

**Poway High School
School Plan for Student Achievement
2018-2019**



College and Career Readiness for All

*Ensuring the highest levels of success
for each and every student, with commitment to
Rigor, Relevance, and Relationships*

Local School Board Approved, February 14, 2019

School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
School Name	Poway High School	District Name	Poway Unified
Principal	Richard Nash	Superintendent	Marian Kim-Phelps, Ed.D.
Street	15500 Espola Rd.	Street	15250 Avenue of Science
City, State, Zip	Poway, CA 92064-2207	City, State, Zip	San Diego, CA 92128-3406
Phone Number	858-748-0245	Phone Number	858-521-2800
FAX Number	858-679-6879	FAX Number	858-485-1322
Web Site	www.powayusd.com	Web Site	www.powayusd.com
E-mail Address	rnash@powayusd.com	E-mail Address	dojohnson@powayusd.com
CDS Code	37682963735867	SARC Contact	Doug Johnson

Address: 1550 Espola RD
Poway CA 92064

Principal: Richard Nash

Year of Construction: 1962

Current Enrollment:

Numbers reflect enrollment totals as of October 03, 2018.

10th Grade	11th Grade	12th Grade	9th Grade	Special Day Class
589	576	532	557	51

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African-American	Asian	Caucasian	Filipino	Hispanic	Other
2%	5%	56%	3%	25%	8%

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Limited English	Free/Reduced Lunch
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Staff Demographics:

Percent of classified employees. (Based on October 03, 2018 data)

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African-American	Caucasian	Filipino	Hispanic	Other
2%	66%	1%	5%	26%

Percent Fully Credentialed: 100%

Data source- district data

This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.

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I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION

“College and Career Readiness for All”

District Vision and Strategic Goals for 2013-2020

In 2013-2014, Poway Unified School District stakeholder groups met to once again develop a strategic vision and identify the future direction of the district. The Mission Statement was modified to add the element of career readiness to the previously adopted “College Readiness for All, becoming “College and Career Readiness for All.”

In addition, the PUSD Board of Education adopted three PUSD Goals:

1. Ensure each student engages in a challenging 21st Century learning experience.
2. Develop and maintain communications systems that create collective engagement among all stakeholders.
3. Create a collaborative culture of continuous learning for all staff.

District Initiatives for 2013-2020

The following District Initiatives have been identified to support the PUSD Goals.

1. Design and implement curriculum, instructional practices, and assessment systems that align with California State Standards across content areas to ensure each student will:
 - a. Engage in Inquiry Based Learning
 - b. Think Creatively and Critically
 - c. Reason Effectively
 - d. Produce/Generate Information
 - e. Solve Complex and Real World Problems
 - f. Communicate Effectively
 - g. Collaborate with Others
 - h. Recognize, Understand and Respect Cultural Diversity to ensure that all students are prepared for success in the global economy.
2. Provide comprehensive programs, services and facilities to ensure social and emotional well-being of all students and staff in a safe and secure environment.
3. Create a comprehensive communication plan that:
 - a. Utilizes a wide range of media
 - b. Provides opportunities for timely, proactive, two-way communication
4. Design and implement a comprehensive system of professional learning that:
 - a. Allows each individual to personalize learning
 - b. Provides multiple formats
 - c. Supports collaboration, inquiry and problem solving

District LCAP Goals 2018-2019

The following goals have been identified to support student achievement:

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.
2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.
3. Strengthen safe, healthy, positive, and attractive learning environment and experiences for all learners.
4. Increase student and parent engagement in learning through enhanced community involvement, two way communication, and partnerships with community businesses.
5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS (LCAP Goals 1-5)

The district vision of “College and Career Readiness for All” provides the foundation for the Local Control and Accountability Plan (LCAP) and the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

Design and implement curriculum, instructional practices and assessment systems that align with the California State Standards across content areas

When Poway High School opened in 1961 to serve the rural community of Poway. Over the years Poway has developed to be a piece of country life, nestled within larger urban area of San Diego County. Throughout the years Poway High School has maintained tradition of excellence, preparing multiple generations for college and career ready futures. The Poway High School Community provides a safe, respectful, and challenging learning environment that requires all students to meet high expectations and pursue their goals.

The Poway High School curriculum supports the unique needs of our students by implementing curriculum, instruction and assessments grounded in best practices and California State Standards. During the 2015/16 school year, Poway High School recognized the need to support students with more opportunities to design a personalized and flexible high school experience. Poway High School staff decided to move from a 18 week semester to a 12 week trimester system. While only 230 credits are required for High School Graduation, the trimester system offers 75 credits per year, and an opportunity for up to 300 high school credits in four-years. This system allows for students to pace their learning, explore enrichment electives, allow for Career and Technical Pathway completion or engage in leadership and college readiness electives, such as AVID. Additionally, the staff created a bell schedule to support a 20 minute Homeroom period twice a week. Homeroom is designed to support students by building positive relationships with at least one staff member through all four years of high school. The 2017/18 school year marked the inaugural year of the trimester system. The decision to shift from a semester to trimester system was through a critical analysis of student data and community survey. The decision to shift calendars was made as a learning community, incorporating all stakeholders. The next several school years will require Poway High School staff, students, parents and other stakeholders to engage in continuous reflection and adjustments to ensure the strength of Poway High School’s tradition of excellence.

In August of 2018, Mr. Richard Nash started his tenure as Poway High School’s Principal. The Administrative team shift also included two new Assistant Principals, while one Assistant Principal continued in his position. The new Administrative Team will focus instruction on ensuring all Poway High School students receive a world class educational experience via rigorous active classroom instruction that is connected to standards. Poway High School staff started the year with an analysis of Poway High school culture. After reviewing the feedback of staff, it was decided to ground the instructional focus on the College and Career Readiness Anchor Standards. Each trimester will include a focus standard to drive conversations and encourage reflections on instructional practices:

Trimester One- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Trimester Two- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Trimester Three- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Each trimester focus is an essential component of our professional learning meetings. The school professional learning calendar allows for all staff to engage in conversation and learning around an Anchor Standard. Following our all-staff meetings, teachers meet with course, or department teams to reflect on the practice of the Anchor Standard within their specific content or field. Staff continues to review common assessment, student learning and department instructional guides to better understand how curriculum is being delivered by the teacher, interacted with by the students and assessed for both formative and summative understanding.

The Anchor Standard focus will not live in isolation. Poway High School has a variety of programs that will support student engagement in each of these focus areas. Poway High School utilizes many strategies belonging to the Advancement Via Individual Determination (AVID) program. The AVID elective is offered at each grade level. The AVID site team is comprised of teachers, students and parents. The AVID site team meets monthly to discuss AVID strategies and the schoolwide impact on student learning. AVID strategies are shared electronically during department meetings, stored on the shared drive for staff to easily access, and highlighted during professional learning presentations.

Career and Technical Education (CTE) pathways also support Poway High School's endeavor to provide rigorous active classroom instruction connected to standards. Poway High School is the only school in the district offering science and fine art courses through an Agricultural Pathway. Additionally, Poway High School's CTE engineering pathway provides students with the opportunity to explore mechanical engineering, civil architecture and computer engineering pathways. Students who are looking to explore the industry of auto mechanics are able to receive instruction in our Automotive pathway, one of two auto shop programs in the Poway Unified School District. There are many more options for students to explore including digital media design, sound engineering, theater production, photography and many more CTE electives.

Poway High School believes in success for all students. Over the past three years, Poway Unified School District empowered school sites with a Response to Intervention Teacher on Special Assignment (RTI TOSA). During the 2017/18 school year, the RTI TOSA worked to implement student study teams designed for identifying and supporting struggling students. Poway High School staff has been engaged in professional development to support staff in identifying struggling learners, providing tier one and two supports, and tracking interventions through the district RTI console tool. High achieving students are given the opportunity to refine and stretch their skills with the offering of twenty-nine Advance Placement or Honors courses.

Students with an Individual Educational Plan (IEP) also receive targeted support. The Special Education Department believes strongly in collaborative learning environments for identified IEP students. In the collaborative environment, IEP students receive access to general education curriculum through the support of a content area and resource teacher. Collaborative classes are most prominent for ninth grade students. Students can be enrolled in a collaborative math, english, science, social science or spanish class. Our Special Education program continues to led our site in exploring the expansion of the collaborative system.

Measuring student success is an important element of the teaching and learning program. Departments, such as Mathematics, provide common assessments to measure student learning. As the Science Department transitions to Next Generation Science Standards (NGSS), common assessments and curriculum are being written. Many of our departments offer common assessments and projects. Each year, our 11th grade students participate in the CASSAP test for English and Math. Our seniors are tested each year in Science.

Provide comprehensive programs, services, and facilities to ensure the social and emotional well-being of all students and staff in a safe and secure environment

The social and emotional well being of our students is a priority at Poway High School. Poway High School students are able to receive social and emotional support in our fully staffed Student Services Office. Student Services provides a safe place for students to refocus and receive support. During the 2017/18 school year, the office was staffed by a full time and a part time classified staff member. For our 2018/19 school year, the office is staffed with two part time counselors and one part time classified staff member. The Student Support Services team offers individual guidance sessions. Students who are in need of support for depression, anxiety, dependency, LGBTQ transition, grief and many other areas, are supported with group support sessions offered by Student Support staff. Titan families in need of holiday food or support are assisted through the Student Support Services office. Friday Night Live, and Tobacco Use and Prevention Education programs (TUPE) are coordinated by the Student Support services group.

Poway High School is fortunate to have many students dedicated to creating a safe and supportive high school experience for their peers. Students are represented in our Peer Counseling, Piece of Peer Counseling, Key Club, ASB, Black Student Union, Gay Straight Alliance clubs, along with many more clubs. In 2017/18 Poway High School became a "No Place for Hate" high school campus. Several school wide events were organized in order to gain recognition as a "No Place for Hate" campus. The activities included a "Stamp Out Hate" campaign, a schoolwide map marking the birthplace of our students and participation in the "No Place for Hate" walk.

Our Peer Counseling and Piece of Peer Counseling groups organize student activities to help ensure all Titans feel connected to the high school experience. Both groups organize lunch time activities and outreach events to all students. Peer Counseling staff seeks recommendations for students who may need support and assigns a peer counselor to work with the recommended student. Peer Counseling takes the lead in organizing our PLUS forums. Peer Leaders Uniting Students (PLUS) forums allow students to come together in the common task of exploring topics of student concern and learning more about how they can support one another. Both groups meet as a 5.5 class helping students accumulate credit for their volunteer work.

Two student led campaigns have also helped support the safety of our students. Titans United Week takes place in the Spring and is targeted at the sophomore class. In the spring of 2018, sophomore students participated in an assembly lead by Dean Whellams. The focus of the assembly was to break down walls and gain better understanding of one another. During the fall of 2018, Poway's Titan Ambassadors, Peer Counselors and ASB organized "Say Hello" week. During this week students participated in lunch time activities, Homeroom lessons, random acts of kindness and other activities focusing on bringing the entire Titan community closer together.

