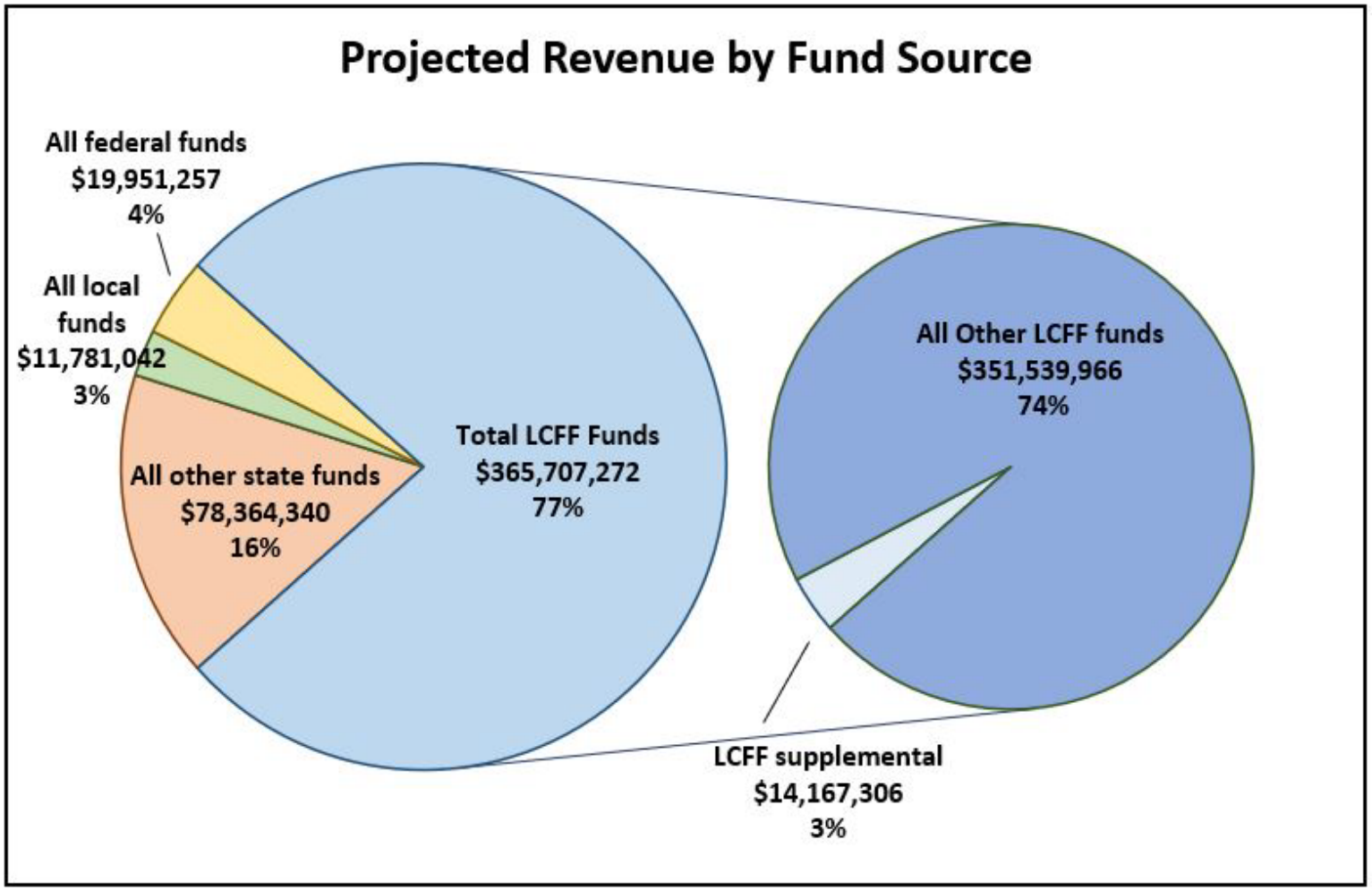
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Poway Unified School District
CDS Code: 3768296000000
School Year: 2022-23
LEA contact information:
Dr. Marian Kim Phelps
Superintendent
mkimphelps@powayusd.com
858-521-2800

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

# Budget Overview for the 2022-23 School Year

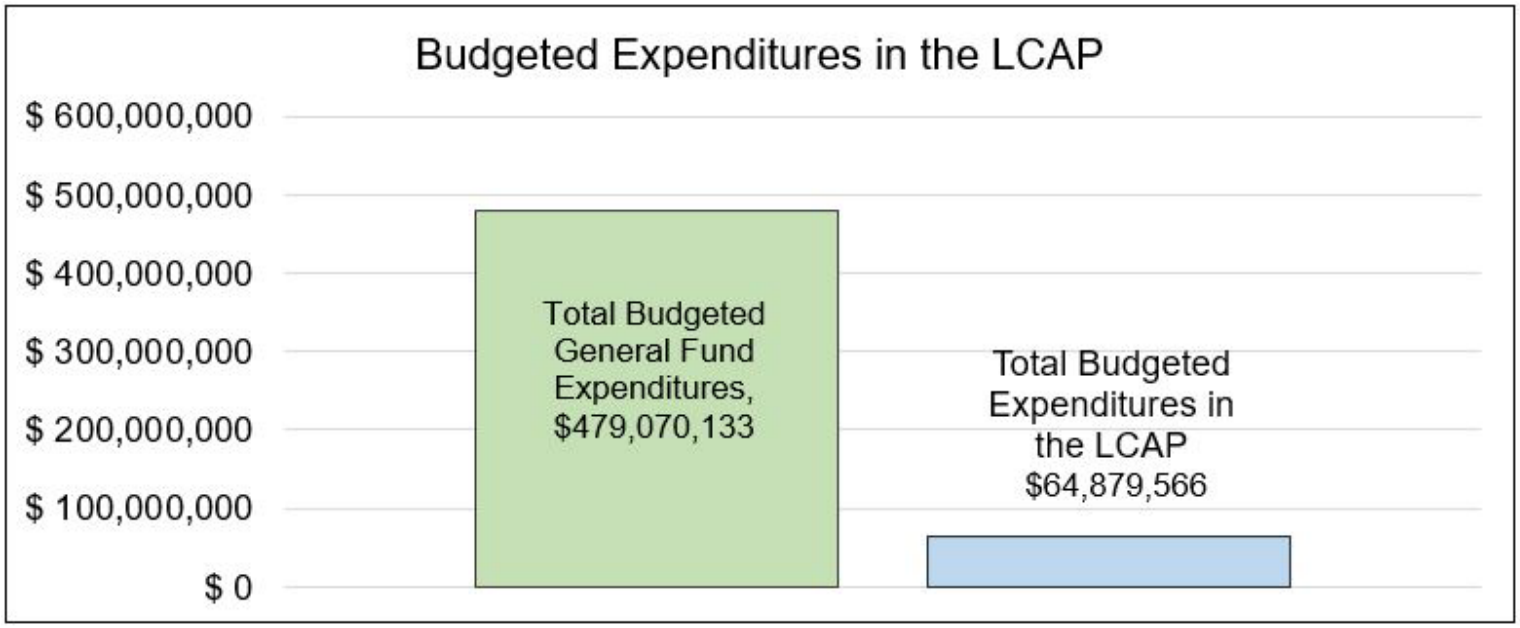



This chart shows the total general purpose revenue Poway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Poway Unified School District is $475,803,912, of which $365,707,272 is Local Control Funding Formula (LCFF), $78,364,340 is other state funds, $11,781,042 is local funds, and $19,951,257 is federal funds. Of the $365,707,272 in LCFF Funds, $14,167,306 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.




This chart provides a quick summary of how much Poway Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Poway Unified School District plans to spend $479,070,133 for the 2022-23 school year. Of that amount, $64,879,566 is tied to actions/services in the LCAP and $414,190,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

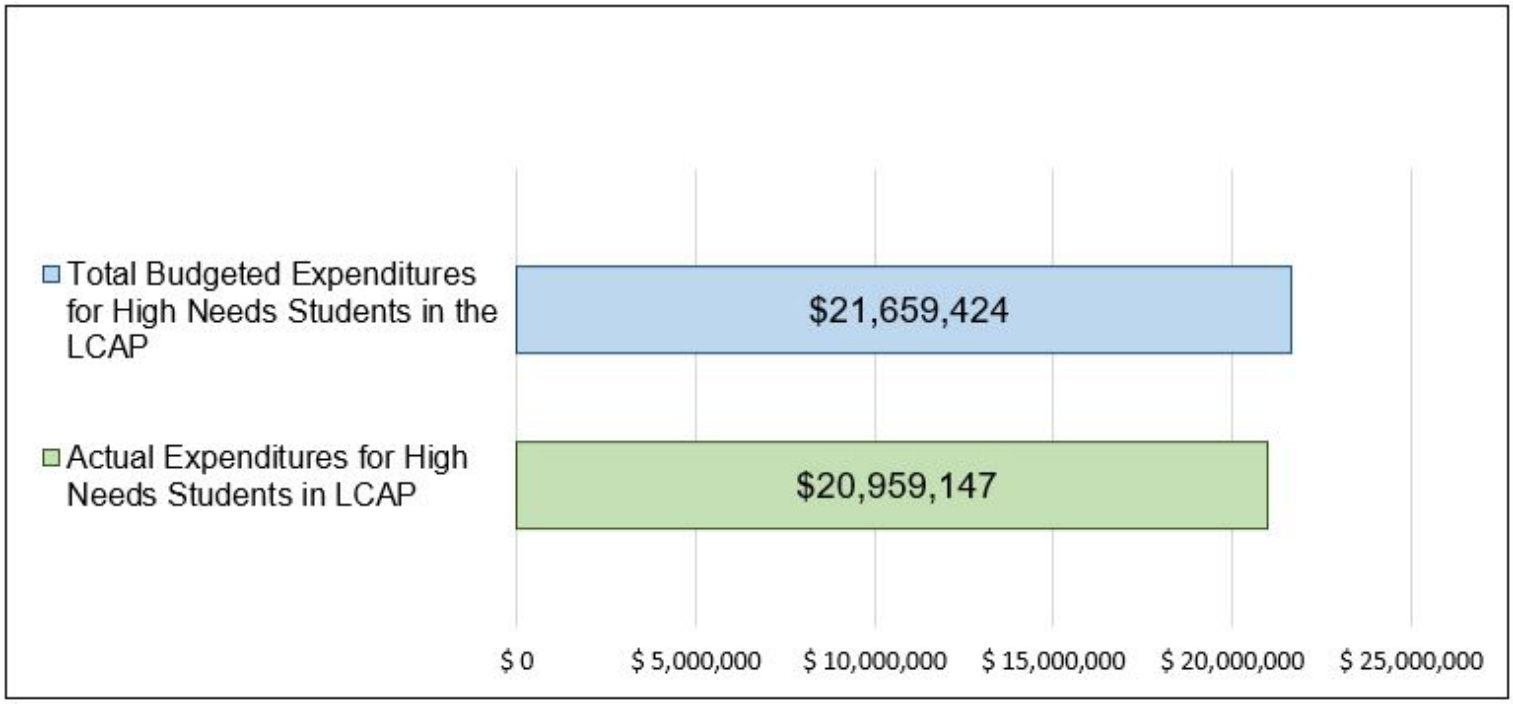
Budget Expenditures not included in the Local Control Accountability Plan (LCAP) include salaries and benefits of all teachers, administrators, site and district personnel, the funding for sites' allocation, curriculum software licenses, site safety, contracted repairs and other operational costs, which collectively contribute to the overall function of the District.

# Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Poway Unified School District is projecting it will receive $14,167,306 based on the enrollment of foster youth, English learner, and low-income students. Poway Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Poway Unified School District plans to spend $24,868,782 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22




This chart compares what Poway Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Poway Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Poway Unified School District's LCAP budgeted $21,659,424 for planned actions to increase or improve services for high needs students. Poway Unified School District actually spent $20,959,147 for actions to increase or improve services for high needs students in 2021-22.

The difference between the 2021-2022 total actual expenditures and the budgeted expenditures has no impact to the actions and services provided to improve the services for high needs students in 2021-2022 school year. The District continues to strive to implement its strategic vision toward improving the services provided to high needs students.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Poway Unified School District | Dr. Marian Kim Phelps<br>Superintendent | mkimphelps@powayusd.com<br>858-521-2700 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Poway Unified School District values the input of parents, staff, and students in planning for improvement efforts. Throughout the Local Control Accountability Plan (LCAP) development process, the district received input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received.

Funds provided in the Budget Act of 2021 that were not included in the LCAP include:
Universal TK
A-G Completion Improvement Grant
Educator Effectiveness Block Grant
Special Education Base funding
Special Education Alternative Dispute Resolution
Other Federal Funds for Special Education.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Poway Unified did not receive concentration grant add-on funding as we do not have any school campus with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Since 2019, our District has utilized ThoughtExchange to increase stakeholder engagement in our LCAP process. We utilized this tool as well for the Expanded Learning Opportunities (ELO) Grant due to the fact that our parents, teachers, staff, and students are familiar with the application. On April 22, 2021, we sent a communication to all staff and parents that included the ThoughtExchange prompt, “Are there additional strategies you would like to see implemented or expanded to support your child’s learning and well-being next year?” This Exchange was open through May 5, 2021. We also had our Superintendent’s Student Advisory Council share the Exchange with all high school students to encourage their input. On April 28, 2021, an overview of preliminary plans for supplemental instruction and support was provided to our District Advisory Council. These parents had an opportunity to ask questions, make suggestions, and provide feedback on the development of the plan. In addition, on April 29, 2021, a parent forum was held in which 345 parents and staff submitted an RSVP. While this session was a webinar, staff utilized ThoughtExchange to gather and respond to questions as well as a separate exchange for input and feedback on the preliminary plan. Input was gathered from parents, teachers, staff, site administrators, and District Advisory Council. ThoughtExchange had over 300 participants with 247 thoughts shared and 12,134 ratings on thoughts submitted.

A key question raised during these sessions and through the open ThoughtExchange was, “How will Poway continue supports once the Expanded Learning Opportunities Grant is expended?” Parents were concerned that the key social-emotional and wellness strategies included in the ELO Grant would not be available after August 2022. Staff clarified that due to the importance of these supports for students, ESSER III funds would provide the funding necessary to continue some of the supports through September 2024. Staff encumbered adequate ESSER III funds to pay for three years of enhanced student mental health support. We added social workers at each of our high schools as well as at our two largest middle schools; we added additional counseling support at each of our elementary and middle schools, and we added additional school psychologist support at each of our middle and high schools. We also increased the number of hours Student Services Specialists and Student Services Assistants could work weekly. Finally, we added nursing support.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Poway Unified School District prioritizes the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, the district has identified needs and allocated funding to meet those targeted needs. Thus far, PUSD has implemented all actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have ensured those actions to maintain the health and safety of our students, educators, and staff.

As we support the mental health of our students, we have successfully implemented the Pupil Attitudes toward Self and School (PASS) survey to every student in 6th and 9th grades. Students whose responses indicated that they may need of additional intervention were noted for follow up. To address the socio-emotional needs of our students, we utilized funding to increase counseling at the elementary and middle school levels. At the elementary level, the increased counseling made it possible for Poway Unified to increase the number of "Second Step" lessons they receive. Second Step curriculum has begun being offered at our middle schools with the additional half-time counseling support provided at all middle schools.

At our secondary sites, Student Services Specialists (SSSs) work collaboratively with our counselors and psychologists to meet with students and implement a system of support. Our SSSs provide a variety of supports including meeting with individual students, providing support groups, and creating a safe space for students in the Student Services office. Through ESSER funding, we were able to provide additional Student Service Specialists hours to our middle schools. At our elementary schools, 21 of our 25 elementary schools have a Student Services Assistant on site who support Second Step Lessons in grades Kindergarten-2nd, work on the playground to support inclusive peer interactions, and work with individual students on managing anger and anxiety.

To further support the mental health needs of our students, we have provided the support of social workers for the first time in our district. Every high school and our two largest middle schools (Oak Valley and Bernardo Heights) have one dedicated full time social worker. Social workers are providing Tier III services, working with individual students and their families as appropriate. As the safety and well-being of our students is one of upmost importance, PUSD was successful in hiring the additional 1.5 FTE District Resource Nurses by August 2021. Due to this staffing addition, all school sites were adequately covered with their district resource nurse needs.

As with many situations during this unorthodox time, challenges to implementing these actions also presented. For example, when we looked to administer the PASS survey to our students, constraints around the COVID-19 pandemic meant that we deployed the assessment later than intended. Another challenge felt by many districts relates to the increased needs our students have experienced as a direct result of the pandemic. Given these increased needs, we looked to allocate mental health support within funding parameters, whereas secondary sites would benefit from having more than one social worker. Challenges also exist on a logistical level with the ability to meet with students in groups due to parameters of COVID restrictions. Time is also challenging as we look to find time to offer services without disrupting class time. Given the statewide need for staffing, salary rates have increased for many positions. This includes nursing positions. Other district nurse applicants who had applied to our opening on EdJoin were hired by a neighboring district who was offering a higher pay rate than PUSD. PUSD continues to be short 1.0 FTE district resource nurse.

Our district is committed to Inclusive Practices and strive to address barriers to learning. We are working to ensure supports for all of our students and have committed additional resources focused on the needs of our students with disabilities. This includes the addition of an Education Specialist focusing on reading intervention by providing training and instruction for our middle school Special Education staff. This action is helpful in supporting students promoting to middle school who have had pull-out reading intervention strategies implemented in elementary school. Another supportive action was the creation of a new job classification, Behavior Intervention Technician, to provide additional specialized behavior intervention by district staff, rather than contracted agencies, for students requiring intensive behavioral and mental health intervention. Another Tier III support added is through an increase in psychologists. Our psychologists conduct assessments, including those for Educationally Related Mental Health Services (ERMHS), to determine the level of need for our students with disabilities. These new supports have allowed staff to be more responsive to the needs of our students. As we increase support for students with disabilities in general education classes, PUSD closed the 12 remaining Non-severely Handicapped (NSH) classes at 4 elementary sites and 2 NSH classes at the middle school level, allowing for reallocation of Education Specialists and Instructional Assistants. This measure has provided increased opportunities for collaboration between general education and special education teachers in serving students with disabilities as well as co-teaching opportunities for English Language Arts, Math, Social Studies, and Science.

In implementing these important efforts, we have encountered complications. For example, an anticipated challenge with the Education Specialist position may include potential staff turnover, and the ongoing need to provide training to new staff to ensure that each site has at least 2 Special Education staff members trained to support students with significant reading needs. With our psychologists, staffing challenges have arisen based on employee leaves of absences. To fill these leaves of absence, substitute school psychologists have been hired in the interim. Currently we are short .6 FTE of a psychologist position based on employee leaves. Due to staffing shortages, it has still been necessary to access non-public agency staff to fill other vacant, unfilled positions, as well as provide support for increased behaviors that students are exhibiting as they transition back to in-person learning. With the return from the pandemic, we are supporting students who are having challenges fully accessing the increased academic supports across sites due to social-emotional, mental health, and behavioral challenges that appear to be related to the impact of the pandemic. Additionally, we are experiencing staff absences and labor shortages that impact consistency in staffing the special education teacher and instructional assistant positions. In the area of professional development, we are still working to build the capacity of general education and special education teachers in supporting students with a wide range of needs in general education settings and increasing expertise in the use of Universal Design for Learning (UDL). We are also continuing to provide models for best practices in scheduling that allows for the greatest use of collaboration and coteaching while also maximizing existing site resources.

The pandemic of COVID-19 required districts to innovate and flex to continue to provide high quality learning experiences. To provide these experiences. we needed to provide increased technology and high-speed internet. Thus, a Technology Trainer was hired to provide additional technology support districtwide and develop professional development trainings for our teachers, both virtually and in-person. Additionally, this tech trainer provides implementation support with new initiatives, software and programs and supports the Voyager Blended learning program with in-class coaching and professional learning sessions. As a support for the increased need for our students for high-speed internet, a Program Manager was brought on to support leadership and project management duties for the Technology & Innovation Department, specifically the IT infrastructure and networking team.

As with many actions previously shared, one of the greatest challenges in supporting technology needs involved scheduling time. Implementing technology and our 1:1 Chromebook initiative while ensuring all staff have the support needed, we found that scheduling time for ongoing in-person and virtual training sessions proved difficult. Further, at times the needs of increased technological infrastructure

strained network capacity and stability due to continuous access to devices and digital content. As with many sectors, supply-chain delays also impacted implementation of this action.

The safe operation of schools for in-person learning, required that we allocate substitutes and hourly support coverage during COVID testing and quarantine. We successfully deployed roving certificated substitutes that were assigned to each elementary site. Daily subs, in addition to rovers, were used to cover for classroom teachers who were out due to COVID-related symptoms, quarantine, vaccination appointments, and other absences related to COVID. When needed, teachers working on their preparation period to cover for a teacher who was out due to COVID-related concerns were compensated via timesheets. As a next step, we are now working to recruit roving subs for secondary sites.

Staffing substitute positions to cover absences was the greatest challenge we experienced in implementing this action as staffing shortages have been evident throughout this school year and across the state. Currently, a higher rate of certificated teachers have been absent since our return from winter break. To increase substitute staff, we raised substitute pay to be more competitive with neighboring districts. In addition, news stories shared by local media outlets regarding our substitute staffing shortages generated inquires of support.

Though COVID-19 has brought challenges, the dedication of our Poway Unified staff has worked to ensure the health and safety of our school community and successfully ensure the continuity of services.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Poway Unified considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Through aligning the funding outlined in our LCAP, Expanded Learning Opportunity grant, and ESSER III Plan, PUSD is to best leveraging supports for our students.

As we returned for in-person learning, we worked to ensure the needs of our students were met. One of the most important supports we looked to provide was for their emotional well-being given the challenges many faced due to the pandemic. We addressed the increased needs of our students around mental health support by providing additional counseling, bringing on social workers, increasing hours for student support services staff, and deploying an attitudinal survey for students in grades 6 and 9. To further support, we provided learning on Restorative Justice practices, Positive Behavior Intervention Support, and the development of a website dedicated to Chronic Absenteeism supports. Additional nursing staff assisted with the identification of those in need of health services.

The continuity of learning for our students has been supported by this new funding. In addition to actions found in our LCAP addressing standards-based instruction, enhanced supports for students in need of intervention are provided. Implementing inclusive practices improves instruction for all students as the access high quality teaching and learning. To ensure the access to a well-rounded educational experience for all students, we continue to support our X-Ploration program and provide opportunities for participation in Science, Technology, Engineering, and Math. We have also provided expanded learning structures and supports via community learning hubs.

Within our LCAP, we support our students with disabilities through school site and district collaboration as well as professional learning in Universal Design for Learning practices. Our LCAP also outlines support for our students with disabilities through our systemic approach to recruiting and supporting Special Education teachers through the Special Education Teacher Intern Program. These actions are in alignment with those additional supports provided through ESSER III funding. The increased staffing, innovative measures, and increased collaboration are improving outcomes for students with disabilities.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# Local Control Accountability Plan

**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Poway Unified School District | Dr. Marian Kim Phelps<br>Superintendent | mkimphelps@powayusd.com<br>858-521-2800 |

# Plan Summary [2022-23]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The vision of the Poway Unified School District is to create culture and conditions to empower world-class learners. This powerful vision inspires us to support our students by developing learning experiences to support their pursuit of a full range of post-secondary options as they prepare for life beyond their Poway Unified experience. World Class Learners are, "Students using their minds well---how well they can reason, synthesize, evaluate, design, innovate, and create; how students take ownership of their own learning; how they develop agency and advocacy for themselves and others as learners; and the premium students place on their own learning in the service of humanity." (Fink & Markholt, 2011)

Poway Unified School District is located in northern San Diego County, California. Encompassing an area of 100 square miles, district schools are situated in suburban San Diego and throughout the rural city of Poway. Our district is fortunate to serve a community that historically places a high value on education. Staff and parents work to support our mission to inspire passion and prepare every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences. We are further supported by partnerships with our community and local businesses, which provide opportunities to empower innovation in meaningful activities that benefit all students. Through these partnerships, students are able to develop the skills, knowledge, and attitudes necessary for success in the 21st century and beyond.

PUSD encompasses 25 elementary schools (K-5), six middle schools (6-8), one K-8 school, five comprehensive high schools (9-12), one continuation high school, twenty-six preschools, and alternative programs. Twenty-four of the District's schools are located in the city of San Diego, eleven schools are located in the city of Poway; and three schools are in the unincorporated area of San Diego County. The District serves 35,191 K-12 students, and is the third largest school District in the county. The student population is represented by the following ethnicities: African American 1.80%; American Indian/Alaskan Native 0.10%; Asian 23.4%; Filipino 5.7%; Hispanic 17.5%; Pacific Islander 0.20%; White 39.5%; Multiple 11.7%. Students with Disabilities accounted for 13.6% of the student population and 8.7% of our students are English Learners.

# Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2021-22 school year was unique as we navigated the COVID-19 pandemic and had to create new systems and schedules to work within safety guidelines - including physical distancing between students, long-term absences of both students and staff due to COVID-19, and the pressing need for a robust virtual learning environment. We were one of the first districts to bring back our elementary school students for in-person learning in October of 2020 and offered virtual classes the entire school year for all TK-12 families who chose that option. While our middle and high schools began the school year in virtual classes and were not able to open for in-person learning until March of 2021, we moved quickly to bring underserved students to campus to participate in their virtual classes while supervised and supported directly by district staff, including 100 temporary instructional assistants hired for that specific purpose. Teachers in middle and high school began the year teaching virtually and then moved to a simultaneous-concurrent model in March with some students in their classroom with them and others participating virtually. As the year concluded we created new 2021 summer school programs for our elementary and middle school students and served 720 elementary students and 270 middle school students. We have plans in place to again offer summer school for K-8 during July of 2022.

To account for the impact of COVID-19 on educators, families, and schools, the California State Board of Education approved local diagnostic or interim tests to meet state and federal expectations for assessment and reporting purposes for the 2020-2021 school year. This coincided with the adoption of a new district-wide alternate assessment - iReady - to replace the Measure of Academic Performance (MAP) that we had used for more than twenty years. PUSD administered iReady as our alternative metrics instead of the Spring 2021 California Assessment of Student Performance and Progress. iReady is a digital program that includes both diagnostic and summative assessments. The move to iReady included professional learning for our K-8 teachers that will continue in future years. While there is a learning curve that comes with the adoption of iReady, the value of iReady with its personalized lessons linked directly to the diagnostic assessments for each student meets a need that was not met with the MAP assessment. 2020-21 will be our baseline as it is our first year of utilizing iReady in grades 2-8 in reading, and K-8 math as our alternative assessment. For the spring 2021 summative assessment some students took the assessment from home due to virtual learning and others on campus. The results showed that in correlation to CAASPP 60.4% of students were at or exceeded Standards in reading; 48.5% were at or exceeded Standards in math. Teachers and students are able to identify strengths and areas of growth from the iReady data, which informs classroom instruction and interventions.

Alongside the need to create digital lessons for virtual instruction and learning in all subjects at all grade levels, we worked to align with state content and English Language Development standards and frameworks. Our reclassification rate for English Language Learners in 2020-21

was 22.4%, slightly down from the previous year's 26.7%, but still nearly double 2018-19 at 12.5%. To support our ELL students and other students in need, we have continued to broaden and embed systems for district-wide implementation of Response to Intervention and Instruction and academic structures of support. We have seen interventions such as Other Means of Correction and Restorative Practices show success in that our African American, Hispanic or Latino, English Learners, Socioeconomically Disadvantaged have all decreased in the percentage of students suspended at least once (an improvement of 1.2-2.5% fewer students suspended). It is important to continue to monitor and apply best practices as students return to in-person learning for 2021-22.

With the transition to virtual instruction every teacher created and maintained Canvas as their instructional platform, and our Tech and Innovation Coaches along with Poway Professional Assistance Program (PPAP), Tech and Innovation site Professional Learning Leaders (PLLs) at every elementary school, and Poway Unified Teacher Learning Cooperatives (TLCs) afforded teachers with multiple opportunities and pathways to enhance their instruction and embed virtual learning teaching tools into their pedagogical practices.

Throughout the year there was intentional outreach to 100% of our foster families 100% to check-in on both academic and mental health needs and supports. Support for foster students included tutoring, school supplies, and counseling. While foster youth did see a slight decrease in their attendance rate from 90.9% to 89.4%, zero foster youth were chronically absent, which is a great improvement from 6 the previous year.

A-G courses are a series of high school classes that students are required to successfully complete for eligible admission to the California State University and University of California systems. The percentage of our graduating students completing a-g continues to be strong with 77% meeting the a-g requirements for eligible college admission. While we still need to close the gap, several of our underserved student populations made gains over the past two years at a higher rate than our district's overall percentage increase of 2%: our English learner students meeting a-g has more than doubled - from 14% to 29%; Hispanic or Latino students have increased their percentage by 6%; Students with Disabilities by 5%. Providing an additional half-time counselor at our high schools to monitor our students' 4-year scheduling and success in a-g courses proves to be a key benefit for our students.

Though we were in a pandemic at the time of the 2021 graduation, our high schools all hosted grand drive-through ceremonies to mark the occasion for our seniors who were greatly impacted by the closure of schools during their final year. The graduation rate in 2021 was 95.4% and our students challenged themselves with Advanced Placement (AP) courses. The California School Dashboard data is suspended due to the COVID-19 pandemic, but DataQuest shows that the percentage of our graduating 2021 seniors who took at least one AP course and earned a C or higher was 76%. Two groups, our Hispanic or Latino and Students with Disabilities, both increased by 4% since 2019. The number of graduates in AP courses who scored a 3 or above on an Advanced Placement exam decreased by 3% since 2019; however, the following student groups reported increases over two years - African American increased 14%%, Hispanic 6%, Socioeconomically Disadvantaged 11%, English Learner 1%, and Students with Disabilities 1%.

Despite shifting and reimagining nearly every system in our district, Poway Unified demonstrated continued progress in supporting a positive school climate at our sites in the 2020-21 school year. As a district, we committed to take an unwavering stand against racism in all forms. Our board of education passed a resolution in June of 2020 affirming our commitment and directed staff to create a plan to meet the goals stated in the resolution, including hiring more diverse staff to reflect our diverse students, incorporating more culturally-rich and representative curriculum, and enforcing clear consequences for racist behavior. Throughout the 2020-21 school year our schools created equity teams and our secondary schools' teams participated in three full-day professional learning seminars led by the San Diego County of

Education. The equity work included professional learning sessions with the Anti-Defamation League on Implicit Bias and the expansion of inclusive practices through Universal Design Learning. Additionally, we expanded the number of diverse texts in all elementary and middle school libraries through donations and expanded the literature selections used in middle and high school English courses to include more diverse texts and authors. PUSD will continue to build on our current systems to promote equity and access for every student.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In reviewing our data from spring of 2021, it is important to note that due to the COVID-19 pandemic it is difficult to compare year to year because our schools were closed during the spring of 2020, CAASPP was suspended in 2020, and we used alternative metrics to CAASPP with iReady for spring 2021. Additionally, our secondary students were in virtual learning until campuses were able to safely open in March of 2021. This meant that attendance procedures were challenging and the delivery of interventions and support services to students in need encountered barriers that have not previously existed. We will examine most of our 2021 data from internal sources and DataQuest, and compare to 2019, the last year that the California School Dashboard posted data.

Over the last three years, our district has seen a fluctuation in the number of cohort dropouts. In the 2018-2019 school year, 53 students dropped out, and in the 2019-2020 school year 62 students dropped out. We did see a decrease in 2020-21 with 38 students who dropped out (1%); however, 21 of those 38 students are Socioeconomically Disadvantaged. Also, our English Learners, Students with Disabilities, and Homeless Youth drop out at a rate of three to six times higher than the PUSD percentage. A review of our 2019 Dashboard data indicates the following student groups in the "Orange" performance level: Homeless, Socioeconomically Disadvantaged, and Students with Disabilities, which matches our 2021 in that we need to continue to focus resources on these groups of students.

In the area of Chronic Absenteeism, our overall rate decreased to 4% of our student population as compared to 6% in 2020. We have not however achieved that same improvement for several of our student groups with a 9-11% of the students chronically absent: African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

Our district's overall suspension rate did drop for a consecutive second year and the 2020-21 suspension rate was .2%. We have made gains with our African-American student group in decreasing the number of students from 22 to 6 (3.5% to 1%), but that rate is still higher than the district rate. Additionally, suspensions of Socioeconomically Disadvantaged continues at a higher rate (.5%) than the district.

In regard to student dropouts, graduation rate, chronic absenteeism, and suspension as a district we have focused on this issue via a systems approach. In all of our high schools, counselor, teacher, and parent meetings have been held on a regular basis to support families and individual students. Intervention strategies at all of our sites have been provided for individual students and families. Particular assistance has been focused on supporting military families, Youth in Transition, and Foster Youth.

In reference to these metrics, our district has continued to develop the next best steps in addressing the needs of our underserved students. As a district, we continue to build on our supports and strategies aligned to our Response to Intervention (RTI) system. Teachers on Special Assignment (TOSAs) will continue to work with students and staff in addressing effective interventions and supports to close those

performance gaps in English Language Arts and Mathematics (Goal 2). Our RTI TOSAs who work with teachers at all levels continue to expand their knowledge of effective interventions to address both academic and social emotional needs, including support for students who struggled with virtual learning. Additionally, the RTI TOSAs work with staff refining processes to effectively identify and monitor students with needs. Middle school counselors have organized their work to more closely support students needing interventions. In 2019-20 our district was awarded a grant to support students experiencing homelessness, which provides additional actions and services to meet student needs.

Teachers continued to employ instructional practices both for in-person and virtual instruction to support our struggling learners. At the secondary level, teachers utilized asynchronous Fridays and office hours to work with individual students and groups of students. This was so vital in assisting students adapt to learning in a virtual classroom. Our support staff consisting of counselors along with student support services aides played a significant role in continuing to engage students in learning.

