English 3-4; students will have additional support in reading and writing.

The English Department will add to the support model by allowing for support throughout the school year. In addition to offering a collaborative High School English 3/4 course, the English Department added a Tri 3 support class to help prepare EL students for the rigors of the 11th grade American Literature class.

According to 2019-20 Poway HS student data, using letter grades as a metric, 33% of ELL students enrolled in Tri 2 intervention English 3 improved marginally by $\frac{1}{2}$ of a letter grade. However, 66% of EL learners dropped down by $\frac{1}{2}$ letter grade. And of those same EL students currently enrolled in English 4 in 2020-21, only 6% are earning an A letter grade, while 80% of those EL students are earning a C or below letter grade.

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

1. *The Titan Experience*

We will establish and define School-Wide Expectations for students through the Titan Experience. Social and Emotional expectations as well as behavior norms will be based on PBIS Program structures. PHS Students will inhabit the Titan Experience as defined through RIGOR (**R**espect, **i**ntegrity, **G**rowth, **O**wnership and **R**esponsibility) Titan values will be taught implicitly and explicitly in all of our classrooms, and community events. Students will learn to be good students and community citizens through our emphasis of RIGOR. We will begin with incoming ninth graders by welcoming them with a two-week Titan Take Off, which gets new Titans involved and connected in the summer before ninth grade. The results will show this increased awareness of self and others through informal surveys, raising the overall positive response rates to *Connectedness and Respect for diversity* portion in the California Healthy Kids Survey. We will increase by 5% the number eleventh graders agreeing and strongly agreeing that Poway High *supports students in meeting school wide expectations* on the 2019 California Healthy Kids Survey.

2021-22 Titan Experience Goal-PHS will increase by 5%, over the previous year's CHKS, the number eleventh graders agreeing/strongly agreeing that Poway High *'supports students in meeting school wide expectations'* as measured by the 2022 California Healthy Kids Survey.

2. *School Rules*

Understanding and following school expectations are at the heart of the Titan Experience and RIGOR at Poway High School. During the 2019-2020 school year 67% of ninth graders and 65% of eleventh graders responded positively around the *'clarity of the rules'*. The 2020-21 CA Healthy Kids Survey reveals that the number of positive responses for freshman and juniors dropped to 51% and 60% respectively. We attribute a large part of this drop in understanding to at-home learning and lessened in-person school communication. In the 2021-22 school year we will inform and review the Titan expectations in small groups, in person, as well as larger assemblies. We will make our expectations clear to incoming freshmen during Titan Take-Off, for 2 weeks in the summer.

2021-22 School Rules Goal-We will increase the 11th grade positive student responses to *clarity of the rules* by 5% and 8% respectively, on the 2022 California Healthy Kids Survey.

3. *Distress:*

In a new Category- Social Emotional Health- the 2020-21 California Healthy Kids revealed that 29% of 9th graders and 36% of 11th graders reported feeling some kind of stress or anxiety. This is partially attributed to at-home learning and the adjustment our students had to make. We now have a school therapist, on campus 5 days a week for individual therapy around issues that affect school performance. We continue to offer group therapy and discussions through counseling, as well as support through Peer Counselors and Link Crew.

2021-22 Distress Goal - As measured on the 2022 CHKS, we will decrease the negative response to *social-emotional distress* by 4% for 9th and 11th graders, using 2021 CHKS responses as a baseline.

Identified Need

The 2020-21 California Healthy Kids Survey revealed that 71% of the freshmen and 58% of the juniors reported feeling school connectedness, this is a substantial improvement from the 19-20 California Healthy Kids Survey which reported 68% and 61%, respectively.

Conversely, the 2019-20 California Healthy Kids Survey reported that 28% of ninth graders and 29% of eleventh graders felt that they had *meaningful participation* in school. The 2020-21 CA Healthy Kids Survey did not show much improvement in this category, with 29% of ninth graders and 27% of eleventh graders reporting they felt they had *meaningful participation* in school.