Titans are also supported in their twice weekly Homerooms. The 2017/18 school year marked the initial year of our trimester schedule and homeroom program. Homeroom is designed to ensure each student on campus is connected to at least one staff member. All students are placed in a Homeroom and loop with their Homeroom community over their four years at Poway High School. A committee comprised of four teachers, one teacher per each grade level, meets frequently to design Homeroom lessons and create a calendar of homeroom events. Homeroom students are placed into their Homeroom by grade level and alphabetic last name. The placement allows for counselors to visit Homeroom and support students in their college and career ready journey. Important school information is distributed in Homerooms. Building strong bonds to support all students is an essential element of the Titan experience.

Safety of our students is dependent on the commitment of our staff and students, but also made possible by updated facilities and policies. In the summer of 2018, Poway High School was fitted with new security cameras. The cameras provide better picture and playback features allowing for Poway High School staff to better review school wide incidents. During the first trimester of 2018, the Administrative team reviewed the off-campus and off roll procedures for Titan students. Staff also designated two entrances to the campus. This allows for our security team to better monitor who is present, who is leaving campus, and decipher the purpose of those visiting our school community during the instructional day. Poway High School is fortunate to have five staff members dedicated to providing security for our campus. Additionally, our school is homebase for the Poway Sheriff School Resource Officer. Lastly, staff and Poway High School Administration is reviewing our school safety and drill procedures. Updates include evaluating the schoolwide evacuation location and providing staff with emergency and evacuation kits. In the winter of 2018, Poway staff will be trained in Options Based Armed Assailant procedures. By participating in this training teachers and staff will be better prepared to evaluate emergency situations and determine the best method to lead their students to safety.

Create a comprehensive communication plan

Poway High School officials strive to provide clear, timely and accurate communication to all stakeholders. Teachers utilize Synergy to share grades with parents and students. Teachers also utilize a professional learning software called MyConnect to post class calendars, homework, notes and other learning materials. All teachers, staff and students can access Google learning tools including documents, drives, slides, forms, sites and classrooms. Weekly, Mr. Nash sends a Titan update via email. This news bulletin provides families with important school news, updates and events. Poway High School utilizes a system called Peachjar to send out important flyers and notices to parents.

Our Titan community has begun to embrace various forms of social media and technology. Thanks to our strong Associated Student Body Instagram account, our families and students receive updates on student events and campus happenings. Many of our Titan athletic teams, teachers and organizations utilize social media to publicize their events. Titan Television is shown schoolwide three days a week. The program highlights various student activities and athletics. The newscast also features several different student life segments. Daily announcements are made on the overhead speaker by members of Poway High School's ASB. The Poway High School website is frequently updated to ensure that parents, students and staff are able to receive the most up to date information.

Student voice is an essential component of Poway High School's communication plan. Each Homeroom has selected a student congress representative. They meet five - six times a year to give updates on student events and address student concerns. The Congress is organized by our ASB students and begins with a student survey designed to identify target areas of student need. Our Principal, Mr. Nash, also consults with a selected group of students through his Principal Advisory Group. Each grade level is represented in the advisory group. The selected students provide input and feedback on campus concerns and activities. Lastly, news and events are published in a monthly newspaper. The range of news stories can cover student editorials, articles on current Poway High events and other important campus topics.

College and Career Readiness news is communicated through our Counseling Department. A quarterly newsletter is sent to parents providing information on graduation and A-G requirements, plus announcements on college and career presentations. The Counseling Department ensures that all of our families have access to support for college. Several presentations on the college application process are given to both students and parents. Families are guided through the common application process, receive a College 101 presentation and information on the Community College process.

Create a collaborative culture of continuous learning for all staff

Our Administrative team is reviewing the structures and systems designed to govern professional learning. Our staff participates in weekly professional learning every Monday for approximately one and half hours. The time is divided between all teaching staff, all school staff, department, and professional learning community meetings. A yearly calendar is used to determine staff development time. The calendar is reviewed and approved by our site team leader group. For the 2018/19 school year, the calendar was revised to help support our continued professional learning focus on College and Career Ready Anchor Standards. Administration structured professional learning for our teaching staff meet as a whole group, and with the following meeting designed for departments to meet as a team, to apply and review the professional learning within their content. Administration is also partnering with department leadership to develop communication and feedback systems enabling Administration to learn, support and provide feedback to teams around their department goals. It is the objective of the Administration to help develop the team leader membership, into not only department leaders, but instructional leaders. It is also the hope to develop a group of teacher-leaders who can focus on designing and developing professional learning experiences for the spring of 2019. The overall purpose of reviewing and refining structures will help lead Poway High School staff to become more versed in conversations centered around teaching and learning. Working as professional learning community on our ability to engage in conversations centered on best instructional practices, and the impact on student learning, will help us build a stronger Titan experience for all students.

Poway High School's 2018/19 focus on College Career Anchor Standards is designed to empower our Titans in the skills of collaborative conversations, close reading and writing to develop arguments supported by evidence. The entire teaching staff participates in professional learning on each trimester Anchor Standard focus. Administrators and teacher leaders develop a professional learning program to help all teaching staff develop common understanding of each Anchor Standard and discuss instructional best practices to help all students become more proficient in each standard. Once staff has developed a common understanding of the skill, and brainstormed possible instructional approaches, staff then engage in a process of sharing and reflecting on their instruction and the impact that was had on student learning. The cycle of define, introduce strategies and reflect on practice is repeated each trimester with each Anchor Standard focus.

In addition to our school wide focus, teachers are able to continue their learning through the RTI process, AVID site team and district Teaching Learning Cooperative (TLC) programs. Our RTI TOSA works with staff by sharing intervention strategies for struggling students. She will consult with teachers independently or offer training to whole staff. Our TOSA will also help monitor the RTI console and provide tutorial to any staff who needs support. Our AVID site team meets monthly and includes administrators, teachers, classified staff, parents and students. The AVID site team focuses on developing focus notes in all content areas, specifically on how students can revise and elaborate on their notes. The AVID site team also has a secondary goal of focusing on building AVID culture through ninth grade Homeroom presentations by eleventh grade AVID students. Through working on both of these AVID goals, staff are offered new instructional strategies to guide students in reviewing their learning and activities to help build connections to students. Many of our teachers participate in our district TLC programs. Multiple staff members are currently exploring the Growth Mindset through a site-based TLC. Several of our staff members participated in one of the Summer Ed Tech TLCs. Lastly, many of our staff members who participated in AVID Summer Institute are also members of the district AVID TLC. The purpose is to utilize the learning of the AVID Summer Institute through the school year with the support of TLC conversations and tasks.

After reviewing the work of our sites' curriculum and instruction, professional learning, social emotional programs and communication plan, the end result will be a continuing deepening of the Titan experience to ensure that all students receive World Class Educational experience via rigorous active classroom instruction that is connected to standards, and allows students to prepare for their College and Career ready futures.

II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING

II.A. SITE ASSESSMENT PLAN

DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative	Criterion-Computer Adaptive/Performance Tests	Assess achievement of state English Language Arts and mathematics standards	Grades 3-8, 11	Spring	Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.
California Assessment of Student Performance and Progress (CAASPP) California Science Test (CAST)	Criterion-Computer Adaptive/Performance Test	Assess achievement of state science standards	Grades 5, 8, and once in high school typically at Grade 12	Spring	Since the adoption of the California Next Generation science standards the California Dept. of Education has been developing a new science assessment-the California Science Test (CAST). The statewide California Assessment of Student Performance and Progress (CAASPP) System includes federally required science assessments in grades five and eight and once in high school (i.e., grade ten, eleven or twelve). This science assessment is the new CAST. This assessment compares student achievement to state/district expectations. Identifies areas of strengths, challenges, and areas in need of improvement. Useful for targeting instruction.
English Language Proficiency Assessment for California (ELPAC)	Criterion-Reference Test	Measures level of achievement in English – novice, intermediate, or English proficient	All ELL students	Initially throughout the year Spring Summative	Measures the following four domains in English: listening, speaking, reading, writing. Aligned with the English Language Development Standards adopted by the State Board of Education (SBE).
CA State Dashboard	Multiple Measures	Used to determine overall program effectiveness in LCAP	Schools, Subgroups	Reported Annually	The California Dashboard contains reports that display the performance of local educational agencies (LEA's), schools, and student groups on a set of state and local measures to

ASSESSMENTS	TYPE	PURPOSE	WHO	WHEN	USES
					assist in identifying strengths, challenges and areas in need of improvement.
MAP	Criterion-Computer Adaptive/ Performance tests	Assess individual or group progress, and show growth over multiple administrations	Grades 2-8	Up to 3 times per year, as needed	Measure and report student growth. Results provide sub scores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage. Sites may also use summative data for MAP assessments to determine grade level and school-wide growth of students in overall skills in Reading, Mathematics and Language.
State Fitness Testing	Performance	Compare fitness levels of students	All students, Grade 5, 7, 9	Spring	Useful to identify program strengths and opportunities for program improvement.
Local Control Accountability Plan (LCAP) metrics	Performance	Compare school level growth areas, multiple measures aligned to district LCAP metrics	Various grade levels	Fall	Useful to identify program strengths and opportunities for program improvement.
Universal Screening	Criterion – Referenced	To assess students ability in using letter naming and phonological/phonemic awareness skills	All First Grade Students	First six weeks of school	Determine instructional needs for in class support or intervention in the area of phonemic awareness and phonics.
On Demand Writing	Criterion-Referenced	To assess our elementary students' writing competence in relationship to established rubrics	TK – 5	Throughout the year	Useful to identify students writing strengths and opportunities for improvement in the narrative, opinion, and informational genres.
Math Performance Assessment	Criterion-Referenced	To assess our elementary students' competency in solving a complex math task	TK – 5	Winter	Useful to identify students mathematical strengths and opportunities for improvement