The iReady reading and math assessments in elementary and middle schools were administered three times - fall and winter as diagnostic assessments to drive instructional practices in identifying student strengths and needs and a spring 2021 summative assessment. As measured by the spring 2021 iReady CAASPP correlation data, 60.4% of our grade 2-8 students met or exceeded standards in reading and 48.5% met or exceeded standards in mathematics. Comparatively, on the CAASPP that was last given during the spring of 2019, 76% of our students were at or exceeding standards in English Language Arts and 70% in mathematics. As noted earlier, there is a learning curve with iReady first year adoption along with the reality that not every student took the assessments in the same environment; however, the significantly lower percentage of students at or exceeding standards compared to CAASPP 2019 - drives a need for additional professional learning in use of iReady as an instructional tool and to identify needs for interventions. All of our underserved student groups performed at lower rates on iReady reading than the district and the number of students below standard in these groups was much higher - between 24% and 40% scoring below standard compared to the district 14.4% at below standard. On the iReady math assessment, the number of students below standard in these groups was significantly higher between 33% and 49.4% scored below standard compared to the district 16.3%. This is a baseline year for iReady in our district, but intervention support and expanded Universal Design Learning will target students performing below standards during the 2021-22 school year.

In addition to the shift to iReady for Reading in grades 2-8, 2020-21 also brought a district-wide adoption of a primary digital reading program in grades TK-1: Lexia Core5 Reading program, which is an adaptive blended learning program. Our baseline data for the first year of use was 73.4% of students at or above grade level of material. SIPPs and other interventions were targeted at students who were below grade level in Lexia or as measured by our CORE assessments, but there is a need for additional K-2 professional learning in foundational skills, specifically phonics and phonemic awareness.

For our high school students, we reviewed the number of 2021 graduates who met the a-g requirements. While the district rate was 77%, our underserved student groups did not meet that target and the gap has not lessened significantly during the past two years. 64% of African American, 63% of Hispanic or Latino, 45% of Socioeconomically Disadvantaged, 29% of English Learners, and 29% of Students with Disabilities, and 52% of Homeless Youth met the a-g. Analysis of the graduates who earn a C or higher in at least one AP course shows a similar trend with a gap in relation to the district rate of 76%: 57% of African American, 65% of Hispanic or Latino, 63% of Socioeconomically Disadvantaged, 20% of English Learners, and 19% of Students with Disabilities took at least one AP course and earned a C or higher.

We do see a smaller opportunity gap in the number of graduates who completed three or more years of math. As a district, 89% met this goal. Comparatively, 77% of African American, 84% of Hispanic or Latino, 77% of Socioeconomically Disadvantaged, 63% of English Learners, 56% of Students with Disabilities, and 69% of Homeless Youth took three or more years of math.

In regard to graduation rates for our underserved students compared to the district graduation rate of 95.4%: the African-American students graduated at an 88.3% rate, Hispanic or Latino at 92%, Socioeconomically Disadvantaged at 91%, English Learners 70%, Students with Disabilities 79%, and Homeless Youth at 65.7%.

We continue to implement interventions and explore best practices to meet the needs of every student and to break down barriers in order to create inclusive and supportive schools and courses for our students. The work we have begun with Universal Design Learning and our Equity and Inclusion focus, along with continuing with Response to Intervention are foundational to providing the resources and the opportunities for every student to succeed.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Poway Unified is focused on “creating culture and conditions to empower world class learners.” This focus challenges all stakeholders to consider how we create the conditions to support each and every student in reaching their greatest potential as well as how we create a culture where students feel safe and secure enough to thrive. Prompted by our analysis of our response to the COVID-19 pandemic, PUSD developed a plan which addresses this challenge for the 2021-24 school years. Three broad goals were developed:

Goal 1: Safe and Inclusive Learning Environments - Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advances each and every student toward their greatest potential.

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

Goal 3: Foster and Maintain Positive Relationships with Parents and Community - Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences.

Key features of our plan include focused intervention support, increased social emotional supports, and development of inclusive learning environments.

The impact of COVID-19 on our home and school communities revealed disparities in support and access. In addressing these disparities, PUSD continues to provide academic interventions in support of student learning. A key aspect of intervention and supporting student

success is providing teachers the opportunity for focused collaboration, including time to reflect on student learning outcomes, review assessments, develop lessons and learn from one another. Poway Unified is striving to develop collective efficacy within and across our schools. Creating cultures that are focused on analyzing our impact and making adjustments as needed, while leveraging our collective expertise is our goal in order to support world-class learners.

Building a learning recovery program with the Expanded Learning Opportunity (ELO) grant as we develop goals within the LCAP presented a unique opportunity to provide intervention and supports for our students. For example, last summer and this coming summer some of our elementary and middle school students who are performing considerably below grade level will have an opportunity to attend summer school for two or four weeks. The focus of summer school will be on rich literacy, math, and project-based learning to provide more time for students to strengthen their skills, strategies as well as deepen social emotional learning. Students will be invited to participate in summer school based on greatest need determined by multiple assessments, including iReady ELA and math.

At our high schools, a Summer Bridges program was offered last summer where students who were disengaged or disconnected from middle school come to reconnect, build relationships, and learn skills and strategies to be successful at their high school. The purpose of Bridges is to provide a way for students in middle school to make the transition to high school through developing positive relationships, connections to staff and peers, and acquiring skills needed to be successful in 9th grade courses. Students earn elective credits, interact with peers and student leaders, and develop confidence around navigating high school expectations before they start their high school careers. Our Bridges program will continue this summer. Additionally, this summer we will have an expanded version of our summer school offerings for our high school students. We will be offering expanded credit recovery opportunities for students who struggled or were not successful this past year. Our English Learner High School Immigrant students will also be provided targeted summer school sessions to meet their needs. Those students with disabilities who require Extended School Year Support will also be offered targeted summer school support.

The services offered during the summer will provide a strong base for students who required additional support. As we enter the 2022-23 school year, our students will be supported by actions funded through both Local Control Funding Formula and the grant. Impact Teachers at all grade levels will provide support for students with additional academic needs reading and/or math. For those students not meeting proficiency in these subject areas, site academic tutoring support at all grade levels before and after school will be available. At our middle and high schools, the opportunity to enroll in intervention classes designed to help students with additional needs and gain skills necessary for academic success will be offered. Intervention counselors (Goal 1, A/S 1) and Teachers on Special Assignment (TOSA) will provide targeted support in developing intervention plans to those students requiring intervention.

We recognize the COVID-19 pandemic has had a major effect on our students' lives. Many may face unpresented challenges that are stressful, and maybe even overwhelming. Public health actions, such as social distancing, while necessary to reduce the spread of COVID-19, added to feelings of isolation and loneliness and can increase anxiety for many. As our students returned to on campus, in-person learning with heightened needs as a result of the pandemic, we added counseling support at all levels to proactively respond to the mental health challenges some of our students faced (Goal 1, A/S 7). School psychologist support and support from our Student Support Assistants (SSAs) and Student Support Supervisors (SSSs) was increased as well. For the first time, two full time social workers to provide additional support at the middle school level and every high school will continue with one full time social worker. Abraxas and Alternative Programs also share one full time social worker. Positive Behavior Intervention and Supports training and Suicide Prevention training is ongoing. As we look to reengage those students struggling with attendance and absenteeism, we have worked interdepartmentally to develop actionable plans to reduce Chronic Absenteeism (Goal 1, A/S 8).

Poway Unified has long held strong relationships with our families and larger community. Their voices regarding the educational opportunities and experiences for our students are valuable. Thus, we continue to seek input via a variety of avenues which promote two-way communication. For example, as our families transitioned to distance learning then back to in-person learning, the need to communicate was critical. Additionally, many families required support with the numerous educational technology tools used by teachers in the classroom. Consequently, PUSD's Parent Academy was developed to provide resources to make it easier for parents to understand how teachers engage students in meaningful ways in a virtual environment that highlights student collaboration (Goal 3, A/S 4). As concerns regarding mental health were communicated, PUSD will continue to provide Parent Education courses to provide strategies to our TK-12 families in order to support the academic and social-emotional needs of our students in both English and Spanish (Goal 3, A/S 3).

Our families trust us to provide their children with a safe and equitable learning environment. Yet racism exists, and schools can play a powerful role in changing people's perceptions to be explicitly anti-racist. In June of 2020, our board of education passed a resolution affirming our commitment to take an unwavering stand against racism in all forms. The board directed staff to create a plan to meet the goals stated in the resolution, including hiring more diverse staff to reflect our diverse students, incorporating more culturally-rich and representative curriculum, and enforcing clear consequences for racist behavior. In collaboration with parent and student representatives to ensure their voice is reflected in our planning as well PUSD developed a Racial Equity and Inclusion plan. To support this important initiative to provide safe and equitable learning environments, we have hired a Director of Equity and Inclusion and continue our partnership with the San Diego County Office of Education to provide our school sites with equity coaches for ongoing professional learning for our staff to:

1) help raise the consciousness about general topics and issues of equity,
2) build capacity with each team to be able to begin leading equity professional learning at their own site,
3) to begin addressing flaws in their school systems and school cultures that perpetuate student inequities.
(Goal 3, A/S 7)

Poway Unified School District's 2021-24 LCAP is a powerful reflection of analyzation of data, diverse community feedback, and the strong desire to create culture and conditions to empower our world-class learners.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Abraxas High School has been identified to receive Comprehensive Support and Improvement (CSI) through the state accountability process. The LEA will work with Abraxas High School to conduct a root cause analysis that may also include analysis of 8th and 9th grade data at other district schools to identify the profile of students that are at risk of not meeting graduation requirements.

## *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

A Data Team that includes both school and LEA staff, meet to conduct an annual review of cohort data to identify needs and patterns for students at Abraxas High School. As a continuation school, students arrive on the Abraxas campus significantly behind in the credits needed to meet the graduation requirements for the Poway Unified School District, a-g eligibility, and are often in need of considerable social emotional support. The needs assessment and selection of evidence-based interventions determine if any additional resources are needed to support the students and staff in increasing the on-time graduation rate. Once additional resources are identified, the Abraxas team works with the District Office to determine the cost feasibility of adding additional resources to support students.

From the moment our students step into a “Success” class upon their arrival to Abraxas, they are surrounded by a support system that develops an individual learning plan, which centers on their individual wellness and safety, credit recovery, and goals for post-secondary life. Individual and group counseling sessions, academic guidance, and staff mentors (Academic Success Advisors) are put in place to maximize the growth opportunities for every student on campus. Abraxas High School administration and staff continually evaluate credit attainment data, student assessment data, and attendance patterns to determine possible root causes for the low on-time graduation rate and test scores. The leadership team, comprised of both administration and teaching staff, then determines appropriate evidence-based interventions.

The LEA reviews Abraxas’ state and local measures to support the site administration with understanding the California Department of Education requirements and the new modified methods for the Dashboard Alternative School Status Schools (DASS). In addition, the Associate Superintendent of Learning Support Services and Executive Director II that supervises high schools meet to review site-based data utilized to monitor Abraxas students’ progress toward graduation requirements. Through collaborative analysis, the greatest area of academic need continues to be in mathematics. The other significant area of need is with social emotional supports.

Developing interventions and support is a continual process. The fact students arrive at Abraxas with gaps in their academic transcript, specifically mathematics, is a district area for improvement. The LEA continues to work to improve mathematics pathways for students including strengthening academic intervention courses for mathematics and professional learning for secondary teachers at all middle and high schools, which began in the 2019-20 school year. This work is aligned with that of the National Council of Mathematics Teachers guiding principles: 1) An excellent mathematics program requires effective teaching that engages students in meaningful learning through individual and collaborative experience that promote their ability to make sense of mathematical ideas and reason mathematically. 2) All students have access to high-quality mathematics curriculum, effective teaching and learning, high expectations and support, and resources needed to maximize their learning potential. 3) Assessments provide evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement. Abraxas uses part of the CSI grant to fund an additional mathematics teacher to provide added support for students.

Poway USD district leadership has supported the Abraxas administrative team with analyzing site needs through meetings with site level leadership specifically as it relates to determining if any resource inequities exist in the areas of fiscal allocations, materials/resources, and human capital. Through the examination of inequities, it was determined that fiscal and resource inequities do not exist, however it was determined that staffing inequities existed in terms of the identified areas of need for Abraxas, specifically related to counseling support and math support.

To address this resource inequity, PUSD leadership supported site leadership in identifying this staffing resource inequity in the School Plan for Student Achievement (SPSA). Counseling/guidance resources and an additional math FTE were incorporated into the SPSA as well as allocating additional counseling supports from central office resources. These actions resolve these resource inequities moving forward and will continue to be monitored for effectiveness

The LEA has established a partnership with Palomar Community College, and starting the 2022-23 school year, will open the Poway to Palomar Middle College for Poway Unified students. The LEA has also established counseling support through the County of San Diego Health & Human Services Agency with a focus on substance use disorder and has provided additional counseling support at Abraxas.

The LEA continues to work collaboratively with SDCOE to identify best practices for continuation high schools.

## *Monitoring and Evaluating Effectiveness*

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA and Abraxas leadership team has developed a data tracking system to monitor the effectiveness of the identified interventions and continues monitoring student data. The LEA works with the Abraxas administration and staff to analyze a credit monitoring system for individual students. The Executive Director II that supervises Abraxas and other high schools meet regularly with Abraxas leadership to review data and progress monitoring.

Poway USD leadership supports the site with the use of a multiple measures data system and support for the analysis of student performance and social/emotional data to monitor the effectiveness of the CSI plan. Data that is reviewed includes student performance data on the California Assessment of Student Performance and Progress (CAASPP), local assessments, as well as school culture and climate data captured locally such as California Healthy Kids Survey, student/staff perceptions surveys, student interviews, and classroom instructional walkthrough data. These data sources are used to determine the effectiveness of supports and locally selected evidence-based interventions as outlined in our CSI plan.

To monitor student engagement, the district supports the site in reviewing data regarding attendance, behavior, and student transiency. This monitoring aims to ensure continued student growth as part of the successful implementation of the CSI plan.

Through a collaborative analysis of current resources and student needs at Abraxas, LEA and the site team identified the need for additional counseling service and/or social work support. The students at Abraxas present with social emotional needs and benefit from individual acceleration plans to support their progress toward graduation. Currently, comprehensive high schools have 4.5 FTE counselors per site. Based on lower enrollment, Abraxas has 1 FTE counselor assigned.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Poway Unified School District (PUSD) recognizes that purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by the Local Control Funding Formula (LCFF), is critical to the development of the LCAP and the budget process. Consistent with statute, such educational partner engagement supports our comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities. Further, educational partner engagement is an ongoing, annual process, as evidenced by the many methodologies employed. This 2021-22 school year, the following methods of outreach were implemented to bring in educational partner voices:

- Feedback gathered from our educational partners through the crowd-sourcing platform, ThoughtExchange. Our educational partners were able to access this platform from their smartphone or computer. The tool allowed input and interaction for over 100 different languages and supported the collection of feedback from our educational partners, using the following critical question, "What are the most important things that we need to focus on in order to make progress towards meeting our three LCAP goals?" We collected data from employee groups, students, and staff which included teachers, principals, and district administration. Over 634 different certificated and classified staff members participated. Of this number, 352 participants identified as a member of our certificated teacher bargaining unit, the Poway Federation of Teachers. One hundred and forty respondents identified as member of our classified bargaining unit, the Poway School Employee Association. Various educational partners representing specific student groups also provided feedback. These groups included English learner, foster, and low-income families to gather feedback to serve the unique needs of our students.

- Our community was able to provide feedback around these critical questions via ThoughtExchange where over 4,448 educational partners shared 3,859 thoughts. We also had 220 students participate in the full district Exchange and 3,558 students participate in a student Exchange, providing feedback on the same question.

- To ensure the voices of our Spanish speaking families were included, we held a special feedback session via Zoom supported by Spanish speaking staff on February 9, 2022.

- Our Bilingual Parent Liaisons provided further outreach to families via phone calls, emails, and a variety of different communication tools from February 1, 2022, through February 17, 2022.

- We deployed surveys to our Youth in Transition homeless families to ascertain needs throughout the year, including August, October, December 2021, and monthly in 2022.

- Families with a child in foster care were contacted to support any needs and to offer supports and provide feedback to inform our LCAP.

- We partnered with the San Diego County Office of Education's Student Support Services and the Foster Youth Services Coordinating Program (FYSCP) to gain valuable insights to understanding and meeting the needs of students in foster care on May 10, 2022.

- Our LCAP was reviewed by Special Education Local Plan Area (SELPA) staff and the Community Advisory Committee (CAC) for Special Education the week of May 24, 2022.

- Other sources of ongoing data were also utilized: California Healthy Kids Survey, student surveys, and school surveys.

- During the 2021-22 school year our parent advisory committees, the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC), met approximately once a month. Throughout these meetings, district data was shared as a basis of discussion and advisement from DAC and DELAC. Information regarding our LCAP was shared with School Site Councils (SSCs) and English Learner Advisory Committees (ELAC) through their site DAC and DELAC representatives. The DAC and DELAC committees reviewed the 2022 LCAP proposed actions on May 26, 2022, and shared feedback to the Superintendent, who provided a written response to this input.

- The revised version of the LCAP was presented to the PUSD Board of Education during a public hearing on June 2, 2022, for initial guidance, and presented to the Board again with revisions and final approval on June 16, 2022.

Embedded in Poway Unified's vision and mission to create culture and conditions to empower world-class learners, the LCAP priorities are built into the PUSD Strategic Goals and Initiatives, and these goals and priorities were shared with multiple educational partner groups. The LCAP priorities have been a part of our ongoing work as we have engaged the learning community.

PUSD continues to use data (both qualitative and quantitative) from multiple sources to inform the goals and targets that were set to close achievement gaps for our students as they become world-class learners. These data metrics and community feedback have been and will be used to inform the 2021-24 goals and strategies aligned to the LCAP Priorities and described in this plan.

A summary of the feedback provided by specific educational partners.

Our educational partners placed a great deal of importance on counseling support for our students. This included the need for lessons on social skills, prevention supports, interventions, academic support, career guidance, and socio-emotional support for the mental health of our students. Parents shared the need for short term and long-term student-counselor sessions and the need for staff to support this. Staff expressed the need for training on how to support students with the mental health and wellness issues many students experienced during the COVID-19 pandemic as well as the need for mental health screening, especially as students engage in their school experiences after the past year.

The need for programs in areas of Visual and Performing Arts (VAPA), Physical Education, and Science, Technology, Engineering, Arts, and Mathematics (STEAM) was communicated by our parents, teachers, and classified groups. Many indicate the desire for equal access to

enrichment programs despite funding differences that may exist at school sites for enrichment. These areas are critical for development of the whole child through hands-on, interactive experiences and problem-solving.

Throughout educational partner groups, intervention supports were shared as a need. Supports communicated included Impact teachers for targeted work with students as well as smaller class sizes. Parents of English Learners and parents of students experiencing homelessness shared that tutoring and work in small groups provided comfortable spaces for their children to access additional supports to meet their academic needs.

When reviewing feedback from our parents with students in foster care and those experiencing homelessness, a need for additional counseling and academic supports was highlighted. Of note was the need for help in ensuring the completion of high school graduation requirements, the need for accessing postsecondary options such as AVID, and support staff to address the confidential and unique needs our families often encounter.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Much of the feedback gathered from our educational partners became embedded in our plan, as evidenced by the Actions and Services developed in conjunction with our community. The following examples reflect the actions influenced by specific educational partner input:

Counseling- Increased counseling support including counselors, Student Support Assistants, Student Support Supervisors, social workers. Implementation of universal screener for mental health and risk assessment at grade 5 and 8 (Goal 1, Action 7). Social Emotional Learning (SEL) on "Building Belonging " for students. (Goal 1, Action 2).

Opportunities in STEAM- CTE Pathways in STEAM, Support of FIRST Robotics, and Project Lead the Way (Goal 1, Action 15), X-Ploration Program (Goal 2, Action 4).

Intervention Support- Professional Learning Leaders for Response to Intervention (Goal 2, Action 5), Support of AVID programs (Goal 2, Action 8), Family Learning Centers (Goal 2, Action 12), Bilingual Parent Liaison (Goal 2, Action 13).

Additional support of our students experiencing homelessness or in foster care- Intervention counselors at middle and high schools to serve as Site Points of Contact (Goal 1, Action 1), , Trauma Informed Practices (Goal 1, Action 2),Caring Connections Counseling (Goal 1, Action 3), SEL Support of Foster Youth (Goal 1, Action 4), Support of Homeless Families (Goal 1, Action 11), Title I Support (Goal 2, Action 11).

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential. LCFF Priorities: 5.Pupil Engagement, 6.School Climate. |

An explanation of why the LEA has developed this goal.

1. The COVID-19 pandemic has greatly impacted our community and the lives of our students. Many are facing unprecedented challenges that may prove stressful and often overwhelming. Actions such as social distancing, while necessary to reduce the spread of COVID-19, may have added to feelings of isolation and loneliness and can increase anxiety. To support our students and their social-emotional wellness, additional staff will be added to school sites to respond to anticipated mental health needs.

2. Research supports and demonstrates that the physical, social, emotional, and behavioral health of each learner is a basic and critical for student learning.

3. California Healthy Kids (CHKS) data, parent perception data, and community feedback via forums and surveys have identified the ongoing importance of the whole child and their mental and physical being in a safe learning environment. Data and research support the need for ongoing systemic attention to mental health support, social/emotional challenges, and anti-bias support.

4. As the need for flexibility to support our school staff and students broadens, we look to provide multiple pathways in ensuring access to learning, both academically and professionally.

5. Physical facility assessments have identified areas of need to enhance the safety and security of schools and offices.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. The percent of K-12 students attending school disaggregated by ethnic group, English Learner, | 2019-20: Overall District attendance rate was 96.5%. Those ethnic subgroups below the | 2020-21: Attendance Rate<br><br>PUSD Overall: 97.5%. | | | 2023-24: PUSD overall attendance rate will increase 2% to 98.5% and 3% for specific groups below |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: Internal Data | District average include African American/Black, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, and White. Other subgroups below the District average include: English learner students, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix T for disaggregated student group data | African American/Black: 95.8%<br>American Indian/Alaskan Native: 96.9%<br>Hispanic/Latino: 95.8%<br>Pacific Islander: 96.7%<br>White: 97.5%<br>English learner students: 96.5%<br>Foster Youth: 89.4%<br>Homeless youth: 92.2%<br>Low Socioeconomic status: 95.9%<br>Students with Disabilities: 95.8%<br><br>See Appendix A for disaggregated student group data. | | | the district average in 2019-20. |
| 2. The percentage of students who were absent 10% or more of the days that they were enrolled in the district disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, | 2019-20: 6% of PUSD students were chronically absent from school. Those ethnic subgroups above the District average include African American/Black, Hispanic/Latino, and Pacific Islander. Other subgroups above the | 2020-21: Chronic Absenteeism<br><br>PUSD Overall: 4%<br>African American/Black: 10%<br>American Indian or Alaska Native: 5%<br>Hispanic/Latino: 9%<br>English Learner: 10%<br>Low Socioeconomic status: 11% | | | 2023-24: Overall chronic absenteeism rate will decrease by 2% with a 3% decrease for each student group below the 2019-20 average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and Students with Disabilities.<br><br>Data Source: Internal data | District average include: English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix U for disaggregated student group data | Students with Disabilities: 9%<br><br>See Appendix B for disaggregated student group data. | | | |
| 3. Percentage of middle and high school cohort dropouts disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: DataQuest | 2019-20: 2.2% of our senior cohort students dropped out of high school. Those ethnic subgroups with a higher dropout rate than the District average include African American/Black, Filipino, Hispanic/Latino, and white. Other subgroups above the District average include: Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>In 2019-20 the dropout rate for | 2020-21: Cohort Dropout Rate<br><br>PUSD Overall: 1%<br>African American/Black: 0%<br>Filipino: 1%<br>Hispanic/Latino: 2%<br>White: 1%<br>English learner students: 5%<br>Homeless youth: 6%<br>Low Socioeconomic status: 3%<br>Students with Disabilities: 3%<br><br>In 2020-21 the dropout rate for middle school students was 0%. | | | 2023-24: Percentage of senior cohort dropouts will decrease by 1.2% with a 2.2% decrease for each student group below the District average. The middle school dropout rate will remain at zero. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | middle school students was 0.0%.<br><br>See Appendix S for disaggregated student group data | See Appendix C for disaggregated student group data. | | | |
| 4. Percent of students suspended disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: DataQuest | 2019-20: The District student overall suspension rate was 1%. Those ethnic subgroups above the District average include: African American, Hispanic/Latino, and Pacific Islander. Other subgroups above the district average include English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix O for disaggregated student group data. | 2020-21: Suspension Rate<br><br>PUSD Overall: 0.2%.<br>African American/Black: 1.0%<br>Hispanic/Latino: 0.3%<br>White: 0.2%<br>English Learners: 0.3%<br>Low Socioeconomic status: 0.5%<br>Students with Disabilities: .75%<br><br>See Appendix D for disaggregated student group data. | | | 2023-24: The District overall suspension rate will decrease to .5%. Suspension rates for each student group above the current district average in 2019-20 will decrease by 2%. |
| 5. Percent of students expelled, disaggregated by ethnic group, English | 2019-20: The District overall expulsion rate was less than one percent. Those ethnic | 2020-21: The District overall expulsion rate was less than one percent. | | | 2023-24: The District overall expulsion rate will remain at less than 1% for each |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: CALPADS/DataQuest | subgroups with expulsions are: African American (4), Asian (1), Hispanic (7), Pacific Islander (1), and White (2). Within those groups, 10 reported as Low Socioeconomic Status, 8 were Students with Disabilities, 4 English Learner students, and 1 Homeless youth.<br><br>See Appendix P for disaggregated student group data. | Those ethnic subgroups with expulsions are: White (1).<br><br>See Appendix E for disaggregated student group data. | | | student group above the current district average in 2019-20 will decrease by .5% |
| 6. The percent of parents who agreed with the statement "This school is a safe place for my child" disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: California Healthy Kids Parent Survey, Fall 2018 administration | Fall 2018: 92% of all parents agreed with the statement "This school is a safe place for my child". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races.<br><br>See Appendix M for disaggregated student group data. | Spring 2021: 96% of all parents agreed with the statement "This school is a safe place for my child". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races. | | | 2023-24: An overall increase of 2% parents agreeing with the statement "This school is a safe place for my child". Those students below the District average in 2019-20 will increase by 4% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | See Appendix F for disaggregated student group data. | | | |
| 7. The number of students indicating they had experienced bullying at each grade level, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: California Healthy Kids Parent Survey, Fall 2018 administration | Fall 2018: In elementary school, 7% of students reported that they had “been hit or pushed by someone who wasn’t kidding around’ and 8% had experienced ‘mean rumors spread about you’. At the secondary level, middle schoolers reported 13% and 17%, and high schools 7% and 18%.<br><br>See Appendix N for disaggregated student group data. | Spring 2021: In elementary school, 3% of students reported that they had “been hit or pushed by someone who wasn’t kidding around’ and 3% had experienced ‘mean rumors spread about you’.<br><br>At the secondary level, middle schoolers reported 7% and 14%, and high schools 4% and 11%.<br><br>See Appendix G for disaggregated student group data. | | | 2023-24: Decrease the number of students indicating experiences of bullying by 3%. Those students below the District average in 2019-20 will increase by 6% |
| 8. Number of instances where facilities do not meet the ‘Good Repair’ standard (including deficiencies and extreme deficiencies. | 2019-20: All school sites met the 'Good Repair' standard.<br><br>See Appendix Z | 2020-21: All school sites continue to meet the 'Good Repair' standard.<br><br>See Appendix H | | | 2023-24: All school sites continue to meet the 'Good Repair' standard. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| State Board of Education Self-Reflection Tool (Local Indicator 1 - Basic Conditions At School-Facilities) | | | | | |
| 9. Overall percentage rating of each school site with Good to Exemplary rating.<br><br>Data Source: Facilities Inspection Tool (FIT) | 2020-21: Overall percentage rating for Good to Exemplary was measured at 85% across the District.<br><br>See Appendix Q for ratings by systems inspected. | 2020-21: Overall percentage rating for Good to Exemplary was measured at 85% across the District.<br><br>See Appendix I | | | 2023-24: Maintain at 85% or above, site safety ratings of Good to Exemplary as measured by annual Facilities Inspection Tool (FIT) reports. |
| 10. School climate:<br>The percentage of students reporting positive school connectedness and students reporting feeling safe at school or that school is safe.<br><br>Data Source: CA Healthy Kids<br>Survey (CHKS) data | 2020-21:<br>Elementary:<br>An average reporting of 5th graders determined that 82% feel connected to school "Yes, most of the time" or "Yes, all of the time."<br><br>93% of 5th graders reported feeling safe or very safe at school.<br><br>Secondary: | See baseline as metric was adjusted in 2021-22.<br><br>See Appendix G | | | 2023-24: An overall increase of 3% in the number of students at each grade level in reporting connectedness to school and that school is safe. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | An average percent of respondents reporting "Agree" or Strongly agree" for School Connectedness:<br><br>Grade 7 = 70%<br>Grade 9 = 69%<br>Grade 11 = 68%<br><br>Students who perceive school as safe or very safe:<br><br>Grade 7 = 76%<br>Grade 9 = 77%<br>Grade 11 = 77%<br><br>See Appendix G | | | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Intervention Counselors | Continue support of intervention counselors at middle and high school to provide additional support to our students requiring intervention. Intervention counselors serve as site points of contact for our foster and students experiencing homelessness. | $7,051,339.00 | Yes |
| **1.2** | SEL Professional Learning | Build capacity of sites to deepen understanding of Positive Behavior Interventions and Supports expand training and implementation of | $20,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Restorative Justice Practices. Broaden and utilize Restorative Justice practices. Provide professional learning on “Building Belonging” for students to foster positive, social and emotional learning. Fostering student relationships with each other and across the school community. Continue to implement training for all counselors, Student Services Specialists and Peer Counselors for suicide prevention. This action will address suspension rates for our unduplicated students who report a higher percentage of suspensions and expulsions than the district average. | | |
| **1.3** | Caring Connections Counseling | Caring Connections (CC) Counselor provides support and assesses the student’s social/emotional and behavioral concerns that may be impacting the student’s success at school and/or at home. Our CC Counselor Our Caring Connections Counselor also supports families who have students in foster care and who are homeless to assess needs and offer individual family counseling sessions. | $161,856.00 | Yes |
| **1.4** | SEL Support of Foster Youth | Continue to support students in foster care through Coordinated Services meetings to determine needs, supports, and transition; in addition to individual check-ins for each family. | $51,228.00 | No |
| **1.5** | Equity Teams | Partner with the San Diego County Office of Education Equity Department to provide professional learning for our school sites and build capacity of staff to address issues of equity and implement change strategies at each site. Continue site-based Equity Teams, Secondary in Year 3 and Elementary in Year 2; build capacity by leveraging teacher leaders that have completed Teacher Learning Cooperative in Equity, Anti-Bias Training, and Safe Inclusivity. Building an increased capacity amongst our staff to address issues of equity directly benefits our unduplicated students by making our schools a safe place for students who otherwise may require extra support to fit in at school. | $80,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.6** | Inclusive Practices | In order to ensure rigorous academic instruction and social experiences in the least restrictive environment for students in our priority groups including students with disabilities, low SES, Foster Youth, English learner, and homeless, professional development will be provided on creating inclusive experiences such as Universal Design for Learning and multi-tiered system of supports. Teacher on Special Assignment and Classified staff on Special Assignment will support the expansion of inclusive practices at the elementary and secondary levels. | $283,248.00 | Yes |
| **1.7** | Increased Counseling Support | Increased counseling support, including counselors, Student Support Assistants and Supervisors, and addition of social workers to support students both academically and socio-emotionally. Support of Positive Behavior Intervention and Support (PBIS) and restorative practices. Implementation of universal screener for mental health and risk assessment at grades 5 and 8. These positions have been especially important in supporting our English learners, students in foster care and students experiencing homelessness who have often struggled during distance learning and were disproportionately impacted by COVID-19. | $4,434,006.00 | Yes |
| **1.8** | Chronic Absenteeism | Strengthen strategies to reduce Chronic Absenteeism, including enhancing the process of identifying and supporting chronically absent students. Supported by Director in Attendance and Discipline, the Chronic Absenteeism collaboration between Learning Support Services and Special Education department will result in an actionable district-wide plan. This action directly supports our students experiencing homelessness and students who are low income who report a Chronic Absenteeism level below our overall district average. | $281,353.00 | Yes |
| **1.9** | Campus Supervisors | Maintain middle school campus supervisors as enhanced supports for students, serving as another adult on campus as a point of connection. In their role, Campus Supervisors increase safety on our campuses and maintain a watchful eye for students who are | $2,150,746.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | struggling, not feeling connected, and/or would benefit from mentoring. As adults supervising outside the classroom, Campus Supervisors are often able to note needs of our low income, foster, and students experiencing homelessness and communicate those needs to staff to meet those needs. | | |
| **1.10** | Dropout Prevention | Continue to utilize counseling support in early identification of at-risk middle/high school potential dropouts. Alternative Programs Counselor works with comprehensive high school sites to identify students who may benefit for targeted intervention support to meet graduation requirements. | $867,198.00 | Yes |
| **1.11** | Support of Homeless Families | The Youth In Transition program, led by the District Homeless Liaison, will continue to assist preschool - Grade 12 students and families experiencing homelessness by providing supports for school, referrals to community agencies, and additional resources as determined. Our families identified as homeless qualify as low-income. | $39,085.00 | Yes |
| **1.12** | Maintain Custodial Support | Maintain custodial, maintenance and grounds staffing to ensure all health, safety and maintenance requirements are met for the wellbeing of all students and staff. Continue to implement annual inspection of facilities via the Facilities Inspection Tool (FIT Report) to ensure standards of safety and access. Collaboration between site administrators and risk management to solicit to share safety related updates with interested community members and solicit feedback on ways to make our campuses safer. | $10,395,028.00 | No |
| **1.13** | Capital Projects - 2021-22 | Projects for the 2022-23 school year include removal of portable classroom, roof replacement, gym updates, HVAC replacement, and track replacement. | $7,300,000.00 | No |
| **1.14** | Dual Immersion Programs | To promote language acquisition and provide the opportunity for exposure to new cultural experiences, continue to offer the Spanish | $3,548,352.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Immersion program at Valley Elementary which provides a pathway into middle school and high school where students can continue to higher-level Spanish courses, potentially earning a State Seal of Biliteracy. The Mandarin Immersion program at Adobe Bluffs Elementary will continue to expand across grade levels, reaching Grade 5 by 2024. The Mandarin program will continue to Black Mountain Middle School and build toward the Westview High School pathway. | | |
| **1.15** | STEAM Participation | Continue providing opportunities for participation of students in CTE pathways in STEAM and the integration into the middle and high school curriculum. This includes the support of Robotics through FIRST Robotics and Project Lead the Way programs, and coding classes. | $0.00 | No |
| **1.16** | Student Voice | Increase opportunities for student voice in their educational programs. This includes collaboration with groups such as Diversify our Narrative, #BlackinPUSD and site Equity Teams to expand our reading titles and with the onboarding of Ethnic Literature and Ethnic Studies courses.<br><br>No funding associated with this Action. | $0.00 | No |
| **1.17** | Transportation Support | Provide transportation support for students identified as low income via an addition of a bus route. | $33,443.00 | Yes |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As we worked to create Safe and Inclusive Learning Environments of our students and staff, we were mindful of the multiple layers in attaining this goal. The need for safe and inclusive environment has taken on even greater importance given the challenges of the pandemic of COVID-19. Counselors continue to provide supports for students via individual and small group counseling at all levels, individual academic and behavioral interventions, and contacts with parents. Beginning in the 2020-21 school year, our students were provided with

increased counseling support. This included every elementary school receiving three-to-five days of counseling support based upon student enrollment and each middle school was assigned three full-time counselors, an increase from 2.5 full-time counselors previously. To further support, two full-time social workers were hired to support students attending our largest middle schools, Bernardo Heights and Oak Valley. To support our high school students, each high school was assigned one full-time social worker with Abraxas High School and our Alternative Programs site sharing a full-time social worker. As students may present with increased needs every middle school received two additional days, in addition to the previously provided 5 days of school psychologist support and our comprehensive high schools are now staffed with two full-time psychologists, an increase from 1 to 1.25 FTE.