However, in a new category -Social Emotional Distress - according to the 2020-21 CA Healthy Kids Survey approximately 30% of ninth and eleventh graders were *distressed or anxious*. Further, a full 42% of ninth grade girls and 47% of eleventh grade girls reported experiencing some sort of social- emotional distress.

Additionally, 2020-21 Survey reports that PHS student's understanding of the school rules and expectations dropped 17% for ninth graders and 5% for eleventh graders, since the 2019-20 California Healthy Kids Survey. Ultimately, this means that more of our student community are anxious, confused and unclear about our PHS expectations.

Alternative Metrics

We will utilize several sources as a measurement: the California Dashboard for absence rates, and discipline rates. We also give informal surveys to staff and students throughout the year and collect the data. We will use the CAASPP results to look closely at absence rates, as they are an indicator of school connectedness. Finally, we will use the student responses from the California Healthy Kids survey as a measure of our student's social/emotional behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Increase by 5% eleventh graders agreeing/ strongly agreeing Poway High makes it clear ' <i>how students are expected to act</i> ' on the CA Healthy Kids Survey given Spring 2022.	The 2020/21 California Healthy Kids Survey shows 65% of eleventh graders responded they agree/strongly agree the school makes it clear ' <i>how students are expected to act</i> '.	Increase by 5% the number of eleventh graders who agree that ' <i>school makes it clear how we are expected to act</i> '.
English Learner Increase by 6% of eleventh grade students identified EL who strongly agree/agree that the ' <i>school makes it clear how students are expected to act</i> ' on the CA Healthy Kids Survey given Spring 2022.	The 2020/21 California Healthy Kids Survey shows 65% of eleventh graders responded they agree/strongly agree the school makes it clear how ' <i>students are expected to act</i> '.	Increase by 5% the number of eleventh graders who agree that ' <i>school makes it clear how we are expected to act</i> '.
EDY/Title I Increase by 5% of ninth graders identified as being in one of the sub-group categories agreeing/ strongly agreeing Poway High ' <i>makes it clear how students are expected to act</i> ' on the CA Healthy Kids Survey given Spring 2022.	According to 2020-21 CA Healthy Kids Survey, 29% of ninth graders, who identify in one of the sub-groups reported ' <i>the school makes it clear how students are supposed to act</i> '.	The 2021-22 CHKS will show an increase by 6% of ninth graders who identify in one of the sub-groups, that the ' <i>school makes it clear how students are supposed to act</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 incoming 9th graders with a focus on EDY students.

Strategy/Activity

1. Poway High School will host Titan Take Off/ Summer Bridge for incoming 9th graders for 2 weeks in the summer. Titan-Take Off will focus on capacity and academic strategies for mastering the rigors of Poway High School. A large component will be Titan Team Building. These activities serve to reinforce the Titan Experience on, many levels: social, academic, and emotional. A large part of Titan Take Off is team building; small groups will be given creative tasks to complete by collaborating. Poway Peer Counselors will be a part of the program to mentor and give advice new 9th graders. Poway Admin will be on hand as well to introduce these new Titans to school wide expectations and become an informal mentor during the year. Students are put into collaborative teams that build, and create structures, using the science framework. Additionally, during Titan Take-off, new Titans are introduced to counseling support as well as an introduction to key people on campus. This enables them to begin the year with a sense of confidence, connectedness as well as the opportunity to establish friendships.

2. Students will be recommended for therapy through the Counseling Department. The therapist, who is on site 5 days/week, will support some of our most at-risk students and students experiencing acute crises.

3. We will continue to reach out to our Parents and the Titan Community to participate in a series of meetings and conversations that involve them in the Titan Community and reinforce our values: These are to include Back to School Night, College Bound, 8th Grade Family Night, Titan Awards night. These events serve to emphasize RIGOR (Respect, Integrity, Growth, Ownership, and Responsibility).

4. We will continue to support our PTSA giving True Titan Award Certificates. These award certificates outline our Titan values and are awarded to students and staff meeting or succeeding on of the five traits of a True Titan. Making this award even more special: on the back of the certificate, the nomination letter for the individual is printed so the meaning of the award is specific and special to the receiver. Anyone may nominate a student or staff member for a True Titan award, and they are given out at the end of the trimester.