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
PSAT	Norm Reference	Used to predict performance on the SAT	All grade 10 students	Fall	A useful tool to identify students for college prep and to encourage students to take the SAT in Grade 11 or 12
Progress Report "D" and "F" lists, GPA's	Individual performance assessment	To assess individual student performance using local standards	All	Trimester	Useful to identify students who are struggling. Use to monitor A-G requirement completion
Progress Reports	Formative/Summative	Used to monitor progress of subgroups such as ELL and SPED	ELL and SPED	Trimesters and Progress Reports	At progress reports, staff can evaluate and/or implement interventions for students to improve academic achievement and decrease the gap for subgroups.
SAT	Norm Reference	Used to predict college entrance and success	Grades 11 and 12	Fall Winter and Spring	A useful tool to determine how well students are prepared to perform on the SAT. Also, useful to see how many students are taking the SAT and have plans for college.
EAP Test - SBAC Embedded	Formative	Used to determine whether or not 11th grade students are prepared for college Math and English.	Grade 11	Spring	Student results can be used to inform parents, students and staff about students' strengths and weaknesses in English and Mathematics so that they can align their 12th grade classes to prepare them for college.
MAP	Criterion Referenced	Used to monitor the progress of ELL students in the ELD program	ELD and sheltered students	Fall and Spring	Results are used to evaluate the success of reading and writing programs used in the ELD classrooms with the overall intent of improving their overall academic achievement and bridging the achievement gap.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12	varies	Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
WASC	Self Study	Accreditation Review	School-wide	2 to 6 years	A detailed analysis of programs and procedures validated by external review
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
AP Participation Rates	Audit	To assess access to advanced placement courses	9-12	Annually	To monitor District target and improve access by all students to AP options
SAT Participation Rate	Audit	To assess student attitude or intent to attend college	10-12	Annually	To monitor District target and prepare students for entrance to college.
UC A-G completion	Summary percentage	To determine how many students have completed their college requirements by 12th grade	12	Annually	To improve our overall percentage and meet district goal of preparing all students for post secondary success.
Graduate exit survey	Opinionnaire	Gather opinions of graduates	Graduates at grade 12	At matriculation	This survey provides feedback to the school regarding program effectiveness and student attitudes. The results contribute to our annual program evaluation.
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Student Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning

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Poway CA 92064

Principal: Richard Nash

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Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Enrollment

	2015-2016		2016-2017			2017-2018			2018-2019		
	#	%	#	%	Delta	#	%	Delta	#	%	Delta
Total Enrollment	2,250		2,228			2,262			2,254		
African American	30	1.3%	31	1.4%	0.1%	42	1.9%	0.5%	46	2%	0.1%
American Indian or Alaska Native	12	0.5%	7	0.3%	-0.2%	4	0.2%	-0.1%	5	0.2%	0%
Asian	128	5.7%	140	6.3%	0.6%	137	6.1%	-0.2%	122	5.4%	-0.7%
Filipino	90	4%	79	3.5%	-0.5%	78	3.4%	-0.1%	73	3.2%	-0.2%
Hispanic or Latino of Any Race	475	21.1%	496	22.3%	1.2%	538	23.8%	1.5%	566	25.1%	1.3%
Not Reported	7	0.3%	8	0.4%	0.1%	7	0.3%	-0.1%	16	0.7%	0.4%
Pacific Islander	10	0.4%	10	0.4%	0%	8	0.4%	0%	11	0.5%	0.1%
Two or More Races	102	4.5%	108	4.8%	0.3%	128	5.7%	0.9%	137	6.1%	0.4%
White	1,396	62%	1,349	60.5%	-1.5%	1,320	58.4%	-2.1%	1,278	56.7%	-1.7%
Low SES	480	21.3%	411	18.4%	-2.9%	563	24.9%	6.5%	567	25.2%	0.3%
EL	148	6.6%	153	6.9%	0.3%	161	7.1%	0.2%	164	7.3%	0.2%

Data source- Dataquest

Poway High
Local Control Accountability Plan (LCAP)
Smarter Balanced Assessment

English Language Arts/Literacy	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	541	379	70%	504	338	67.06%	-2.94%	501	331	66.13%	-0.93%
American Indian or Alaska Native	4	*	*	0	0	0	0%	0	0	0	0%
Asian	32	26	81%	37	29	78.38%	-2.62%	26	24	92.31%	13.93%
Black or African American	4	*	*	0	0	0	0%	0	0	0	0%
Filipino	19	15	79%	17	11	64.71%	-14.29%	16	9	56.25%	-8.46%
Hispanic or Latino	111	60	54%	105	50	47.62%	-6.38%	112	64	57.14%	9.52%
Native Hawaiian or Pacific Islander	3	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	16	10	63%	30	17	56.67%	-6.33%	31	26	83.87%	27.2%
White	350	259	74%	299	218	72.91%	-1.09%	304	203	66.67%	-6.24%
Economically Disadvantaged	98	49	50%	102	47	46.08%	-3.92%	106	51	48.11%	2.03%
English Learner	28	5	18%	25	4	16.00%	-2%	16	0	0.00%	-16%
Students with Disability	38	10	26%	42	12	28.57%	2.57%	39	6	15.79%	-12.78%

Data source- dataquest

* 10 or below are not calculated for privacy

Poway High
Local Control Accountability Plan (LCAP)
Smarter Balanced Assessment

Mathematics	2015-2016			2016-2017				2017-2018			
	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	543	293	54%	498	245	49.20%	-4.8%	501	239	47.80%	-1.4%
American Indian or Alaska Native	4	*	*	0	0	0	0%	0	0	0	0%
Asian	32	26	81%	37	26	70.27%	-10.73%	25	20	80.00%	9.73%
Black or African American	4	*	*	0	0	0	0%	0	0	0	0%
Filipino	19	12	63%	17	8	47.06%	-15.94%	16	5	31.25%	-15.81%
Hispanic or Latino	112	35	31%	109	21	19.27%	-11.73%	114	39	34.21%	14.94%
Native Hawaiian or Pacific Islander	3	*	*	0	0	0	0%	0	0	0	0%
Two or More Races	16	8	50%	30	21	70.00%	20%	31	22	70.97%	0.97%
White	351	207	59%	289	164	56.75%	-2.25%	303	151	49.67%	-7.08%
Economically Disadvantaged	99	24	24%	99	21	21.21%	-2.79%	102	32	31.37%	10.16%
English Learner	32	3	9%	28	1	3.57%	-5.43%	16	0	0.00%	-3.57%
Students with Disability	38	6	16%	41	6	14.63%	-1.37%	37	3	8.11%	-6.52%

Data source- dataquest

* 10 or below are not calculated for privacy

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Early Assessment Program

ELA	2016-2017							2017-2018							
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Delta
	#	#	%	#	%	#	%	#	#	%	#	%	#	%	%
School	513	184	37%	154	31%	338	67%	500	162	32%	169	34%	331	66%	-1%
African American or Black	10	*	*	*	*	*	*	6	*	*	*	*	*	*	*
American Indian or Alaskan Native	1	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Asian	37	14	38%	15	41%	29	78%	26	5	19%	19	73%	24	92%	14%
Filipino	17	6	35%	5	29%	11	65%	16	5	31%	4	25%	9	56%	-9%
Hispanic or Latino	109	34	32%	16	15%	50	48%	112	35	31%	29	26%	64	57%	9%
Pacific Islander	2	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Two or More Races	31	5	17%	12	40%	17	57%	31	13	42%	13	42%	26	84%	27%
White (not of Hispanic origin)	303	118	39%	100	33%	218	73%	304	102	34%	101	33%	203	67%	-6%
Low SES	103	29	28%	18	18%	47	46%	106	27	25%	24	23%	51	48%	2%
ELL	28	4	16%	0	0%	4	16%	16	0	0%	0	0%	0	0%	-16%
Special Education	43	8	19%	4	10%	12	29%	38	4	11%	2	5%	6	16%	-13%

* 10 or below not

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Early Assessment Program

Math	2016-2017							2017-2018							Delta
	Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		Tested	Conditionally Ready		College Ready		Conditionally Ready and College Ready		
		#	#	%	#	%	#		%	#	#	%	#	%	
School	513	135	27%	110	22%	245	49%	500	137	27%	102	20%	239	48%	-1%
African American or Black	10	*	*	*	*	*	*	7	*	*	*	*	*	*	*
American Indian or Alaskan Native	1	*	*	*	*	*	*	2	*	*	*	*	*	*	
Asian	37	12	32%	14	38%	26	70%	25	7	28%	13	52%	20	80%	10%
Filipino	17	6	35%	2	12%	8	47%	16	4	25%	1	6%	5	31%	-16%
Hispanic or Latino	109	14	13%	7	6%	21	19%	114	25	22%	14	12%	39	34%	15%
Pacific Islander	2	*	*	*	*	*	*	2	*	*	*	*	*	*	*
Two or More Races	31	14	47%	7	23%	21	70%	31	15	48%	7	23%	22	71%	1%
White (not of Hispanic origin)	303	85	29%	79	27%	164	57%	302	83	27%	67	22%	150	50%	-7%
Low SES	103	15	15%	6	6%	21	21%	102	19	19%	13	13%	32	31%	10%
ELL	28	1	4%	0	0%	1	4%	16	0	0%	0	0%	0	0%	-4%
Special Education	43	5	12%	1	2%	6	15%	37	3	8%	0	0%	3	8%	-7%

* 10 or below not

Poway High
Local Control Accountability Plan (LCAP)
Cohort Graduates

	2015-2016			2016-2017				2017-2018			
	# Cohort Students	Cohort Graduates		# Cohort Students	Cohort Graduates		Delta	# Cohort Students	Cohort Graduates		Delta
		#	%		#	%			#	%	
All Students	509	486	95.5%	556	529	95.1%	0%	512	498	97.3%	2.2%
African American	*	*	88.9%	*	*	0%	0%	12	11	91.7%	2.8%
American Indian or Alaska Native	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Asian	25	24	96.0%	34	32	94.1%	0%	37	36	97.3%	3.2%
Filipino	23	19	82.6%	18	18	100.0%	17.4%	20	20	100.0%	0%
Hispanic or Latino	*	*	0%	115	105	91.3%	91.3%	*	*	0%	0%
Hispanic or Latino of Any Race	86	79	91.9%	*	*	0%	0%	107	101	94.4%	2.5%
Multiple	*	*	0%	*	*	0%	0%	28	27	96.4%	96.4%
Not Reported	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Pacific Islander	*	*	100.0%	*	*	0%	0%	*	*	0%	0%
Two or More Races	22	22	100.0%	16	15	93.8%	0%	*	*	0%	0%
White	336	326	97.0%	360	347	96.4%	0%	302	297	98.3%	1.9%
Low SES	*	*	0%	*	*	0%	0%	145	139	95.9%	95.9%
Socioeconomically Disadvantaged	108	99	91.7%	137	125	91.2%	0%	*	*	0%	0%
EL	*	*	0%	*	*	0%	0%	29	26	89.7%	89.7%
English Learners	40	30	75.0%	29	22	75.9%	0.9%	*	*	0%	0%
Special Education	48	38	79.2%	44	32	72.7%	0%	53	48	90.6%	17.9%