At some school sites, a single intervention counselor is working to meet/support the needs of unduplicated students; at other school sites, all counselors are sharing the responsibility for providing this specialized support for our students. In both service delivery models, data collected year-to-date indicates all unduplicated students are accessing counseling support. As of mid-April, based upon data provided by site staff, counselors at every high school have met with 100% of their students identified as rank 1 "Educationally Disadvantaged Youth", Youth in Transition, and/or Foster Youth. Counselors have reached out to parents and engaged in 1:1 conversations with these students. Counselors at the middle school level report similar results. As of mid-April, counselors at every middle school have met with 100% of these targeted students with two exceptions: BMMS (75% of sixth graders identified as rank 1 have seen a counselor year-to-date); and TPMS (95% of eighth graders identified as rank 1 have seen a counselor year-to-date). Counselors have reached out to parents and engaged in 1:1 conversations with these students. Counselors providing student interventions are reporting increased levels of collaboration (sharing resources, alignment of services, improved communication) across the district as well as improved clarity related to counselor expectations. We are still working on our data collection/tracking tools and making system improvements to be more consistent and effective in our collection of data. COVID-19 continues to adversely impact student attendance which makes providing services for staff more challenging.

At our Title 1 elementary sites, funding is utilized in a variety to support Socio-Emotional Learning (SEL). For example, funding was used to adopt the Leader in Me (LIM) whole school improvement model at one site. LIM starts with weekly, in class, teacher led, social emotional lessons, based on the 7 Habits of Highly Effective People, teaching students to lead their own lives socially, emotionally, and academically. These efforts resulted in students having opportunities for meaningful participation and contributions at school with student led leadership roles, community service, and improved student engagement with voice and choice opportunities in class. Our Title 1 funds also went toward increased Counselor time. Counselors provided additional SEL lessons during a weekly rotation in classrooms, small group facilitation, and individual counseling based on student need. Other programs include academic and social emotional support provided by intervention teachers, IMPACT teachers, instructional assistants, and school counselors. While the support was designed to assist our students, we did experience some loss time due to some staffing shortages as a result of COVID-19. Our sites provide very targeted support and make accommodations when staffing is short, with site principals stepping in to support our students.

We are fortunate for the support of Student Support Services Assistants and Supervisors. At the elementary level, Student Services Assistants have been provided additional hours to teach additional Second Step Social-Emotional Learning classroom lessons and to work one to one with students needing extra socio-emotional support. The increase in hours has also been provided at our secondary sites where Student Services Specialists are able to work one to one with students needing extra social emotional support. These students often self-refer for needing support, have been identified by staff and/or the results of the Pupil Attitudes to Self and School (PASS) survey have indicated they may need additional support or intervention. Student Services Specialists have attended numerous workshops on suicide prevention which have included, but not limited to, signs of suicide ideation, possible causation of suicidal thoughts, how to support students during and after a crisis, how to talk to a suicide that has experienced suicide ideation or attempts. These trainings have been offered by

organizations such as the San Diego County Office of Education (SDCOE), the National Association on Mental Illness (NAMI) and the California Department of Education (CDE).

The Pupil Attitudes to Self and School (PASS) attitudinal survey was administered to every 6th and 9th grade student twice in the 2021-22 school year: October/November and March/April. Members of the Assessment and Care team (Student Support Supervisors, Counselors, Psychologists, and Social Workers) followed up with students flagged as potentially requiring intervention and provided appropriate care and support. Training in Positive Behavior Intervention and Supports and Suicide Prevention is ongoing. To provide an additional layer of support at the high school level, all Peer Counselors at the High School have received suicide training to include recognition of signs of suicide ideation, how to respond to a student contemplating suicide and the instruction to not leave the student alone and escort them directly to a counselor or administrator.

At the middle school level, Campus Supervisors provided another layer of Social-Emotional Learning supports for students, serving as another adult on campus as a point of connection. In their role, Campus Supervisors increased safety on our campuses in their primary responsibility is to supervise students and secure campus. Many come into daily contact with students and are able to identify needs students may have. They will often note students who are wearing the same clothes, need food, or who are isolating themselves on campus. In addition, campus supervisors will work with student support specialists to help get supplies, food, or other support for students who are in need. In addition, students often establish relationships with the campus supervisor and will share with them issues or needs other students may have. The campus supervisor will then report that information back to student support specialist, counselors, and/or the administration. To further support safety, the district has established a Safety Committee, revised comprehensive site safety plans, and have trained staff in the Options-Based Response methodology.

Our counselor at the Caring Connections Center supports students in grades TK-12 who may be experiencing difficult situations at home or in school, depression, continued academic challenges, involvement in violence-related offenses, alcohol or other drug related behavior or in need of additional emotional support. Once referred to Caring Connections Counseling, families participate in a “Family Conference” to discuss school perceptions, goals, family concerns, “stressors”, medical issues, and family background. At the conference, families learn to identify and prioritize their concerns, create an Action Plan, and connect with appropriate school and community resources. The goal of the family conference is to build on family strengths while encouraging self-advocacy and awareness of community services that support student wellbeing. Ensuring our students and families with additional needs are served is of utmost importance. As we look to ensure that our students experiencing homelessness or in foster care, our Youth in Transition (YIT) Coordinator refers families and students to the Caring Connections Counselor for individual sessions in-person at the Caring Connections Center or via Zoom.

Quarterly, site principals are informed of students on their campus in foster care so that the site can address specific student needs and hold a Coordinated Services meeting with those adults supporting the child. The Coordinated Services meeting is also offered to the foster family upon enrollment of the student in foster care. The team works together to ensure full support for the student’s academic and social/emotional needs. As an additional level of support, Intervention Counselors and Teachers on Special Assignment (TOSAs) work at the site to check in with the student and their foster family as to specific academic and counseling needs. As needed, referrals to both district and community agencies are made to address additional needs. Sites are also provided resources and information on how to best support our students in foster care.

Our students experiencing homelessness have been supported through a multi-tiered approach, working with families, site staff, and district level supports through our Youth in Transition (YIT) program. At school sites, Intervention Counselors have worked closely with our students identified as YIT and have provided guidance and college readiness. With the support of Poway Unified School District's (PUSD) Extended Student Services (ESS) and through the Expanded Learning Opportunities Grant, our families were able to receive before and after school childcare free of charge for children in elementary schools. This allowed our parents to continue working and removing the stressor of childcare costs while providing a safe space for the students. YIT staff continued to work with PUSD's Before and After School Education & Safety (ASES) Program for grades 6-8. This support offers parents the opportunity to drop off their student early at school for breakfast and to complete a full day's work and not worry about paying for childcare. To support our students throughout the summer, YIT continues to partner with Poway Adult School Youth Enrichment Program (YEP) to provide enrollment for up to three weeks of STEAM half day camps

Upon enrollment in the YIT program, families meet for a 1:1 meeting with our YIT Coordinator to discuss any support needed or to help with issues the family may be facing. Needs such as menstrual products, blankets, beanies, knit gloves, scarves, shoes, socks and underwear are provided upon request of our families. Throughout the school year, our YIT program supported families via five different "Grab and Go" events throughout the year. These events included the provision of hot food, toiletries, grocery gift cards, clothing gift cards, toys for winter holidays, laundry and cleaning supplies. Families were invited to our "Back to School" event in July, where families selected essentials such as backpacks, lunch boxes, school supplies, calculators, toiletries, and individually wrapped snacks for school lunches. A substantive difference is the level of increased support we have been able to provide due to the support of our community and federal funding. Important updates, resources and information are also shared on our @pusdcares Instagram account.

Feeling included and engaged in school is important. Therefore, opportunities are provided are provided for our students both in and out of the classroom to provide those connections. This is evident in the variety of experiences and course offerings. All comprehensive high schools and all middle schools offer students courses in Science Technology Engineering, Art, and Math (STEAM) pathways. In addition, students from all of our comprehensive high schools have the opportunity to participate on a For Inspiration and Recognition of Science and Technology (FIRST) Robotics team and team member participation continues to grow. Multiple sites offer students the opportunity to participate on FIRST Tech and Lego League teams, in CyberPatriot competitions, Women in Coding, Women in Engineering and various cybersecurity/coding competitions and events. Career Technical Education (CTE) Information and Communication Technologies Pathway and the number of sections/student enrollment in each pathway continues to grow at all of our comprehensive high schools. Middle school coding opportunities to continue to grow using Project Lead the Way (PLTW) Gateway to Technology modules and other projects and curriculum. Pathways in STEAM have expanded with increased enrollments in Engineering and Architecture, Health Science and Medical Technology, Information and Communication Technology, Manufacturing and Product Development and Advanced Transportation. To support the growth in student participation and course expansion, additional PUSD teachers were trained in PLTW curriculum implementation this school year, at the elementary, middle, and high school levels. While this demand and interest is exciting, a challenge we have encountered is finding qualified instructors to teach these courses.

To promote language acquisition and provide the opportunity for exposure to new cultural experiences, dual immersion programs are currently offered at Adobe Bluffs and Valley elementary. The goals of these programs include ensuring that all students in the Dual-Language Immersion (DLI) program achieve bilingualism and biliteracy, high academic achievement, and sociocultural competency. Both schools strive to ensure that students develop the levels of both English, Spanish, and Mandarin proficiency required to succeed academically. Differentiation is critical inside DLI classrooms. Specifically Designated Academic Instruction (SDAIE) or Sheltered Instruction and English Language Development (ELD) are universally effective for students who have Mandarin or Spanish as their second language.

The content delivery scaffold included building on background knowledge and experience, intentionally using a student's primary language, providing guided oral practice time for language use, and articulating content and language objectives.

In supporting our students in the classroom, we have enhanced inclusive practices through the Universal Design for Learning (UDL). Universal Design for Learning provides the opportunity for all students to access, participate in, and progress in the general education curriculum by reducing barriers to instruction. This inclusive practice is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs. To support UDL at the site, three of our middle school principals have made UDL their focus instructional strategy for the year. This is exciting to see as it builds sustainability and real implementation. These three sites have created committees, facilitated their own UDL focused professional learning, and curated resources for their staff. In elementary schools, this professional learning has begun a conversation that is ongoing. To support this work, additional Classified on Special Assignment (COSA) positions have been added. This has been a significant impact towards implementing UDL and Multi-Tiered System of Support (MTSS), as it allows our Instructional Assistants to provide real-time, in person coaching. While originally, these positions were thought of as coaching other Instructional Assistants, our COSAs are often supporting classroom teachers and also administrators in setting up universal supports on campus.

The engagement of our students in their educational experience is important to us. Thus, when students are chronically absent, it is important to ensure a system which both identifies and connects with students and their families is in place. Our Attendance and Discipline team implemented and trained staff on the use of an electronic form guiding and requiring schools to document required letters and interventions to strengthen consistency for attendance related concerns. In collaboration with our Special Education Department, we created a comprehensive website including resources, interventions, and assessments for schools to support students with Chronic absenteeism. To further support sites, our School Psychologists received a training on the supports and process in February 2022.

In addition to counseling support, we know that schoolwide culture impacts feelings of safety and belonging. Thus, we have implemented several structures to foster positive, social, and emotional learning. In 2021-2022, in an effort to build the capacity of sites to deepen understanding of Positive Behavior Interventions and Supports (PBIS) expand training and implementation of Restorative Justice Practices and provide professional learning on "Building Belonging" for students, LSS provided professional learning to sites requesting more information and learning regarding culturally responsive restorative practices. The objectives were included defining Restorative Practices and what it looks like in our classrooms, reflecting on our mindset and approach to identity & building relationships, understanding the relationship between PBIS and Restorative Practices, sharing effective practices in managing classroom behaviors, and ground our learning on the power of relationships This learning has been requested by other sites as well as requests for follow-up sessions, following the initial session.

In an effort to broaden and utilize Restorative Justice practices, this school year Learning Support Services (LSS) is developing a restorative response process to address incidents of bias across PUSD campuses. The principle of this process is to have students focus on repairing harm rather than receiving punishment for breaking a rule, for the student to understand the responsibility taken by the offender for harm to both the victim and the community, and to develop improved future behavior. LSS is also comprising a Restorative Response Team, staff committed to addressing sensitive incidents of bias and supporting students in the learning and healing of such delicate incidents. The result of which is to foster student relationships with each other and across the school community.

As we continued to focus on the importance of equity on our campuses, in the 2021-2022 school year LSS successfully partnered with the San Diego County Office of Education Equity Department to provide professional learning for our school sites and build the capacity of staff to address issues of equity and implement change strategies at each site. Meeting with SDCOE Equity Coaches on a weekly basis to plan and collaborate on structures and content of Learning Walks with an Equity Lens as well as SDCOE-led professional development for site equity teams focused on the foundational concepts of identity, mindset and skillset. We collaborated on 13 Learning Walks that focused on aligning our equity lens with the PUSD Continuum of Teaching Standards, improving our lens on Equity when observing teaching and learning, improving the ability to use student voice to drive improvements in teaching and learning, looking for evidence that all students experience the site's Theory of Action and collaborate to help determine next steps accordingly, and improving skills for providing strengths-based teacher coaching. In addition, we also worked together on the development of 4 full-day professional learning sessions (Fall and Spring) for site equity teams. The challenge with our Learning Walks was cultivating and sustaining a focus on equity and inclusion. At times, our conversations did not directly address inequities or the experiences of marginalized student groups.

The voices and perspectives of our students guide our work in working toward this goal. This school year, there was increased opportunities for student voice in their educational programs. In refining our leadership practice of Learning Walks we integrated a student voice component. Students were interviewed or served in focus group to address the questions regarding Belonging and Agency. These included questions asked of students such as "When do you feel joy in school/class?" "What makes you feel happy in school?" "What opportunities do you have to provide input or make decisions regarding the school/classroom or your learning?" "When do you get to tell the teacher or the principal how school should be?" "Do you see me?" and "Am I on the inside or the outside?" This year also provided increased opportunities for student voice in their educational programs. LSS was able to disaggregate the BlackInPUSD student data that was posted on Instagram. Part of this data addressed To Kill a Mockingbird which was brought into conversations with staff in an effort to bring their voices into the conversation on best ways to incorporate this piece of literature into the classroom. LSS launched an Equity Advisory Committee which included student representatives. When developing this advisory group, we ensured that student voice and representation would be integrated into the committee. Increased opportunities for student voice in their educational programs also occurred with our Director of Equity and Improvement visited Ethnic Literature and Ethnic Studies classrooms. Here, the Director was able to share transparency of what this new role entails, present to students our district-wide efforts on equity and inclusion and listen to the feedback on their experiences in Ethnic Studies/Ethnic Lit classes, as well as their suggestions on how my role can best serve students. These actions highlight some of the many efforts we have undertaken to honor the voices of our students.

Another component of safety is that of a safe and healthy environment. Annual Facility Inspection Tool (FIT) reports were conducted to ensure standards and safety access across the district. Custodial, maintenance and grounds staffing were maintained throughout the district. Our biggest challenge was the change in custodial procedures during COVID, which were adjusted to daily disinfection of non-porous, environmental surfaces on all high touch surfaces. The district purchased various chemicals and equipment to reduce the spread of COVID-19. Training on electrostatic sprayers were conducted for all site custodial staff throughout the pandemic to better support all stakeholders in our facilities. The actions were efficient, we met our overall goal, and were in line with all County and State guidelines.

District-wide, we continue to provide facility updates to maintain safe school facilities. We removed a portable classroom from Poway High school which was renovated and is in use now at Del Norte High school. Twin Peaks Center received roof replacement throughout the site which carries a 25-year warranty. Meadowbrook Middle School received an upgrade to the fire alarm system. The new fire alarm system meets all code requirements. Finally, Rancho Bernardo High school was repainted as part of the first phase of construction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

The action for SEL Professional learning actuals were materially less than budget due to an overestimate of the cost to provide this professional learning.

Action 1.13 Capital Projects actuals were materially higher than budget as capital projects were more extensive than originally budgeted for portable classrooms and roof replacements

An explanation of how effective the specific actions were in making progress toward the goal.

Our goal of ensuring "Safe and Inclusive Learning Environments" has been supported by several effective actions and services. For example, the work of our counseling and student support staff in providing social-emotional learning, behavior supports, and individual and group counseling has provided our students safe spaces to support their social-emotional wellness. As we look to create those safe learning environments, the implementation of inclusive practices and engagement of our teacher leaders on equity teams have been critical to nurturing these environments.

In examining metrics for this goal, we are pleased with the effectiveness of several of the actions implemented. Strategies to reduce chronic absenteeism were effective in reducing the percentage of students chronically absent from 6% in 2019-20 to 4% in 2020-21. Our overall attendance rate also improved from 96.5% in 2019-20 to 97.5% in 2020-21. This can be attributed to the additional staff trainings and development of resources to address attendance concerns as well as efforts to reengage our students.

Our increased counseling support and work of our intervention counselors were effective in supporting dropout prevention, reducing our cohort dropout rate from 2.2% in 2019-20 to 1% in 2020-21. Additionally, the collaborative work of site teams in implementing Positive Behavior Intervention Supports are reflected in the overall district expulsion rate of less than one percent.

The rich work our district is engaging in with Universal Design for Learning is highlighted at many of our school sites. Three of our middle school principals have made UDL their focus instructional strategy for the year. This is exciting to see as it builds sustainability and real implementation. These three sites have created committees, facilitated their own UDL focused professional learning, and curated resources for their staff. In elementary schools, this professional learning has begun a conversation that is ongoing.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.10 Dropout Prevention is changed to a contributing action in 2022-23 as our review determined that a portion of these services contribute to our Foster Youth and Low-Income students.

Action 1.17 Transportation Support is a new action based on an identified need and will provide transportation support for students identified as low income via an addition of a bus route.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | Improving Systems, Structures and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal. LCFF Priorities: 1. Basic, 2. Implementation of Standards, 4. Pupil Achievement, 5. Pupil Engagement, 7. Course Access, 8. Pupil Outcomes. |

An explanation of why the LEA has developed this goal.

1. Achievement data demonstrates a need for ongoing staff development to increase student learning, particularly by addressing the needs of underperforming student groups.

2. Learnings from the COVID-19 pandemic, survey data, and current research indicates the need to explore multiple learning pathways for students and adults to meet the needs of diverse learners.

3. California continues to adopt content frameworks and standards. Thus, the importance of alignment of core and intervention resources in the core content areas is needed as the state adopts each new content area. To best support our teachers with these shifts, professional learning holds strong importance.

4. Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) presents an ongoing focus on meeting the academic needs of all students, including underperforming student groups. Results from alternative metrics to the California Assessment of Student Performance and Progress, coupled with other internal measures, support the need to create equitable learning pathways to increase student success.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. Number of mis-assignments of teachers. | 2019-20:<br><br>0.05% mis-assignments of all teachers. | At this time, we do not have any mis-assignments of teachers or vacant positions. | | | 2023-24:<br><br>No teachers will be mis-assigned. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Number of mis-assignments of teachers of English learner students.<br><br>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1-Basics Conditions at School-Teachers) | Zero mis-assignments of teachers of English learner students.<br><br>See Appendix X. | See Appendix I | | | Continue with zero mis-assignments of teachers of English Learner students. |
| 2. Percentage of students with access to their own copies of standards-aligned instructional materials for use at school and at home.<br><br>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1-Basics Conditions at School-Instructional Materials) | 2019-20: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home.<br><br>See Appendix Y. | 2020-21: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home.<br><br>See Appendix I | | | 2023-24: Every student continues to have access to standards-aligned instructional materials and textbooks for use at school and at home. |
| 3. Self-reflection rating for the following: professional development, instructional materials, policy and program | 2019: Implementation of standards, and engagement of school leadership received a rating ranging from 3 (Initial | 2020-21: Implementation of standards - Using the self-reflection tool - the areas of Physical Education, Full | | | 2023-24: The areas of professional development, instructional materials, policy and program support, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| support, implementation of standards, and engagement of school leadership.<br><br>Self-reflection rating for supporting English learners in accessing the California State Standards and ELD standards through professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership.<br><br>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 2- Implementation of Academic Standards) | Implementation) to 5 (Full Implementation And Sustainability). Professional development, instructional materials, and policy and program support scored similarly with some areas still in the exploration and research phase.<br><br>In regard to our English Language Learner program, via the self-reflection tool, in 2019 we rated ourselves as 3 "Initial Implementation" in the areas of Professional Development, Instructional Materials, and Programs and Supports.<br><br>See Appendix D | Implementation, and Visual and Performing Arts all rated as a 4 for a third year. Career Technical Education continued to rate a 5, and World Languages moved from a 3 to a 5.<br><br>Engagement of School Leadership - Using the self-reflection tool, two of three areas - Providing support for teachers and identifying the professional learning needs of individual teachers continued to rate as a 4. Identifying the professional learning needs of groups of teachers or staff as a whole continued to rate as a 5.<br><br>In regard to our English Language Learner program, via the self-reflection tool, in 2021 we rated ourselves as 4 "full Implementation" in the areas of Professional | | | implementation of standards, and engagement of school leadership will be fully implemented.<br><br>In regard to English Learners, our self-ratings will increase to a 5 - Full Implementation and Sustainable in the areas of Professional Development, Instructional Materials, and Program and Support. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Development, Instructional Materials, and Policy and Program Supports.<br><br>See Appendix J | | | |
| 4. Percentage of unduplicated certificated staff completing at least one Teaching and Learning Cooperative offerings.<br><br>Data Source: Internal data | 2019-20: 64.95% of certificated staff completed at least one Teaching and Learning Cooperative offering.<br><br>See Appendix AA | 2020-21: 22.78% of certificated staff completed at least one Teaching and Learning Cooperative offering.<br><br>See Appendix K | | | 2023-24: 70% of certificated staff completed at least one Teaching and Learning Cooperative offering. |
| 5. Percentage rate of courses filled by classified staff in available Classified Learning Cooperatives (CLCs).<br><br>Data Source: Internal Data | 2019-20: 100% of CLC courses were filled to capacity. | 2020-21: 100% of CLC courses were filled to capacity.<br><br>Data Source: Internal data | | | 2023-24: 100% of Classified Learning Cooperative courses will be filled to capacity. |
| 6. Percent of certificated employees participating in the regularly scheduled Teacher Professional | 2019-20: 100% of certificated employees on a given evaluation cycle participated in the Teacher | 2020-21: 99.94% of certificated employees on a given evaluation cycle participated in the Teacher | | | 2023-24: 2019-20: 100% of certificated employees (on a given evaluation cycle) participated in |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Learning and effectiveness System (TPLES) evaluation process.<br><br>Data Source: Internal Data (PSS) | Professional Learning and Effectiveness System. | Professional Learning and Effectiveness System. | | | the Teacher Professional Learning and Effectiveness System. |
| 7. Progress on the State Accountability Indicator for English proficiency by English Learner students.<br><br>Data Source: California Dashboard | 2019 Dashboard: 60.7% of EL students were reported to be making progress toward English language proficiency. | The California Dashboard was suspended due to the COVID pandemic and 2021 data is not available. | | | 2023-24: The California Dashboard will report 62.2% of our EL students progressing towards English language proficiency. |
| 8. Reclassification rate of English Learner students.<br><br>Data Source: DataQuest | 2019-20: Reclassification rate for English Learners was 26.7%.<br><br>See Appendix J. | 2020-21: Reclassification rate for English Learners was 27.6%.<br><br>See Appendix L | | | 2023-24: The reclassification rate of English learner students will increase by 3%. |
| 9. Percentage of English learner students progressing at least one English Language Performance Indicator (ELPI) by 2% each year | 2019 Dashboard: 40.1% of English language students progressed at least one ELPI level. | Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California | | | The California Dashboard will report 62.2% of our EL students progressing towards English language proficiency. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Data Source: 2019 Dashboard | | subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the English Language Progress Indicator (CCI). Source: California Department of Education | | | |
| 10. Percent of students completing the English Language Proficiency Assessments for California (ELPAC) summative assessment. | 2019-20: 73.3 % of EL students performed at the "Well Developed" or "Moderately Developed" performance levels.<br><br>See Appendix BB for disaggregated student group data. | 2020-21: 72.5 % of EL students performed at the "Well Developed" or "Moderately Developed" performance levels.<br><br>See Appendix M for disaggregated student group data. | | | 2023-24: The number of EL students will increase by 3% who performed at the "Well Developed" or "Moderately Well Developed" levels. |
| 11. The percentage of students in grades 3-8 and 11 who perform "At", or "Exceeding" standards as measured by Smarter Balanced English Language Arts assessments | Spring 2019: 75.84% of all students performed "At or Exceeding" standards. Those ethnic subgroups below the District average include African American/Black, | To account for the impact of COVID-19 on educators, families, and schools, the California State Board of Education approved local diagnostic or interim tests to meet state and federal | | | 2023-24: The District average of students who perform "At or Exceeding" standards in ELA will increase by 4% and by 5% for each student group below the Spring 2019 average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: DataQuest | American Indian/Alaskan Native, Hispanic/Latino, and Pacific Islander. Other subgroups below the District average include: English Learner students, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix A for disaggregated student group data.<br><br>Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic. | expectations for assessment and reporting purposes for the 2020-2021 school year. PUSD administered iReady as our alternative metrics instead of Spring 2021 California Assessment of Student Performance and Progress (formerly Smarter Balanced Assessment).<br><br>See Appendix__N_ for alternative metrics. | | | |
| 12. The percentage of students in grade 3-8 and 11 who perform "At" or "Exceeding" standards as measured by Smarter Balanced Math assessments disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, | Spring 2019: 70.03% of all students performed "At or Exceeding" standards. Those ethnic subgroups below the District average include African American/Black, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, and | To account for the impact of COVID-19 on educators, families, and schools, the California State Board of Education approved local diagnostic or interim tests to meet state and federal expectations for assessment and reporting purposes for the 2020-2021 school | | | 2023-24: The District average of students who perform "At or Exceeding" standards in Mathematics will increase by 2% and by 7% for each student group below the Spring 2019 average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and Students with Disabilities.<br><br>Data Source: DataQuest | white. Other subgroups below the District average include: English Learner students, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix B for disaggregated student group data.<br><br>Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic. | year. PUSD administered iReady as our alternative metrics instead of Spring 2021 California Assessment of Student Performance and Progress (formerly Smarter Balanced Assessment).<br><br>See Appendix O for alternative metrics. | | | |
| 13. Alternative metrics to Smarter Balanced English Language Arts (ELA) assessments disaggregated by student disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. | Fall 2020: For grades TK-1 overall, Lexia percentage below grade level benchmark was 27.1%. Those ethnic groups with a lower percentage than the District average include African American/Black, Hispanic, and Filipino. In addition, other student groups include English learner students, | For 2020-21: Grades TK-1 overall, as measured in Lexia for Spring of 2021, 93% of students were at or above grade level in reading. The number of students below grade level benchmark decreased by 20%.<br><br>For 2020-21: In grades 2 to 8, 60.4% of students reported at or exceeding grade | | | 2023-24: The District average of TK-1 students performing at grade level benchmark will increase by 4% and by 6% for each student group below the Fall 2020 average.<br><br>In grades 2 to 8, the overall District average of students performing at grade level benchmark will increase by 4% and |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Data Source: Internal Data, Fall 2020. Grade level benchmark performance for TK-1 students (Lexia Reading), grade level benchmark performance for students in grades 2-8 (iReady Reading Diagnostic), GPA for English (Grade 11). | Foster, Homeless, Low Socioeconomic status, and Students with Disabilities.<br><br>In grades 2 to 8, 62.9% of students reported at grade level benchmark via the iReady Reading Diagnostic. Those ethnic groups below the District average include Those ethnic subgroups below the District average include African American/Black, Hispanic/Latino, Filipino, and white. Other subgroups below the District average include: English Learner students, Foster, Homeless, Low Socioeconomic status, and Students with Disabilities.<br><br>In Grade 11, the average ELA GPA in 2019-20 was 3.285. Those student subgroups below the District average include American | level benchmark via the iReady Reading summative assessment administered in spring 2021.<br><br>In Grade 11, the average ELA GPA in 2020-21 was 3.001.<br><br>See Appendices P, Q, &R for disaggregated student group data. | | | by 6% for each student group below the Fall 2020 average.<br><br>The overall GPA for grade 11 students will increase by 0.2 and by .3 for all student groups below the District average in 2019-20. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Indian/Alaskan native, Black/African American, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, and white. Other student groups below the District average include English learner, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix CC, DD, and EE for disaggregated student group data. | | | | |
| 14. Alternative metrics to Smarter Balanced Mathematics assessments disaggregated by student disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: Internal Data, Fall 2020. | Fall 2020: In grades 2 to 8, 45.7% of students reported at grade level benchmark via the iReady Mathematics Diagnostic. Those ethnic groups below the District average include Those ethnic subgroups below the District average include Those student subgroups below the District average include American | For 2020-21: In grades 2 to 8, 48.44% of students reported at or exceeding grade level benchmark via the iReady Math Diagnostic.<br><br>In Grade 11, the average Math GPA in 2020-21 was 3.014.<br><br>See Appendices Q & S for disaggregated student group data. | | | 2023-24: The District average of K-8 students performing at grade level benchmark will increase by 4% and by 6% for each student group below the Fall 2020 average.<br><br>The overall GPA for grade 11 students will increase by 0.2 and by 0.4 for all student groups below the |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Grade level benchmark performance for 2-8 (iReady Mathematics Diagnostic), GPA for Mathematics (Grade 11). | Indian/Alaskan native, Black/African American, Filipino, Hispanic/Latino, Native Hawaiian/Pacific Islander, and white. Other student groups below the District average include English learner, Foster, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>In Grade 11, the average math GPA in 2019-20 was 3.148. Those student subgroups below the District average include African American/Black, Hispanic/Latino, White, and Low Socioeconomic status.<br><br>See Appendix DD and FF for disaggregated student group data. | | | | District average in 2019-20. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 15. Percent of students meeting a-g requirements disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: CALPADS | 2019-20: The district percentage of students meeting a-g requirement was 78%. Those ethnic subgroups below the District average include: African American/Black, Filipino, Hispanic/Latino, and White. Other subgroups below the district average include English Learner students, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix H for disaggregated student group data. | 2020-21: A-G Requirements<br><br>PUSD Overall: 77%<br>African American/Black: 64%<br>Filipino: 76%<br>Hispanic/Latino: 63%<br>White: 77%<br>English Learner students: 29%<br>Homeless Youth: 52%<br>Low Socioeconomic status: 45%<br>Students with Disabilities: 29%<br><br>See Appendix T for disaggregated student group data. | | | 2023-24: The percentage of all students meeting a-g requirements will increase by 3% from 2019-20; 4% for all student groups below the District average. |
| 16. Percentage of graduates completing at least 3 mathematics courses in high school, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, | 2019-20: 88% of graduating seniors completed at least three years of math. Those ethnic subgroups below the District average include American Indian/Alaskan Native, Black/African American, Hispanic, | 2020-21: Percent of graduating seniors completed at least three years of math.<br><br>PUSD Overall: 89%<br>Black/African American: 77%<br>Filipino: 89%<br>Hispanic: 84% | | | 2023-24: The overall rate of students completing at least 3 math courses in high school will increase by 2% to 92% and by 3% for all student groups below the District average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and Students with Disabilities.<br><br>Data Source: CALPADS and internal data | and White. Other subgroups below the District average include: English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix K for disaggregated student group data. | Native Hawaiian/Other Pacific Islander: 73%<br>White: 87%<br>English Learners: 63%<br>Low Socioeconomic Status: 77%<br>Students with Disabilities: 56%<br>Homeless Youth: 69%<br><br>See Appendix U for disaggregated student group data. | | | |
| 17. Percentage of graduates completing at least one Advanced Placement (AP) course with a grade C or better, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: Internal data | 2019-20: 77% of graduating seniors completed at least one AP course. Those ethnic subgroups below the District average include African American/Black, Filipino, Hispanic/Latino, and White. Other subgroups below the District average include: English Learner, Homeless youth, Low Socioeconomic status, and Students with Disabilities. | 2020-21: Percent of graduating seniors completed at least one AP course with a grade C or better.<br><br>PUSD Overall: 76%<br>African American/Black: 57%<br>Filipino: 75%<br>Hispanic/Latino: 65%<br>Pacific Islander: 64%<br>White: 72%<br>English Learner: 20%<br>Low Socioeconomic status: 63%<br>Students with Disabilities: 19% | | | 2023-24: Increase the overall percentage of students completing at least one AP class by 2% and by 5% for all student groups below the District average. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | See Appendix L for disaggregated student group data. | See Appendix V for disaggregated student group data. | | | |
| 18. Percent of graduates who scored 3 and above on an Advanced Placement (AP) test, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: College Board and internal data | 2019-20: 59% of graduates passed an AP exam with a score of 3 or higher. All ethnic subgroups except white and Asian fell below the District average, along with English Learner students, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix G for disaggregated student group data. | 2020-21: Percent of graduates passed an AP exam with a score of 3 or higher.<br><br>PUSD Overall: 53%<br>African American/Black: 44%<br>Filipino: 39%<br>Hispanic/Latino: 45%<br>Pacific Islander: 19%<br>White: 48%<br>Low Socioeconomic status: 53%<br>English Learners: 12%<br>Students with Disabilities: 7%<br>Homeless Youth: 35%<br><br>See Appendix W for disaggregated student group data. | | | 2023-24: 63% of all graduating students will pass an AP examination with a score of 3 or higher. Student groups below the District average will increase by 6%. |
| 19. Percent of Grade 11 students identified as "Conditionally College Ready" or "College Content | 2018-19: 78% of 11th grade students were "Conditionally College Ready" or "College Content Ready" in | To account for the impact of COVID-19 on educators, families, and schools, the California State Board | | | The District average of students identified as "Conditionally College Ready" or "College Content |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Ready" as measured by the Smarter Balanced Assessments Early Assessment Program, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: DataQuest | English Language Arts/Literacy standards. Ethnic subgroups below the district average include Black/African American, Hispanic, Pacific Islander, and white. Additional subgroups below the District average include English learner students, Homeless youth, and low socioeconomic status.<br><br>In Mathematics, 69% of 11th graders were Conditionally College Ready" or "College Content Ready". This subgroups below the District average include: Black/African American, Hispanic/Latino, and Pacific Islander. Additional subgroups below the District average include English learner students, Homeless youth, and low socioeconomic status. | of Education approved local diagnostic or interim tests to meet state and federal expectations for assessment and reporting purposes for the 2020-2021 school year. PUSD administered iReady as our alternative metrics instead of Spring 2021 California Assessment of Student Performance and Progress (Smarter Balanced Assessment).<br><br>2020-21: 28.7% of 11th grade students met or exceeded grade level reading and 28.8% of 11th grade students met or exceeded grade level math as measured by iReady administered in the spring of 2021. Ethnic subgroups below the district average include Black/African American, Hispanic, Pacific Islander, and white. Additional subgroups below the | | | Ready will increase to 81% and by 5% for each student group for English Language Arts and 71% for math, with 6% for subgroups. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data regarding specific student groups is included in Appendix E.<br><br>Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic. | District average include English learner students, Homeless youth, and low socioeconomic status.<br><br>See Appendix X for alternative metrics. | | | |
| 20. The percentage of graduating seniors who meet the College and Career Indicator (CCI) requirements for being ‘prepared’ for post-secondary college/career, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: DataQuest | Spring 2020: 73% of graduating seniors were deemed "Prepared" for college and career. Those ethnic subgroups below the District average include Black/African America, Filipino, Hispanic, and white. Other subgroups below the District average include Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>See Appendix GG for disaggregated student group data. | Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, we do not have the same DataQuest report, but the following information is available. (CCI). Source: California Department of Education | | | 2023-24: 77% of our graduating seniors overall will be deemed "Prepared" for college/career via CCI state measures. Student groups below the Spring 2019 District average will increase by 6%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Spring 2021: 24.7 % of graduates completed at least 1 Career Technical Training Education (CTE) pathway; 20.8% competed a-g Requirements and at least 1 CTE Pathway.<br><br>See Appendix Y for 2019-2020 disaggregated student group data. | | | |
| 21. Percent of graduating high school students disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: Dashboard/Dataquest | 2019-20: Student graduation rate (including 5th year seniors) was 95.4%. Those ethnic subgroups below the District average include: African American/Black, Filipino, Hispanic/Latino, and Pacific Islander. Other subgroups below the district average include English Learner, Foster Youth, Homeless youth, and | 2020-21: Student graduation rate (including 5th year seniors).<br><br>PUSD Overall: 95.4%<br>African American/Black: 88.3%<br>Hispanic/Latino: 92%<br>Low Socioeconomic status: 90.9%<br>English Learners: 70%<br>Students with Disabilities: 79%<br>Homeless Youth: 65.7% | | | 2023-24; Increase the overall graduation rate of students to 97.8% and by 3% for student groups below the District average in 2019-20. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Students with disabilities.<br><br>See Appendix F for disaggregated student group data. | See Appendix Z for disaggregated student group data. | | | |
| 22. Measurement of progress in which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.<br><br>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 7. Access to Broad Course of Study) | 2019-20: LCFF Priority 7 narrative presented to PUSD governing board on November 2019. Report notes specific local measures, summarizes the results, identifies barriers, and explains the actions PUSD will implement to ensure access to a board course for students.<br><br>See Appendix HH | 2020-21: LCFF Priority 7 narrative presented to PUSD governing board October 2021. Report notes specific local measures, summarizes the results, identifies barriers, and explains the actions PUSD will implement to ensure access to a board course for students.<br><br>See Appendix AA | | | 2023-24: Present an annual narrative noting progress in which students have access to, and are enrolled in, a broad course of study for Grades 1-12. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 23. Percent of graduates who completed at least one state defined CTE pathway disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.<br><br>Data Source: CALPADS | 2019-20: 15% of graduates completed at least one CTE Course Completion pathway. Those subgroups below the District average include Asian, Filipino, Hispanic, and Homeless Youth.<br><br>See Appendix I for disaggregated student group data | 2020-21: Percent of graduates completed at least one CTE Course Completion pathway.<br><br>PUSD Overall: 17%<br>African American/Black: 9%<br>Filipino: 17%<br>Hispanic: 14%<br>English Learners: 9%<br>Low Socioeconomic Status: 14%<br>Students with Disabilities: 13%<br>Homeless Youth: 10%<br><br>See Appendix BB for disaggregated student group data. | | | 2023-24: CTE Course Completion rates increase by 1% each year; 2% for each student group below the current district average. |
| 24. California Dashboard English Language Arts (ELA) and Mathematics performance level colors: Blue (5), Green (4), Yellow (3), Orange (2), and Red (1).<br><br>Data Source: California Dashboard | Spring 2019: English Language Arts and Mathematics was recorded at Level 5 (Blue) with all student groups reporting at level 4 (green) or 5 (blue) except homeless students (Orange) and Students with Disabilities (Yellow). | Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly | | | 2023-24: Maintain overall district performance at Level 5 for English Language Arts and Mathematics; all student groups will move to levels 4 (green) or 5 (blue). |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Bill 130. As a result, there will be no state indicators published on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI). Source: California Department of Education | | | |
| 25. Participation rate in the CA Physical Fitness Test<br><br>Data Source: PUSD Student Report Center | Spring 2022: Participation rates for the CA Physical Fitness Tests are:<br><br>PUSD Overall:<br><br>Aerobic Capacity: 95%<br>Abdominal Strength: 96%<br>Trunk Strength: 94%<br>Upper Body Strength: 95%<br>Flexibility: 96%<br><br>See Appendix II for disaggregated student group data. | 2021-22: See baseline as metric was adjusted in 2021-22.<br><br>See Appendix II for disaggregated student group data. | | | 2023-24: Increase the overall PUSD participation rates for the CA Physical Fitness Test for each of the five parts: Aerobic Capacity; Abdominal Strength; Trunk Strength; Upper Body Strength; and Flexibility to 96% or higher.<br><br>Increase the participation rate for any specific student group to 93% or higher in each of the five parts. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Teacher Ratio | As a COVID-19 learning loss mitigation strategy for the 2021-22 school year, the district will reduce the teacher/student ratio by one student in grades four and five. Implemented in the 2021-22 school year as a one-year action. | | No |
| **2.2** | Poway Professional Assistance Program (PPAP) | Brand new teachers will continue to participate in the Poway Professional Assistance Program (PPAP), which provides training, coaching, and evaluation on standards-based instruction and assessments, student led goal setting, and technology integration. PPAP includes support for Year 2 teachers needing to clear their professional credentials | $1,528,606.00 | No |
| **2.3** | Standards Aligned Materials | Academic and performance standards will continue to be aligned with California State Standards, including ELD standards. The alignment requires our teachers to participate in piloting and recommending the adoption of district wide resources, professional development in instructional practices aligned to standards, rewrites of high school courses, and exploring district wide formative assessments to inform instruction. The 2022-23 year will include core areas and the alignment of Literacy Standards in: elementary Math, middle school math, and English at the high school level. | $3,500,000.00 | No |
| **2.4** | X-Ploration Program | Continue to deepen the integration of Visual and Performing Arts (VAPA), Coding, science and Physical Education for elementary students by staffing the X-Ploration program. X-Ploration provides access to learning experiences for all students in our district, benefiting many of our unduplicated students who may attend schools which did not previously have access to these additional, enriched learning opportunities. | $2,859,833.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.5** | Professional Learning Leaders | Continue Professional Learning Leaders (PLLs) at elementary sites. Sites will have a minimum of two PLLs. One PLL will focus on Intervention supports for students to support academic and social-emotional needs. PLLs will continue to promote the site utilization of the RTI Console. The other PLL will focus on the integration of technology and thinking routines and provide professional learning to teachers. Data supports the fact that many of our EL, low socio-economic, foster and students experiencing homelessness are referred to our RTI process each year. Thus, our PLLs positively impact our unduplicated students. | $1,943,851.00 | Yes |
| **2.6** | Teaching and Learning TOSAs | Three Teaching and Learning Teachers on Special Assignment (TOSAs) to schools with large student populations with Students with Disabilities will support student academic achievement and socio-emotional health. This includes supporting leadership by attending Individual Education Plan (IEP) meetings and other administrative supports. | $435,274.00 | Yes |
| **2.7** | Site Intervention Support | Funding to school sites to develop and provide supplemental interventions for students identified as English learners, foster youth, experiencing homelessness, and low income. | $3,851,776.00 | Yes |
| **2.8** | Advancement Via Individual Determination (AVID) | We continue to serve students through Advancement via Individual Determination (AVID). At our middle schools and high schools, we serve approximately 1600 students with our college readiness system. Many of our AVID students are English learners and qualify as low income, becoming the first in their families to attend college. In addition to the strategies used in the AVID elective classes, we also implement those same methods school wide. | $344,305.00 | Yes |
| **2.9** | Title I Support | Title I school support of academic and social emotional student needs based on the annual Site Needs Assessment. | $1,129,504.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.10** | After School Education and Safety Program (ASES) | Continue to provide academic support to middle school students attending ASES via tutoring and homework help. | $2,081,042.00 | No |
| **2.11** | English Language Development | Support English learner students by integrating the California English Language Development (ELD) standards in our classrooms. Focus on providing instructional assistants, staff development for teachers and assistants, and the Integration of common formative assessments to inform instruction for ELD students. | $1,263,403.00 | Yes |
| **2.12** | Family Learning Center | Provide supports to students/parents new to the US whose primary language is other than English including tutoring, technology support, internet access, and primary language resources. | $411,231.00 | Yes |
| **2.13** | Bilingual Parent Liaisons | Spanish speaking Parent Liaisons provide assistance and information to parents to support their students' educational experience. This includes support with student registration, placement, district information, and community resources. | $175,748.00 | Yes |
| **2.14** | Expanded Learning Structures | Expand online learning opportunities to meet the needs of our TK-12 students by offering two new programs (TK-8 Connect Academy and 9-12 Poway Virtual Courses) in addition to the Poway Virtual courses and hybrid learning opportunity model at the high school level. Further develop dual credit earning opportunities for high school students through the Intersegmental General Education Transfer Curriculum (IGETC) program at Palomar College. Implementation of Poway to Palomar Middle College Pilot. | $2,692,808.00 | No |
| **2.15** | Voyager and Elevate Program | Continue the Technology and Innovation Voyager program District-wide to promote the integration of subject matter in a student-centered blended learning approach. Addition of Elevate at the secondary level. | $884,528.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.16** | Career Technical Education Pathways | Provide learning opportunities in grades K-12 content which integrates academic subjects with relevant, challenging technical and occupational knowledge. Through Career Technical Education (CTE) pathways, students will incorporate applied learning across disciplines preparing them for both college and career. | $3,900,584.00 | No |
| **2.17** | Advanced Placement | Provide scaffolding support and interventions for high school students enrolled in open access AP courses by utilizing high quality professional development strategies. AP courses at our high schools are open access courses and interventions, such as AVID, provide supports for students in those classes. | $8,787.00 | No |
| **2.18** | Least Restrictive Environment | Students K-12 identified as Non-Severe Handicapped (NSH) are placed in least restrictive environments via general education settings. To support this effort, and to help meet the needs of all students, teachers and support staff will continue to engage in professional learning in Universal Design for Learning (UDL). | $235,856.00 | No |
| **2.19** | Special Education Collaboration | Special Education Team continues to collaborate with school sites and district departments in order to share and implement best practices in ensuring our students are on track to meet graduation requirements. Collaboration includes informational presentations to groups such as counselors, school psychologists, and parent groups in order to further support students. | $30,940.00 | No |
| **2.20** | Teacher Learning Cooperative | Continue Poway Unified Teacher Learning Cooperative (TLC), to provide a structure for teachers to create their own learning plans. Overseen by the Professional Learning Advisory Board (PLAB), the Board reviews/approves proposals aligned to the CA State Standards, Cultural Proficiency, ELL Strategies, Advancement Via Individual Determination (AVID), writing, inquiry, collaboration, organization and reading (WICOR), and career technical initiatives. | $294,329.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.21** | Classified Learning Collaborative | Continue Poway Unified Classified Learning Cooperative (CLC), to provide a structure for classified staff to develop personalized learning plans. Overseen by the Classified Learning Professional Learning Advisory Board (PLAB), proposals are reviewed and aligned to the District's LCAP goals in order to update skills and to learn the best practices for vital education programs, such as campus safety, academic achievement and curriculum standards, special education, health care, child nutrition, pupil transportation, environmental safety, and parental involvement. | $113,135.00 | No |
| **2.22** | Canvas | Learning management tool which supports classroom instruction for the student. By accessing Canvas students and parents can review current grades, classroom assignments and expectations as well as other resources provided by the teacher. | $240,318.00 | No |
| **2.23** | Special Education Intern Program | To support our students with disabilities, continue systemic approach to recruiting and supporting Special Education teachers through the Special Education Teacher Intern Program. | $156,387.00 | No |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our goal to create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college career and life, and align opportunities for staff professional learning to accomplish this goal support Poway Unified School District's (PUSD's) Vision "To create culture and conditions to empower world-class learners."

The commitment to closing the achievement gap for all students and providing supports for our students most in need of intervention continues to serve as a focus at all grade levels. Sites continue to work to increase understanding of effective "first instruction," comprehensive intervention strategies, and addressing issues of disproportionality. During the 2021-22 school year, sites continued to

provide academic supports and intervention to students and an Intervention Teacher on Special Assignment provided support to our elementary and secondary sites. At the elementary level, one Impact teacher per site was funded by the district and sites utilized site funds to hire additional Impact teachers as needed. The teachers were employed to deliver small group instruction focused on specific student needs. Many of our sites additionally provided after school intervention in the areas of math and ELA. During the 2021-22 school year, each of our sites had a designated Response to Intervention (RtI) Professional Learning Leader (PLL) at the elementary level. The RtI PLL supported the site through the use of the RtI Console, a data-collection system used to create goals and action plans to provide additional support to students at-risk academically, socially-emotionally, and behaviorally. The RtI PLL supports the site by creating Student Backgrounds and Initial/Follow-Up meetings on the RtI Console, coordinating and leading meetings with parents, administering assessments and collecting data, and helping in the development of intentional intervention strategies designed to meet individual student needs. The RtI process has expanded over the past two years to include even more of a focus on the social-emotional health of our students, in addition to continued support academically and behaviorally. The RtI PLL provides coherence to the intervention process, ensures that all students who need additional time and support are brought through RtI, and that academic and social-emotional skills are addressed using measurable, on-going data. While there was not a substantive difference in planned actions and implementation with regard to the RtI PLLs due to COVID during the previous year, there was a much greater need for the RtI process with the return to in-person learning. Students needed increased academic, behavioral, and social-emotional supports. RtI meetings increased in the number of students being supported and in frequency.

A second site PLL with a focus on technology integration participated in professional learning to build their skills in supporting sites with technology integration and to lead both site and District professional learning for all elementary teachers. They were able to continue to expand the skills and build capacity of teachers who due to COVID had shifted many of their instructional practices to include more digital platforms. The need for technology integration that arose from COVID, and distance learning became ingrained in teacher practice across the district as students returned to in-person learning. In addition, the Ed Tech PLL also gathered feedback from staff regarding blended learning (what is working, what they need help with, what needs to be changed or improved). The Educational Technology PLLs were successful in fulfilling the planned actions. The implementation of actions may vary based on the needs of each school site.

Teaching and Learning Teachers on Special Assignment (TOSAs) have supported inclusive practices at sites by providing individual support for general education and for students with special needs in their general education classroom. The goal to help students thrive socially, emotionally, and academically. Time is spent building relationships with students. When needed, students are supported with Restorative Justice practices. This includes spending time counseling students, modeling positive behavior, as well as reading and writing social stories that reinforce positive behaviors. Leadership is supported through the streamlining of our Student Success Strategies (S3/RtI) process. TOSAs check in with students, follow up with teachers, schedule meetings, and support facilitating meetings. Students in this process have shown measurable growth, as documented by their progress toward and/or achievement of target benchmarks. This process has also decreased the number of students automatically referred to an Intervention Assistance Team (IAT). Additionally, TOSAs serve as 504 coordinators, attend IEP meetings as needed, partner to prevent/address discipline issues through Positive Behavior Intervention Support (PBIS)/Restorative Practices. The Teaching and Learning TOSAs communicate with staff/parents/students/community, team with and keep support staff informed regarding students who need extra attention, utilize assessment data to help Impact teachers target student needs, build rapport, provide curriculum and technology support to staff, serve as California Assessment of Student Performance and Progress (CAASPP) testing coordinators, work proactively to avoid potential problems around campus, and assist with student safety and supervision. By supporting these roles, TOSAs aide principals in dedicating more time to the academic achievement and socio-emotional health of all students. The planned actions matched the actual implementation of these actions.

Elementary Title I sites provide targeted intervention support to students in the areas of Language Arts and Math with allocated Title I funding. The data is showing evidence of the effectiveness of the intervention strategies. Funding to our sites have provided opportunities for our English Learners, foster youth, Youth in Transition (YIT) and under-resourced students to receive supplemental interventions. Funding allows some of our Title I sites to utilize a counselor five days a week, two Impact intervention teachers four days a week, and a site Teacher on Special Assignment (TOSA) three days a week. Having these personnel in place supports specific and targeted intervention for both academic and SEL needs and allows us to track and monitor data to make needed and purposeful adjustments. Supplemental research-based curriculum such as Heggerty Phonics, BrainPop and BrainPop EL, and Making Connections is used to address specific needs in the classroom as a whole and in small groups. Title 1 funding is providing Garden Road Elementary School with two credentialed IMPACT teachers who are serving 90 students in small group reading and/or math instructional groups, providing a "double dip" of best instruction in reading and/or math.

When we consider substantive differences, we note a revision to the Los Peñasquitos Intervention plan when an adjustment to the Title I allocation occurred. However, district support of an impact teacher, supplemented the revisions. We have been fortunate to have been able to execute most of our initially planned actions with regards to supplemental interventions this school year. We were hoping to establish a before school program but were limited due to staffing. There has also been a difference in planned actions due to the inability to hire staff and higher COVID-19 cases in the first part of the school year. This included only two impact teachers instead of the three in our plan, no after school program for the first part of the year, interruptions to our 5 days a week of counseling services due to limitations of substitute availability and staff leaves of absence.

Poway Unified continues to provide equitable access to rigorous learning experiences during the 2021-2022 school year. The X-Ploration Program continued where all TK-5 students received standards-based lessons fourteen times during the school year. This year, students experienced lessons in VAPA: Visual Arts, Music, Dance and Theater, as well as Coding and STEM lessons that focused on the Engineering/Design Process. Further, students received targeted Physical Education lessons on every X-Ploration Day. In addition, the X-Ploration team presented a Pilot program bringing an introduction to Foreign Language to all students that included Spanish, French, Italian, and Arabic. No, the planned action of providing lessons to all TK-5th grade students was realized.

To address staffing ratios, our Grade 4 and 5 classrooms had a max capacity of thirty-one students. The reduced class size provided teachers opportunities for welcome students back to full days and provide structures such as small group instruction to more students. Smaller class size also proved to be helpful as a safety mitigation to distance students a bit more as we navigated positive Covid-19 cases and contact tracing. Upper grade teachers reported that the ability to pull more small groups for targeted instruction was positive for student achievement. Many teachers appreciated the time in small groups to learn more about their students.

At the secondary level, most school sites successfully use RTI systems and Student Success Strategies (S3) processes to progress monitor students using the RTI Console Universal Screen Report (USR) along with school data such as grades and D and F lists. School sites have RTI maps of Tier 1 and Tier 2 best practices to reference along with customization in the RTI Console. Through Kid Watch articulation, teachers share additional best practices to support students across grade-levels. Since one student has many teachers, grade-level articulation has proven helpful to address concerns and determine patterns for student struggles. Our iReady (researched-based) program is used as a Tier 2 support for students during asynchronous work time for students needing additional support for math and reading. Additionally, students who struggled during Distance Learning are accessing online Edgenuity coursework for credit recovery and often receive support through enrollment in Academic Success courses. Our high school counseling teams work closely with their feeder middle

schools to nominate 8th grade students to participate in a Summer Bridge program where students can earn credit while learning about the high school experience.

As we create equitable learning pathways to increase student success, we continue to support the Advancement Via Individual Determination (AVID) program. Through AVID professional learning systems, we are able to bolster teachers' practices and implementation of research-based, high yield, strategies. To support our AVID students, PUSD employs AVID tutors To support students in their academic pursuits including access to rigorous courses such as Advanced Placement. The vast majority of our tutors are in college, and they serve as role models to our AVID students. Our tutors are trained in a Socratic style of tutoring that they implement during twice a week tutorial sessions at our middle and high schools during the AVID elective classes. Tutors receive 8 hours of training when hired and at least 4 hours of follow up training each year afterwards. We continue to serve approximately 1600 students at our secondary schools and push out research-based teaching strategies school wide.

PUSD continues to support high levels of learning for all students. The professional learning opportunities throughout the year in Advanced Placement (AP) strategies support this outcome. Advanced Placement teachers also attend AP Summer Workshops to strengthen their curricular practice. High school counseling and administrative teams work to support students in exploring further coursework. Access to our AP courses is open to all students and additional supports such as after school tutoring and Saturday school allow students to gain access to their teachers for intervention when needed.

Our District is dedicated to providing the academic, social, and cultural supports necessary for our English learners (EL) to attain high levels of English proficiency and master grade level standards, reflecting our District's vision of inspiring passion and preparing every student to thrive in college, career, and life. Thus, we continue to support English learners (EL) by integrating the California English Language Development (ELD) standards in our classrooms. All elementary teachers are provided a copy of the ELD standards, and all site English Learner Coordinators were provided professional learning three times throughout the year. During this time, EL Coordinators engaged in review and analysis of the ELD standards to ensure a strong understanding in order to support their school sites. Additionally, each site coordinator has shared a report with teachers that outlines English learners' levels as Emerging, Expanding, and Bridging. This report provides language functions based on English learners' levels and our teachers are able to use this tool as they plan Designated and Integrated ELD. Our elementary teachers closely evaluate English learners' progress using the ELD standards on their English Learner Progress Report that are completed three times a year. This year, all middle and high school math teachers received training on Integrated ELD standards and best practices within the classroom setting.

All school sites within PUSD have at least one English learner Instructional Assistant that provides push-in support for the implementation of Integrated ELD. These Instructional Assistants were provided training on best practices for pushing into the classroom setting along with vocabulary instruction protocols. All Instructional Assistants and site EL Coordinators received training on interpreting English Language Proficiency Assessments for California (ELPAC) results and looked specifically on which domains these students need the most instructional support in. This training then looked at instructional strategies to strengthen writing as we noticed commonality across all sites as an area for growth. Currently, sites are using standardized state and local exams as formative assessments. We know that more work must be done around formatively assessing the ELD standards. Additionally, Imagine Learning was implemented this year for all ELs in grades 3-8. This adaptive language acquisition program provides instant data on how students are progressing in vocabulary, oral language, and grammar. We have worked to provide support to all staff on understanding these assessments as a way to inform instruction for their English learner. As we look to enhance professional learning for our teachers, the goal for the 2021-2022 school year was to provide all secondary math and

science teachers Integrated ELD training. However, given many constraints the school year faced, it was decided to only focus on math training. The EL Team will continue to support science Integrated ELD training for all secondary teachers in the 2022-2023 school year. The district EL Coordinators have updated Poway Unified School District's English Learner Master Plan and revised newcomer and ELD elective pathways to maximize student achievement. The district EL Coordinator, TOSA, and leadership within Learning Support Services met with all middle and high schools regarding newcomer and ELD elective classes to ensure the individual sites supported as the new pathways are added to their individual master schedules. Additionally, district EL staff have created scoring guides for each of the ELD standards. The scoring guides have not yet been implemented district wide.

As a district, we continue to support our families through the use of Bilingual Parent Liaisons to ensure our Spanish speaking families can engage with school staff regarding their child's education. Currently, we have eight Parent Liaisons serving at our school sites and Caring Connecting Center. Parent Liaisons provide critical support through two-way communication, ensuring our families have a way to communicate any questions or needs. In turn, our liaisons are able to touch base with families if needs arise or support is needed. District Parent Liaisons supporting limited-English speaking parents in their learning about how to support their students' academic achievement. They are an asset to our school sites and continue to reduce communication barriers. Our Parent Liaisons also serve an important role in the enrollment process. As our enrollment process has moved digital, our Parent Liaisons have worked to provide support with the necessary technology steps required.

Poway Unified's Family Learning Center (FLC) has proven a great asset to our families new to the United States. This year, we hired a new Bilingual Parent Liaison who has actively communicated with all eligible families to establish a relationship and explain available supports. Our FLC is currently serving K-12 students after school, four days a week. Students access the Center for many reasons, including those coming in to receive help with schoolwork, access the internet, utilize printers, and accessing materials translated into their primary language. Our Bilingual Parent Liaison also answers questions parents may have, helps students log into their Canvas accounts to check homework calendar, and assists students in meeting their goals in Imagine Learning and Lexia Core 5. Some students bring books to read to receive either word reading or comprehension support. This has helped students learn English language skills through the context of literature and reinforces language acquisition. We have also purchased leveled books that are both in English and Spanish. Our Parent Liaison will use these books to reinforce key academic vocabulary terms, comprehension strategies, and English language development skills. In review of this action, the Bilingual Parent Liaison position was vacant for several months and AVID tutors who support our students had changes to their availability.

Another after school support is offered through our middle school After School Education and Safety program (ASES). Held at Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, and Twin Peaks Middle Schools, our ASES programs utilize core day teachers in ASES after-school tutoring. Here, certificated teachers from the site provide tutorials for students in math and other subjects. During academic hours, ASES programs also work with instructional aides. ASES supervisors collaborate closely with principals and counselors to identify students with grades of Ds and Fs and provide targeted academic support for these students. Students who are provided extra academic support attend "academic progress" events to celebrate their growth.
Some of our ASES programs have included additional social-emotional activities such as community building and restorative circles to their homework hour. This revamped homework hour better addressed student needs as they returned to in-person learning. One of our elementary schools, Valley Elementary, also provides an ASES program. Here, volunteers provide 1:1 tutoring support for 5th grade students and core day teachers provide daily academic support for all students in ASES.

Our students with disabilities at the secondary level are provided additional supports to meet our articulated goal. Parents of incoming 6th graders are offered an opportunity to attend our informational session, "Welcome to Middle School" hosted by the Secondary Director of Special Education and Program Specialists. In this session, families learn about middle school, the pathways available to students in order to work towards their goals, as well as identify how their pathway in middle school will lead to graduation with a diploma or certificate of completion in high school. Parents are invited to explore the different scheduling systems such as quarters and trimesters. Additionally, parents review the difference between accommodations and modifications and the impact of modifications when discussing a diploma-bound pathway. Case managers, teachers, services providers, and administrators from each elementary and middle school are also invited to attend this session. After the general session, each middle school special education team offers a site-specific version of the presentation taking more time to respond to individual questions for post-secondary success by our Special Education Department. Parents of incoming 9th graders are offered an opportunity to attend an information session to learn about high school and support their postsecondary goals. Annually, the Secondary Director of Special Education shares content with high school parents, staff, and students. This information helps attendees to better understand all the pathways available for students to meet graduation requirements. Supports available after graduation are also reviewed. Highlights include a description of the various career tech pathways, Project Lead the Way opportunities for our middle schoolers, review of the 4-year planning document completion process for our high schoolers, as well as the different ways in which students can complete University of California (UC)/California State University (CSU) a-g eligibility requirements. The different career tech/vocational course pathways and support provided in order for students to achieve the goal of graduation are also reviewed. After the general session, each high school special education team offers a site-specific version of the presentation taking more time to respond to individual questions. Challenges can include the overwhelming nature of the information being provided, so follow-up meeting opportunities are provided to help answer additional questions and provide clarification.

The 2021-2022 school year marked the founding year for Connect Academy, Poway Unified School District’s first K-8 virtual learning independent study program, which currently serves 374 PUSD learners. Connect Academy is a long-term pathway for our families and learners who desire a flexible digital learning option that is future-focused, learner-centered, and builds on student strengths, interests, and passions. Connect Academy expands on the traditional independent study model to offer students an innovative and flexible learning option focused on building culture, community, and connectedness.

At Connect Academy, staff blend together high-quality teaching and learning with engaging, innovative practices. Students engage in deep, relevant learning experiences, use digital tools with purpose, and create positive relationships. Critical thinking, collaboration, student agency, computer science, and digital arts are just a few of the design elements that students experience daily at Connect Academy. Our educators’ focus is on planning interdisciplinary units to ensure our learners see the relevance and connection of core content areas. There is a balance of teacher explicit direct instruction and learner driven time. Our learners are part of the instructional planning and design process. At Connect Academy, we lead with assessment to ensure we facilitate relevant and rigorous learning experiences for each and every student. Connect Academy students advocate, manage their time, and have a growth mindset. Students have access to their teachers during online instructional times or via office hours/appointments, and are readily available to support learning, offering the best of both school settings; flexible on campus experiences and virtual learning.

Through Alternative Programs, we also continued to expand offerings to high school students through Poway Virtual Courses (PVC), and continued to offer some advanced math courses, through PVC, to middle school students. These expanded courses include Math I-2, Economics of Business I-2, Physical Education, and a variety of summer school courses. Via Edgenuity, we expanded access to include advancement for students. Additionally, we launched a new early college credit website that details for students and families avenues current

high school students have to earn early college credit. These avenues currently include articulated courses (credit by exam) and concurrent enrollment. With the opening of our Poway to Palomar Middle College High School in August 2022, dual enrollment opportunities will also be expanded. A new crosswalk was published to provide students and families with information about Intersegmental General Education Transfer Curriculum (IGETC) courses at Palomar and how those courses will transfer back to PUSD transcripts for credit.

Through Career Technical Education (CTE) pathways, our students have the opportunity to meet graduation requirements as well as explore career pathways. CTE students have accessed Work Experience/Internship classes if the course is not offered at their home high school or the course offering at their school does not match their schedule. Students who opt for this course earn valuable work experience and high school credit towards graduation.
PUSD offers 164 different CTE courses to serve more than 7,590 middle and high school students in 47 pathway programs. Support for career exploration and Project Lead the Way (PLTW) Launch curriculum continues to grow exponentially in our district elementary schools. Forty CTE courses, with 36 CTE teachers, are articulated for college credit if a student earns a grade of ‘B’ or better from our local community colleges. One hundred twenty-four CTE courses are recognized for UC ‘a-g’ admission requirements. Of those courses recognized for 'a-g' designation, 94 CTE courses are also recognized for meeting core academic requirements for high school graduation. Four of those courses, Medical Interventions, Principles of Engineering, AP Computer Science Principles and AP Computer Science A are also recognized for honors and weighted credit.

Through CTE pathway programs, students have the opportunity to participate in industry-supported projects and internships. These opportunities allow students to apply skills obtained in CTE courses to real-world problems. Our CTE teacher professional development continues on interdisciplinary learning and cross grade-level pathway development and transitions. We have found that there is more demand by students for CTE programs and work-based learning opportunities than we can provide.

PUSD staff continue to engage in professional learning in Universal Design for Learning (UDL). All middle schools have sent educator teams (including general education teachers, educational specialists, instructional assistants, and an administrator) to participate in three full district-based professional learning release days focused on UDL and inclusive practices. This train-the-trainer workshop has equipped site leaders to return to their campuses prepared to skillfully and effectively facilitate staff learning. Additionally, three middle schools, Bernardo Heights (BHMS), Black Mountain (BMMS), and Twin Peaks (TPMS), have made UDL their instructional focus for this school year. At BHMS a teacher-led UDL committee was formed, met during collaboration time, and has led site-based staff professional learning. At BMMS, the focus has been on implementing five instructional practices linked to UDL. while at TPMS, a weekly UDL tip, strategy, and resource is included in each staff newsletter. Our Inclusive Practices TOSA has facilitated a Teacher Learning Cooperative (TLC) for elementary leaders at Valley Elementary on UDL. Currently, our TOSA is facilitating two additional TLCs open to all teachers in PUSD. These TLCs are focused on UDL in specific content areas and requires 30 artifacts of evidence of implementation of the strategies learned. Teacher participants record the impact of UDL on student learning and reflect upon their instructional effectiveness using the UDL framework to more effectively engage and challenge all students. Further, the Inclusive Practices TOSA continues to collaborate with Learning Support Services (LSS) TOSAs supporting math and elementary education to further the implementation of UDL.