5. We will continue to send Postcards to students, thanking them for going above and beyond and demonstrating the qualities that we espouse here at Poway High School.

6. We will continue successful peer programs such as: Link Crew, Peer Counselors, Ambassadors and ASB.1. Poway High School will host Titan Take Off/ Summer Bridge for incoming 9th graders for 2 weeks in the summer. Titan-Take Off will focus on capacity and academic strategies for mastering the rigors of Poway High School. A large component will be Titan Team Building. These activities serve to reinforce the Titan Experience on many levels: social, academic, and emotional.

7. We will continue to educate our students on the Titan Expectations by individual classes. Each of the Admin will instruct students on the Titan Expectations in their 3rd period classes. We feel this is more effective than an assembly, because students have the opportunity to ask clarifying questions.

8. We will continue to have Homeroom two times a week. Homeroom is specifically created for the purpose of informing and gathering information, and spot-lighting activities. events, students, and staff who embody the True Titan spirit.

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.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2020-21 Goal

-- Establish and Define School-Wide Expectations for students through the Titan Experience. Support for students with their Social and Emotional expectations and behavior will be through PBIS Program structures. Increase by 5% the number eleventh graders agreeing and strongly agreeing that Poway High supports students in meeting school wide expectations on the 2021 California Healthy Kids Survey.

During the year 2020-21 there were a lot of challenges to overcome with at home learning. PHS attempted to duplicate as much as possible the in-school experience - academically, socially, and emotionally. We ramped-up our efforts to connect with students and have students connect to each other. PHS staff took extra steps to ensure that our students had a clear pathway when they needed help from staff; whether academically or socially. Our teachers went to extraordinary lengths to be available to support students in groups or for individuals.

2020-21 California Healthy Kids Survey reported that 71% of ninth grade and 65% of eleventh grades felt a sense of connectedness to Poway High School that is an increase of 8% and 18% respectively as compared to the 2019-20 Survey. Those numbers also surpass the state average of 58%.

According to the 2020-21 California Healthy Kids Survey, ninth and eleventh grade students reported about their *'positive student peer relationships'* were 54% ninth grade and 51% that is an increase from the prior year by 6% and 3% respectively. Ninth and Eleventh grade students reported positively about *'supports for social and emotional learning'* increased to 54% for ninth grades and 54% for eleventh, up from the prior year's 49% and 40%.

Further, the 2020-21 CA Healthy Kids Survey reported an increase in positive responses for '*respect for diversity*'. The positive responses increased to 56% for ninth grade, and 49% for eleventh grade. This is up from 52% ninth and 45% eleventh respectively for the 2019-20 CA Healthy Kids Survey. There was a slight increase in support of the statement "*I feel part of this school*" by 3% over the 2019-21 California Healthy Kids Survey, as well as '*no change*' for the statement '*I have meaningful participation*' at school, from 2019-20 Survey.

Summary:

We accomplished our goal of increasing the positive perception of the Titan Experience. More ninth grade and eleventh grade students reported that they knew what the school expectations for students are, felt cared for and overwhelmingly felt connectedness to our school community. We were not able to complete all of the planned activities/strategies listed due to Covid Restrictions. However, we found a way to offer many of our traditional experiences virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue our efforts to relay the Titan Experience to all Titans. We will continue our current efforts and levels. We will also continue to build our "Titan Take-Off/ Summer Bridge" program for incoming ninth graders. This program proved to be very successful with our incoming students so we will add an additional session. This two-week program combines academic capacity and skill building with team building experiences as well as introductions to Peer Counseling and other student support services. With the goal of increasing the ninth grade positive response to overall connectedness by 3%.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning, and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

In response to student complaints of social injustice in our PHS community, Poway High Staff created a Climate Committee to address issues of systemic equity and inclusion. The Climate Committee consists of key teachers, staff members and Admin. The Committee has followed through with 30 hours of Equity, Inclusion, and anti-Racist training to educate staff and students to be able to recognize and address the important issues of Equity and Inclusion. The 2021-22 Committee will continue with SDCOE Equity and Inclusion training, in order to have the depth of knowledge to inform and instruct our staff and students. Topics will include Implicit Bias, micro-aggressions, equity in the classroom, and handling accusations of racism, and reporting incidents of racism/hate.