Data source- dataquest

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates

	2015-2016					2016-2017						2017-2018					
	4th Year Graduate		5th Year Graduate		% Graduates	4th Year Graduate		5th Year Graduate		% Graduates	Delta	4th Year Graduate		5th Year Graduate		% Graduates	Delta
	#	%	#	%		#	%	#	%			#	%	#	%		
Poway High	477	94.5%	1	*	94.7%	528	95%	4	*	95.7%	1%	502	96.5%	2	*	96.9%	1.2%
African American or Black	8	*		*	*	4	*		*	*	*	12	100%		*	100%	20%
American Indian or Alaskan Native	5	*		*	*	4	*		*	*	*	1	*		*	*	*
Asian	22	91.7%		*	91.7%	30	93.8%	1	*	96.9%	5.2%	32	97%		*	97%	0.1%
Filipino	16	76.2%		*	76.2%	14	93.3%		*	93.3%	17.1%	17	100%		*	100%	6.7%
Hispanic or Latino	76	91.6%	1	*	92.8%	104	90.4%	1	*	91.3%	-1.5%	102	91.9%	1	*	92.8%	1.5%
Pacific Islander	2	*		*	*	2	*		*	*	*	2	*		*	*	*
Two or More Races	25	100%		*	100%	23	95.8%		*	95.8%	-4.2%	35	100%		*	100%	4.2%
Undeclared	1	*		*	*	2	*		*	*	*	3	*		*	*	*
White (not of Hispanic origin)	322	96.1%		*	96.1%	345	96.6%	2	*	97.2%	1.1%	298	97.4%	1	*	97.7%	0.5%
ELL	5	*	1	*	*	15	55.6%	2	*	63%	27.7%	18	75%	1	*	79.2%	16.2%
Special Ed	29	76.3%		*	76.3%	28	68.3%	1	*	70.7%	-5.6%	43	86%	1	*	88%	17.3%
GATE	65	100%		*	100%	64	100%		*	100%		50	98%		*	98%	-2%

Data source- Synergy

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates with at least 1 AP course with grade of C or better

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta
Poway High	478	378	79%	532	420	79%	0%	504	377	75%	-4%
African American or Black	8	*	*	4	*	*	*	12	8	67%	42%
American Indian or Alaskan Native	5	*	*	4	*	*	*	1	*	*	*
Asian	22	21	95%	31	30	97%	2%	32	28	88%	-9%
Filipino	16	12	75%	14	13	93%	18%	17	16	94%	1%
Hispanic or Latino	77	52	68%	105	66	63%	-5%	103	66	64%	1%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	25	22	88%	23	17	74%	-14%	35	28	80%	6%
Undeclared	1	*	*	2	*	*	*	3	*	*	*
White (not of Hispanic origin)	322	262	81%	347	287	83%	2%	299	227	76%	-7%
Low SES	69	38	55%	73	41	56%	1%	109	64	59%	3%
ELL	6	*	*	17	4	24%	7%	19	8	42%	18%
Special Ed	29	6	21%	29	2	7%	-14%	44	8	18%	11%
GATE	65	64	98%	64	62	97%	-1%	50	47	94%	-3%

Data source- Synergy

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who scores 3 and above on AP test

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta
Poway High	478	261	55%	532	294	55%	0%	504	277	55%	0%
African American or Black	8	*	*	4	*	*	*	12	5	42%	17%
American Indian or Alaskan Native	5	*	*	4	*	*	*	1	*	*	*
Asian	22	17	77%	31	24	77%	0%	32	21	66%	-11%
Filipino	16	9	56%	14	8	57%	1%	17	9	53%	-4%
Hispanic or Latino	77	39	51%	105	43	41%	-10%	103	46	45%	4%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	25	12	48%	23	14	61%	13%	35	20	57%	-4%
Undeclared	1	*	*	2	*	*	*	3	*	*	*
White (not of Hispanic origin)	322	178	55%	347	201	58%	3%	299	174	58%	0%
Low SES	69	27	39%	73	27	37%	-2%	109	47	43%	6%
ELL	6	*	*	17	2	12%	-5%	19	7	37%	25%
Special Ed	29	1	3%	29	1	3%	0%	44	5	11%	8%
GATE	65	60	92%	64	57	89%	-3%	50	41	82%	-7%

Data source- CollegeBoard and Syn

*10 or below not shown for privacy

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who took at least 1 AP test

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# with at least 1 AP test	% with at least 1 AP test	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta	# Graduates	# with at least 1 AP test	% with at least 1 AP test	Delta
Poway High	478	330	69%	532	371	70%	1%	504	331	66%	-4%
African American or Black	8	*	*	4	*	*	*	12	8	67%	42%
American Indian or Alaskan Native	5	*	*	4	*	*	*	1	*	*	*
Asian	22	20	91%	31	28	90%	-1%	32	26	81%	-9%
Filipino	16	11	69%	14	10	71%	2%	17	14	82%	11%
Hispanic or Latino	77	48	62%	105	51	49%	-13%	103	56	54%	5%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	25	16	64%	23	17	74%	10%	35	21	60%	-14%
Undeclared	1	*	*	2	*	*	*	3	*	*	*
White (not of Hispanic origin)	322	226	70%	347	259	75%	5%	299	202	68%	-7%
Low SES	69	35	51%	73	32	44%	-7%	109	55	50%	6%
ELL	6	*	*	17	2	12%	-5%	19	7	37%	25%
Special Ed	29	1	3%	29	1	3%	0%	44	5	11%	8%
GATE	65	62	95%	64	60	94%	-1%	50	42	84%	-10%

Data source- CollegeBoard and Syn

*10 or below not shown for privacy

Poway High
Local Control Accountability Plan (LCAP)
Cohort Dropouts

	2015-2016		2016-2017			2017-2018		
	# Cohort Students	% Cohort Dropouts	# Cohort Students	% Cohort Dropouts	Delta	# Cohort Students	% Cohort Dropouts	Delta
All Students	509	1.4%	556	1.2%	-0.2%	512	0.6%	-0.6%
African American	0	0%	0	0%	0%	12	%	-11.1%
American Indian or Alaska Native	0	0%	0	0%	0%	0	0%	0%
Asian	25	0.0%	34	%	0.0%	37	2.7%	2.7%
Filipino	23	0.0%	18	%	0.0%	20	%	0.0%
Hispanic or Latino	0	0%	115	2.6%	2.6%	0	0%	0%
Hispanic or Latino of Any Race	86	4.7%	0	0%	0%	107	%	-4.7%
Multiple	0	0%	0	0%	0%	28	3.6%	3.6%
Not Reported	0	0%	0	0%	0%	0	0%	0%
Pacific Islander	0	0%	0	0%	0%	0	0%	0%
Two or More Races	22	0.0%	16	%	0.0%	0	0%	0%
White	336	0.6%	360	1.1%	0.5%	302	0.3%	-0.8%
Low SES	0	0%	0	0%	0%	145	0.7%	0.7%
Socioeconomically Disadvantaged	108	2.8%	137	1.4%	-1.4%	0	0%	0%
EL	0	0%	0	0%	0%	29	%	0.0%
English Learners	40	5.0%	29	%	-5.0%	0	0%	0%
Special Education	48	0.0%	44	6.8%	6.8%	53	%	-6.8%

Data source- dataquest

*10 or below not shown for privacy

Poway High
Local Control Accountability Plan (LCAP)
Attendance Rate

	2015-2016	2016-2017		2017-2018	
	%	%	Delta	%	Delta
Poway High	96.4%	96%	-0.4%	97.3%	1.3%
African American or Black	97%	97.2%	0.1%	95%	-2.3%
American Indian or Alaskan Native	94.8%	91.5%	-3.3%	97.1%	5.6%
Asian	97.3%	97.1%	-0.2%	98.4%	1.3%
Filipino	97.8%	96.6%	-1.2%	97%	0.4%
Hispanic or Latino	96.5%	96%	-0.5%	96.5%	0.5%
Pacific Islander	96.4%	95.2%	-1.2%	98.7%	3.5%
Two or More Races	96.8%	96.5%	-0.3%	97.3%	0.9%
Undeclared	97.6%	98%	0.4%	92.2%	-5.5%
White (not of Hispanic origin)	96.1%	95.9%	-0.2%	97.7%	1.8%
Low SES	95.8%	95%	-0.3%	96%	1.4%
ELL	96.4%	95.4%	-1%	94.4%	-0.4%
Special Ed	95.4%	94.3%	-1.1%	95.1%	0.8%
GATE	97%	96.8%	-0.2%	98.2%	1.4%

Data source- Synergy

Poway High
Local Control Accountability Plan (LCAP)
Chronic Absentees
(Absent 10% or More of Days Enrolled at District)

	2015-2016		2016-2017			2017-2018		
	#	%	#	%	Delta	#	%	Delta
Poway High	163	7%	203	9%	2%	219	9%	0%
African American or Black	2	6%	2	6%	0%	4	10%	4%
American Indian or Alaskan Native	3	25%	3	43%	18%	2	50%	7%
Asian	6	5%	11	8%	3%	8	6%	-2%
Filipino	1	1%	5	7%	6%	9	11%	4%
Hispanic or Latino	36	8%	44	9%	1%	55	10%	1%
Pacific Islander	1	11%	1	11%	0%	3	38%	27%
Two or More Races	7	6%	10	7%	1%	12	9%	2%
Undeclared	0	0%	0	0%	0%	2	22%	22%
White (not of Hispanic origin)	107	8%	127	9%	1%	124	9%	0%
Low SES	38	11%	43	15%	1%	90	15%	0%
ELL	9	7%	17	11%	4%	15	11%	0%
Special Ed	30	14%	38	18%	4%	42	16%	-2%
GATE	12	5%	17	7%	2%	17	7%	0%

Data source- Synergy

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates - Meeting A-G Requirements

	2015 - 2016			2016 - 2017				2017 - 2018			
	# Graduates	# Meeting A-G Req	% Meeting A-G Req	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta
Poway High	478	323	68%	532	364	68%	0%	504	338	67%	-1%
African American or Black	8	*	*	4	*	*	*	12	8	67%	17%
American Indian or Alaskan Native	5	*	*	4	*	*	*	1	*	*	*
Asian	22	21	95%	31	26	84%	-11%	32	22	69%	-15%
Filipino	16	10	63%	14	11	79%	16%	17	13	76%	-3%
Hispanic or Latino	77	39	51%	105	45	43%	-8%	103	48	47%	4%
Pacific Islander	2	*	*	2	*	*	*	2	*	*	*
Two or More Races	25	20	80%	23	15	65%	-15%	35	25	71%	6%
Undeclared	1	*	*	2	*	*	*	3	*	*	*
White (not of Hispanic origin)	322	225	70%	347	260	75%	5%	299	219	73%	-2%
Low SES	69	28	41%	73	31	42%	1%	109	49	45%	3%
ELL	6	*	*	17	2	12%	12%	19	3	16%	4%
Special Ed	29	5	17%	29	2	7%	-10%	44	9	20%	13%
Gate	65	59	91%	64	55	86%	-5%	50	45	90%	4%

Data source- Synergy

*10 or below not shown for privacy

**Poway High
ELPAC 2017-2018**

Overall Performance Level	9	1	11	12	All Grades
Well Developed	13 31.71%	28 58.33%	*	*	53 40.15%
Moderately Developed	14 34.15%	*	*	*	39 29.55%
Somewhat Developed	*	*	*	*	28 21.21%
Beginning	*	*	*	*	12 9.09%
Total	41	48	18	25	132