At our school sites, administrators have been encouraged to utilize the Inclusive Practices team for site-specific professional learning. The Inclusive Practices Team provided a half-day of professional learning on UDL at Valley and Shoal Creek Elementary Schools as well as at Oak Valley Middle School. We had two unique challenges with implementing additional professional learning related to UDL. The primary challenge was the consistent impact of Covid-19. This led to staffing shortages and staff who were overwhelmed with covering classes and

preparing materials for students learning from home. Staff had additional professional learning scheduled with sites on UDL, but site teams felt they needed professional learning to meet their immediate needs, especially behavior, and this was offered instead. Staff also had to cancel learning walks for our middle school teams due to the lack of substitutes available to cover classrooms during Covid-19. Staff are working to reschedule these learning opportunities; however, Covid-19 continues to provide challenges. A secondary challenge is the number of demands placed on site-release time for professional learning. Staff reported struggling just managing the present moment and being asked to learn new content and implement change in the midst of a pandemic was simply too much for many.

The Actions and Services are supported by our high-quality teachers throughout our district as they ensure the learning of our students. One hundred and forty-seven first- and second- year Poway Unified teachers, were provided full implementation of our Poway Professional Assistance Program (PPAP), which provides training, coaching, and evaluation on standards-based instruction and assessments, student led goal setting, and technology integration. This year, the program was modified given the lack of substitute availability to allow for participants to observe veteran colleagues. Additionally, due to the shortage of substitute, PPAP personnel were supporting sites with substituting for approximately two weeks to cover certificated staff absences. These constraints impacted professional growth and coaching/support opportunities for candidates. New teachers on Preliminary Teaching Credentials are often placed in challenging assignments, and/or assignments where they are not assigned to teach sections in a curricular area or assume full breadth of teaching responsibilities to demonstrate growth and required competencies, prior to being recommended for Clear Teaching Credential and/or obtaining Permanent Status within PUSD. Our Personnel Support Services (PSS)worked with site administration to adjust candidates' assignments in two cases this year. However, this continues to be a challenge for special education candidates within the current stage of implementation of the Inclusive Practices model. Collaborative conversations have occurred between PSS/Program Personnel and the Special Education Department to begin to identify solutions.

We continue our Special Education Intern Program in partnership with several local universities to recruit and align program. This partnership provides a coordinated plan of support with the site principal, university support provider, and the district Special Education team. In collaboration with the sites, our interns are provided training for case management responsibilities such as scheduling and organization of Individualized Education Program (IEP) meetings, IEP writing/preparation, tasks to finalize the IEP, data collection, and progress reporting. The Special Education Interns are provided opportunities to co-teach, observe, and provide support for classroom management, instruction and gathering of curriculum, as well as support in strategies for instruction in specialized curriculum. In 2021-2022, PUSD hired 13 interns and collaborate with district personnel in Personnel Support, Learning Support, and our Special Education Department regarding program alignment and development. We have developed a new webpage (https://www.powayusd.com/en-US/Departments/Personnel-Support-Services/Intern-Teaching-Information/Intern-Teaching-Information) that provides helpful and easily accessible information to aspiring interns. Moreover, staff collaborated with the Poway School Employees Association (PSEA) to present a session for instructional assistants titled "Pursuing Higher Education" to communicate with potential interns and assist them with the application process. Assistance is also provided to complete the Classified Employee Grant Program application, including a bi-annual meeting, communications with potential candidates, rubric review with a director, and submission to the San Diego County Office of Education. Our current model of intensive support is based on push-in, individualized professional learning. This model takes place during the intern teachers' instructional time with students. It is personalized, and allows for embedded, just-in-time coaching essential to an interns' growth and development given their limited experience. Due to staffing shortages in special education, the number of interns hired is growing, which has required the program to reduce the direct support provided by the district support provider and increase the support provided by site teams.

To support teacher professional learning, we continue to support the Poway Unified Teacher Learning Cooperative (TLC), to provide a

structure for teachers to create their own learning plans. In 2021-22, we have thus far been able to offer 86 TLCs that have been proposed and facilitated by teachers and approved through our rigorous process involving teacher representatives and co-chairs that serve on our Professional Learning Advisory Board (PLAB). Each TLC course must include a component of acquiring new learning, implementing that new learning in a classroom with students, and collecting and evaluating student evidence to determine if the implementation of new strategies had the intended impact on student learning. We continue to see positive results based on these expected standards for all courses. Next steps in refining our processes includes piloting course pathways that will lead to teachers earning professional learning badges.

To support the meaningful integration of technology in the classroom, the Voyager Program is currently being implemented at 19 school sites and supports TK-12 grade teachers. This year, the program continued to support teachers across the district. However, the majority of the professional development trainings have shifted to virtual learning sessions via zoom; including the full-day August implementation, which was previously held in-person pre-pandemic.

Professional learning for our classified employees is supported through the Classified Learning Cooperative (CLC). The CLC continues to serve as a structure of professional development for all classified employees, fostering learning both individually and collaboratively, which ultimately provides improved staff support of student achievement. In 2020-2021, 142 participants completed courses in topics such as The Big 4 of Mental Toughness, Building Relationships: One Student at a Time, Google 4 Beginners, Google IEP Tracking, Specialized Academic Instruction (SAI) Model Schools Implementation Teams, and Uniquely Human: A book Study on Seeing Autism in a Different Way. The CLCs offered and implemented in the 2020-2021 school year were instrumental in providing training and support to a diverse and wide range of classified staff in those areas outlined in the district's LCAP goal which is not readily available through other resources and funding. Due to the transition in our Professional Learning Coordinator position, not as many CLCs were offered during the 2021-2022 school year as in past years. However, the CLCs that were offered were all filled to capacity, with long waitlists. Our CLCs are extremely popular with our classified employees as a means to grow in their professions. We anticipate offering a full menu of CLCs during the 2022-2023 school year.

To support learning across our system, Canvas continues to be utilized as the district's official Learning Management System to manage digital learning. Educators create and present online learning materials and assess student learning, and students engage in courses and receive feedback about skill development and learning achievement. New integrated content, such as the Elementary and Middle School Social Studies curriculum can be accessed within Canvas. This integration has streamlined access to the curriculum for all students and staff. Our Educational Technology team continues to update the training materials within the curated Canvas self-paced learning module for all teachers and staff. Some new features/topics include Mastery Paths, Canvas Studio, Feature Options, and Gradebook. Currently, multiple secondary school sites piloting the Canvas Gradebook passback option that allows teachers to sync their Synergy gradebook to Canvas. There is a high usage of Canvas throughout PUSD as teachers are continually updating and creating interactive lessons, embedding high-quality learning videos, and incorporating available learning tools interoperability (LTI) integrations such as Labster, FlipGrid, and Canva.

As we ensure standards aligned materials are provided to our students, we engage in review and adoption of materials. During the 20-21 school year, our elementary schools piloted a new History/Social Studies curriculum. We followed the process outlined in Board policy and adopted a new curriculum aligned to state standards. In the 21-22 school year, elementary teachers implemented the new curriculum. Teachers were provided materials and professional learning on professional growth day in August 2021 and January 2022 on how to maximize success with the implementation in their classrooms. At the secondary level, in 2021-22 we engaged middle level and United States History teachers on the new California Social Science Framework with emphasis on the core tenets: citizenship, literacy, inquiry, content and the FAIR Act. Representative teachers are currently engaged in a pilot of new instructional materials, and we anticipate being

able to take a recommended text to our school board for adoption in May for US History and targeted for June for middle school. Our new elementary History/Social Studies curriculum aligns with our English Language Arts curriculum so that content can be integrated rather than isolated content area. With opportunities to integrate content, teacher design lessons and individual projects that promote student engagement. We also focused our adoption on selecting materials that are more representative of our students and aligned to our Racial Equity and Inclusion Plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar
accounting is not required.

Action #1 for Teacher Ratio was materially less than budget due to an overall enrollment decrease combined with a larger enrollment in Connect Academy, Virtual School, and Poway Home School. Action #12 for Title I Support estimated actuals were less than the initial budget due to a much lower Title I allocation than anticipated - PUSD was notified of the allocation in September 2021.

Action 2.3 for Standards Aligned Materials actuals were materially higher than budget due to the original budget not including textbook adoption that was carried over from prior year. Action 2.16 for Career Technical Education Pathways actuals were materially higher than budget due to the CTE Incentive Grant(CTEIG) being approved for a significantly higher allocation than anticipated. CTEIG is a competitive grant and we estimated a 2021-22 Allocation of $400k. The Grant was approved for an Allocation of over $2M.

An explanation of how effective the specific actions were in making progress toward the goal.

As we improve "Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All," our students are provided support and access to engaging learning throughout our system. Our elementary students continue to access our X-Ploration program, providing experiences in the arts, coding, physical education, and world languages. Through our Voyager program, our teachers work to integrate subject matter in a student-centered blended learning approach. At our secondary schools, our students are able to access the Advancement Via Individual Determination program which is proven effective in preparing students in college readiness.

As we implement learning and opportunities for our students, we also work to ensure the support of our teachers. The effectiveness of supporting our high-quality teachers is exhibited through the efforts of the Poway Professional Assistance Program (PPAP). One hundred percent of year 1 candidates and 98% for year 2 candidates are anticipated to clear their teaching credential, with 1 candidate being granted an extension due to a leave of absence. All of our teachers meet the requirements of teaching assignments, with no assignments. Additionally, professional learning courses offered to our classified staff through the Classified Learning Cooperative continue to be filled to capacity.

The goal of increasing student achievement is also shown through several metrics. Several actions and services lend to the effectiveness of our English learner reclassification rate. This includes the enhanced support of our Instructional Assistants and professional learning for our

teachers and El coordinators. Additionally, our Bilingual Parent Liaisons work closely with families to support engagement in their child's educational experience. For those students identified as immigrant students, the additional support of the Family Learning Center provides tutoring and technology access. These efforts contribute to our reclassification rate improving from 26.7% in 2019-20 to 27.6% in 2020-21.

In the areas of English Language Arts and Mathematics we also noted some gains. In grade Tk-1, the overall percentage of those students below grade level benchmark as reflected on the Lexia diagnostic improved from 27.1% in the fall of 2020 to 26.64% in 2020-21. In mathematics, students in grades 2-8, reported an improvement of 2.74% on the iReady Math Diagnostic grade level benchmark from 45.7% to 48.44%.

Targeted interventions at our Title I sites show data evidence of the effectiveness of these strategies. The growth of students who participate in Intervention equal or surpass the growth of students in the grade level and grade level students across the district in both reading and math when analyzing iReady data. (Note: TK-1st reading growth cannot be measured using iReady, as those students use Lexia as the assessment. Note: Math intervention in second grade started after the mid-year iReady assessment and is not shown in this mid-year comparison. Note: grades TK-1st, receive reading intervention (not math) at this time. This is also evidenced by school-wide growth in our iReady diagnostic assessment in the phonics and phonemic awareness subtests.
Supplemental research-based curriculum is showing steady growth for students, and students continue to move out of intervention groups after meeting benchmark goals. Title 1 funding is providing Garden Road Elementary School with two credentialed IMPACT teachers who are serving 90 students in small group reading and/or math instructional groups, providing a "double dip" of best instruction in reading and/or math. The students are demonstrating academic gains with an average of 20.4 points of growth from their iReady reading diagnostic assessments from fall to winter. Our actions are purposeful, intentional, and individualized for each of our focal students in order to provide increased access and equity.

Our secondary sites also provide needed supports to our students as they strive to attain their academic goals. To support our middle school students, our ASES programs have been effective in providing after-school tutoring. This is accomplished with the support of certificated teachers from the site provide tutorials for students in math and other subjects and instructional assistants providing guidance.

The strong work of our Career Technical Education program has resulted in increased percentages of those graduates completing at least on CTE Course Completion pathway. In 2019-20, 15% of graduates at least one pathway, increasing to 2017 in the 202-21 school year. As we look at our graduating seniors, the rate of those graduating maintained at 95.4%. We also maintain a metric regarding the percent of graduating seniors completing at least three years of math as the public university system in California- the University of California and the California State University require three years of math with a grade of "C" or better. In 2019-20, 88% of graduating seniors completed at least three years of math which increased to 89% in 2020-21.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2, Action 1 was implemented in the 2021-22 school year.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | Foster and Maintain Positive Relationships with Parents and Community: Increase engagement of parents, business, and community partners to foster shared responsibility and accountability in order to deliver personalized, rich, and rigorous learning experiences. LCFF Priority 3. Parent Involvement. |

An explanation of why the LEA has developed this goal.

1. Importance of parents as partners in the educational experience of our students. Thus, we seek their input and involvement at district and site levels.

2. Identification of opportunities for growth in parent engagement with the last administration of our California Healthy Kids Survey Parent Survey which reported:
* 89% of parents agree “The school encourages me to be an active partner with the school”
* 85% of parents agreed with the statement "Parents feel welcome to participate at this school”
* 82% of parents agreed with the statement "School allows input and welcomes parent’s contributions."

3. In response to needs communicated by our families regarding for parent education to support their students we will broaden the number and types of parent education, including offerings regarding parenting and managing stress and anxiety.

4. To ensure a safe and equitable learning environment, PUSD leadership collaborated with parent and student representatives to ensure their voice is reflected in PUSD’s Racial Equity and Inclusion plan. To support this important initiative, we are partnering with the San Diego County Office of Education to provide our school sites with equity coaches for ongoing professional learning.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1. The percent of parents who agreed with the statement "The school encourages me to be | 2018: 89% of parents agreed with the statement "The school encourages me to be an active partner with | 2020-21 CHKS: 87% of parents agreed with the statement "The school encourages me to be an active | | | 2023-24: The percentage of parents who agree with the statement "The school encourages me to be |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| an active partner with this school" disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and students with disabilities<br><br>Data Source: California Healthy Kids Parent Survey (CHKS), Fall 2018 administration | this school". Those subgroups below the district percentage include: American Indian/Alaska Native, Native and Hawaiian/Pacific Islander.<br><br>See Appendix V for disaggregated student group data. | partner with this school."<br><br>See Appendix CC for disaggregated student group data. | | | an active partner with this school" will increase by 3%. |
| 2. The percent of parents who agreed with the statement "School allows input and welcomes parent's contributions" disaggregated by ethnicity.<br><br>Data Source: California Healthy Kids Parent Survey, Fall 2018 administration | 2018: 82% of parents agreed with the statement "School allows input and welcomes parents' contributions". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races.<br><br>See Appendix II for disaggregated student group data. | This question was not included in the parent survey questions determined by WestEd for the 2020-21 CHKS.<br><br>See Appendix DD for disaggregated student group data. | | | 2023-24: The percentage of parents who agree with the statement "School allows input and welcomes parent's contributions" will increase by 3%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| 3. The percent of parents who agreed with the statement "School actively seeks the input of parents before making important decisions" disaggregated by ethnicity.<br><br>Data Source: California Healthy Kids Parent Survey, Fall 2018 administration | 2018: 61% of parents agreed with the statement "School actively seeks the input of parents before making important decisions". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races.<br><br>See Appendix JJ for disaggregated student group data. | 2020-21 CHKS: 76% of parents agreed with the statement.<br><br>See Appendix EE for disaggregated student group data. | | | 2023-24: The percentage of parents who agree with the statement "School actively seeks the input of parents before making important decisions" will increase by 3%. |
| 4. The percent of parents who agreed with the statement "Parents feel welcome to participate at this school" disaggregated by ethnicity.<br><br>Data Source: California Healthy Kids Parent Survey, Fall 2018 administration | 2018: 85% of parents agreed with the statement "Parents feel welcome to participate at this school". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific | 2020-21 CHKS: 79% of parents agreed with the statement.<br><br>See Appendix FF for disaggregated student group data. | | | 2023-24: The percentage of parents who agree with the statement "Parents feel welcome to participate at this school" will increase by 3%. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Islander, and Two or More races.<br><br>See Appendix KK for disaggregated student group data. | | | | |
| 5. Number of events for parents of unduplicated students and students with exceptional needs.<br><br>Data Source: Internal data | 2019-20: 156 events took place for parents of unduplicated students and students with exceptional needs. This includes 66 for English learner families, 16 for Foster, 18 for homeless families, and 56 for students with disabilities.<br><br>See Appendix W | 2020-21: 122 events took place for parents of unduplicated students and students with exceptional needs. This includes 53 for English learner families, 19 for Foster, 21 for homeless families, and 29 for students with disabilities.<br><br>See Appendix GG | | | 2023-24: The number of events for parents of unduplicated students and students with exceptional needs to increase by 4%. |
| 6. Equity Fidelity Inventory (survey) | Metric in development. Baseline set in 2021-22. | Metric in development. Baseline will be set spring 2022 via a district grade 3-12 survey developed in partnership with San Diego County Office of Education. | | | 2023-24: Outcome set in 2021-22. |
| 7. Self-reflection rating for the following: building relationships between school staff | 2019-20: the ratings for building relationships between school staff were 3 | 2020-21: the ratings for building relationships between school staff were 3 | | | 2023-24: The ratings for building relationships between school staff and |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| and families, building partnerships for student outcomes, and seeking input for decision-making<br><br>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 3-Parent and Family Engagement) | through 4; building partnerships for student outcomes, 3-5; and seeking input for decision-making, 3-4.<br><br>See Appendix LL | through 4; building partnerships for student outcomes, 4-5; and seeking input for decision-making, 3-4.<br><br>See Appendix HH | | | families, building partnerships for student outcomes, and seeking input for decision-making will be in the 3-5 range. |
| 8. Number of new or sustained community partnerships established by the PUSD Foundation.<br><br>Data Source: Internal data | Metric in development. Baseline set in 2021-22. | Between 2019 and 2020 the district total was 315<br><br>Between 2020 and 2021 the number of community partnerships increased by 102 for a total of 417. | | | 2023-24: Outcome set in 2021-22. |
| 9. School Site Council (SSC) parents create and analyze each School Plan for Student Achievement (SPSA). | 2020-21: 100% of School Site Council parents were involved in creating and analyzing site SPSA plans. | 2021-22: 100% of School Site Council parents were involved in creating and analyzing site SPSA plans. | | | 2023-24: 100% of School Site Council parents were involved in creating and analyzing site School Plan for Achievement (SPSA's). |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Data Source: SPSA SSC Signature Section | | | | | |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Two-Way Communication | Utilize a variety of avenues to promote two-way communication with our parents and community. Enhanced parent involvement via such methodologies as ThoughtExchange, parent surveys, site and district parent forums which encourage feedback on areas of celebration and areas of improvement. | $4,000.00 | No |
| **3.2** | Palomar College Partnership | Continue partnership with Palomar College Rancho Bernardo campus to increase pathways and educational opportunities for our students. District staff evaluate Palomar offerings to determine alignment with PUSD course offerings and identify courses for subject specific and elective credit. | $0.00 | No |
| **3.3** | Parent Education | PUSD Caring Connections Center will provide Parent Education courses to provide strategies to our TK-12 families in order to support the academic and social-emotional needs of our students in both English and Spanish.<br><br>Special Education department will provide information to our Community Advisory Community (CAC) on Universal Design for Learning (UDL) practices. Additionally, the volunteer Special Education Parent Ambassadors will continue to welcome new families and inform about programs and services. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.4** | Parent Academy | Parent Academy provides parents with support with educational technology tools that teachers are using with students in their classrooms. These resources will make it easier for parents to understand how teachers engage students in meaningful ways in a virtual environment that highlights student collaboration. | $0.00 | No |
| **3.5** | Parent Engagement | Create activities, spaces and opportunities to connect with parents as partners in their children's education. These opportunities include information through our Poway Unified News Minute, Twitter, Instagram and Facebook. The increased use of YouTube Live Streaming enhances engagement with parents and provides families greater access to information at times most flexible for them. Includes staffing in communication. | $89,439.00 | No |
| **3.6** | Community Partnerships | Caring Connections staff continue to develop relationships with community organizations such as mental health providers, social service agencies, before/after school care, and summer programs, creating a network of referrals for families needing additional social-emotional support. | $1,000.00 | No |
| **3.7** | Equity and Inclusion | Focus on Community Conversation Racial Equity to engage in conversations with our community to foster relational trust in order to improve racial equity and inclusion.<br>These conversations align with our work with the San Diego County Office of Education to help raise the consciousness about general topics and issues of equity, build capacity, and to continue addressing flaws in school systems and school cultures that perpetuate student inequities. | $5,200.00 | No |

# Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our goal of fostering and maintaining positive relationships with parents and community continues to serve as a strong area of focus for our district. Our parents and community partner with us in a variety of ways. As we work together to enhance the educational experiences of our students, we work with our local community college district, collaborate with business partners, offer parent supports and provide opportunities for parent involvement

We continue to work with our community partners in providing diverse offering for our students. Poway Unified School District continued to meet monthly with our Palomar College partners in order to move our joint projects and initiatives forward. These joint projects and initiatives include the ability for our students to earn early college credit, the Poway to Palomar Middle College High School, early college experiences for Abraxas High School students, and the college and career fair. To this end, we debuted a new crosswalk identifying how Palomar Intersegmental General Education Transfer Curriculum (IGETC) courses will transfer back to high school transcripts and launched a new early college credit website. Our Career Technical Education (CTE) program has also been key in broadening offerings to our students. Thus, CTE continues to engage with business partners to support student access to career pathways and experiences. Currently, Poway Unified School District offers programs in 12 of the 15 industry sectors identified as growth industries in the state and nation. Programs are available to all students. Students choose to enroll in pathway programs based on early exploration activities and alignment to their educational and career goals. Through increased business partnerships, we look to increase the number of work-based learning experiences provided to students by at least 5 percent over prior year.

In order to expand and enrich the educational experiences of our students, the PUSD Foundation provides resources, support, and opportunities for district activities and programs. Additionally, one of the roles of the PUSD Foundation is to support our school site foundations. As such, the PUSD Foundation convenes leaders of school site foundations and booster clubs at least twice annually to provide technical assistance, share updates on district needs and initiatives, and to highlight promising practices of school site foundations.

The voices of our PUSD parents are very important to us and we are fortunate to work together through several advisory committees. One such partnership is with the special education advisory committee, the Community Advisory Committee (CAC). Our special education leadership met with the CAC throughout the school year to provide support and information. In March of 2022, our CAC was presented information related to our school district’s effort to increase opportunities for students with disabilities to learn in the least restrictive environment. Part of this presentation included information about the necessity of good first instruction and Universal Design for Learning (UDL). The presentation focused on why more inclusive practices are necessary in PUSD including case law history, decades of research and PUSD specific information such as the 2017 Fiscal Crisis and Management Assistance Team's (FCMAT) report and California Department of Education Least Restrictive Environment targets. In April 2022, the Inclusive Practices Team (Teachers on Special Assignment and Classified on Special Assignment) followed up on the March presentation focusing on how we build system capacity to support Students with Disabilities learning in the general education setting. Additionally, several members of the CAC Board have participated in walking tours of campuses implementing changes that support inclusion. They have seen, firsthand, the positive impact of the implementation of UDL. Many CAC members who had earlier expressed concerns related to inclusion have become more supportive after seeing UDL in action.

As we engaged the families of our English learners, we facilitated both District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meetings in person and virtually. We also provided a district-wide Newcomer Parent Meeting via Zoom. The voices of our school sites are represented through our PUSD's District Advisory Committee (DAC) that meets regularly to share information on district initiatives and gain their perspective and feedback. Meeting approximately every month and a half, our DAC shares information from our meetings with their respective School Site Councils. This parent group is also critical in providing input on our Local Control Accountability Plan (LCAP), where they spend several months learning about the requirements and state priorities that inform the Plan.

In the 2021-2022 school year, there was increased opportunities for student voice in their educational programs. Learning Support Services launched an Equity Advisory Committee comprised of representatives from the following groups: 5 students, 28 parents, 5 classified staff, 6 certificated staff, 5 administrators, 2 Board members, and 4 members from district leadership. When developing this advisory group, we ensured that representative voices would be integrated into the committee as we continued our partnership.

PUSD's Caring Connections Center (CCC) provided Parent Education courses to provide strategies to our TK-12 families in order to support the academic and social-emotional needs of our students in both English and Spanish. This school year 2021-2022, we have already doubled the amount of parent education course offerings compared with last school year. Our parent education courses have tremendously expanded to include new courses such as Help Your Child Manage Stress and Anxiety, Managing Parental Stress, Parenting Well Through Life Changes, Discover Your Personal Core Values, Effective Strategies to Support Your Child in Special Education and more. In the spring term of this year, we are offering more new courses including Screen Time: Living with Limits, Thriving in Challenging Times, and Taming Your Child’s Tantrums and Meltdowns. CCC is excited on the new course offerings and expansion of courses where parents are able to learn and develop positive strategies that they can use and implement with their children from TK-12th. We are also pleased to have offered the Teen Positive Parenting Program this school year, for English and Spanish speaking families across our school sites and district. The series is designed to provide parents tools and strategies to positively interact with their teens and raise responsible teenagers while improving family communication. Parents have provided positive feedback on the benefits of the Teen Triple P. To further support our parents, students, and community, CCC created a parent resources document with community resources to share with parents and families focusing on basic needs such as food and diaper assistance, mental health resources, parenting support, and self-care. The Community Counseling Resources for Parents includes emergency hotline numbers, crisis counseling resources with websites and links to be able to obtain information. If needed, families were also provided with referrals to mental health professional for professional guidance.

The needs of our families experiencing homelessness helped to inform several parent and teen workshops. We offered over twenty workshops, including Grandparents Raising Grandchildren, Managing Parental Stress, and Parenting Well Through Life Changes. To support our teens who are homeless and Unaccompanied Minors, we have also provided interactive workshops to support and meet their needs.

The Caring Connections Center Counselor continues to partner and collaborate with mental health providers and agencies in order to provide appropriate referrals to students and families that may be seeking individual and/or family therapy. The CCC counselor updates our current Resource Directory for Mental Health Services each school year, which our district counseling team and psychologists often reference when making referrals to families. In addition, the CCC Counselor was a awarded a grant which allowed for an enhanced partnership with The Comfort Cub organization. The organization provides weighted therapeutic bears as a tool to for those experiencing anxiety, depression, feeling overwhelmed and stressed due to family concerns, academic school pressures, grief and loss in the family and/or loved one, trauma

and emotional turmoil due to life situations that may arise. The Parent Academy videos and resources continue to be accessible to families via the district website as well as the designated Technology and Innovation YouTube Channel.

As students returned back to campus, there have not been additional requests for technology needs. Our families are able to access the online "Parent Academy" to support their students. Parent Academy is a one-stop shop where parents can learn about the numerous educational technology tools that teachers are using with students in their classrooms. These resources help parents understand how teachers engage students in meaningful ways in a technology integrated environment that highlights student collaboration. Families continue to be able to submit 'support tickets' for help related to a Chromebook or software program if needed. In addition, the Account Self-Service feature on the district website allows the opportunity for parents/guardians/students to reset or change passwords and view student account information.

As a district, we have also worked to engage our parents and community. PUSD live streamed the Annual Back to School Welcome via YouTube, which included a message from Superintendent Phelps. PUSD's annual music video, which set the theme and goals for the year, was viewed by thousands of staff and families on YouTube. To ensure our families are able to access information from our Board of Education meetings, all Board meetings are also live streamed via YouTube for public viewing, allowing for transparency and for anyone to access them online. PUSD utilized Zoom meeting and webinar platforms to provide greater access and opportunities for families to attend informational meetings at their convenience, on topics ranging from Middle College to Universal TK. These meetings were recorded so that families could also access them at the times most flexible for their schedules. Our Communications Department highlights district and site events via the weekly News Minute and our social media platforms (Twitter, Instagram, and Facebook) continued to provide updates about our schools as well as important information and deadlines (such as registration and enrollment deadlines, college and career fair, transfer windows, LCAP survey, etc.). With the help of student interns, our communications office, created videos highlighting programs of interest for our parent community, including the Youth in Transition program and Special Education Parent Ambassador program.

To promote and ensure two-way communication, PUSD utilized the ThoughtExchange survey platform various times throughout the year to collect input from both students and families on various topics, including bell schedules/late start times, middle school redesign, diversity and equity in curriculum and literature, and how to meet our District LCAP goals. Additionally, the District and school sites utilized Zoom meeting and webinar platforms to host forums to provide information and collect feedback from families, on topics ranging from Equity & Inclusion to COVID protocols. These meetings were recorded so that families could also access them at the times most flexible for their schedules.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

Material difference to Goal 3 Action 2 "Palomar College Partnership" is due to the Facilities Agreement not being executed in 2021-22. Material differences for Action #3 and #4 for Parent Academy and Parent Education are due to organizations donating fees and thus the cost

to the District was materially reduced. Action #7 was carried out in 2021-22 however the full amount was expended in 2020-21 as it was a 2-year contract paid up front - therefore there are no 2021-22 estimated actuals for that action.

An explanation of how effective the specific actions were in making progress toward the goal.

Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

Poway Unified values its parents as partners and actively seeks their input as we make decisions. We have worked to improve two-way communication through parent surveys, and the use of the Thoughtexchange platform. Over the past two years, we have also engaged our community in Racial Equity conversations to listen, identify areas of growth, and engage in dialogue. These efforts have contributed to a significant increase for one of our metrics around parent input. In 2018: 61% of parents agreed with the statement “School actively seeks the input of parents before making important decisions.” This percentage increased to 76% in 2020-21.

We also are mindful of the needs of our parents in our offerings of Parent Education. The Teen Positive Parenting Program has also been offered this school year for English and Spanish-speaking families across our school sites and district; two series were in English and the other series was in Spanish. The webinar series is designed to provide parents tools and strategies to positively interact with their teens and raise responsible teenagers while improving family communication. Parents have provided positive feedback on the benefits of the Teen Triple P and shared that “The entire content, offered very good tips and communication tools on our to understanding my teens and questions how to deal with issues." Many parents have attended these workshop series and have referred others to the program. Many of the topics listed above were also offered based on feedback from parents as to needs.

As we engage our community partners to support our students, the Poway Unified Foundation focuses on its mission to provide funding, resources, support, and opportunities for District activities and programs in order to expand and enrich the educational experiences of our students. Working closely with our community partners, the Foundation has successfully raised funds to support students throughout our district. In May of 2020 during the pandemic, we launched the Know and Grow Campaign to raise funds for distance learning and student meals, which increased our number of donations and contacts significantly. This was the only time that the Foundation was able to contact parents in the district for donations. In additional, due to the closure of businesses, we have had to postpone or cancel events and as a result has influences fundraising the last few years. Our PUSD Foundation Board of Directors continue advocate for district needs, setting goals to meet the needs of students and changing conditions that impact the Poway Unified School District. Further, through engagement efforts the Foundation looks to maintain and expand partnerships by identifying and attracting new partners, sustaining all existing relationships, and increasing the level of involvement of partners. As our Foundation continues its mission, it also looks to expand visibility and awareness of the PUSD Foundation among all stakeholders: students and parents, donors, site foundation leaders, district leadership, business and community partners.