Poway High School Climate Committee will support staff and students, with small-group training, conversations, and experiential activities around the issues of Equity and Inclusion. The Committee will collect data through informal / formal surveys, as well as other specific information from the CAASPP and the CA Healthy Kids Survey. This data will inform the Committees focus to what is relevant and of concern to all students and staff of Color in the Poway High Community. Through the Climate Committee we will focus on systemic bias, acceptance, and tolerance. We are committed to interrupting micro aggressions, hate speech and exclusion. We will work to share this belief with our staff and students, so that everyone in the Poway High School Community knows that they are valued, accepted, and seen.

2021-22 Goal Our efforts through the Climate Committee in the areas of campus culture, anti-racism, equity and inclusion will result in the following:

- a) The 2021-22 CHKS will indicate a decrease by 4% of the number of 11th grade students "*feeling disrespected due to their race and culture*" as measured by the 2022 CHKS.
- b) The 2021-22 CHKS will show a reduction by 10% of Latin-x reporting "*harassment and or bullying*" at school, using 2020-21 CHKS as a baseline.
- c) The 2021-22 CHKS will report a decrease by 5% of the number of 11th grade students reporting there is "*a lot of tension in this school between students of different cultures, races and ethnicities*" as measured against the 2020-21 CHKS.
- d) The 2021-22 CHKS will report a 7% reduction for 11th grade girls who report feeling harassed and bullied, as compared to the 2020-21 CHKS responses.

*The Equity and Inclusion Goal #4 will also align with our SEL Goal #3, around the "Titan Experience" as well as our **PBIS** / Tier 1 interventions.

Identified Need

According to Poway High School student data:

- 36% our student-population identify as students of color
- 29.4% identify Hispanic
- 1.4 % identify as African American,
- 5% identify as Asian
- remaining 2% are comprised of small numbers of other races.

The 2020-21 CA Dashboard Student Performance Data reports:

- African Americans have a 13% absenteeism rate
- Hispanic Students report a 12.41% absenteeism rate.

The 2020-21 CA Healthy Kids Survey states that 31% of 11th graders reported being “disrespected because of race/ethnicity/ nationality”. This is a slight decrease from 33% as reported in the 2019 CA Healthy Kids Survey. Additionally, 8% of Asian/ Asian American students stated that they had been harassed due to at least one of the five reasons (race, ethnicity, national origin, religion, gender, sexual orientation, physical or mental ability).

2020-21 CA Healthy Kids Survey information states that 30% of 11th graders strongly agree/agree that there is a lot of tension because of race/ethnicity/Nationality on campus. The number has decreased from 35% according to the 2019 CA Healthy Kids Survey. However, the percentage is still significant.

According to the 2020-21 CA Healthy Kids Survey 29% of 11th graders strongly/disagreed with the statement “kids are treated fairly when they break school rules”. Further, according to Poway High School 2020-21 Student Data, the suspension rate for African American students is 5.4% an increase from 2019-20 which was 4.3%, this is followed by Homeless Youth at 4.7%, and in 2019-20 that percentage was at 6.1%.

According to the 2021 CHKS - *Parent Survey* results showed 20% “*did not agree with the statement - This school...provides instructional materials that reflect my child’s culture, ethnicity, and identity*”, and 35% of parents said they “didn’t know”. This is an increase from the prior 2019 Survey in which only 11% of Parents felt that the instructional materials reflect my child’s culture, race, and ethnicity, and 43% said they didn’t know.

Alternative Metrics

We will use PUSD discipline, suspension, and attendance data, as well as CA Healthy Kids Survey, to help measure the success of our goals.