Mean Scale Score	9	1	11	12
Students Tested	41	48	18	25
Overall	1549.5	1593.6	1566.6	1561.2
Oral Language	1563.0	1608.1	1571.4	1560.9
Written Language	1535.5	1578.7	1561.2	1561.3

**Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

CA Healthy Kids Survey - "I Feel Safe in my School"

	2016-2017									
	Strongly Disagree		Disagree		Neither Disagree Nor Agree		Agree		Strongly Agree	
	#	%	#	%	#	%	#	%	#	%
My child is safe at school	37	5%	29	4%	85	11%	326	42%	293	38%

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
CA Healthy Kids Survey - Bullying Perception

	2016-2017							
	0 time		1 time		2 to 3 times		4 or more times	
	#	%	#	%	#	%	#	%
Been hit or pushed by someone who wasn't kidding around								
Poway High	665	86%	56	7%	25	3%	25	3%
American Indian or Alaska Native	12	86%			1	7%	1	7%
Asian	63	84%	5	7%	3	4%	4	5%
Black or African American	12	80%					3	20%
Mixed (two or more) races	196	84%	20	9%	8	3%	8	3%
Native Hawaiian or Pacific Islander	15	79%			2	11%	2	11%
White	338	88%	29	8%	10	3%	5	1%

	#	%	#	%	#	%	#	%
Mean rumors spread about you								
Poway High	522	68%	112	15%	70	9%	65	8%
American Indian or Alaska Native	9	64%	3	21%	2	14%		
Asian	59	79%	8	11%	4	5%	4	5%
Black or African American	9	69%	3	23%			1	8%
Mixed (two or more) races	150	64%	41	18%	23	10%	19	8%
Native Hawaiian or Pacific Islander	10	56%	4	22%	2	11%	2	11%
White	267	70%	46	12%	34	9%	36	9%

**Poway Unified School District
 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
 Parent Survey
 My Child is Safe at School**

	2016-2017									
	Don't Know/NA		Strongly Disagree		Disagree		Agree		Strongly Agree	
School	5	2%	2	1%	17	7%	131	54%	87	36%
American Indian or Alaska Native							1	100%		
Asian or Asian American							7	78%	2	22%
Black or African American (not Hispanic)							1	100%		
decline to answer	2	8%			3	12%	17	65%	4	15%
Filipino							3	75%	1	25%
Hispanic or Latino					1	5%	12	55%	9	41%
Native Hawaiian or Pacific Islander							1	100%		
Two or more races/ethnicities	1	4%			1	4%	15	56%	10	37%
White (not Hispanic)	2	1%	2	1%	12	8%	72	48%	61	41%
EL							1	100%		
Special Ed			1	6%	2	12%	7	41%	7	41%
GATE	1	1%			7	7%	56	54%	40	38%

**Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Parent Survey**

This school encourages me to be an active partner with the school in education

	2016-2017									
	Don't Know/NA		Strongly Disagree		Disagree		Agree		Strongly Agree	
School	5	2%	5	2%	29	12%	136	56%	66	27%
American Indian or Alaska Native							1	100%		
Asian or Asian American					2	22%	5	56%	2	22%
Black or African American (not Hispanic)							1	100%		
decline to answer			2	8%	3	12%	15	58%	6	23%
Filipino					1	25%	2	50%	1	25%
Hispanic or Latino	2	9%			3	14%	11	50%	6	27%
Native Hawaiian or Pacific Islander							1	100%		
Two or more races/ethnicities	1	4%			2	8%	15	58%	8	31%
White (not Hispanic)	2	1%	3	2%	17	11%	84	56%	43	29%
EL							1	100%		
Special Ed					2	12%	8	47%	7	41%
GATE	1	1%	2	2%	11	11%	63	61%	26	25%

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Unduplicated in School and Out of School Students Suspended at Least Once

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Suspensions		CBEDS Enrollment	Suspensions		Delta	CBEDS Enrollment	Suspensions		Delta
		#	%		#	%			#	%	
Total Enrollment	2250	46	2%	2228	37	1.7%	-0.3%	2262	52	2.3%	0.6%
African American	30	1	3.3%	0	0	0%	0%	42	2	4.8%	1.5%
Asian	128	1	0.8%	0	0	0%	0%	137	3	2.2%	1.4%
Filipino	0	0	0%	79	1	1.3%	0%	78	1	1.3%	
Hispanic or Latino of Any Race	475	12	2.5%	496	15	3%	0.5%	538	12	2.2%	-0.8%
White	1396	30	2.1%	1349	19	1.4%	-0.7%	1320	29	2.2%	0.8%
Low SES	480	14	2.9%	411	16	3.9%	1%	563	16	2.8%	-1.1%
EL	148	6	4.1%	153	9	5.9%	1.8%	161	6	3.7%	-2.2%

Data source- Dataquest

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
of Students Expelled At Least Once

	2015-2016			2016-2017				2017-2018			
	CBEDS Enrollment	Expulsions		CBEDS Enrollment	Expulsions		Delta	CBEDS Enrollment	Expulsions		Delta
		#	%		#	%			#	%	
Total Enrollment	2250	1	0%	2228	2	0.1%	0.1%	2262	3	0.1%	0%
Hispanic or Latino of Any Race		0	0%	496	1	0.2%	0%	538	2	0.4%	0.2%
White	1396	1	0.1%	1349	1	0.1%	0%	1320	1	0.1%	0%
Low SES		0	0%	411	2	0.5%	0%	563	2	0.4%	-0.1%
EL		0	0%		0	0%	0%	161	1	0.6%	0%

Data source- CALPADS and Dataquest

Poway High
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Physical Fitness Test

	2015-2016			2016-2017				2017-2018			
	# Tested	# Scores 5 or 6	% Scores 5 or 6	# Tested	# Scores 5 or 6	% Scores 5 or 6	Delta	# Tested	# Scores 5 or 6	% Scores 5 or 6	Delta
<i>Grade 9</i>	538	417	77.5%	560	440	78.6%	1.1%	573	452	78.9%	0.3%
American Indian or Alaska Native	2	*	*	0	0	0	0	1	*	*	*
Asian	27	21	77.8%	40	32	80%	2.2%	25	24	96%	16%
Black or African American	6	*	*	11	9	81.8%	%	11	8	72.7%	-9.1%
Filipino	21	16	76.1%	18	12	66.7%	-9.4%	18	14	77.7%	11%
Hispanic	131	88	67.1%	129	88	68.2%	1.1%	154	101	65.6%	-2.6%
Native Hawaiian or Pacific Islander	2	*	*	2	*	*	*	1	*	*	*
Two or more races	30	26	86.6%	36	32	88.9%	2.3%	40	34	85%	-3.9%
White	319	259	81.2%	324	266	82.1%	0.9%	323	270	83.6%	1.5%
Economically Disadvantaged	124	72	58%	120	79	65.8%	7.8%	147	93	63.3%	-2.5%

Data source- Dataquest

II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES
(LCAP Goals 1, 2, and 5)

Note to sites: This section is structured to report the summative evaluation of the effectiveness of your 2017-2018 plan

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
Overall School-Wide SMART Goal	<p>Target 5: Align academic and performance standards with California State Standards by 2018-2019, including ELD standards.</p> <p>Goal 1: The PE department will implement total incorporation of all California state standards for PE. This includes the addition of gymnastics and self-defense.</p>	X		<p>All freshman PE classes completed a unit on gymnastics and self defense as seen in 9th Grade Syllabus and Student Grades.</p>	<p>Play it Safe conducted a professional development opportunity for our PE teachers. Teachers were then able to design a PE curriculum for every freshman PE class to participate in a 4 week self-defense during the 2017/18 school year. Students were able to participate in this unit as well as take a unit test that showcased their knowledge and performance. Assessment required students to demonstrate movements as well as read and write scenarios involving self-defense. The department also created a gymnastics unit that included basic tumbling and flexibility exercises. The 18/19 9th grade PE syllabus includes description and assessment formats for all of the units freshman PE is required to cover.</p>
	<p>Target 5, Goal 2: Continue preparations for the implementation of Integrated Math 3 and continue the refinement of academic and performance standards in Integrated Math 1 and 2.</p>	X		<p>During the 17/18 school year the overall percent of students receiving A, B, or C grade:</p> <p>Int Math IA- 77.3%</p> <p>Int Math IB - 62.2%</p> <p>Int Math IIA- 76.1%</p> <p>Int Math IIB- 68.95%</p>	<p>Overall our Math department is becoming more skilled in the instruction of the Integrate Math curriculum. Our math department will continue to evaluate how they can support student success during the second sequence of each math class. The majority of math teachers attended training and are working on implementing the curriculum with fidelity to the instructional process. The Math team is consistently collaborating on the CPM philosophy and its impact on student learning. District TLC's provided professional learning support for</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					Math teachers. The District also provided a mentor teacher to come observe math instruction. The new trimester system has created challenges in implementing the CPM curriculum considering the accelerated instructional pace of the trimester schedule. The math department is also seeking to use more Early Release Monday professional learning time to collaborate as a department.
	Target 5, Goal 3: The English department will work to align California state standards to our new trimester schedule.	X	X	Considering the reflection of the department there was a general consensus this goal was met and continues to need refinement in the 18/19 school year.	All members of the English Department taught revised versions of English courses, while revising the pacing and sequencing for each content. Revisions of content pacing guides were necessary to understanding how to adapt the curriculum to the Trimester system. But those revised courses don't exist written down anywhere; the department can't point to a document to say "Here's what it looks like now" and the more reflection the department has on this issue, there is more realization of how the system it is impacting instruction and student success in English courses. The department is focusing on committing to paper the courses, the goals of each course, and where each student learns specific standards.
	Target 3: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention strategies and reduction of disproportionality. Goal 1: The English department will begin the tracking of major assignment submission rates in all courses.		X	Data collection process was initiated but incomplete. Data collected was not helpful in truly validating goal.	The need focus on transferring curriculum to the trimester system did not allow for teachers to create a system to collect the data to measure this goal. However, in the attempt to complete and reflect on this goal the department was able to engage in meaningful conversation around policies for