Through our community partnership with Palomar College, Poway Unified is excited to offer our Poway to Palomar Middle College as option for our high school students in the coming school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes for this goal, metric, or desired outcomes, or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $14,167,306 | 0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 4.09% | 0.00% | $0.00 | 4.09% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Intervention Counselors
Intervention counselors at our middle and high schools support our students requiring additional supports, including foster, homeless, and low income. Counselors will conduct check-ins and will offer counseling supports to social/emotional needs are being addressed. We will continue to expand the training of counselors and staff in meeting student needs as well as begin implementation of Positive Behavior Interventions and Supports. (Goal 1, Action/Service 1)

SEL Professional Learning

Provide professional learning and support for building Positive Behavioral Interventions and Supports (PBIS) with school site teams to learn about processes in developing and sustain a school-wide Positive Behavior Support system, develop universal behavior screening at their school sites, and progress monitor in order to support the reduction in school-wide suspensions and expulsions. Site teams from each school site will work to strengthen safe, healthy, and positive learning environments and experiences for all learners in order to support social, emotional and academic outcomes. As we increase student academic achievement and school connectedness through PBIS, we will also begin to strengthen Restorative Justice Practices to improve school climate and connectedness. These practices are recognized through research as strong supports for our students identified as unduplicated and recognized by entities such as the California Association of School Psychologists. (Goal 1, Action/Service 2)

Caring Connections Counseling

The Counselor at the Caring Connections Center (CCC) provides support and assesses the student's social/emotional and behavioral concerns that may be impacting the student's success at school and/or at home. Students in TK-12 seeking support through Caring Connections are referred by school counselors, teachers, administrators, and self-referrals. Our Bilingual Caring Connections Counselor provides support to parents and students via scheduling in person or Zoom Family Conferences. During the Family Conference, an action plan is developed with the parents and student to support their success and also provide appropriate community resources and/or referrals to therapists in the community. Our CCC counselor reaches out and supports our students in foster care and those experiencing homelessness. As our Family Learning Center is also based out of Caring Connections, our counselor is able to also serve and support our English learners and students who have recently immigrated. (Goal 1, Action/Service 3)

Equity Teams

Our partnership with the San Diego County Office of Education to provide our school sites with equity coaches for ongoing professional learning for our staff is a unique opportunity to serve our unduplicated students. Through this professional learning series, site teams grow in their consciousness about issues of equity, build capacity to be able to begin leading equity professional learning at their own site, and begin addressing flaws in their school systems and school cultures that perpetuate student inequities. (Goal 1, Action/Service 5)

Inclusive Practices

Universal Design for Learning (UDL) provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction. This inclusive practice is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs. Grounded in research, UDL principles call for varied and flexible ways to consider the "what," "how," and "why" of learning. These actions and services will address the performance gaps in English language Arts and math for our English learner, foster, homeless, and low-income students. (Goal 1, Action/Service 6)

Increased Counseling Support

The COVID-19 pandemic has had a major effect on our students' lives. Many are facing unpresented challenges that are stressful, and maybe even overwhelming. Public health actions, such as social distancing, while necessary to reduce the spread of COVID-19, added to feelings of isolation and loneliness and can increase anxiety. Our students who are identified as unduplicated have been disproportionately effected by the pandemic and often do not have access to personal resources to support their mental health needs. Recognizing many of our students who have returned to the physical school campus, in-person learning with heightened needs, we have added counselors and Student Support Staff to help proactively respond to the anticipated mental health challenges ahead. (Goal 1, Action/Service 7)

Chronic Absenteeism

Strengthen strategies to reduce Chronic Absenteeism of students and work with families, early, to re-engage their child into the learning environment. Enhance the process of identifying and supporting our Chronically Absent student through professional learning, resources,

and support to sites. Data will be utilized to implement a tiered level of support for our school sites and is done collaboratively with our school principals, school site teams and the Attendance and Discipline office. Continue to strengthen restorative justice practices, TK-12. Unduplicated students report a higher percentage of Chronic Absenteeism than the district overall. (Goal 1, Action/Service 8)

Campus Supervisors

Campus Supervisors at all middle schools to support students most at need through connections and mentoring. Research from both Dr. Andrade and Dr. Hattie highlight the importance of positive relationships, mentoring, and strong home-school connections. For suspensions, data from the 2019 California Dashboard indicates an “Orange/2” status for students who are Homeless and "Yellow/3" status for our Socioeconomically Disadvantaged, as compared to districtwide "Green/4" status. Campus Supervisors will work with site administrators to early identify and monitor students requiring behavioral support. (Goal 1, Action/Service 9)

Dropout Prevention

Utilize counseling support in early identification of potential middle/high school dropouts. The Alternative Programs Counselor works with the comprehensive high school sites to identify students who may benefit for targeted intervention support to meet graduation requirements. (Goal 1, Action/Service 10)

Support of Homeless Families

To address the disparities our students and families experiencing homelessness face, Poway Unified provides supports through our Youth in Transition (YIT) office. Upon identification, families experiencing homelessness are contacted by our YIT Coordinator Educational Specialist to determine needs and supports through an individual intake meeting. Actions and services aligned to the National Association for the Education of Homeless Children and Youth (NAEHCY) are utilized in serving our students as we work to meet the needs measured and identified on the Dashboard. (Goal 1, Action/Service 11)

Dual Immersion Programs

To support our English learners participating in the Mandarin Dual Immersion pathway, a Teacher on Special Assignment will be provided to promote language acquisition and provide the opportunity for exposure to new cultural experiences. The Mandarin program will be expanding to include a feeder middle school and high school. (Goal 1, Action/Service 14)

X-Ploration Program

Deepen the integration of Visual And Performing Arts, coding, science and Physical Education throughout our elementary schools by increasing educational program through X-Ploration. During X-Ploration instructional time, teachers meet in professional learning communities to plan intentional interventions for students regarding those structures and strategies that need to be in place to support students in meeting grade level standards. This is another means of addressing the performance gaps reflected in English Language Arts and math levels for English learners, students experiencing homelessness, and students who are low income. (Goal 2, Action/Service 4)

Professional Learning Leaders

Academic and performance standards will continue to be aligned with California State Standards, including English Language Development (ELD) standards. All academic areas address intervention needs and ELD standards. Staff development focus will include the needs of Response to Intervention and Instruction (RtI) students. Our RtI Professional Learning Leaders (PLL) at the elementary level will increase the support of teachers in the design of differentiation and intervention of rigorous and relevant lessons as well as development of social emotional implementation strategies. (Goal 2, Action/Service 5)

Learning Leader TOSAs

Teaching and Learning Teachers on Special Assignment support for our Elementary sites with large student populations, in particular schools with a number of classrooms with students with disabilities. The Teaching and Learning TOSAs will work with principals and teachers in grades TK – 5 to engage in and lead site work with site goals, site plans, staff development, and instructional practices. These TOSAs support the site principal and assist with schedules, student discipline, and parent interactions in order to meet the specific needs of teachers and principals at their sites. TOSAs work with site principals to design specific supports based on site needs. (Goal 2, Action/Service 6)

Site Intervention Support

Sites develop specific intervention plans to support students identified as English learners, foster youth, experiencing homelessness, and low income. These student groups fell below the District benchmark averages and thus interventions may include Impact teacher support, tutoring, intervention resources and software. (Goal 2, Action/Service 7)

Advancement Via Individual Determination (AVID)

Through the implementation of our AVID program, effective academic support structures and interventions will provide time and expertise for students to access during and beyond the school day. AVID strategies include gap closing supports such as mandatory tutorials, study skills, and college preparatory curriculum (Goal 2, Action/Service 8)

English Language Development

English learners will continue to be supported with further integration of the California English Language Development (ELD) standards in our classrooms, with support within and outside the school day. Training and support for the testing of English proficiency using the English Language Proficiency Assessments for California (ELPAC) is provided to measure the growth of our English Learners. (Goal 2, Action/Service 11)

Family Learning Center

Provide supports to students/parents new to the US whose primary language is other than English including tutoring, technology support, internet access, and primary language resources. Classes for parents are provided through the Family Learning Center on topics such as

the College Application Process, Digital Safety, and Parenting to support our parents of English learners as they engage in the educational experience of their children. (Goal 2, Action/Service 12)

Bilingual Parent Liaisons

Parent Liaisons are provided at sites with significant Spanish speaking populations. Our bilingual liaisons conduct outreach and information for our Spanish speaking families and are integral in ensuring parent engagement. The Parent Liaisons also support by facilitating classes at the Family Learning Center and supporting districtwide informational events. As needed, our school sites reach out to our Learning Support Services department for support for families that do not speak English. (Goal 2, Action/Service 13)

Teacher Learner Cooperatives (TLCs)

Through the Teacher Learning Cooperatives (TLC), teachers engage in a wide range of professional learning opportunities aligned to California State Standards including courses on Cultural Proficiency, Strategies to support English learners, AVID Writing, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR). (Goal 2, Action/Service 20)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The percentage of students who are identified as "Unduplicated" in Poway Unified is 20.9%. The actions and services provided by the Supplemental grant funding were developed after significant research into evidence based best practices for supporting high levels of learning for all students. Of particular importance to the creation of this plan was the work of Dr. Richard DuFour, Dr. John Hattie, Dr. Pedro Noguera, and Dr. Jeff Sprague. The specific actions and services will be principally directed toward unduplicated student groups through Supplemental funding for the 2022-2023 LCAP.

The following actions/services being funded supports the required descriptions:

- As we work to ensure educational equity for all students, we are continuing to engage in coaching with the San Diego County Office of Education. Through this professional learning opportunity, we are examining our own and systemic belief systems to develop a cohesive approach to meeting the needs of our English learners, students in foster care, and students who are low income throughout our district. (Goal 1, Action/Service 5)

- Academic and performance standards will continue to be aligned with California State Standards, including English Language Development (ELD) standards. All academic areas address intervention needs an ELD standards. Professional learning focus will include the needs of Response to Intervention and Instruction (RtI) students. Our RtI Professional Learning Leaders (PLL) at the elementary level will increase the support of teachers in the design of differentiation and intervention of rigorous and relevant lessons as well as development of social emotional implementation strategies. At the secondary level, we will continue to develop intervention classes in our work towards closing the achievement gap. These smaller intervention classes allow for additional

support for our students. Additionally, we are examining and implementing Universal Design for Learning strategies to meet the needs of all students. (Goal 1, Action/Service 6, Goal 2, Action/Service 5)

- The X-Ploration program provides teachers time to meet in professional learning communities to plan intentional interventions for students regarding those structures and strategies that need to be in place to support students in meeting grade level standards. This is another means of addressing the performance gaps reflected in English Language Arts and math levels for English learners, students experiencing homelessness, and students who are low income. (Goal 2, Action/Service 4)

- Continue district wide support of Intervention to increase understanding of effective "first instruction," comprehensive intervention strategies, and addressing issues of disproportionality. Expand Response to Instruction and Intervention (RtI2) strategies, K-12, to support quality first instruction, adopt and implement evidence-based strategies to support academically and/or behaviorally struggling students, and to address areas of significant disproportionality. Dr. Hattie's work considers RtI a "super factor" due to the strong effect size RtI has on student achievement. The online Console tool provides for a vertically articulated intervention plan for a student. District-wide data identifies unduplicated students enrolled in every grade and at every site throughout the district, making it necessary for every teacher to possess the instructional skills necessary to meet specific needs of unduplicated students. As we examine performance levels of these students, this action and service holistically impacts our unduplicated students. Our Learning Leader TOSAs support site principals and assist with schedules, student discipline, and parent interactions in order to meet the specific needs of teachers and principals at their sites. TOSAs work with site principals to design specific supports based on site needs. (Goal 2, Action/Service 6)

- Continue to implement effective academic support structures and interventions that provide time and expertise for students to access during and beyond the school day including gap closing services that provide small group targeted instruction (Impact teachers), blended learning, online courses, extended or restructured day programs, summer school, mandatory tutorials, homework clubs, AVID, credit recovery programs at all high schools, expanded pathways such as home school, New Directions, and Adult Education. These multiple pathways help to meet the needs of our unduplicated students. We will continue to work with our staff and parents of English Learners, Low-Economic, and Youth in Transition in effectively guiding students to attain all of our graduation requirements via our various programs, interventions, and initiatives. (Goal 2, Action/Service 7, 8)

- The support of our English Learners will continue with further integration of the California English Language Development (ELD) standards in our classrooms, with support within and outside the school day including Instructional Assistants, staff development for teachers and instructional assistants, integration of common formative assessments to inform instruction for ELD students, Community Learning Centers (for students/parents new to the US whose primary language is other than English), and Parent Liaisons. These practices include formative assessment cycles, integrated ELD, and connected designated ELD. As we further develop our Mandarin language pathway, the support of a Teacher on Special Assignment will assist our additional language learners. (Goal 1, Action/Service 14) (Goal 2, Action/Service 18)

- Maintain the number of counselors and psychologists serving students for 2022-23. The half time intervention counselor at each middle and high school will serve our students requiring extra supports, including foster, homeless, and low income, through evidence-based strategies aligned to the American School Counselor Association (ASCA) national model domains of academic, career, and social/emotional will continue. Intervention Counselors also serve as our Site Points of Contact for our students in foster

care and experiencing homelessness, serving as a trusted individual at the school site to assess needs and serve as a connection between school site and district liaisons. Continue to expand the training of counselors and staff in meeting student needs as well as begin implementation of Positive Behavior Interventions and Supports. Counseling supports will also address feedback from our California Healthy Kids Survey in regard to school safety and mental health. (Goal 1, Action/Service 1, 2, 7)

- The CCC Counselor provides support to serve the needs of students and challenges they may be experiencing whether that be by helping eliminate barriers to support our families of English Learners and/or connecting them to school materials, food resources, and the like. In addition, CCC created a document with resources and support for parents and families which can be found on our website: Caring Connections Counseling. Throughout our system, we have striven to ensure the academic and social-emotional needs of our unduplicated students (English Learner, foster, low income) are met. The Caring Connections Counselor contacts families who have students in foster care and who are homeless to assess needs and offer individual family counseling sessions via phone or Zoom. Supporting our unduplicated students is a collaborative effort between staff, site principals, and district leadership to ensure the well-being of all students. (Goal 1, Action/Service 3)

- The Alternative Programs Counselor is providing targeted support to those students in middle and high school who may be at risk of dropping out. This includes our students who are English Learners and who are low income. As many students in these specific populations may face additional barriers, this intentional action provides the opportunity for further intervention. By intervening early, our students are able to receive additional support and be provided opportunities to re-engage with their learning. The Alternative Programs Counselor is able to work collaboratively with the site counselor in ensuring that the students' needs are met. (Goal 1, Action/Service 10)

- Continue to support students in foster care through Coordinated Services meetings to determine needs, supports, and transition. Provide district Foster Liaison to address student needs and work collaboratively with the San Diego County Office of Education and County Child Welfare Services. Additionally, our district liaison and Youth in Transition coordinator provided individualized support to our families experiencing homelessness to determine needs and supports. YIT staff coordinates with our families, school sites, health providers, community partners, and donors, when needed, to ensure the needs of our families are addressed. Needs assessment surveys and phone calls continue throughout the year to gauge needs and provide appropriate services. (Goal 1, Action/Service 11)

- Monitor the attendance and discipline of students and work with families, early, to re-engage their child into the learning environment. This data is utilized to implement a tiered level of support and resources for our school sites and is done collaboratively with our school principals and the Attendance and Discipline office. Continue to strengthen restorative justice practices, TK-12. Develop and evaluate a plan and process on early identification of middle school/high school potential dropouts. Campus Supervisors at all middle schools to support students most at need through connections and mentoring will continue. Research from both Dr. Andrade and Dr. Hattie highlight the importance of positive relationships, mentoring, and strong home-school connections. Data from the Dashboard indicates several specific student groups, and a "Red/1" status was identified for our Foster Youth. Student Support Services will work with site administrators to early identify and monitor students requiring behavioral support. (Goal 1, Action/Service 8, 9)

- Enhance implementation strategies to increase two-way communication with parents/community as well as encouraging parent involvement. This includes collaborating with school sites to engage, sustain, and enhance English Learner Advisory Committees (ELAC), support of Parent Liaisons at sites with significant Spanish speaking populations, and informational parent meetings in support of our English learner families as we engage in gap closing work. Outreach and information for our Spanish speaking families will continue with classes at the Family Learning Center and through CTE. Strategies in engaging our parents of English learners are adapted from the California Department of Education's Family Engagement Framework. (Goal 2, Action/Service 19)

- Continue Poway Unified Teacher Learning Cooperative (TLC), to provide a structure for teachers to create their own learning plans. This work supports professional learning as approved proposals are aligned to state standards, Cultural Proficiency, ELL Strategies, AVID WICOR, and career technical initiatives. TLCs serve as professional learning communities in addressing specific student needs, implementing new learnings in the classroom, and reflecting on student learning. These practices align with the work of Dr. Rick DuFour in providing an infrastructure of action research to achieve improved student outcomes. (Goal 2, Action/Service 28)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not applicable to Poway Unified School District.

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | n/a | n/a |
| Staff-to-student ratio of certificated staff providing direct services to students | n/a | n/a |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $49,747,021.00 | $7,299,782.00 | $2,081,042.00 | $5,751,721.00 | $64,879,566.00 | $48,548,708.00 | $16,330,858.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Intervention Counselors | Foster Youth<br>Low Income | $7,051,339.00 | | | | $7,051,339.00 |
| 1 | 1.2 | SEL Professional Learning | English Learners<br>Foster Youth<br>Low Income | $800.00 | $20,000.00 | | | $20,800.00 |
| 1 | 1.3 | Caring Connections Counseling | English Learners<br>Foster Youth<br>Low Income | $161,856.00 | | | | $161,856.00 |
| 1 | 1.4 | SEL Support of Foster Youth | All | | | | $51,228.00 | $51,228.00 |
| 1 | 1.5 | Equity Teams | English Learners<br>Foster Youth<br>Low Income | $80,000.00 | | | | $80,000.00 |
| 1 | 1.6 | Inclusive Practices | English Learners<br>Foster Youth<br>Low Income | $283,248.00 | | | | $283,248.00 |
| 1 | 1.7 | Increased Counseling Support | English Learners<br>Foster Youth<br>Low Income | $2,137,863.00 | $247,102.00 | | $2,049,041.00 | $4,434,006.00 |
| 1 | 1.8 | Chronic Absenteeism | English Learners<br>Foster Youth<br>Low Income | $281,353.00 | | | | $281,353.00 |
| 1 | 1.9 | Campus Supervisors | Foster Youth<br>Low Income | $1,722,024.00 | $428,722.00 | | | $2,150,746.00 |
| 1 | 1.10 | Dropout Prevention | Foster Youth<br>Low Income | $235,441.00 | $500,586.00 | | $131,171.00 | $867,198.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.11 | Support of Homeless Families | Low Income | $39,085.00 | | | | $39,085.00 |
| 1 | 1.12 | Maintain Custodial Support | All | $10,395,028.00 | | | | $10,395,028.00 |
| 1 | 1.13 | Capital Projects - 2021-22 | All | $7,300,000.00 | | | | $7,300,000.00 |
| 1 | 1.14 | Dual Immersion Programs | English Learners | $3,323,523.00 | $224,829.00 | | | $3,548,352.00 |
| 1 | 1.15 | STEAM Participation | All | | | | | $0.00 |
| 1 | 1.16 | Student Voice | All | | | | | $0.00 |
| 1 | 1.17 | Transportation Support | Low Income | $33,443.00 | | | | $33,443.00 |
| 2 | 2.1 | Teacher Ratio | All | | | | | |
| 2 | 2.2 | Poway Professional Assistance Program (PPAP) | All | $902,995.00 | $625,611.00 | | | $1,528,606.00 |
| 2 | 2.3 | Standards Aligned Materials | All | | $3,500,000.00 | | | $3,500,000.00 |
| 2 | 2.4 | X-Ploration Program | English Learners<br>Foster Youth<br>Low Income | $1,569,033.00 | | | $1,290,800.00 | $2,859,833.00 |
| 2 | 2.5 | Professional Learning Leaders | English Learners<br>Foster Youth<br>Low Income | $1,943,851.00 | | | | $1,943,851.00 |
| 2 | 2.6 | Teaching and Learning TOSAs | English Learners<br>Foster Youth<br>Low Income | $435,274.00 | | | | $435,274.00 |
| 2 | 2.7 | Site Intervention Support | English Learners<br>Foster Youth<br>Low Income | $3,851,776.00 | | | | $3,851,776.00 |
| 2 | 2.8 | Advancement Via Individual Determination (AVID) | English Learners<br>Foster Youth<br>Low Income | $310,385.00 | | | $33,920.00 | $344,305.00 |
| 2 | 2.9 | Title I Support | All | | | | $1,129,504.00 | $1,129,504.00 |
| 2 | 2.10 | After School Education and Safety Program (ASES) | Students in ASES program | | | $2,081,042.00 | | $2,081,042.00 |
| 2 | 2.11 | English Language Development | English Learners | $878,762.00 | | | $384,641.00 | $1,263,403.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.12 | Family Learning Center | English Learners<br>Foster Youth<br>Low Income | $224,231.00 | | | $187,000.00 | $411,231.00 |
| 2 | 2.13 | Bilingual Parent Liaisons | English Learners | $92,459.00 | $83,289.00 | | | $175,748.00 |
| 2 | 2.14 | Expanded Learning Structures | All | $2,227,748.00 | $465,060.00 | | | $2,692,808.00 |
| 2 | 2.15 | Voyager and Elevate Program | All | $576,409.00 | | | $308,119.00 | $884,528.00 |
| 2 | 2.16 | Career Technical Education Pathways | All | $2,845,640.00 | $1,054,944.00 | | | $3,900,584.00 |
| 2 | 2.17 | Advanced Placement | All | | | | $8,787.00 | $8,787.00 |
| 2 | 2.18 | Least Restrictive Environment | Students with Disabilities | | $139,639.00 | | $96,217.00 | $235,856.00 |
| 2 | 2.19 | Special Education Collaboration | Students with Disabilities | $30,940.00 | | | | $30,940.00 |
| 2 | 2.20 | Teacher Learning Cooperative | English Learners<br>Foster Youth<br>Low Income | $213,036.00 | | | $81,293.00 | $294,329.00 |
| 2 | 2.21 | Classified Learning Collaborative | All | $103,135.00 | $10,000.00 | | | $113,135.00 |
| 2 | 2.22 | Canvas | All | $240,318.00 | | | | $240,318.00 |
| 2 | 2.23 | Special Education Intern Program | All | $156,387.00 | | | | $156,387.00 |
| 3 | 3.1 | Two-Way Communication | All | $4,000.00 | | | | $4,000.00 |
| 3 | 3.2 | Palomar College Partnership | All | | | | | |
| 3 | 3.3 | Parent Education | All | | | | | |
| 3 | 3.4 | Parent Academy | All | | | | | |
| 3 | 3.5 | Parent Engagement | All | $89,439.00 | | | | $89,439.00 |
| 3 | 3.6 | Community Partnerships | All | $1,000.00 | | | | $1,000.00 |
| 3 | 3.7 | Equity and Inclusion | All | $5,200.00 | | | | $5,200.00 |

## 2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $346,795,197 | $14,167,306 | 4.09% | 0.00% | 4.09% | $24,868,782.00 | 0.00% | 7.17 % | **Total:** | $24,868,782.00 |
| | | | | | | | | **LEA-wide Total:** | $10,150,478.00 |
| | | | | | | | | **Limited Total:** | $4,359,578.00 |
| | | | | | | | | **Schoolwide Total:** | $10,358,726.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Intervention Counselors | Yes | LEA-wide | Foster Youth<br>Low Income | Middle and High School | $7,051,339.00 | |
| 1 | 1.2 | SEL Professional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $800.00 | |
| 1 | 1.3 | Caring Connections Counseling | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $161,856.00 | |
| 1 | 1.5 | Equity Teams | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $80,000.00 | |
| 1 | 1.6 | Inclusive Practices | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: Monterey Ridge Elementary, Twin Peaks Middle, and Mt. Carmel | $283,248.00 | |
| 1 | 1.7 | Increased Counseling Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,137,863.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.8 | Chronic Absenteeism | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $281,353.00 | |
| 1 | 1.9 | Campus Supervisors | Yes | Schoolwide | Foster Youth<br>Low Income | Specific Schools: Design 39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks | $1,722,024.00 | |
| 1 | 1.10 | Dropout Prevention | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | $235,441.00 | |
| 1 | 1.11 | Support of Homeless Families | Yes | Limited to Unduplicated Student Group(s) | Low Income | All Schools | $39,085.00 | |
| 1 | 1.14 | Dual Immersion Programs | Yes | Schoolwide | English Learners | Specific Schools: Adobe Bluffs, Black Mountain Middle, Del Norte High School | $3,323,523.00 | |
| 1 | 1.17 | Transportation Support | Yes | Limited to Unduplicated Student Group(s) | Low Income | Specific Schools: Mt. Carmel High School | $33,443.00 | |
| 2 | 2.4 | X-Ploration Program | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All elementary schools | $1,569,033.00 | |
| 2 | 2.5 | Professional Learning Leaders | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All elementary schools | $1,943,851.00 | |
| 2 | 2.6 | Teaching and Learning TOSAs | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Schools with large student populations with Students with Disabilities<br><br>Elementary | $435,274.00 | |
| 2 | 2.7 | Site Intervention Support | Yes | Limited to Unduplicated | English Learners<br>Foster Youth | All Schools | $3,851,776.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | Student Group(s) | Low Income | | | |
| **2** | **2.8** | Advancement Via Individual Determination (AVID) | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Middle and High Schools | $310,385.00 | |
| **2** | **2.11** | English Language Development | Yes | Schoolwide | English Learners | All Schools | $878,762.00 | |
| **2** | **2.12** | Family Learning Center | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $224,231.00 | |
| **2** | **2.13** | Bilingual Parent Liaisons | Yes | Schoolwide | English Learners | Specific Schools: Midland, Pomerado, Valley, Meadowbrook, Twin Peaks, Poway High | $92,459.00 | |
| **2** | **2.20** | Teacher Learning Cooperative | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $213,036.00 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $65,403,208.00 | $68,465,737.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Intervention Counselors | Yes | $5,620,724.00 | $5,725,157 |
| **1** | **1.2** | SEL Professional Learning | Yes | $286,000.00 | $149,660 |
| **1** | **1.3** | Caring Connections Counseling | Yes | $147,850.00 | $151,927 |
| **1** | **1.4** | SEL Support of Foster Youth | No | $58,049.00 | $71,168 |
| **1** | **1.5** | Equity Teams | Yes | $65,000.00 | $62,500 |
| **1** | **1.6** | Inclusive Practices | Yes | $230,726.00 | $261,717 |
| **1** | **1.7** | Increased Counseling Support | Yes | $4,526,728.00 | $4,229,302 |
| **1** | **1.8** | Chronic Absenteeism | Yes | $369,114.00 | $376,792 |
| **1** | **1.9** | Campus Supervisors | Yes | $1,603,146.00 | $1,550,663 |
| **1** | **1.10** | Dropout Prevention | No | $799,221.00 | $881,971 |
| **1** | **1.11** | Support of Homeless Families | Yes | $21,274.00 | $22,093 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | Maintain Custodial Support | No | $12,007,909.00 | $11,397,789 |
| 1 | 1.13 | Capital Projects | No | $8,508,000.00 | $11,335,369 |
| 1 | 1.14 | Dual Immersion Programs | Yes | $2,636,010.00 | $2,815,695 |
| 1 | 1.15 | STEAM Participation | No | $0.00 | |
| 1 | 1.16 | Student Voice | No | $0.00 | |
| 2 | 2.1 | Teacher Ratio | No | $4,150,000.00 | $2,614,928 |
| 2 | 2.2 | Poway Professional Assistance Program (PPAP) | No | $1,141,810.00 | $1,455,955 |
| 2 | 2.3 | Standards Aligned Materials | No | $1,500,000.00 | $3,413,048 |
| 2 | 2.4 | X-Ploration Program | Yes | $2,651,889.00 | $2,792,668 |
| 2 | 2.5 | Professional Learning Leaders | Yes | $1,845,114.00 | $1,870,707 |
| 2 | 2.6 | Teaching and Learning TOSAs | Yes | $440,530.00 | $354,853 |
| 2 | 2.7 | Site Intervention Support | Yes | $3,059,599.00 | $2,868,417 |
| 2 | 2.8 | Advancement Via Individual Determination (AVID) | Yes | $327,572.00 | $300,241 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.9 | Title I Support | No | $1,804,309.00 | $1,519,702 |
| 2 | 2.10 | After School Education and Safety Program (ASES) | No | $1,815,918.00 | $1,794,008 |
| 2 | 2.11 | English Language Development | Yes | $1,221,142.00 | $1,056,350 |
| 2 | 2.12 | Family Learning Center | Yes | $322,486.00 | $235,232 |
| 2 | 2.13 | Bilingual Parent Liaisons | Yes | $138,999.00 | $163,190 |
| 2 | 2.14 | Expanded Learning Structures | No | $2,302,851.00 | $2,325,348 |
| 2 | 2.15 | Voyager Program | No | $825,570.00 | $837,286 |
| 2 | 2.16 | Career Technical Education Pathways | No | $3,682,835.00 | $4,719,846 |
| 2 | 2.17 | Advanced Placement | No | $9,742.00 | $9,742 |
| 2 | 2.18 | Least Restrictive Environment | No | $213,458.00 | $190,050 |
| 2 | 2.19 | Special Education Collaboration | No | $27,081.00 | $27,345 |
| 2 | 2.20 | Teacher Learning Cooperative | Yes | $358,018.00 | $357,474 |
| 2 | 2.21 | Classified Learning Collaborative | No | $78,011.00 | $79,721 |
| 2 | 2.22 | Canvas | No | $240,318.00 | $240,318 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **2** | **2.23** | Special Education Intern Program | No | $122,878.00 | $144,675 |
| **3** | **3.1** | Two-Way Communication | No | $5,000.00 | $5,000 |
| **3** | **3.2** | Palomar College Partnership | No | $40,000.00 | 0 |
| **3** | **3.3** | Parent Education | No | $16,000.00 | $4,500 |
| **3** | **3.4** | Parent Academy | No | $38,660.00 | 0 |
| **3** | **3.5** | Parent Engagement | No | $87,667.00 | $53,151 |
| **3** | **3.6** | Community Partnerships | No | $1,000.00 | $179 |
| **3** | **3.7** | Equity and Inclusion | No | $55,000.00 | $0 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $13,372,982 | $21,659,424.00 | $20,959,147.00 | $700,277.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Intervention Counselors | Yes | $5,620,724.00 | $5,725,157 | | |
| 1 | 1.2 | SEL Professional Learning | Yes | $6,000.00 | $2,514 | | |
| 1 | 1.3 | Caring Connections Counseling | Yes | $147,850.00 | $151,927 | | |
| 1 | 1.5 | Equity Teams | Yes | $45,000.00 | $62,500 | | |
| 1 | 1.6 | Inclusive Practices | Yes | $230,726.00 | $261,717 | | |
| 1 | 1.7 | Increased Counseling Support | Yes | $2,470,618.00 | $1,757,520 | | |
| 1 | 1.8 | Chronic Absenteeism | Yes | $369,114.00 | $376,792 | | |
| 1 | 1.9 | Campus Supervisors | Yes | $1,562,979.00 | $1,517,386 | | |
| 1 | 1.11 | Support of Homeless Families | Yes | $21,274.00 | $22,093 | | |
| 1 | 1.14 | Dual Immersion Programs | Yes | $2,636,010.00 | $2,815,695 | | |
| 2 | 2.4 | X-Ploration Program | Yes | $1,468,020.00 | $1,551,732 | | |
| 2 | 2.5 | Professional Learning Leaders | Yes | $1,845,114.00 | $1,870,707 | | |
| 2 | 2.6 | Teaching and Learning TOSAs | Yes | $440,530.00 | $354,853 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.7** | Site Intervention Support | Yes | $3,059,599.00 | $2,868,417 | | |
| **2** | **2.8** | Advancement Via Individual Determination (AVID) | Yes | $288,658.00 | $265,052 | | |
| **2** | **2.11** | English Language Development | Yes | $851,142.00 | $747,822 | | |
| **2** | **2.12** | Family Learning Center | Yes | $205,013.00 | $189,959 | | |
| **2** | **2.13** | Bilingual Parent Liaisons | Yes | $83,035.00 | $84,305 | | |
| **2** | **2.20** | Teacher Learning Cooperative | Yes | $308,018.00 | $332,999 | | |

## 2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 308208896 | $13,372,982 | 0 | 4.34% | $20,959,147.00 | 0.00% | 6.80% | $0.00 | 0.00% |

# Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

***General Information*** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

***Reflections: Successes*** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

***Reflections: Identified Need*** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

***LCAP Highlights*** – Identify and briefly summarize the key features of this year's LCAP.

***Comprehensive Support and Improvement*** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

# Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

**Focus Goal(s)**
**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Broad Goal**
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

**Maintenance of Progress Goal**
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

**Required Goals**
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

***Actions***: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the

Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

# Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants***: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***LCFF Carryover — Percentage:*** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

***LCFF Carryover — Dollar:*** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

***Total Percentage to Increase or Improve Services for the Coming School Year:*** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## For School Districts Only:

### Actions Provided on an LEA-Wide Basis:

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and

the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from

the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

January 2022

# Appendix A

**Poway Unified School District**

**Local Control Accountability Plan (LCAP)**

**Attendance Rate**

| | 2018-2019 | 2019-2020 | | 2020-2021 | |
|---|---|---|---|---|---|
| | % | % | Delta | % | Delta |
| PUSD | 96.30% | 96.50% | 0.20% | 97.50% | 1% |
| African American or Black | 95.80% | 96.20% | 0.40% | 95.80% | -0.40% |
| American Indian or Alaskan Native | 95.60% | 96.20% | 0.60% | 96.90% | 0.70% |
| Asian | 97.40% | 97.60% | 0.20% | 99% | 1.40% |
| Filipino | 97% | 97.10% | 0.10% | 98.50% | 1.40% |
| Hispanic or Latino | 95.50% | 95.50% | 0% | 95.80% | 0.30% |
| Pacific Islander | 95.90% | 95.20% | -0.70% | 96.70% | 1.50% |
| Two or More Races | 96.50% | 96.50% | 0% | 97.40% | 0.90% |
| Undeclared | 96.40% | 94.70% | -1.70% | 92.70% | -2% |
| White (not of Hispanic origin) | 96% | 96.30% | 0.30% | 97.50% | 1.20% |
| English Learners | 95.70% | 95.80% | 0.10% | 96.50% | 0.70% |
| Socioeconomically Disadvantaged | 95.10% | 95.20% | 0.10% | 95.90% | 0.70% |
| Students with Disabilities | 95% | 95.10% | 0.10% | 95.80% | 0.70% |
| Homeless Youth | 92.80% | 91.80% | -1% | 92.20% | 0.40% |
| Foster Youth | 93.40% | 90.90% | -2.50% | 89.40% | -1.50% |
| Data source- Synergy/CALPADS<br>Latest Update -3/2022 | | | | | |

# Appendix B

**Poway Unified School District**

**Local Control Accountability Plan (LCAP)**

**Chronic Absentees**
**(Absent 10% or More of Days Enrolled at District)**

| | 2018-2019 | | 2019-2020 | | | 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | Delta | # | % | Delta |
| PUSD | 2553 | 7% | 2191 | 6% | -1% | 1447 | 4% | -2% |
| African American or Black | 77 | 11% | 60 | 9% | -2% | 65 | 10% | 1% |
| American Indian or Alaskan Native | 7 | 12% | 2 | 5% | -7% | 2 | 5% | 0% |
| Asian | 282 | 4% | 234 | 3% | -1% | 100 | 1% | -2% |
| Filipino | 111 | 5% | 80 | 4% | -1% | 41 | 2% | -2% |
| Hispanic or Latino | 599 | 10% | 610 | 9% | -1% | 559 | 9% | 0% |
| Pacific Islander | 8 | 6% | 10 | 9% | 3% | 3 | 3% | -6% |
| Two or More Races | 225 | 6% | 247 | 6% | 0% | 152 | 4% | -2% |
| Undeclared | 47 | 7% | 28 | 14% | 7% | 0 | 0% | 4% |
| White (not of Hispanic origin) | 1197 | 7% | 920 | 6% | -1% | 520 | 3% | -3% |
| Socioeconomically Disadvantaged | 968 | 13% | 682 | 11% | -2% | 693 | 11% | 0% |
| English Learners | 305 | 9% | 243 | 9% | 0% | 281 | 10% | 0% |
| Students with Disabilities | 655 | 13% | 505 | 11% | -2% | 422 | 9% | -2% |
| Homeless Youth | 107 | 24% | 122 | 25% | 1% | 0 | 0% | 0% |
| Foster Youth | 3 | 18% | 6 | 32% | 14% | 0 | 0% | 0% |