Attendance data will be used to follow up with students and families with chronic absences. The Intervention Counselor and our Spanish Families Liaison will commit to following up with students to ensure that our students and families are connected to and supported by PHS and are properly referred to support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide: Increase connectedness reporting by 11th grade students 2% on the 21-22 CA Healthy Kids Survey.</p>	<p>2020-21 CA Healthy Kids survey reports overall 65% of 11th graders feel school connectedness. However only 52% of 11th grade Latinx students feel connectedness.</p> <p>66% of PHS 11th graders overall report that they have a <i>connection with a caring adult on campus</i>. However only 51% of 11th grade Asians and 62% Hispanic / Latinx report having a caring adult on campus.</p>	<p>Increase the overall connectedness reporting by 11th graders by 2% by June 2021.</p> <p>Increase by 3% reporting having a caring adult on campus by 11th grade Asian and Latinx student population.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 at PHS
Students of color

Strategy/Activity

We will continue the *School Climate Committee* consisting of key staff, teachers, and Admin to address the issue social interactions between staff & students, and students & students, that are perceived to have negative racial bias or undertones. This Committee will undergo 30 hours of Equity Training and will be coached by an Equity Coach from SDCOE to help prepare training for staff.

2021-22 Climate Committee will educate our staff and students on topics such as: bias, micro-aggressions, handling reports of racism, bias in lesson planning/grading as well as self-reflection work and awareness of the perspective of others.

Climate Committee and School Counselors will facilitate the development of focus-groups with the various student-groups and clubs to begin a meaningful dialogue surrounding equity and inclusion.

Admin will continue to use a reporting app for students, staff and community to give information around race/ hate, incidents of racism and other biased behavior.

We will continue to hold Community Conversations to engage PHS parents and Feeder School parents regarding racial and cultural inclusiveness on Poway Campus. We continue to hold parent meetings reaching out to our BIPOC, and Latinx student communities to make sure they are aware of academic opportunities and supports on campus to better support their students.

We will give an informal survey outside of CHKS, through ASB in order to collect data and feedback around student's experiences to establish baseline data.

We will host College Bound meetings for students and families of color, to coordinate and disseminate information for applying to Colleges, Historically Black Colleges & Universities, and scholarship information. All Meetings will be attended by at least one PHS Admin in order to help disseminate information for students not in attendance.

We have added Ethnic Literature and Ethnic Studies courses, for English and History, respectively. Both courses count for the A-G requirements. This will improve our students understanding of the different perspectives of our shared history.

We will recommend students to our full-time therapist, whose role will be to support students with their social and emotional issues that affect school performance.

We will continue our efforts with Peer Counselors, Ambassadors and Link Crew, these groups aimed at the peer-to peer level. We also continue to emphasize the many clubs and sports opportunities at Poway because we know that being a part of something can motivate, energize, and build confidence for our students.
PHS will also continue with 'Erase the Hate', and 'Just Say Hello' student campaigns.

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)
00	Educationally Disadvantaged Youth See Goals 1 and 2
00	English Learners See Goals 1 and 2
250	English Learners 4300028 Refreshments for meetings and other events

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2020-21 school year, Poway High School formed the Climate Committee to address issues of equity and inclusion on our campus. During school closers we engaged with our students with informal survey around school climate, we conducted dozens of students interviews to help the adults on campus see school closures/virtual learning and socials issue from the perspective of our students. The results of this informal data collection helped to target students concerns.
We held staff training and discussions around identifying and disrupting micro-aggressions on campus.

The Climate Committee and staff worked to create a script to address and stand-against any hate speech we hear on campus. Our staff pledged to acknowledge and push back on negative and hate speech every day. Climate Committee with our staff learned how to see how stereotyping and micro aggression hurt students every day. We addressed the importance of being an upstander for our students-- so they don't have to feel alone or think put-downs are in any way acceptable.

We made sure that staff knew that these efforts were for the benefit our students and staff on our campus. We do not align with any political movement or group. Rather our goal is for every student on this campus to feel seen, heard and cared for.

The results of these efforts were very positive according to the 2021 CA Healthy Kids Survey; 68% of our students felt connected to the Poway Community and 62% of our students said they could identify a caring adult on campus.