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	<p>Target 4: Increase completion rate for A-G requirements for UC/CSU and CTE course sequence.</p> <p>Goal 1: The science department will increase the number of students who are completing 3 or more science courses during their time at PHS by 2%.</p>	X	X	Data collection was initiated, but results were incomplete.	<p>work submission and revising.</p> <p>While the exact number of students taking three years of science are not able to be evaluated, the department did take steps towards progress on this goal. An administrator presented a three-year sequence of science at 8th grade parent night. Additionally, the more challenging sequences of physics and chemistry add a fundamentals class to help spread the curriculum over three trimesters for students who need math and science support. Lastly, higher achieving students were given more opportunity to science with the addition of AP Environmental Science.</p>
	<p>Target 3: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention strategies and reduction of disproportionality.</p> <p>Goal 1: The Visual Arts department will increase the ABC rate by 1% through the implementation of consistent teaching/learning strategies in all VA classes. Currently the ABC rate is 84%.</p>	X		The ABC rate for Visual Arts increased from 84% to 89.35%.	The team placed a focus on student success! Teachers invested their professional learning into revising curriculum and making it relevant to the students. Teachers revised course expectations and how they are presented to students. The course had built in scaffolding and guided practice before students attempted the project/assignment. There was more focus on “understanding the process” rather than simply producing a product. The visual arts team implemented multiple teaching strategies (WICOR) and pedagogy.
	<p>Target 4: Increase completion rate for A-G requirements for UC/CSU and CTE course sequence.</p> <p>Goal: The AVID department will assist to increase the PHS a-g completion rate by 1%. Additionally, they will increase the ABC rate of the students in their classes by 1%. Poway High's current a-g completion rate is 68% and the AVID ABC rate is 97%</p>	X	X	<p>Met Goal - AVID ABC rate increased from 97% to 99%</p> <p>Not Met- PHS A-G Completion Rate decreased from 68% (16/17SY) to 67% (17/18SY).</p>	The goal was accomplished as the ABC rate increased to 99%. Meeting with AVID students on a regular basis helped AVID students focus. However, the success of AVID students in the elective was not able to impact the overall school A-G rate. After reflecting on the year, AVID teachers observed

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					students as being more successful during first trimester than third trimester. Teachers were observing AVID students abilities to achieve a C or better in their academic classes. AVID teachers believe end of the year events and struggles contributed to students not being focused during third trimester, so their grades suffered. Some students were not enrolled in AVID third trimester and struggled academically.
English Learners (required)	<p>Target 3: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention strategies and reduction of disproportionality.</p> <p>Goal 1: Develop a case management system for ELL students by providing an adult, point of contact for all ELL students who can provide counsel and support for their academic needs. 100% of our ELL students who are enrolled at the start of trimester 2 will have at least 1 monthly meeting with a staff member to discuss academic progress, goal setting and extra-curricular participation.</p>	X	X	ELL Coordinator notes and observations demonstrate all ELL students had an adult point of contact, however, teachers were not able to meet monthly with their ELL students.	A case management system was developed and students were divided among participating staff members. Staff members who met with students reported positive reactions, especially from students who identify as part of the ELL program (usually more recent immigrants or students in sheltered classes). Students were able to discuss goals for the future as well as immediate goals. Staff was able to connect students with information about sports/clubs, classes, reclassification, the new ELPAC exam, and future colleges. In addition, staff was able to make contact with counselors and teachers as needed. The challenge came with meeting with each student once a month. It proved difficult to be able to pull students out of class at a time that did not disrupt another teacher or pull a student away from valuable moments in class. In addition, the teachers who were assigned students that they had no previous contact with (through classes, field trips, etc.) found it hard to make a meaningful connection in a short

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>period of time and also struggled to balance time for case management with the need to prepare for the changes created by a new trimester system. Thus, many positive interaction occurred, but 100% of ELL students were not visited monthly. This year we are hoping to achieve some of the positive effects of frequent check-ins and discussions about grades and future plans through the creation of an ELL homeroom.</p>
<p>Students with Disabilities (required)</p>	<p>Target 2: Continue the piloting and implementation of Response to Intervention and Instruction. Goal: To support the academic needs of our Students with Disabilities, 100% of RSP students will have at least one collaborative class (a course with a general education teacher and a Special Education teacher) during the 9th grade school year.</p>		X	<p>It was decided this goal was not met based on Special Education data showing the number of RSP students participating in collaboration classes.</p>	<p>This goal was not accomplished. This was due to not having enough collaboration classes to offer due to the large number of L/classes that must be offered. The change of graduation requirements to include Integrated 2 further impacted the Special Education departments goal to ensure all RSP students were enrolled in at least one collaborative class. Lastly, there is still a concern of resources students not being successful in a collaborative environment. The department is working to educate parents, students, general education and resource teachers in best practices and supports of the collaborative structure. Collaboration classes that were offered have been successful. There will be a continued push and reflection on how to continue to add collaborative sections each year.</p>
<p>GATE (required)</p>	<p>Target 4: Increase completion rate for a-g requirements for UC/CSU and/or CTE course sequence. Goal: Increase the number of 10th, 11th and</p>		X	<p>169 of 206 10th-12th grade GATE students enrolled in AP classes. (82.0%)</p>	<p>Poway High School is still learning how to accommodate the rigor of an AP course within the trimester system. As we develop our</p>

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	12th grade GATE students who are enrolled in at least one Honors or AP course by 5%. Currently, we are at 82.9%				trimester schedule and reflect on the needs of our students we hope this data point will increase.
Foster Youth (required)	Target 2: Continue the piloting and implementation of Response to Intervention and Instruction. Goal: 100% of Foster Youth will have direct access to technology at home.	X	X	Student Support Services Notes	This goal is an ongoing goal as we identify our foster youth and reach out to support their educational needs.
Educationally Disadvantaged or Title I Students (required)	Target 2: Continue the piloting and implementation of Response to Intervention and Instruction. Goal 1: Increase the percentage of 11th grade EDY who Meet or Exceed Standards on SBAC English assessment by 5%. Currently our rate is 46.08%.		X	EDY students meeting or exceeding standards on ELA SBAC increased by 2.03%; from 46.08% (SY16/17) to 48.1% (SY17/18)	While this goal to increase by 5% was not fully realized, EDY students did make gains on the English SBAC scores. The work of our RTI TOSA in supporting students and the English department did have impact on this goal. The RTI TOSA shared best instruction first strategies with all teachers during professional learning all staff meetings. Additionally, the RTI TOSA was a voice in the English department as they transitioned from semester to trimester scope, sequencing and pacing. During the 18/19 school year, the RTI process will continue to highlight students in 9th grade English classes. All 9th grade students enroll in two trimesters of English class during their freshman year, empowering English teachers to have interaction, and early identification of students who may need additional support.
	Target 2: Continue the piloting and implementation of Response to Intervention and Instruction. Goal 1: Increase the percentage of 11th grade EDY who Meet or Exceed Standards on SBAC Math assessment by 20%. Currently our rate is 21.21%.		X	EDY students meeting or exceeding standards on Math SBAC scores increased by 10.16%; from 21.1% (SY16/17) to 31.37% (SY17/18)	Increasing by 20% was a lofty goal. In 2015/16 the percentage of EDY students meeting or exceeding standards on the Math SBAC was 24%. Based on the trend over the past three school years EDY students saw the most gain in the 2017/18 SY, landing at all time high of 31.37% and 7.37% overall gain in three years. The increase of math scores can be attributed to

Group	2017-18 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
					<p>the adoption of CPM curriculum and the robust district support to empower teachers with best teaching practices. Over the past three years Math teachers have received district professional learning, curriculum with common pacing and instructional practices and math teacher mentor coaching. The math department continues to work together as they prepare to teach Integrated III. As students and teachers become more versed in the integrated math curriculum it is the hope test scores will continue to trend upward.</p>
Additional goal(s) (optional)					

III. TEACHING AND LEARNING (LCAP Goals 1, 2, 4, and 5)

A. 2018-2019 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, LCAP and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning to CCSS content standards
- Research-based instructional strategies
- Response to Intervention and Instruction, both academic and socio-emotional
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups
- Attention to culturally responsive learning environments to ensure equity for all students