Data Source - DataQuest
Last Update - 7/2021

# Appendix C

**Poway Unified School District**
**Local Control Accountability Plan (LCAP)**
**Cohort Dropouts**

| | 2018-2019 | | | 2019-2020 | | | | 2020-2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | Cohort Dropouts | | # | Cohort Dropouts | | | # | Cohort Dropouts | | |
| | Cohort Students | # | % | Cohort Students | # | % | Delta | Cohort Students | # | % | Delta |
| All Students | 2779 | 53 | 1.90% | 2846 | 62 | 2.20% | 0.30% | 2847 | 38 | 1.00% | -1.20% |
| African American | 71 | 2 | 2.80% | 62 | 2 | 3.20% | 0.40% | 59 | 0 | 0.00% | -3.20% |
| Asian | 539 | 4 | 0.70% | 528 | 1 | 0.20% | -0.50% | 578 | 4 | 0.00% | -0.20% |
| Filipino | 208 | 6 | 2.90% | 200 | 6 | 3.00% | 0.10% | 201 | 2 | 1.00% | -2.00% |
| Hispanic or Latino | 403 | 14 | 3.50% | 463 | 19 | 4.10% | 0.60% | 0 | 0 | 0% | 0% |
| Hispanic or Latino of Any Race | 0 | 0 | 0% | 0 | 0 | 0% | 0% | 514 | 15 | 2.00% | 2.00% |
| Multiple | 150 | 5 | 3.30% | 250 | 3 | 1.20% | -2.10% | 288 | 4 | 1.00% | -0.20% |
| Not Reported | 27 | 0 | 0.00% | 60 | 2 | 3.30% | 3.30% | 0 | 0 | 0% | 0% |
| Pacific Islander | 14 | 0 | 0.00% | 18 | 0 | 0.00% | 0.00% | 0 | 0 | 0% | 0% |
| White | 1357 | 22 | 1.60% | 1261 | 29 | 2.30% | 0.70% | 1194 | 13 | 1.00% | -1.30% |
| Socioeconomically Disadvantaged | 666 | 27 | 4.10% | 710 | 34 | 4.80% | 0.70% | 703 | 21 | 3.00% | -1.80% |
| English Learners | 193 | 9 | 4.70% | 190 | 13 | 6.80% | 2.10% | 160 | 8 | 5.00% | -1.80% |
| Homeless Youth | 39 | 4 | 10.30% | 56 | 6 | 10.70% | 0.40% | 67 | 4 | 6.00% | -4.70% |
| Students with Disabilities | 314 | 16 | 5.10% | 307 | 21 | 6.80% | 1.70% | 362 | 13 | 3.00% | -3.80% |

Data Source - DataQuest
Last Update - 4/2022

# Appendix C (cont)

**Poway Unified School District**
**Local Control Accountability Plan (LCAP)**
**Middle School Dropouts**
**2020-2021**

| | Enrolled | Drop Out | Rate |
|---|---|---|---|
| **Total** | 2795 | 0 | 0% |
| **Hispanic** | 506 | 0 | 0% |
| **Am Indian/Alskn Nat** | 3 | 0 | 0% |
| **Filipino** | 170 | 0 | 0% |
| **Asian** | 622 | 0 | 0% |
| **Black/African Am** | 47 | 0 | 0% |
| **Nat Hwiin/Othr Pac Islndr** | 7 | 0 | 0% |
| **White** | 1108 | 0 | 0% |
| **Multiple** | 326 | 0 | 0% |
| **Missing** | 6 | 0 | 0% |

Data Source -CALPADS

# Appendix D

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**Unduplicated in School and Out of School Students Suspended at Least Once**

| | 2018-2019 | | | 2019-2020 | | | | 2020-2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | CBEDS | Suspensions | | CBEDS | Suspensions | | Delta | CBEDS | Suspensions | | Delta |
| | Enrollment | # | % | Enrollment | # | % | | Enrollment | # | % | |
| Total Enrollment | 36778 | 534 | 1.50% | 36639 | 379 | 1% | -0.50% | 35702 | 66 | 0.20% | -0.80% |
| African American | 689 | 31 | 4.50% | 623 | 22 | 3.50% | -1% | 614 | 6 | 1% | -2.50% |
| American Indian or Alaska Native | 64 | 3 | 4.70% | 37 | 0 | | -4.70% | 33 | 0 | | |
| Asian | 7898 | 32 | 0.40% | 7683 | 31 | 0.40% | | 8088 | 5 | 0.10% | -0.30% |
| Filipino | 2001 | 17 | 0.80% | 2102 | 12 | 0.60% | -0.20% | 2106 | 0 | | -0.60% |
| Hispanic or Latino of Any Race | 5615 | 135 | 2.40% | 6100 | 111 | 1.80% | -0.60% | 6159 | 17 | 0.30% | -1.50% |
| Not Reported | 749 | 5 | 0.70% | 1267 | 4 | 0.30% | -0.40% | 48 | 0 | | -0.30% |
| Pacific Islander | 133 | 1 | 0.80% | 104 | 4 | 3.80% | 3% | 76 | 0 | | -3.80% |
| White | 16402 | 253 | 1.50% | 15066 | 153 | 1% | -0.50% | 14495 | 29 | 0.20% | -0.80% |
| English Learners | 4063 | 81 | 2% | 3394 | 50 | 1.50% | -0.50% | 2770 | 9 | 0.30% | -1.20% |
| Socioeconomically Disadvantaged | 6523 | 226 | 3.50% | 6642 | 150 | 2.30% | -1.20% | 5321 | 25 | 0.50% | -1.80% |
| Students with Disabilities | 4638 | 197 | 4.20% | 4431 | 157 | 3.50% | -0.70% | 0 | 0 | | |
| Homeless Youth | 384 | 14 | 3.60% | 442 | 17 | 3.80% | 0.20% | 0 | 0 | | |
| Foster Youth | 0 | 0 | | 18 | 3 | 16.70% | | 0 | 0 | | |

Data source - DataQuest
Latest Update - 4/2022

# Appendix E

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**# of Students Expelled At Least Once**

| | 2018-2019 | | | 2019-2020 | | | | 2020-2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | CBEDS | Expulsions | | CBEDS | Expulsions | | Delta | CBEDS | Expulsions | | Delta |
| | Enrollment | # | % | Enrollment | # | % | | Enrollment | # | % | |
| Total Enrollment | 36778 | 27 | 0.10% | 36639 | 17 | | -0.10% | 35702 | 1 | | |
| African American | 689 | 1 | 0.10% | 623 | 4 | 0.60% | 0.50% | | | | |
| Asian | 7898 | 1 | | 7683 | 1 | | | | | | |
| Filipino | 2001 | 1 | | | | | | | | | |
| Hispanic or Latino of Any Race | 5615 | 9 | 0.20% | 6100 | 7 | 0.10% | -0.10% | | | | |
| Pacific Islander | | | | 104 | 1 | 1% | | | | | |
| White | 16402 | 12 | 0.10% | 15066 | 2 | | -0.10% | 14495 | 1 | | |
| English Learners | 4063 | 3 | 0.10% | 3394 | 4 | 0.10% | | | | | |
| Socioeconomically Disadvantaged | 6523 | 17 | 0.30% | 6642 | 10 | 0.20% | -0.10% | | | | |
| Students with Disabilities | 4638 | 2 | | 4431 | 8 | 0.20% | 0.20% | | | | |
| Homeless Youth | 384 | 1 | 0.30% | 442 | 1 | 0.20% | -0.10% | | | | |

Data Source - DataQuest
Latest Update - 4/2022

# Appendix F

## Poway Unified School District

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

## This school is a safe place for my child

| | Not applicable, Not sure, or Decline to Answer | | | | | Strongly Disagree | | | | | Disagree | | | | | Agree | | | | | Strongly Agree | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 147 | 3% | 30 | 1% | -2% | 82 | 1% | 20 | 1% | 0% | 227 | 4% | 52 | 2% | -2% | 2779 | 49% | 1355 | 45% | -4% | 2399 | 43% | 1529 | 51% | 8% |
| American Indian or Alaska Native | 2 | 10% | | | | 2 | 10% | 1 | 9% | -1% | | | | | | 10 | 48% | 4 | 36% | -12% | 7 | 33% | 6 | 55% | 22% |
| Asian or Asian American | 24 | 3% | 2 | 1% | -2% | 7 | 1% | 4 | 1% | 0% | 24 | 3% | 5 | 1% | -2% | 461 | 53% | 183 | 46% | -7% | 359 | 41% | 202 | 51% | 10% |
| Black or African American (not Hispanic) | 1 | 2% | | | | 3 | 5% | | | | 8 | 12% | | | | 29 | 45% | 16 | 53% | 8% | 24 | 37% | 14 | 47% | 10% |
| Filipino | 5 | 2% | 1 | 1% | -1% | 1 | 0% | | | | 2 | 1% | 4 | 3% | 2% | 101 | 43% | 59 | 47% | 4% | 126 | 54% | 61 | 49% | -5% |
| Hispanic or Latino | 9 | 2% | 3 | 1% | -1% | 6 | 1% | 2 | 1% | 0% | 13 | 3% | 5 | 2% | -1% | 212 | 53% | 106 | 44% | -9% | 161 | 40% | 124 | 52% | 12% |
| Native Hawaiian or Pacific Islander | | | | | | | | | | | 3 | 13% | | | | 10 | 43% | 4 | 36% | -7% | 10 | 43% | 7 | 64% | 21% |
| Not applicable, not sure, or decline to answer | 23 | 6% | 8 | 3% | -3% | 17 | 4% | 5 | 2% | -2% | 33 | 8% | 12 | 5% | -3% | 208 | 51% | 126 | 53% | 2% | 128 | 31% | 85 | 36% | 5% |
| Two or more races/ethnicities | 24 | 3% | 5 | 1% | -2% | 11 | 2% | 2 | 1% | -1% | 35 | 5% | 6 | 2% | -3% | 357 | 51% | 153 | 45% | -6% | 275 | 39% | 171 | 51% | 12% |
| White (not Hispanic) | 59 | 2% | 10 | 1% | -1% | 35 | 1% | 5 | 0% | -1% | 108 | 4% | 20 | 1% | -3% | 1387 | 48% | 697 | 44% | -4% | 1303 | 45% | 855 | 54% | 9% |
| English Learners | 3 | 2% | | | | | | | | | 2 | 1% | 1 | 1% | 0% | 78 | 46% | 30 | 37% | -9% | 88 | 51% | 51 | 62% | 11% |
| Students with Disabilities | 24 | 4% | 2 | 0% | -4% | 15 | 2% | 2 | 0% | -2% | 26 | 4% | 10 | 2% | -2% | 303 | 47% | 171 | 40% | -7% | 280 | 43% | 239 | 56% | 13% |

# Appendix G

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**CA Healthy Kids Survey - Bullying Perception**

| | No, never | | | | | Yes, some of the time | | | | | Yes, most of the time | | | | | Yes, all the time | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1. Elementary Schools** | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| **Been hit or pushed by someone who wasn't kidding around** | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 1208 | 64% | 878 | 85% | 21% | 555 | 29% | 120 | 12% | -17% | 85 | 4% | 18 | 2% | -2% | 49 | 3% | 12 | 1% | -2% |
| **Mean rumors spread about you** | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 1126 | 60% | 824 | 80% | 20% | 592 | 31% | 173 | 17% | -14% | 101 | 5% | 19 | 2% | -3% | 65 | 3% | 15 | 1% | -2% |

Data Source - CHKS
Last Update - 10/2021

# Appendix G (cont)

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**CA Healthy Kids Survey - Bullying Perception**

| | 0 time | | | | | 1 time | | | | | 2 to 3 times | | | | | 4 or more times | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2. Middle Schools** | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| **Been hit or pushed by someone who wasn't kidding around** | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 1986 | 74% | 991 | 84% | 10% | 338 | 13% | 96 | 8% | -5% | 197 | 7% | 51 | 4% | -3% | 172 | 6% | 38 | 3% | -3% |
| American Indian or Alaska Native | 28 | 78% | | % | | 4 | 11% | | % | | 2 | 6% | | % | | 2 | 6% | | % | |
| Asian | 517 | 82% | | % | | 62 | 10% | | % | | 30 | 5% | | % | | 25 | 4% | | % | |
| Black or African American | 30 | 63% | | % | | 7 | 15% | | % | | 4 | 8% | | % | | 7 | 15% | | % | |
| Mixed (two or more ) races | 584 | 70% | | % | | 113 | 14% | | % | | 78 | 9% | | % | | 56 | 7% | | % | |
| Native Hawaiian or Pacific Islander | 36 | 71% | | % | | 7 | 14% | | % | | 2 | 4% | | % | | 6 | 12% | | % | |
| White | 733 | 72% | | % | | 140 | 14% | | % | | 75 | 7% | | % | | 68 | 7% | | % | |
| **Mean rumors spread about you** | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 1695 | 63% | 857 | 73% | 10% | 550 | 20% | 146 | 12% | -8% | 210 | 8% | 95 | 8% | 0% | 233 | 9% | 74 | 6% | -3% |
| American Indian or Alaska Native | 26 | 72% | | % | | 4 | 11% | | % | | 1 | 3% | | % | | 5 | 14% | | % | |
| Asian | 435 | 69% | | % | | 132 | 21% | | % | | 39 | 6% | | % | | 27 | 4% | | % | |
| Black or African American | 29 | 59% | | % | | 11 | 22% | | % | | 7 | 14% | | % | | 2 | 4% | | % | |
| Mixed (two or more ) races | 485 | 59% | | % | | 167 | 20% | | % | | 73 | 9% | | % | | 104 | 13% | | % | |
| Native Hawaiian or Pacific Islander | 33 | 65% | | % | | 9 | 18% | | % | | 4 | 8% | | % | | 5 | 10% | | % | |
| White | 638 | 63% | | % | | 213 | 21% | | % | | 82 | 8% | | % | | 81 | 8% | | % | |

Data Source - CHKS
Last Update - 10/2021

# Appendix G (cont)

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**CA Healthy Kids Survey - Bullying Perception**

| | 0 time | | | | | 1 time | | | | | 2 to 3 times | | | | | 4 or more times | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **3. High Schools** | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| **Been hit or pushed by someone who wasn't kidding around** | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 3886 | 85% | 1766 | 92% | 7% | 349 | 8% | 85 | 4% | -4% | 129 | 3% | 29 | 2% | -1% | 183 | 4% | 37 | 2% | -2% |
| American Indian or Alaska Native | 32 | 80% | | % | | 2 | 5% | | % | | 4 | 10% | | % | | 2 | 5% | | % | |
| Asian | 1007 | 89% | | % | | 74 | 7% | | % | | 22 | 2% | | % | | 25 | 2% | | % | |
| Black or African American | 97 | 80% | | % | | 11 | 9% | | % | | 1 | 1% | | % | | 13 | 11% | | % | |
| Mixed (two or more ) races | 954 | 84% | | % | | 88 | 8% | | % | | 37 | 3% | | % | | 59 | 5% | | % | |
| Native Hawaiian or Pacific Islander | 118 | 85% | | % | | 8 | 6% | | % | | 7 | 5% | | % | | 6 | 4% | | % | |
| White | 1563 | 85% | | % | | 156 | 8% | | % | | 55 | 3% | | % | | 74 | 4% | | % | |
| **Mean rumors spread about you** | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 3052 | 67% | 1501 | 79% | 12% | 666 | 15% | 194 | 10% | -5% | 413 | 9% | 110 | 6% | -3% | 407 | 9% | 104 | 5% | -4% |
| American Indian or Alaska Native | 24 | 60% | | % | | 5 | 13% | | % | | 4 | 10% | | % | | 7 | 18% | | % | |
| Asian | 817 | 73% | | % | | 153 | 14% | | % | | 84 | 7% | | % | | 70 | 6% | | % | |
| Black or African American | 80 | 66% | | % | | 19 | 16% | | % | | 12 | 10% | | % | | 11 | 9% | | % | |
| Mixed (two or more ) races | 775 | 68% | | % | | 152 | 13% | | % | | 100 | 9% | | % | | 108 | 10% | | % | |
| Native Hawaiian or Pacific Islander | 82 | 59% | | % | | 28 | 20% | | % | | 12 | 9% | | % | | 17 | 12% | | % | |
| White | 1178 | 64% | | % | | 293 | 16% | | % | | 192 | 10% | | % | | 183 | 10% | | % | |

Data Source - CHKS
Last Update - 10/2021

# Appendix G (cont)

**Table A6.8**
***School Connectedness Scale Questions (In-School and Hybrid Only)***

| | Grade 5 % |
|---|---|
| **School connectedness** | |
| *Average reporting "Yes, most of the time" or "Yes, all of the time"* | 82 |
| **Do you feel close to people at school?** | |
| No, never | 7 |
| Yes, some of the time | 32 |
| Yes, most of the time | 38 |
| Yes, all of the time | 22 |
| **Are you happy to be at this school?** | |
| No, never | 2 |
| Yes, some of the time | 14 |
| Yes, most of the time | 36 |
| Yes, all of the time | 48 |
| **Do you feel like you are part of this school?** | |
| No, never | 4 |
| Yes, some of the time | 14 |
| Yes, most of the time | 28 |
| Yes, all of the time | 54 |
| **Do teachers treat students fairly at school?** | |
| No, never | 2 |
| Yes, some of the time | 6 |
| Yes, most of the time | 28 |
| Yes, all of the time | 64 |
| **Do you feel safe at school?** | |
| No, never | 1 |
| Yes, some of the time | 7 |
| Yes, most of the time | 35 |
| Yes, all of the time | 58 |

*Question ES A.23-25, 28, 72: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?*

*Note: Cells are empty if there are less than 10 respondents.*



# Appendix G (cont)

## 2. Summary of Key Indicators

**Table A2.1**

***Key Indicators of School Climate and Substance Use***

| | Grade 7 % | Grade 9 % | Grade 11 % | NT % | Table |
|---|---|---|---|---|---|
| **School Engagement and Supports** | | | | | |
| School connectedness†Φ | 70 | 69 | 68 | 68 | A6.7 |
| Academic motivation† | 65 | 63 | 58 | 51 | A6.7 |
| Monthly Absences (3 or more)Φ | 9 | 15 | 23 | 42 | A6.2 |
| Maintaining focus on schoolwork† | 39 | 30 | 25 | 19 | A6.13 |
| Caring adult relationships‡ | 67 | 59 | 63 | 81 | A6.7 |
| High expectations-adults in school‡ | 78 | 72 | 72 | 88 | A6.7 |
| Meaningful participation‡Φ | 28 | 28 | 32 | 40 | A6.7 |
| Facilities upkeep†Φ | 61 | 71 | 68 | 79 | A6.16 |
| Promotion of parent involvement in school† | 61 | 52 | 50 | 66 | A6.7 |
| **School Safety** | | | | | |
| School perceived as very safe or safeΦ | 76 | 77 | 77 | 88 | A8.1 |
| Experienced any harassment or bullying§Φ | 26 | 25 | 29 | 9 | A8.2 |
| Had mean rumors or lies spread about you§Φ | 26 | 20 | 24 | 12 | A8.3 |
| Been afraid of being beaten up§Φ | 12 | 8 | 6 | 3 | A8.3 |
| Been in a physical fight§Φ | 6 | 4 | 3 | 15 | A8.4 |
| Seen a weapon on campus§Φ | 5 | 6 | 7 | 3 | A8.6 |
| **Substance Use** | | | | | |
| Current alcohol or drug use¶ | 2 | 5 | 15 | 45 | A9.5 |
| Current marijuana use¶ | 1 | 3 | 8 | 37 | A9.5 |
| Current binge drinking¶ | 0 | 2 | 4 | 29 | A9.5 |
| Very drunk or "high" 7 or more times, ever | 0 | 2 | 8 | 40 | A9.7 |
| Been drunk or "high" on drugs at school, ever | 0 | 2 | 5 | 18 | A9.9 |
| Current cigarette smoking¶ | 0 | 1 | 1 | 13 | A10.3 |
| Current vaping¶ | 1 | 3 | 6 | 24 | A10.3 |

*Notes: Cells are empty if there are less than 10 respondents.*

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

¶*Past 30 days.*

Φ*In-School and Hybrid Models only.*

# Appendix H

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**Facilities Inspection Result**

**Total Number of Schools: 39**

| System Inspected | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | GOOD | FAIR | POOR | GOOD | FAIR | POOR | GOOD | FAIR | POOR |
| Systems:<br>Gas Leaks, Mechanical/HVAC, Sewer | 38 (97%) | 0 | 1 (3%) | 38 (97%) | 1 (3%) | 0 | 38 (97%) | 1 (3%) | 0 |
| Interior:<br>Interior Surfaces | 27 (69%) | 11 (28%) | 1 (3%) | 25 (33%) | 13 (64%) | 1 (3%) | 26 (66%) | 12 (31%) | 1 (3%) |
| Cleanliness:<br>Overall Cleanliness, Pest/Vermin Infestation | 39 (100%) | 0 | 0 | 39 (100%) | 0 | 0 | 39 (100%) | 0 | 0 |
| Electrical:<br>Electrical | 38 (97%) | 1 (3%) | 0 | 2 (5%) | 37 (95%) | 0 | 38 (97%) | 1 (3%) | 0 |
| Restroom/Fountains:<br>Restrooms, Sinks/Fountains | 34 (87%) | 4 (10%) | 1 (3%) | 35 (89%) | 3 (8%) | 1 (3%) | 34 (87%) | 4 (10%) | 1 (3%) |
| Safety:<br>Fire Safety, Hazardous Materials | 38 (97%) | 1 (3%) | 0 | 38 (97%) | 1 (3%) | 0 | 38 (97%) | 1 (3%) | 0 |
| Structural:<br>Structural Damage, Roofs | 24 (62%) | 3 (8%) | 12 (31%) | 22 (56%) | 2 (5%) | 15 (39%) | 24 (62%) | 2 (5%) | 13 (33%) |
| External:<br>Playground/School Grounds, Windows/Doors/Gates/Fences | 21 (54%) | 9 (23%) | 9 (23%) | 21 (54%) | 9 (23%) | 9 (23%) | 23 (59%) | 9 (23%) | 7 (18%) |

| | 2018-2019 | | | 2019-2020 | | | 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | EXEMPLARY | GOOD | FAIR | EXEMPLARY | GOOD | FAIR | EXEMPLARY | GOOD | FAIR |
| **Overall Rating From FIT:** | 4 (10%) | 28 (72%) | 7 (18%) | 3 (8%) | 29 (74%) | 7 (18%) | 5 (13%) | 28 (72%) | 6 (15%) |

Data Source: Facilities (03/2021)

# Appendix I

**State Board of Education Self-Reflection Tool - Local Indicator 1 – Basics: Teachers**

| **Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities** | 2018 | 2019 | 2021 |
|---|---|---|---|
| **Basics: Teachers** | | | |
| Mis-Assignments (0 EL) of Teachers of English Learners | 2 current vacancies in our special education program | 0 | 0 |

**State Board of Education Self-Reflection Tool - Local Indicator 1 – Basics: Instructional Materials**

| **Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities** | 2018 | 2019 | 2021-22 |
|---|---|---|---|
| **Basics: Instructional Materials** | | | |
| Percent of Students without Access to their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 | 0 |

**State Board of Education Self-Reflection Tool - Local Indicator 1 – Basics: Facilities**

| **Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities** | 2018 | 2019 | 2021-22 |
|---|---|---|---|
| **Basics: Facilities** | | | |
| Instances Where Facilities Do Not Meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 | 0 | 0 |

# Appendix J

| Local Indicator 2- Implementation of Academic Standards | 2018 | 2019 | 2021 |
|---|---|---|---|
| ***Professional Development*** | | | |
| English Language Arts – Common Core State Standards for English Language Arts | 4 | 4 | 4 |
| Mathematics – Common Core State Standards for Mathemat | 4 | 5 | 5 |
| History - Social Science | 1 | 1 | 2 |
| English Language Development (Aligned to English Language Arts Standards) | 3 | 3 | 4 |
| Next Generation Science Standards | 3 | 3 | 4 |
| ***Instructional Materials*** | | | |
| English Language Arts – Common Core State Standards for English Language Arts | 3 | 3 | 3 |
| Mathematics – Common Core State Standards for Mathemat | 5 | 5 | 5 |
| History - Social Science | 1 | 1 | 2 |
| English Language Development (Aligned to English Language Arts Standards) | 3 | 3 | 4 |
| Next Generation Science Standards | 3 | 4 | 4 |
| ***Policy & Program Support*** | | | |
| English Language Arts – Common Core State Standards for English Language Arts | 4 | 4 | 4 |
| Mathematics – Common Core State Standards for Mathemat | 5 | 5 | 5 |
| History - Social Science | 1 | 1 | 2 |
| English Language Development (Aligned to English Language Arts Standards) | 3 | 3 | 4 |
| Next Generation Science Standards | 3 | 4 | 4 |
| ***Implementation of Standards*** | | | |
| Career Technical Education | 5 | 5 | 5 |
| Physical Education Model Content Standards | 4 | 4 | 4 |
| World Language | 3 | 3 | 5 |
| Full Implementation | 4 | 4 | 4 |
| Visual and Performing Arts | 4 | 4 | 4 |
| ***Engagement of School Leadership*** | | | |
| Identifying the professional learning needs of groups of teachers or staff as a whole | 4 | 5 | 5 |
| Providing support for teachers on the standards they have not yet mastered | 4 | 4 | 4 |
| Identifying the professional learning needs of individual teachers | 4 | 4 | 4 |

## State Board of Education Self-Reflection Tool - Local Indicator 2- Implementation of Academic Standards

Reflection Tool Rating Scale (lowest to highest)
1- Exploration And Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation And Sustainability
Data source: Dataquest

# Appendix K

**Unduplicated Certificated Staff Completing At least One TLC**

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|
| | # | # | # | # |
| Unduplicated Participants that Completed a TLC | 1015 | 1158 | 406 | 379 |
| Total # of TLC Eligible Participants | 1753 | 1783 | 1782 | 1830 |
| Participation % | 57.90% | 64.95% | 22.78% | 20.71% |

# Appendix L

**Poway Unified School District**
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**
**Reclassification Rate for English Language Learners**

| | 2018-2019 | | 2019-2020 | | | 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|
| | # Met | % Met | # Met | % Met | Delta | # Met | % Met | Delta |
| **PUSD** | 534 | 12.5% | 1085 | 26.7% | 14.2% | 760 | 22.4% | -4.3% |

Data source - DataQuest
Last Update - 4/2022

# Appendix M

**Poway Unified School District**

**ELPAC 2020-2021**

| Overall Performance Level | KN | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 11 | 12 | All Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Well Developed | 178<br>38.28% | 135<br>33.33% | 151<br>43.39% | 153<br>42.27% | 102<br>37.92% | 67<br>38.07% | 54<br>33.75% | 37<br>33.33% | 33<br>32.67% | 31<br>34.83% | 21<br>24.71% | 20<br>27.4% | 20<br>25.64% | 1002<br>36.81% |
| Moderately Developed | 144<br>30.97% | 172<br>42.47% | 125<br>35.92% | 117<br>32.32% | 105<br>39.03% | 68<br>38.64% | 53<br>33.13% | 33<br>29.73% | 34<br>33.66% | 31<br>34.83% | 36<br>42.35% | 25<br>34.25% | 29<br>37.18% | 972<br>35.71% |
| Somewhat Developed | 105<br>22.58% | 63<br>15.56% | 51<br>14.66% | 64<br>17.68% | 46<br>17.1% | 27<br>15.34% | 30<br>18.75% | 26<br>23.42% | 21<br>20.79% | 21<br>23.6% | 12<br>14.12% | 17<br>23.29% | 11<br>14.1% | 494<br>18.15% |
| Beginning | 38<br>8.17% | 35<br>8.64% | 21<br>6.03% | 28<br>7.73% | 16<br>5.95% | 14<br>7.95% | 23<br>14.38% | 15<br>13.51% | 13<br>12.87% | 6<br>6.74% | 16<br>18.82% | 11<br>15.07% | 18<br>23.08% | 254<br>9.33% |
| Total | 465 | 405 | 348 | 364 | 270 | 176 | 161 | 111 | 101 | 90 | 85 | 73 | 79 | 2728 |
| | | | | | | | | | | | | | | |
| **Mean Scale Score** | **KN** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **1** | **11** | **12** | |
| Students Tested | 465 | 405 | 348 | 364 | 270 | 176 | 161 | 111 | 101 | 90 | 85 | 73 | 79 | |
| Overall | 1457.7 | 1486.1 | 1520.4 | 1517.9 | 1529.7 | 1536.9 | 1527.8 | 1543.2 | 1558.7 | 1582.9 | 1555.8 | 1568.7 | 1506.4 | |
| Oral Language | 1453.7 | 1487 | 1514.1 | 1518.3 | 1532 | 1538.1 | 1528.7 | 1546.1 | 1560.3 | 1587.6 | 1553.7 | 1559.9 | 1505.9 | |
| Written Language | 1467.1 | 1484.7 | 1526.3 | 1517.1 | 1526.9 | 1535.3 | 1526.5 | 1539.9 | 1556.7 | 1577.7 | 1557.4 | 1576.9 | 1506.6 | |

# Appendix N

**Smarter Balanced Assessment**
**California Assessment of Student Performance and Progress**
**– English Language Arts**

| | 2017-2018 | | | 2018-2019 | | | |
|---|---|---|---|---|---|---|---|
| English Language Arts/Literacy | # Tested | # Met and Exceeded | % Met and Exceeded | # Tested | # Met and Exceeded | % Met and Exceeded | Delta |
| All Students | 18778 | 13950 | 74.29% | 18710 | 14190 | 75.84% | 1.55% |
| American Indian or Alaska Native | 33 | 21 | 63.64% | 22 | 16 | 72.73% | 9.09% |
| Asian | 4074 | 3527 | 86.57% | 4024 | 3519 | 87.45% | 0.88% |
| Black or African American | 417 | 223 | 53.37% | 337 | 181 | 53.71% | 0.34% |
| Filipino | 1048 | 797 | 76.05% | 1016 | 793 | 78.05% | 2% |
| Hispanic or Latino | 2839 | 1571 | 55.34% | 2872 | 1693 | 58.95% | 3.61% |
| Native Hawaiian or Pacific Islander | 70 | 39 | 55.71% | 64 | 44 | 68.75% | 13.04% |
| Two or More Races | 1570 | 1246 | 79.36% | 1834 | 1438 | 78.41% | -0.95% |
| White | 8487 | 6360 | 74.94% | 8227 | 6277 | 76.30% | 1.36% |
| Economically Disadvantaged | 3203 | 1689 | 52.73% | 3293 | 1797 | 54.57% | 1.84% |
| English Learner | 1542 | 526 | 34.13% | 1142 | 334 | 29.27% | -4.86% |
| Students with Disability | 2129 | 726 | 34.09% | 2133 | 731 | 34.27% | 0.18% |

Data source: Dataquest

Testing suspended in 2019-2020.

# Appendix N (cont.)

**Poway Unified School District**
**iReady Correlation to Smarter Balance Proficiency**
**2020-2021**

| | Reading | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Fall | | | Winter | | | Spring | | |
| | | Meeting Benchmark | | | Meeting Benchmark | | | Meeting Benchmark | |
| | Tested | # | % | Tested | # | % | Tested | # | % |
| All Students | 4320 | 2799 | 64.8% | 17118 | 11730 | 68.5% | 20023 | 12916 | 64.5% |
| African-American | 69 | 35 | 50.7% | 267 | 129 | 48.3% | 328 | 143 | 43.6% |
| Asian | 982 | 777 | 79.1% | 3962 | 3282 | 82.8% | 4579 | 3599 | 78.6% |
| Caucasian | 1581 | 1011 | 63.9% | 6436 | 4344 | 67.5% | 7513 | 4766 | 63.4% |
| Filipino | 221 | 140 | 63.3% | 791 | 528 | 66.8% | 946 | 560 | 59.2% |
| Hispanic | 773 | 365 | 47.2% | 2820 | 1412 | 50.1% | 3360 | 1575 | 46.9% |
| Other | 694 | 471 | 67.9% | 2842 | 2035 | 71.6% | 3297 | 2273 | 68.9% |
| English Learners | 199 | 25 | 12.6% | 973 | 156 | 16.0% | 1051 | 169 | 16.1% |
| Students with Disabilities | 569 | 149 | 26.2% | 2339 | 711 | 30.4% | 2618 | 770 | 29.4% |
| Socioeconomically Disadvantaged | 203 | 82 | 40.4% | 822 | 344 | 41.8% | 1000 | 415 | 41.5% |
| Foster Youth | 3 | 2 | 66.7% | 11 | 4 | 36.4% | 12 | 5 | 41.7% |
| Homeless Youth | 88 | 40 | 45.5% | 321 | 132 | 41.1% | 356 | 152 | 42.7% |

# Appendix O

**Smarter Balanced Assessment**
**California Assessment of Student Performance and Progress**
**– Mathematics**

| | 2017-2018 | | | 2018-2019 | | | |
|---|---|---|---|---|---|---|---|
| **Mathematics** | **# Tested** | **# Met and Exceeded** | **% Met and Exceeded** | **# Tested** | **# Met and Exceeded** | **% Met and Exceeded** | **Delta** |
| All Students | 18791 | 12650 | 67.32% | 18688 | 13087 | 70.03% | 2.71% |
| American Indian or Alaska Native | 33 | 18 | 54.55% | 23 | 12 | 52.17% | -2.38% |
| Asian | 4093 | 3533 | 86.32% | 4033 | 3538 | 87.73% | 1.41% |
| Black or African American | 414 | 163 | 39.37% | 337 | 145 | 43.03% | 3.66% |
| Filipino | 1049 | 705 | 67.21% | 1014 | 710 | 70.02% | 2.81% |
| Hispanic or Latino | 2839 | 1258 | 44.32% | 2873 | 1387 | 48.28% | 3.96% |
| Native Hawaiian or Pacific Islander | 69 | 35 | 50.72% | 64 | 34 | 53.13% | 2.41% |
| Two or More Races | 1571 | 1109 | 70.59% | 1823 | 1326 | 72.74% | 2.15% |
| White | 8478 | 5679 | 66.99% | 8205 | 5729 | 69.82% | 2.83% |
| Economically Disadvantaged | 3200 | 1393 | 43.53% | 3294 | 1481 | 44.96% | 1.43% |
| English Learner | 1590 | 571 | 35.92% | 1176 | 374 | 31.80% | -4.12% |
| Students with Disability | 2115 | 624 | 29.48% | 2128 | 618 | 29.04% | -0.44% |

Data source: Dataquest

Testing suspended in 2019-2020.