Additionally, 2020-21 CA Healthy Kids Survey informed us that 59% of Latinx reported feeling connected to school, 59% Asian/ Asian-American reported feeling connectedness, which is an increase from the prior year. Further, 85% Asian/ Asian-American and 75% Latinx reported feeling safe on campus, another increase over the prior year.

We were pleased that even with COVID school closures, we created many pathways to meaningfully connect with our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this goal, we will continue to acknowledge and address campus issues around race, culture, and equity. Now that we are aware of students feeling tension, we cannot un-hear their voices or distress.

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. Foster and Maintain Positive Relationships with Parents and Community: Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences.

Goal 5: Chronic Absenteeism

California Healthy Kids Survey states "Research also suggests that fostering more positive adult relationships with students, high expectations, and meaningful student participation, will help increase connectedness, a sense of safety, and engagement. Focusing on providing these student supports may be particularly important in high-poverty, high-risk, under- resourced communities, as they are protective factors that mitigate the risk factors that undermine students' readiness to learn."

Goal:

In order to support academic achievement for all of our students, we will ensure our students have support and resources that are necessary to be present at school. This will result in an overall 2% decrease in chronic absenteeism. Our EL students and Black/African American have the highest and second highest rates of absenteeism, and we will decrease this rate by 4% and 4% respectively.

Identified Need

Poway student data reports that in 2019-20 EL students had the highest rates of chronic absenteeism at almost 18%, followed by Hispanic / Latinx students at 12% and Black/African American Students at 10%. 2020-21 data shows those same groups have decreased those rates - EL students at 16%, Hispanic/ Latinx at 6% and Black/African American students at almost 15%. The rates are decreasing for these groups, but they are still very high.

Alternative Metrics

We will use students' attendance data, and data from the 2020-21 California Healthy Kids Survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide School-wide, we will reduce chronic absenteeism school wide by 5%.	2020 -21 School data reports that 5% of PHS students are chronically absent.	School-wide, we will reduce chronic absenteeism school wide by 5%.
English Learner The baseline for our EL students will be the absentee rates for EL students in 2020-21.	The baseline for our EL students will be the absentee rates for EL students in 2020-21.	The EL student group will decrease absenteeism by 7%, by June 2022.
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 will benefit from absence tracking.

EL students, Lantin-x students and African American students, these groups have the highest percentage rates of chronic absenteeism.

Strategy/Activity

1. Our Attendance office will follow up with a list of students that are absent 3 or more days. More than an auto-call we will be reaching out to families to understand the situation that keeps the student from attending school. Once we are made aware of a problem, we will address that concern with the proper referrals or resources.
2. We will refer to the School Therapist on site, students experiencing acute social problems or ongoing problems that affect their attendance.
3. We will refer students, if needed to our drug and alcohol counselor.
4. Admin and Counselors will also make referrals to caring connections family therapy for support.
6. Chronically absent students (daily or period absences) will be noted by the Attendance Office, and a list created, so that follow-up will be made with the student and family.
7. Our Intervention Counselor or the Family Liaison will contact families and find out about the barriers behind the absences. Families will be given resources and referrals based upon their individual situation.
8. Through our Climate Committee we continue to address micro-aggressions, systemic racism, and campus culture so that our community feels safe for all students and staff, and all students will be motivated and supported to come to campus and participate
9. Through and Absence Intervention Spread Sheet all chronically absent students along with interventions will be recorded.

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

English Learners

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

n/a

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

n/a

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	\$47,040.00

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	\$37,640.00
English Learners	\$9,400.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$47,040.00

Total of federal, state, and/or local funds for this school: \$47,040.00

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	37,640.00
English Learners	9,400.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,500.00
1000-1999: Certificated Personnel Salaries	19,175.00
4000-4999: Books And Supplies	13,245.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	4,920.00
	Educationally Disadvantaged Youth	4,500.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	17,175.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	11,045.00
	English Learners	5,200.00
1000-1999: Certificated Personnel Salaries	English Learners	2,000.00
4000-4999: Books And Supplies	English Learners	2,200.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,460.00
Goal 2	10,080.00
Goal 3	250.00
Goal 4	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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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/>

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