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
Schoolwide for all students	<p>WASC Target Three: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention strategies and reduction of disproportionality.</p> <p>WASC Target Four: Increase completion rate for A-G requirements for UC/CSU and /or CTE course Sequence.</p> <p>WASC Target Five: Align academic and performance standards with California State Standards by 206-17, including ELD standards.</p> <p>Increase the percentage of graduates meeting A-G requirements by 3%. During the 2017/18SY the number of graduates meeting A-G requirements was 67%.</p>	<p>Step One: Identify three College and Career Ready anchor standards:</p> <p>Trimester One:- Prepare for and participate effectively in a range of conversation and collaborations with diverse partners, building on another's ideas and expressing their own clearly and persuasively.</p> <p>Trimester Two: Read Closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p> <p>Trimester Three: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Step Two: Design a professional learning series for each anchor standard.</p> <p>Step Three: Develop communication and support plans with department chair leadership group.</p> <p>Step Four: Revise sitewide professional learning calendar to support staff and department collaboration.</p> <p>Step Five: Create a professional learning committee of teacher leaders tasked to implement professional learning sessions to all staff.</p> <p>Step Six: Each department develops a goal aligning to an anchor standard and review the goal throughout the year.</p> <p>Department goals: 1) AVID- At least once a trimester, students will use marking the text strategies with AVID weekly articles to identify claims as measured by a common rubric.</p>	<p>A-G Requirement Data</p> <p>D/F rates</p> <p>SBAC Testing</p> <p>Advance Placement Data</p> <p>Department, Leadership, Ad Cab meeting notes</p> <p>Early Release Monday professional learning calendar.</p> <p>Professional Learning presentations developed by Administration</p>	<p>Professional Learning opportunities</p> <p>AVID curriculum and strategies</p> <p>Department and Principal Site Funds</p> <p>Department Resources</p> <p>Early Release Professional Learning Communities</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>2) ELA- The English Department will create a set of living course outline documents that each specifically detail the major standards, goals, assignments, and assessments required of each individual course, with supporting documents specifying ways in which those standards/goals/assessments/assignments might be achieved.</p> <p>3) Math - Implementing one new CPM teaching strategy (study team teaching strategies such as red light, green light, huddle, I-Spy) per trimester.</p> <p>4) PE- Develop a rubric to grade students on collaboration and conversation</p> <p>5) Science - Each teacher will include at least one CER (Claims, Evidence, Reasoning) in the lab conclusion each trimester.</p> <p>6) Career and Technical Education- Students will increase in one level of improvement through engaging in meaningful discussions during critiques using academic language specific to each of our disciplines.</p> <p>7) Social Studies- Develop and Implement a department standard process for annotating primary and secondary source materials using the AVID marking the text procedure.</p> <p>8) Performing Arts- Read Closely to determine what the musical phrase says explicitly and to make logical inferences from it; cite specific performance evidence when performing or speaking to support conclusion drawn from the musical text.</p>	and staff with Principal Nash post implementation reflection.	
	<p>WASC Target One: Strengthen school site support in discipline and attendance Goal: Increase School Wide Attendance rate by 3% and decrease chronic absenteeism by 1%</p>	<p>Administrative staff reviews current attendance monitoring system.</p> <p>Implement a system for early identification of students with attendance struggles.</p> <p>Provide early intervention supports for students with poor attendance- including Caring Connections referrals, student support services programs, RTI and IEP interventions, parent/student/administration meetings, Support of School Resource Officers.</p>	Attendance data reports from Synergy Teacher, parent, student, staff feedback and communication	<p>Synergy information and monitoring data</p> <p>District created chronic absenteeism and truant letters.</p> <p>Caring Connections Center program</p> <p>School Resource Officer</p> <p>Home/School Liaison resources</p> <p>Teacher, staff and counselor</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>WASC Target One: Strengthen school site support in discipline and attendance Goal: Reduce the unduplicated in school and out of school suspension rate of students.</p>	<p>Refine the implementation of programs to build a strong Titan experience.(Say Hello Week; No Place for Hate; Titan United Week). Practice Restorative Practices when students are referred for discipline. Provide curriculum support for Titan Homeroom period. Coordinate a monthly Homeroom calendar with "ready click" lessons for all Homeroom teachers to utilize.</p>	<p>Suspension data Student and Staff Survey Homeroom Calendar documentation and Homeroom committee notes</p>	<p>feedback Release time for key staff to support programs. Homeroom printing of materials and supplies Training on Restorative Practices being implemented throughout the county. RTI resources to support students with repeated behavior concerns. AVID resources to support students and homeroom lessons.</p>
In addition to your schoolwide goals; include goals for critical groups				
Educationally Disadvantaged Youth or Title I	<p>WASC Target Four: Increase completion rate for A_G requirements for UC/CSU and /or CTE course Sequence. Increase the percentage of Educationally Disadvantage graduates meeting A-G requirements by 3%. During the 2017/18SY the number of Low SES graduates meeting A-G requirements was 45%.</p>	<p>Step One: Identify three College and Career Ready anchor standards: Trimester One:- Prepare for and participate effectively in a range of conversation and collaborations with diverse partners, building on another's ideas and expressing their own clearly and persuasively. Trimester Two: Read Closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text. Trimester Three: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>	<p>A-G Requirement Data D/F rates SBAC Testing Advance Placement Data</p>	<p>Professional Learning opportunities AVID curriculum and strategies Department and Principal Site Funds</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<p>sufficient evidence.</p> <p>Step Two: Design a professional learning series for each anchor standard.</p> <p>Step Three: Develop communication and support plans with department chair leadership group.</p> <p>Step Four: Revise sitewide professional learning calendar to support staff and department collaboration.</p> <p>Step Five: Create a professional learning committee of teacher leaders tasked to implement professional learning sessions to all staff.</p> <p>Step Six: Each department develops a goal aligning to an anchor standard and review the goal throughout the year.</p> <p>Department goals:</p> <ol style="list-style-type: none"> 1) AVID- At least once a trimester, students will use marking the text strategies with AVID weekly articles to identify claims as measured by a common rubric. 2) ELA- The English Department will create a set of living course outline documents that each specifically detail the major standards, goals, assignments, and assessments required of each individual course, with supporting documents specifying ways in which those standards/goals/assessments/assignments might be achieved. 3) Math - Implementing one new CPM teaching strategy (study team teaching strategies such as red light, green light, huddle, I-Spy) per trimester. 4) PE- Develop a rubric to grade students on collaboration and conversation 5) Science - Each teacher will include at least one CER (Claims, Evidence, Reasoning) in the lab conclusion each trimester. 6) Career and Technical Education- Students will increase in one level of improvement through engaging in meaningful discussions during critiques using academic language specific to each of our disciplines. 7) Social Studies- Develop and Implement a department standard process for annotating primary and secondary source materials using the AVID marking the text procedure. 8) Performing Arts- Read Closely to determine what the musical phrase says explicitly and to make logical inferences from it; cite specific performance evidence when performing or speaking to support conclusion drawn from the musical text. 		<p>Department Resources</p> <p>Early Release Professional Learning Communities</p> <p>Student Support Services Programs</p>
English Learners	<p>WASC Target Five:Align academic and performance standards with California State Standards by 2016/17 including ELD standards.</p> <p>Goal: Increase the percentage of students scoring</p>	<p>ELL coordinator will provide support to English Department during Early Release Monday Professional Learning time and staff meetings</p> <p>ELL coordinator will partner with English Department Chair to include ELL standards to English department course maps</p> <p>ELL coordinator will identify and support English Language Learners</p>	<p>ELPAC test data</p> <p>District ELL data collection tools</p>	<p>Professional Learning Collaboration time with English Department.</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	Well and Moderately Developed on the ELPAC test by 2%.	<p>receiving a D or F in English Language Arts class.</p> <p>ELL coordinator will partner with RTI TOSA to offer support to struggling English Language Learners.</p> <p>Counselors will monitor and audit transcripts of English Language Learners</p>	<p>Teacher recommendations</p> <p>Final Report Cards</p> <p>Student transcripts</p>	<p>RTI resources</p> <p>Best instruction first strategies</p> <p>ELL standard professional learning opportunities</p>
GATE	<p>WASC Target Five:Align academic and performance standards with California State Standards by 2016/17 including ELD standards.</p> <p>Goal: Increase the number of GATE graduates with at least 1 AP course with a grade of C or better by 3%. The current percentage of GATE graduates with at least 1 AP course with a grade of C or better is 94%.</p>	<p>Organize an AP parent and student meeting during Spring 2019 to describe AP course commitments and supports.</p> <p>Redesign the Course Request Form during 2019/20SY to better communicate AP expectations</p> <p>Administration and Counselors routinely meet at trimester breaks to evaluate student requests to drop AP courses.</p> <p>Counselors and Administration work with AP teachers to find supports for students struggling in AP classes.</p> <p>Evaluate the process for AP selection- including teacher recommendations and AP contract</p>	<p>AP District data</p> <p>Course Request Form</p> <p>AP enrollment data</p> <p>Counselor, Administrator and Teacher feedback</p> <p>Parent and Student feedback</p> <p>AP commitment letter</p>	<p>Professional Learning time</p> <p>Teacher, Parent, Student feedback</p> <p>ConnectEd system for communication</p> <p>Publication Resources</p> <p>Meeting time and Coordination of facilities for Spring AP meeting.</p>
Students with Disabilities	<p>WASC Target Three: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention strategies and reduction of disproportionality.</p> <p>Goal 1 100% of all Resource students will receive a C or better in at least two general education academic classes.</p>	<p>SPED department chair will build rapport and connection with General Education teachers.</p> <p>Professional Learning opportunities to support scaffolds and differentiation of instruction.</p> <p>Continuing to expand collaborative section options for resource students</p> <p>Education and communication of Special Education setting with feeder middle school families and case managers</p> <p>Redeveloping protocols for recommending IEP students into class</p>	<p>IEP meeting notes and SAI minutes</p> <p>Department meeting notes</p> <p>General education teacher feedback</p> <p>Master</p>	<p>Synergy and Master Schedule</p> <p>SEIS data - IEP access</p> <p>Department meeting notes and collaborative tools such as google</p>

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		settings at annual IEP meetings.	Schedule design and structure Middle school transition notes	documents, emails and surveys Professional Learning Time Team Leader notes
	Goal 2: 100% of Special Day Class (SDC) students will receive a C or better in at least three general education classes (if aligned with IEP).	<p>SPED department chair will build rapport and connection with General Education teachers.</p> <p>Professional Learning opportunities to support scaffolds and differentiation of instruction.</p> <p>Continuing to expand collaborative section options for resource students</p> <p>Education and communication of Special Education setting with feeder middle school families and case managers</p> <p>Redeveloping protocols for recommending IEP students into class settings at annual IEP meetings.</p>	<p>IEP meeting notes and SAI minutes</p> <p>Department meeting notes</p> <p>General education teacher feedback</p> <p>Master Schedule design and structure</p> <p>Middle school transition notes</p>	<p>IEP meeting notes and SAI minutes</p> <p>Department meeting notes</p> <p>General education teacher feedback</p> <p>Master Schedule design and structure</p> <p>Middle school transition notes</p>
Foster Youth	<p>WASC Target Three: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention strategies and reduction of disproportionality.</p> <p>100% of Foster Youth will meet once per trimester with Student Support Services or Counselor to ensure student is on track for graduation and all social-emotional needs are being supported.</p>	<p>Administration, Counselors and Attendance Clerk will identify foster youth students</p> <p>Counselor will track meeting notes in Synergy</p> <p>Administration and Counselor will discuss Foster Youth student needs at least once per trimester during weekly counselor department meetings.</p> <p>Counselor, Student Support Services and/or Administrator will contact community organization and/or foster parents to provide support for student.</p>	<p>Synergy and Meeting notes</p> <p>Emails and phone call logs</p> <p>Documentation of services - ie Caring Connection referrals, forms to be completed for recommendation to community groups.</p>	<p>Time to meet with students</p> <p>Synergy notes and access</p>
Homeless	WASC Target Three: Provide structures and training to support intervention programs, RTI, effectiveness of first instruction, comprehensive intervention	Administration, Counselors and Attendance Clerk will identify homeless students	Attendance data reports from Synergy	Synergy and Meeting notes Emails and

Target Group	2018-19 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	<p>strategies and reduction of disproportionality.</p> <p>100% of Homeless students will meet once per trimester with Student Support Services, or Counselor, to ensure student is on track for graduation and all social-emotional needs are being supported.</p>	<p>Counselor will track meeting notes in Synergy</p> <p>Administration and Counselor will discuss homeless student needs at least once per trimester during weekly counselor department meetings.</p> <p>Counselor, Student Support Services and/or Administrator will contact community organization and/or parents to provide support for student.</p>	<p>Teacher, parent, student, staff feedback and communication .</p>	<p>phone call logs</p> <p>Documentation of services - ie Caring Connection referrals, forms to be completed for recommendation to community groups.</p>
Other Goals				

CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<ol style="list-style-type: none"> 1) Early release Monday Professional Learning all-staff meetings 2) Early release Monday Department and/or team meetings. 3) Administration and Department chair meetings to help support department leaders. 4) Monthly leadership meetings. 5) School funds used to support staff training and conference requests. 6) District and Site based Teaching Learning Cooperatives (TLC) 7) September Professional Learning release day for all staff to participate in professional team building workshop. 8) Utilization of Google documents and RTI Console. 9) AVID site team meetings and shared documents 	<ol style="list-style-type: none"> 1) School Site Council 2) Poway High School Foundation 3) PTSA, 4) Back to School Night 5) ELAC representatives 6) Principal's Forums at PHS 7) Titan weekly E-bulletin 9) Marquee 10) Connect-Ed and Peach Jar 11) PHS website 12) Full Time Community Liaison Staff Position 13) Parent Conferences with Administration and Counselor 14) Counselor News Letters 15) Counselor College Readiness presentation 16) Parent Participation on AVID site team 17) Parent athletic and music booster programs 18) 8th Grade Parent Night 19) "What I Wish My Parents Knew" Presentation 	<ol style="list-style-type: none"> 1) Associated Student Body Program with student representatives and commissioners from all grade levels. 2) Student Congress organized by ASB 3) Principal's forum 4) Homeroom program 5) Variety of clubs accessible to all students- ie: Key Club, Peer Counseling, Link Crew 6) Club Rush during Fall to engage students in club culture. 7) Student led Instagram account 8) Student representation on School site council 9) Student Participation in Individual Education Plan (IEP) Meetings 10) Student Focus Forums 11) Iliad Student Newspaper 12) Titan TV news program 13) Student created yearbook 14) 5.5 classes for enrichment or additional support 15) Titan United Assembly for 10th Grade Students

III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12th to post-secondary)

Meadowbrook and Twin Peak Middle Schools are the two primary middle school feeders. Some students from Black Mountain, Bernardo Heights and St. Michaels Academy also attend Poway High School. During the late Winter Poway High School counselors visit the main feeder schools to present High School Course Request Forms and review graduation and A-G requirements with students. During this time counselors also present the logistics for enrolling in classes and information on upcoming parent nights. Poway High School Administration and Counseling staff also work with Middle School Math teachers to ensure that all students are properly placed. Counselors receive a student support list from Middle School Counselors identifying any target students who may need additional academic or social-emotional support. Poway High School Special Education department chair also conducts transition meetings for any incoming IEP students. These meetings provide our Special Education department the opportunity to explain graduation requirements and the nuances of high school resource versus collaborative settings. The end goal of all transition meetings is to ensure all students are properly placed and supported with a basic awareness of high school expectations.

Several programs are organized by Poway High School staff and student to ensure all incoming families are welcomed into the Titan community. Each spring Poway High hosts an Eighth grade Family Night when teachers, coaches, and counselors meet with parents of incoming students to share information on our different courses, extra-curricular programs and graduation/A-G requirements. Additionally, Poway High School Link Crew organizes an August new student orientation designed to build connections between upperclassmen and incoming ninth graders. Students organize an assembly, a small group ice breaker session and campus tours. Incoming students who have specialty interests in fields, such as robotics or band, can participate in a shadow day experience.

Preparing for the world of college and career ready starts quickly at Poway High School. In our SPED department each student on an IEP completes a transition plan which includes, California Career Zone survey and information regarding the Department of Rehabilitation and extensive research relative to all resources required for a student to meet their post-secondary goals. Our counseling department organizes many opportunities for our students and families on the path to college and career. The department welcomes many college lunchtime visits and presentations. They also promote various trade and intern possibility. For students who are interested in the military, our counseling department coordinates each service department visiting campus to provide information. Branches of the military also organize an Military Information Night. Our counseling also coordinates presentations for parents and students on such topics as the Common application, FASFA, A-G requirements and basic college 101 tips. Poway is excited to continue to build our AVID program. AVID is now an A-G elective course. Our AVID co-coordinators have over ten years of AVID experience. AVID students receive support in academic success skills, SAT prep, college application and financial aid submission. Poway High School is fortunate to present our workshops in both English and Spanish.

Poway High School students have the opportunity to gain hands on training in various industry thanks to our robust Career and Technical Education (CTE) program. Many CTE courses are articulated with various colleges to provide our students with a jump on earning college credit. Our automotive department provides various internships and assists our students with scholarship opportunities through Miramar College. The Poway High School Engineering Academy provides opportunities for internships and apprenticeships with companies such as General Atomics, Northrop Grumman and others.

IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN (LCAP Goal 4)

Poway High is committed to providing a safe and supportive school environment through a proactive approach by developing strong relationships between the students and staff by providing the necessary services needed by our student body. Strong student-teacher relationships are developed through the implementation of student-centered lessons, staff members sponsoring clubs, coaching, the addition of a 20 minute Homeroom period twice a week, and monthly ASB-sponsored teacher/student board games during lunch. Additionally, ASB sponsors activities such as Titans United Week, Titans United Assembly, video public service announcements, Titan Times and periodic pep rallies to encourage school spirit, provide social/emotional support to our students and to provide education and methods of handling topics such as bullying, appropriate social media usage, etc.. Once again Poway High School representatives from both ASB and administration attended the No Place for Hate conference in October and plan to continuing Poway as a “No Place for Hate” campus. Intervention services are employed such as counseling, Saturday School, participation in National Suicide Awareness Month, conflict resolution and alternatives to classroom instruction. PHS also participates in a week long spirit week to bring awareness to Red Ribbon Week.

Additionally, PHS has two part-time released a teachers (50% counselor, 50% TOSA), providing full time for support in student services. The teachers work with students in a variety of capacities (social-emotional, academic) along with a Student Services Specialist. They coordinate our Peer Counseling Program, Titan Ambassadors, Tobacco Cessation classes, Peer Leaders Uniting Students, Adopt-A-Family, direct conflict mediation at the request of administration, and allow students to see them in times of need (open-door policy).

Finally, during the first week of school, teachers will review with the students, all of the attendance and discipline-related information. During the first and second month of school, homeroom teachers review student discipline, consequences, and expectations to make sure that everyone is informed of the school rules; attendance is taken during the presentations. The PHS administrative team regularly works with the staff to implement Restorative Justice practices such as proactively counseling of students and working collaboratively with parents and counselors to provide behavioral intervention before formal discipline is necessary.

Poway High School was refitted with a new security camera system allowing for better review of safety concerns on campus. Our high school is also staffed with five campus security members who help assist in maintaining the safety of the campus and providing supervision to students. Additionally, Poway High School is the main base for the Poway Sheriff School Resource Officer. Any student with physical health concerns can be addressed by our on-site health tech. Many of our athletes are able to focus on keeping their body healthy with the support of our athletic training. The overall school site safety plan is reviewed with the staff on a yearly basis, drills are conducted in response to potential fires, earthquakes and active shooters.

IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

Program	Grade Level(s)	Minutes
Too Good for Drugs	K-9	60 minutes
Red Ribbon Week	K-12	180 minutes
SSA Support	K-3	
Tobacco Use Prevention Education	6-12	8000 minutes
Character Counts	K-12	120 minutes
Before and After School (ASES)	6-8	
Second Step	PreK-2	
Steps to Respect	3-5	
Second Step Bullying Prevention	K-5	
Titans United Week	9-12	600 Minutes
Student Services Specialist	9-12	28.5 hours/week
Every 15 Minutes	9th-12th	60 minutes
LGBTQ Support Group	9th-12th	60 minutes/week
Alcohol, Tobacco and Drug Support Group	9th-12	60 minutes/week
General Social/Emotional Support Groups	9th-12th	180 minutes/week

V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA (LCAP Goals 2 and 4)

STATE/FEDERAL PROGRAMS	SITE ALLOCATION (IF APPLICABLE)
Title I	\$
Title I Parent Involvement	\$
LCFF Supplemental Funding - ELL	\$12,880.00
LCFF Supplemental Funding – EDY	\$34,640.00

V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed and/or paid for directly by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

Program	Res	Budgeted Amount	Percentage of Total District Allocation	Total	Centralized Services (Description Below)
Title I	3010-040	1,803,860.00	22.24%	\$401,250	Required Indirect Costs and Set-asides, including professional development, school-choice transportation, and supplemental educational services.
Title I Parent Inv.	3010-045	18,038.60	5.00%	\$902	Required Indirect Costs, district-wide parent involvement
Title III – Immigrant	4201-000	94,843.00	95.42%	\$90,499	Required Indirect Costs, parent education and support, summer school, student transition, English language development class support
Title III LEP-Limited English Proficient	4203-000	421,953.00	98.04%	\$413,679	Required Indirect Costs; instructional assistants; parent liaisons; training in use of data

V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.
 California Education Code specifies the composition of the School Site Council as follows:
 - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
 - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
 - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
 - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
 - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
 - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.

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

4. This SPSA is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
 - a. Measured the effectiveness of the improvement strategies at the school
 - b. Sought input from school advisory committees
 - c. Reaffirmed or revised school and subgroup goals
 - d. Revised improvement strategies and expenditures
 - e. Recommended the approved SPSA to the governing board
 - f. Monitored implementation of the SP

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

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Jenny Wegner		
Special Education	Mindy Karp		
Title I (if applicable)			
Library	Audrey Sites		

SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
		X			6/20	Susie Wairner		
	X				6/19	Scott Coats		
	X				6/20	Melissa Thompson		
	X				6/20	Kim Holzhauer		
	X				6/20	David Goff		
X					6/18	Richard Nash		
				X	6/19	Sean Fallon		
				X	6/19	Savannah Evanko		
				X	6/19	Nhat Pham		
			X		6/20	Michael Furlano		
			X		6/20	Monty Criss		
			X		6/19	Heather Skale		
1	4	1	3	3	TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)			

This SPSA was approved and adopted by the School Site Council on 12/6/18.

The signature of the Principal verifies that:

- *Information regarding school-based programs has been provided to site advisory committees or representatives.*
 - *All interested persons had the opportunity to meet to establish the SSC.*
 - *Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.*

The signature of each members of the SSC verifies that:

- *He/She has reviewed and affirmed the above listed assurances.*

Total 10830.00

5000

Services

5200-xxx Conference and Training Expense

5710-012 Publications

5710-130 Study Trips

5800-xxx Professional & Other Services

Food and Meeting Supplies

250.00

150.00

Total 400.00

Total Budget: 12,880.00

Budget Development Form (LCFF Supplemental Funding – EDY)

a)	Site:	<u>Poway High School</u>
b)	Program:	<u>LCFF Supplemental Funding – EDY</u>
c)	Resource #:	<u></u>
d)	Current Year Allocation:	<u>\$34,640.00</u>
f)	Total Entitlement:	<u>\$34,640.00</u>

OBJECT

AMOUNT

1000

Certificated Salaries (Including Fringes)

1100-xxx	Teachers Salaries (Regular/Hrly/Sub/Impact Teachers)	9,000.00
1200-xxx	Counselors (Regular/Hrly/Sub)	
1900-xxx	Other Certificated (Regular/Hrly/Sub)	
1900-014	Collaboration/Coaching/Mentoring	3000.00

Total

12,000.00

2000

Classified Salaries (Including Fringes)

2100-xxx	Instructional Aid (Regular/Hrly/Sub)	
2400-xxx	Clerical	
2900-xxx	Student Services & Other Classified Position	

Total

3000

Employee Benefits (Do Not Budget – Include with Salaries)

4000 & 6400

Books, Supplies and Equipment

4100 or 4200	Textbooks or Other Books	1140.00
4300-010	Supplies	5500.00
4300-011	Subscriptions	
4300-018	Software	12,000.00
4300-099	Reserve	
4300-090, 4400-030 or 6400-031:	Computer Equipment	
4300-090, 4400-090 or 6400-091:	All Other Equipment	

Total

18640.00

5000

Services

5200-xxx Conference and Training Expense
5710-012 Publications
5710-130 Study Trips
5800-xxx Professional & Other Services

4000.00

Total

4000.00

Total Budget:

34,640.00

VI. ADDENDUM (Optional)