# Appendix O (cont.)

## Poway Unified School District
## iReady Correlation to Smarter Balance Proficiency
## 2020-2021

| | Mathematics | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Fall | | | Winter | | | Spring | | |
| | | Meeting Benchmark | | | Meeting Benchmark | | | Meeting Benchmark | |
| | Tested | # | % | Tested | # | % | Tested | # | % |
| All Students | 5770 | 2924 | 50.7% | 16472 | 8824 | 53.6% | 20134 | 10753 | 53.4% |
| African-American | 86 | 25 | 29.1% | 257 | 79 | 30.7% | 331 | 98 | 29.6% |
| Asian | 1343 | 1029 | 76.6% | 3672 | 2801 | 76.3% | 4604 | 3546 | 77.0% |
| Caucasian | 2167 | 971 | 44.8% | 6237 | 3089 | 49.5% | 7527 | 3707 | 49.2% |
| Filipino | 253 | 118 | 46.6% | 758 | 379 | 50.0% | 953 | 454 | 47.6% |
| Hispanic | 1006 | 301 | 29.9% | 2806 | 931 | 33.2% | 3395 | 1095 | 32.3% |
| Other | 915 | 480 | 52.5% | 2742 | 1545 | 56.3% | 3324 | 1853 | 55.7% |
| English Learners | 272 | 47 | 17.3% | 1000 | 181 | 18.1% | 1084 | 188 | 17.3% |
| Students with Disabilities | 763 | 127 | 16.6% | 2362 | 537 | 22.7% | 2635 | 573 | 21.7% |
| Socioeconomically Disadvantaged | 261 | 63 | 24.1% | 803 | 240 | 29.9% | 1000 | 273 | 27.3% |
| Foster Youth | 5 | 2 | 40.0% | 12 | 3 | 25.0% | 13 | 3 | 23.1% |
| Homeless Youth | 109 | 23 | 21.1% | 310 | 98 | 31.6% | 362 | 100 | 27.6% |

# Appendix P

**Poway Unified School District**
**Lexia - 2020-2021**

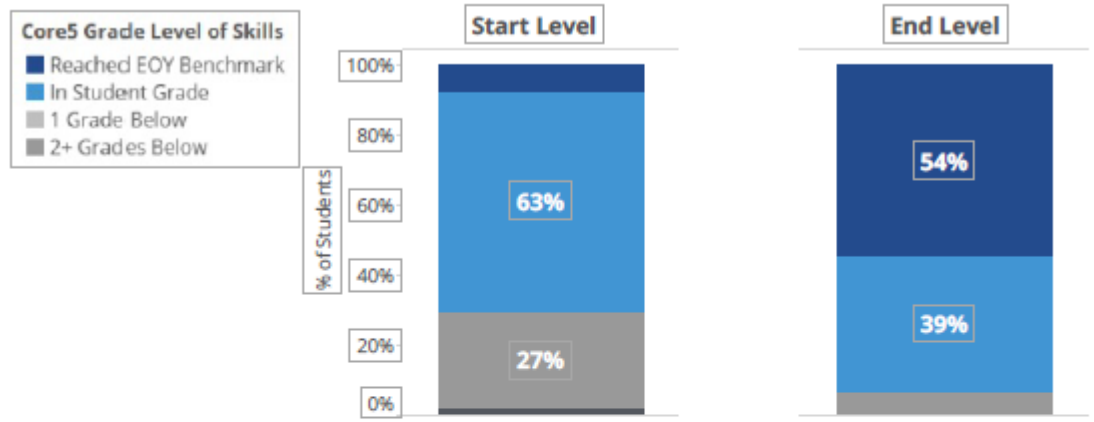
| | Below GLM | In GLM | Above GLM |
|---|---|---|---|
| PUSD | 26.64% | 63.36% | 10.01% |
| African-American | 39.68% | 53.97% | 6.35% |
| Asian | 19.45% | 66.23% | 14.32% |
| Hispanic | 39.77% | 54.15% | 6.09% |
| Caucasian | 26.42% | 65.21% | 8.38% |
| Filipino | 28.70% | 61.88% | 9.42% |
| Other | 24.84% | 64.44% | 10.72% |
| English Learners | 39.43% | 55.07% | 5.49% |
| Socioeconomically Disadvantaged | 45.32% | 51.23% | 3.45% |
| Students with Disabilities | 44.32% | 50.50% | 5.18% |
| Homeless Youth | 42.71% | 48.96% | 8.33% |
| Foster Youth | 100.00% | | |

GLM - Grade Level of Material

# Appendix P (cont)

**Core5 Usage and Progress Report**

**Progress in Core5 During 2020-21 for All Students at PUSD** (N=4,814)




| | # of Students | Start Grade Level of Skills | | | | | | End Grade Level of Skills | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PreK | K | 1st | 2nd | 3rd | 4th | PreK | K | 1st | 2nd | 3rd | 4th | 5th & Done |
| Kindergarten | 2,313 | 20% | 73% | 6% | 1% | | | 2% | 36% | 47% | 11% | 3% | 1% | 0% |
| 1st Grade | 2,501 | 5% | 33% | 54% | 7% | 0% | 0% | 1% | 10% | 42% | 30% | 12% | 3% | 1% |
| All | 4,814 | 12% | 52% | 31% | 4% | 0% | 0% | 2% | 23% | 45% | 21% | 8% | 2% | 0% |

# Appendix Q

**Poway Unified School District**
**iReady Correlation to Smarter Balanced Assessment**
**California Assessment of Student Performance and Progress Gr 2-8**
**2020-2021**

| | Reading | | | | | Math | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Number Tested | Below Standard | Near Standard | At Standard | Exceeded Standard | Number Tested | Below Standard | Near Standard | At Standard | Exceeded Standard |
| PUSD | 17584 | 14.38% | 25.19% | 17.75% | 42.69% | 17629 | 16.31% | 35.21% | 10.23% | 38.24% |
| African-American | 298 | 27.85% | 29.19% | 15.77% | 27.18% | 301 | 33.22% | 39.87% | 6.98% | 19.93% |
| Asian | 3984 | 8.56% | 18.17% | 15.51% | 57.76% | 3997 | 6.03% | 20.67% | 9.61% | 63.70% |
| Caucasian | 6621 | 13.80% | 26.08% | 18.97% | 41.14% | 6622 | 16.38% | 39.76% | 10.75% | 33.10% |
| Filipino | 860 | 18.26% | 27.91% | 17.56% | 36.28% | 865 | 15.26% | 41.62% | 12.14% | 30.98% |
| Hispanic | 2964 | 24.02% | 32.12% | 17.41% | 26.45% | 2965 | 31.70% | 40.47% | 8.90% | 18.92% |
| Other | 2857 | 11.24% | 24.47% | 18.66% | 45.64% | 2879 | 13.13% | 37.13% | 11.01% | 38.73% |
| English Learners | 878 | 41.57% | 46.01% | 6.95% | 5.47% | 878 | 46.81% | 39.64% | 4.78% | 8.77% |
| Students with Disabilities | 2210 | 39.10% | 33.39% | 10.23% | 17.29% | 2214 | 49.41% | 32.88% | 4.88% | 12.83% |
| Socioeconomically Disadvantaged | 896 | 28.35% | 32.48% | 17.52% | 21.65% | 880 | 35.45% | 41.25% | 5.57% | 17.73% |
| Homeless Youth | 308 | 29.22% | 31.49% | 13.64% | 25.65% | 309 | 34.95% | 40.78% | 6.15% | 18.12% |
| Foster Youth | 10 | 40.00% | 10.00% | 20.00% | 30.00% | 10 | 40.00% | 40.00% | | 20.00% |

# Appendix R

**Poway Unified School District**
**LOCAL CONTROL ACCOUNTABILITY PLAN**
**Average GPA for 11th Graders - English Language Arts**

| | Graduation Course | | | | | A-G Course | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2019-2020 | 2020-2021 | | 2021-2022 | | 2019-2020 | 2020-2021 | | 2021-2022 | |
| | Avg GPA | Avg GPA | Diff | Avg GPA | Diff | Avg GPA | Avg GPA | Diff | Avg GPA | Diff |
| PUSD | 2.939 | 2.936 | -0.002 | 2.845 | -0.091 | 2.984 | 3.001 | 0.017 | 2.905 | -0.096 |
| Am Indian/Alskn Nat | 1.55 | 2.909 | 1.359 | 2.763 | -0.146 | 2.325 | 2.909 | 0.584 | 2.842 | -0.067 |
| Asian | 3.346 | 3.315 | -0.031 | 3.218 | -0.097 | 3.355 | 3.342 | -0.013 | 3.261 | -0.081 |
| Black/African Am | 2.553 | 2.604 | 0.05 | 2.347 | -0.257 | 2.674 | 2.642 | -0.033 | 2.354 | -0.288 |
| Filipino | 2.843 | 2.942 | 0.099 | 2.843 | -0.098 | 2.875 | 3.011 | 0.137 | 2.909 | -0.103 |
| Hispanic | 2.561 | 2.608 | 0.047 | 2.462 | -0.146 | 2.599 | 2.686 | 0.087 | 2.567 | -0.119 |
| Missing | 3.215 | | | 2.512 | -0.703 | 3.282 | | | 2.512 | -0.77 |
| Multiple | 2.793 | 2.798 | 0.005 | 2.805 | 0.007 | 2.894 | 2.889 | -0.005 | 2.856 | -0.032 |
| Nat Hwiin/Othr Pac Islndr | 2.999 | 2.637 | -0.362 | 2.532 | -0.105 | 2.999 | 2.749 | -0.249 | 2.532 | -0.217 |
| White | 2.965 | 2.922 | -0.042 | 2.861 | -0.062 | 2.996 | 2.983 | -0.013 | 2.901 | -0.082 |
| English Learner | 2.139 | 2.129 | -0.01 | 1.959 | -0.17 | 2.078 | 2.11 | 0.032 | 2.024 | -0.085 |
| Students with Disabilities | 2.105 | 2.009 | -0.096 | 1.706 | -0.304 | 2.184 | 2.164 | -0.02 | 1.909 | -0.255 |
| SocioEconomic Disadvantaged | 2.441 | 2.427 | -0.015 | 2.265 | -0.162 | 2.497 | 2.5 | 0.004 | 2.345 | -0.156 |
| Foster Youth | | 0.6 | | 0.636 | 0.036 | | 0.6 | | 0.636 | 0.036 |
| Homeless Youth | 2.21 | | | | | 2.374 | | | | |

# Appendix S

**Poway Unified School District**
**LOCAL CONTROL ACCOUNTABILITY PLAN**
**Average GPA for 11th Graders – Mathematics**

| | Graduation Course | | | | | A-G Course | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2019-2020 | 2020-2021 | | 2021-2022 | | 2019-2020 | 2020-2021 | | 2021-2022 | |
| | Avg GPA | Avg GPA | Diff | Avg GPA | Diff | Avg GPA | Avg GPA | Diff | Avg GPA | Diff |
| PUSD | 3.003 | 2.981 | -0.022 | 2.944 | -0.037 | 3.033 | 3.014 | -0.018 | 2.827 | -0.187 |
| Am Indian/Alskn Nat | 2.206 | 3.300 | 1.095 | 2.693 | -0.607 | 2.522 | 3.212 | 0.690 | 2.817 | -0.396 |
| Asian | 3.525 | 3.530 | 0.005 | 3.404 | -0.126 | 3.543 | 3.564 | 0.021 | 3.313 | -0.251 |
| Black/African Am | 2.527 | 2.478 | -0.049 | 2.235 | -0.243 | 2.611 | 2.346 | -0.266 | 2.042 | -0.304 |
| Filipino | 2.930 | 3.033 | 0.103 | 3.013 | -0.020 | 2.919 | 3.068 | 0.149 | 2.936 | -0.131 |
| Hispanic | 2.556 | 2.463 | -0.093 | 2.509 | 0.045 | 2.582 | 2.403 | -0.179 | 2.335 | -0.068 |
| Missing | 3.301 | | | 2.430 | -0.871 | 3.319 | | | 2.061 | -1.258 |
| Multiple | 2.932 | 2.866 | -0.065 | 2.920 | 0.053 | 2.922 | 2.929 | 0.007 | 2.776 | -0.153 |
| Nat Hwiin/Othr Pac Islndr | 3.067 | 2.670 | -0.396 | 2.728 | 0.057 | 3.057 | 2.711 | -0.346 | 2.563 | -0.148 |
| White | 2.942 | 2.917 | -0.025 | 2.905 | -0.011 | 2.941 | 2.914 | -0.027 | 2.756 | -0.158 |
| English Learner | 1.936 | 1.774 | -0.161 | 1.830 | 0.056 | 2.067 | 1.693 | -0.373 | 1.535 | -0.158 |
| Students with Disabilities | 2.204 | 2.114 | -0.090 | 2.090 | -0.024 | 2.228 | 2.097 | -0.131 | 1.826 | -0.271 |
| SocioEconomic Disadvantaged | 2.444 | 2.397 | -0.047 | 2.333 | -0.064 | 2.468 | 2.376 | -0.092 | 2.163 | -0.213 |
| Foster Youth | | 0.559 | | 0.952 | 0.393 | | 0.500 | | 0.286 | -0.214 |
| Homeless Youth | 1.974 | | | | | 2.111 | | | | |

Data Source - CALPADS and Synergy
Last Update - 5/3/2022

# Appendix T

**Poway Unified**
**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**
**School District Graduates - Meeting A-G Requirements**

| | 2018-2019 | | | 2019-2020 | | | | 2020-2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # 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 |
| PUSD | 2,607 | 1,960 | 75% | 2,674 | 2,078 | 78% | 3% | 2,670 | 2,062 | 77% | -1% |
| African American or Black | 63 | 40 | 63% | 51 | 36 | 71% | 8% | 53 | 34 | 64% | -7% |
| American Indian or Alaskan Native | 10 | * | * | 4 | * | * | * | 3 | * | * | * |
| Asian | 519 | 458 | 88% | 519 | 457 | 88% | 0% | 547 | 494 | 90% | 2% |
| Filipino | 176 | 132 | 75% | 176 | 131 | 74% | -1% | 176 | 133 | 76% | 2% |
| Hispanic or Latino | 365 | 207 | 57% | 419 | 269 | 64% | 7% | 468 | 297 | 63% | -1% |
| Pacific Islander | 13 | 8 | 62% | 14 | 12 | 86% | 24% | 11 | 9 | 82% | -4% |
| Two or More Races | 182 | 145 | 80% | 324 | 272 | 84% | 4% | 359 | 281 | 78% | -6% |
| Undeclared | 23 | 14 | 61% | 54 | 43 | 80% | 19% | | * | * | * |
| White (not of Hispanic origin) | 1,256 | 951 | 76% | 1,113 | 857 | 77% | 1% | 1,053 | 813 | 77% | 0% |
| English Learners | 70 | 10 | 14% | 61 | 15 | 25% | 11% | 45 | 13 | 29% | 4% |
| Socioeconomically Disadvantaged | 497 | 296 | 60% | 32 | 16 | 50% | -10% | 40 | 18 | 45% | -5% |
| Students with Disabilities | 220 | 53 | 24% | 221 | 50 | 23% | -1% | 248 | 72 | 29% | 6% |
| Homeless Youth | 30 | 10 | 33% | 33 | 14 | 42% | 9% | 21 | 11 | 52% | 10% |
| Foster Youth | | * | * | 1 | * | * | * | | * | * | * |

Data source - CALPADS
Latest Update - 03/2022

# Appendix U

**Poway Unified School District**
**LOCAL CONTROL ACCOUNTABILITY PLAN**

## 12th Gr Grads with 3 years of Math

**2020-2021**

| | PUSD | | AHS | | DNHS | | MCHS | | PHS | | RBHS | | WVHS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Grad | 3Yrs Math | Grad | 3Yrs Math | Grad | 3Yrs Math | Grad | 3Yrs Math | Grad | 3Yrs Math | Grad | 3Yrs Math | Grad | 3Yrs Math |
| Graduates | 2751 | 2441<br>89% | 38 | 20<br>53% | 574 | 521<br>91% | 458 | 405<br>88% | 519 | 437<br>84% | 564 | 537<br>95% | 590 | 517<br>88% |
| Am Indian/Alskn Nat | 4 | 4<br>100% | 1 | 1<br>100% | | | 1 | 1<br>100% | 1 | 1<br>100% | 1 | 1<br>100% | | |
| Asian | 569 | 551<br>97% | 3 | 2<br>67% | 176 | 170<br>97% | 65 | 64<br>98% | 24 | 24<br>100% | 108 | 105<br>97% | 192 | 186<br>97% |
| Black/African Am | 61 | 47<br>77% | 3 | 2<br>67% | 10 | 7<br>70% | 16 | 13<br>81% | 5 | 3<br>60% | 12 | 12<br>100% | 14 | 10<br>71% |
| Filipino | 195 | 174<br>89% | | | 47 | 44<br>94% | 52 | 48<br>92% | 16 | 14<br>88% | 39 | 39<br>100% | 41 | 29<br>71% |
| Hispanic | 476 | 400<br>84% | 9 | 5<br>56% | 68 | 58<br>85% | 86 | 70<br>81% | 148 | 120<br>81% | 97 | 91<br>94% | 68 | 56<br>82% |
| Missing | 1 | 1<br>100% | | | | | | | | | 1 | 1<br>100% | | |
| Multiple | 276 | 245<br>89% | 3 | | 56 | 49<br>88% | 53 | 48<br>91% | 50 | 41<br>82% | 57 | 55<br>96% | 57 | 52<br>91% |
| Nat Hwiin/Othr Pac Islndr | 11 | 8<br>73% | | | 2 | 2<br>100% | 2 | 1<br>50% | 2 | 2<br>100% | 2 | 2<br>100% | 3 | 1<br>33% |
| White | 1157 | 1011<br>87% | 19 | 10<br>53% | 215 | 191<br>89% | 183 | 160<br>87% | 273 | 232<br>85% | 247 | 231<br>94% | 215 | 183<br>85% |
| English Learners | 49 | 31<br>63% | 2 | 2<br>100% | 7 | 2<br>29% | 6 | 3<br>50% | 11 | 7<br>64% | 15 | 12<br>80% | 8 | 5<br>63% |
| Socioeconomically Disadvantaged | 423 | 327<br>77% | 21 | 11<br>52% | 49 | 34<br>69% | 92 | 73<br>79% | 105 | 81<br>77% | 69 | 62<br>90% | 86 | 66<br>77% |
| Students with Disabilities | 294 | 165<br>56% | 11 | 5<br>45% | 51 | 23<br>45% | 60 | 41<br>68% | 61 | 27<br>44% | 45 | 33<br>73% | 59 | 32<br>54% |
| Homeless Youth | 54 | 37<br>69% | 9 | 3<br>33% | 4 | 1<br>25% | 12 | 10<br>83% | 7 | 5<br>71% | 9 | 8<br>89% | 13 | 10<br>77% |

# Appendix V

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**Graduates with at least 1 AP course with grade of C or better**

| | 2018 - 2019 | | | 2019 - 2020 | | | | 2020 - 2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # Graduates | # with 1 AP course with C or better | % with 1 AP course with C or better | # Graduates | # with 1 AP course with C or better | % with 1 AP course with C or better | Delta | # Graduates | # with 1 AP course with C or better | % with 1 AP course with C or better | Delta |
| PUSD | 2,607 | 1974 | 76% | 2,674 | 2071 | 77% | 1% | 2,667 | 2023 | 76% | -1% |
| African American or Black | 63 | 33 | 52% | 51 | 35 | 69% | 17% | 53 | 30 | 57% | 12% |
| American Indian or Alaskan Native | 10 | * | * | 4 | * | * | * | 3 | * | * | * |
| Asian | 519 | 473 | 91% | 519 | 478 | 92% | 1% | 552 | 508 | 92% | 0% |
| Filipino | 176 | 123 | 70% | 176 | 134 | 76% | 6% | 174 | 131 | 75% | -1% |
| Hispanic or Latino | 365 | 224 | 61% | 419 | 288 | 69% | 8% | 467 | 305 | 65% | -4% |
| Pacific Islander | 13 | 7 | 54% | 14 | 11 | 79% | 25% | 11 | 7 | 64% | -15% |
| Two or More Races | 182 | 144 | 79% | 324 | 245 | 76% | -3% | 357 | 283 | 79% | 3% |
| Undeclared | 23 | 14 | 61% | 54 | 45 | 83% | 22% | | * | * | * |
| White (not of Hispanic origin) | 1,256 | 949 | 76% | 1,113 | 834 | 75% | -1% | 1,050 | 758 | 72% | -3% |
| English Learners | 70 | 12 | 17% | 61 | 18 | 30% | 13% | 46 | 9 | 20% | -10% |
| Socioeconomically Disadvantaged | 497 | 311 | 63% | 32 | 19 | 59% | -4% | 38 | 24 | 63% | 4% |
| Students with Disabilities | 220 | 34 | 15% | 221 | 43 | 19% | 4% | 249 | 47 | 19% | 0% |
| Homeless Youth | 30 | 14 | 47% | 33 | 17 | 52% | 5% | | * | * | * |
| Foster Youth | | * | * | 2 | * | * | * | | * | * | * |

Data source- Synergy
Latest Update -10/2021

# Appendix W

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

### Graduates who score 3 or above on AP test

| | 2018 - 2019 | | | 2019 - 2020 | | | | 2020 - 2021 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # Graduates | # who score 3 or above on AP test | % who score 3 or above on AP test | # Graduates | # who score 3 or above on AP test | # who score 3 or above on AP test | Delta | # Graduates | # who score 3 or above on AP test | # who score 3 or above on AP test | Delta |
| PUSD | 2,607 | 1467 | 56% | 2,674 | 1579 | 59% | 3% | 3,895 | 2064 | 53% | -6% |
| African American or Black | 63 | 19 | 30% | 51 | 27 | 53% | 23% | 84 | 37 | 44% | -9% |
| American Indian or Alaskan Native | 10 | * | * | 4 | * | * | * | 4 | * | * | * |
| Asian | 519 | 423 | 82% | 519 | 419 | 81% | -1% | 807 | 612 | 76% | -5% |
| Filipino | 176 | 81 | 46% | 176 | 91 | 52% | 6% | 277 | 109 | 39% | -13% |
| Hispanic or Latino | 365 | 143 | 39% | 419 | 210 | 50% | 11% | 891 | 400 | 45% | -5% |
| Pacific Islander | 13 | 6 | 46% | 14 | 8 | 57% | 11% | 16 | 3 | 19% | -38% |
| Two or More Races | 182 | 109 | 60% | 324 | 179 | 55% | -5% | 481 | 258 | 54% | -1% |
| Undeclared | 23 | 6 | 26% | 54 | 39 | 72% | 46% | 0 | * | * | * |
| White (not of Hispanic origin) | 1,256 | 677 | 54% | 1,113 | 605 | 54% | 0% | 1,335 | 644 | 48% | -6% |
| Socioeconomically Disadvantaged | 497 | 207 | 42% | 32 | 17 | 53% | 11% | 141 | 75 | 53% | 0% |
| English Learners | 70 | 8 | 11% | 61 | 11 | 18% | 7% | 160 | 19 | 12% | -6% |
| Students with Disabilities | 220 | 13 | 6% | 221 | 28 | 13% | 7% | 439 | 32 | 7% | -6% |
| Homeless Youth | 115 | 24 | 21% | 211 | 43 | 20% | -1% | 192 | 68 | 35% | 15% |
| Foster Youth | 0 | * | * | 6 | * | * | * | 0 | * | * | * |

Data Source - CollegeBoard and Synergy
Last Update - 04/2022

# Appendix X

## Early Assessment Program – English Language Arts/Literacy

| ELA | 2018-2019 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Tested | Conditionally Ready | | College Ready | | Conditionally Ready and College Ready | |
| | # | # | % | # | % | # | % |
| PUSD | 2671 | 773 | 29% | 1302 | 49% | 2075 | 78% |
| African American or Black | 65 | 19 | 29% | 20 | 31% | 39 | 60% |
| American Indian or Alaskan Native | 3 | * | * | * | * | * | * |
| Asian | 545 | 105 | 19% | 389 | 71% | 494 | 91% |
| Filipino | 189 | 67 | 35% | 88 | 47% | 155 | 82% |
| Hispanic or Latino | 378 | 124 | 33% | 114 | 30% | 238 | 63% |
| Pacific Islander | 17 | 8 | 47% | 5 | 29% | 13 | 76% |
| Two or More Races | 173 | 50 | 29% | 82 | 47% | 132 | 76% |
| White (not of Hispanic origin) | 1279 | 390 | 30% | 595 | 47% | 985 | 77% |
| English Learners | 85 | 8 | 9% | 2 | 2% | 10 | 12% |
| Socioeconomically Disadvantaged | 479 | 164 | 34% | 139 | 29% | 303 | 63% |
| Students with Disabilities | 2448 | 723 | 30% | 1271 | 52% | 1994 | 81% |
| Homeless Youth | 22 | 8 | 36% | 3 | 14% | 11 | 50% |
| Foster Youth | 1 | * | * | * | * | * | * |

*10 or below not shown for privacy
Data source: Dataquest (8/2019)
Dashboard Suspended in 2020

# Appendix X (cont)

## Early Assessment Program – Mathematics

| Math | 2018-2019 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Tested | Conditionally Ready | | College Ready | | Conditionally Ready and College Ready | |
| | # | # | % | # | % | # | % |
| PUSD | 2651 | 746 | 28% | 1093 | 41% | 1839 | 69% |
| African American or Black | 65 | 18 | 28% | 18 | 28% | 36 | 55% |
| American Indian or Alaskan Native | 4 | * | * | * | * | * | * |
| Asian | 542 | 121 | 22% | 368 | 68% | 489 | 90% |
| Filipino | 188 | 64 | 34% | 70 | 37% | 134 | 71% |
| Hispanic or Latino | 378 | 95 | 25% | 90 | 24% | 185 | 49% |
| Pacific Islander | 17 | 5 | 29% | 6 | 35% | 11 | 65% |
| Two or More Races | 169 | 45 | 27% | 70 | 41% | 115 | 68% |
| White (not of Hispanic origin) | 1267 | 393 | 31% | 463 | 37% | 856 | 68% |
| English Learners | 91 | 13 | 14% | 4 | 4% | 17 | 19% |
| Socioeconomically Disadvantaged | 476 | 119 | 25% | 111 | 23% | 230 | 48% |
| Students with Disabilities | 2427 | 727 | 30% | 1074 | 44% | 1801 | 74% |
| Homeless Youth | 20 | 2 | 10% | 2 | 10% | 4 | 20% |
| Foster Youth | 1 | * | * | * | * | * | * |

*10 or below not shown for privacy
Data source: Dataquest (8/2019)
Dashboard Suspended in 2020

# Appendix X (cont)

## Poway Unified School District
## iReady Correlation to Smarter Balance Proficiency Grade 11
## 2020-2021

| | Reading | | | | | | | | | Math | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Fall | | | Winter | | | Spring | | | Fall | | | Winter | | | Spring | | |
| | | Meeting Benchmark | | | Meeting Benchmark | | | Meeting Benchmark | | | Meeting Benchmark | | | Meeting Benchmark | | | Meeting Benchmark | |
| **Grade 11** | **Tested** | **#** | **%** | **Tested** | **#** | **%** | **Tested** | **#** | **%** | **Tested** | **#** | **%** | **Tested** | **#** | **%** | **Tested** | **#** | **%** |
| All Students | 8 | | | 1 | | | 2312 | 663 | 28.7% | 14 | | | 8 | | | 2295 | 660 | 28.8% |
| African-American | | | | | | | 55 | 6 | 10.9% | | | | | | | 52 | 10 | 19.2% |
| Asian | 1 | | | | | | 538 | 249 | 46.3% | | | | | | | 542 | 291 | 53.7% |
| Caucasian | 3 | | | | | | 838 | 196 | 23.4% | 7 | | | 5 | | | 830 | 163 | 19.6% |
| Filipino | | | | | | | 137 | 29 | 21.2% | | | | | | | 142 | 32 | 22.5% |
| Hispanic | 4 | | | 1 | | | 389 | 64 | 16.5% | 7 | | | 3 | | | 369 | 46 | 12.5% |
| Other | | | | | | | 355 | 119 | 33.5% | | | | | | | 360 | 118 | 32.8% |
| English Learners | | | | | | | 28 | 1 | 3.6% | | | | | | | 29 | 2 | 6.9% |
| Students with Disabilities | 5 | | | 1 | | | 198 | 11 | 5.6% | 7 | | | 6 | | | 195 | 9 | 4.6% |
| Socioeconomically Disadvantaged | | | | | | | 122 | 25 | 20.5% | 2 | | | | | | 109 | 19 | 17.4% |
| Homeless Youth | | | | | | | 25 | 4 | 16.0% | 1 | | | 1 | | | 24 | | |

# Appendix Y

**Poway Unified School District**

**Local Control Accountability Plan (LCAP)**

**College/Career Readiness (CCI)**

| | Prepared | | | | | Approaching Prepared | | | | | Not Prepared | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2019 | | 2020 | | | 2019 | | 2020 | | | 2019 | | 2020 | | |
| | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| All Student | 1925 | 68% | 2103 | 73% | 5.0% | 406 | 14.3% | 325 | 11.3% | -3.0% | 500 | 17.7% | 454 | 15.8% | -1.9% |
| Black/African American | 31 | 40.3% | 38 | 61.3% | 21.0% | 20 | 26% | 6 | 9.7% | -16.3% | 26 | 33.8% | 18 | 29% | -4.8% |
| Asian | 471 | 87.4% | 479 | 90.9% | 3.5% | 36 | 6.7% | 18 | 3.4% | -3.3% | 32 | 5.9% | 30 | 5.7% | -0.2% |
| Filipino | 154 | 73% | 147 | 72.8% | -0.2% | 24 | 11.4% | 22 | 10.9% | -0.5% | 33 | 15.6% | 33 | 16.3% | 0.7% |
| Hispanic | 204 | 48.7% | 274 | 57.2% | 8.5% | 73 | 17.4% | 76 | 15.9% | -1.5% | 142 | 33.9% | 129 | 26.9% | -7.0% |
| Pacific Islander | 8 | 57.1% | 14 | 77.8% | 20.7% | 4 | 28.6% | 1 | 5.6% | -23.0% | 2 | 14.3% | 3 | 16.7% | 2.4% |
| Multiple Races/Two or More | 103 | 66.5% | 192 | 76.2% | 9.7% | 28 | 18.1% | 33 | 13.1% | -5.0% | 24 | 15.5% | 27 | 10.7% | -4.8% |
| White | 933 | 67.6% | 915 | 71.6% | 4.0% | 212 | 15.4% | 160 | 12.5% | -2.9% | 235 | 17% | 203 | 15.9% | -1.1% |
| English Learner | 75 | 38.1% | 64 | 33.9% | -4.2% | 40 | 20.3% | 42 | 22.2% | 1.9% | 82 | 41.6% | 83 | 43.9% | 2.3% |
| Socioeconomically Disadvantaged | 330 | 47.4% | 378 | 52.4% | 5.0% | 133 | 19.1% | 119 | 16.5% | -2.6% | 233 | 33.5% | 225 | 31.2% | -2.3% |
| Students with Disabilities | 63 | 19.3% | 66 | 21.4% | 2.1% | 78 | 23.9% | 74 | 23.9% | 0.0% | 185 | 56.7% | 169 | 54.7% | -2.0% |
| Homeless Youth | 12 | 23.5% | 14 | 23.7% | 0.2% | 10 | 19.6% | 15 | 25.4% | 5.8% | 29 | 56.9% | 30 | 50.8% | -6.1% |

Data Source - DataQuest

# Appendix Y (cont)

## Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School

| ALL Cohorts | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cohort Totals | 2,900 | 67 | 3 | 585 | 205 | 532 | 10 | 1,208 | 289 | 171 | 715 | 371 | 1 | 76 |
| Cohort Percent | 100.00% | 2.30% | 0.10% | 20.20% | 7.10% | 18.30% | 0.30% | 41.70% | 10.00% | 5.90% | 24.70% | 12.80% | 0.00% | 2.60% |

## Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| ALL Cohorts | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cohort Totals | 1,226 | 15 | * | 430 | 63 | 137 | * | 457 | 120 | 18 | 170 | 26 | * | 10 |
| Cohort Percent | 44.50% | 25.40% | * | 74.50% | 31.80% | 28.80% | * | 39.60% | 42.90% | 12.10% | 26.50% | 7.60% | * | 18.90% |

## Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| ALL Cohorts | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cohort Totals | 717 | 9 | * | 163 | 55 | 97 | * | 319 | 72 | 35 | 144 | 64 | * | 8 |
| Cohort Percent | 24.70% | 13.40% | * | 27.90% | 26.80% | 18.20% | * | 26.40% | 24.90% | 20.50% | 20.10% | 17.30% | * | 10.50% |

Source: CDE: College/Career Measures Only Report & Data – 2021 Poway Unified (San Diego County, CA)

# Appendix Y (cont)

## Completed a-g Requirements – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| ALL Cohorts | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cohort Totals | 2,169 | 39 | * | 513 | 159 | 326 | * | 908 | 213 | 78 | 410 | 128 | * | 32 |
| Cohort Percent | 74.80% | 58.20% | * | 87.70% | 77.60% | 61.30% | * | 75.20% | 73.70% | 45.60% | 57.30% | 34.50% | * | 42.10% |

## Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students

This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| ALL Cohorts | All Students | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilities | Foster Students | Homeless Students |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cohort Totals | 602 | 7 | * | 157 | 46 | 73 | * | 258 | 59 | 23 | 101 | 34 | * | 5 |
| Cohort Percent | 20.80% | 10.40% | * | 26.80% | 22.40% | 13.70% | * | 21.40% | 20.40% | 13.50% | 14.10% | 9.20% | * | 6.60% |

Source: CDE: College/Career Measures Only Report & Data – 2021 Poway Unified (San Diego County, CA)

# Appendix Z

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**Graduates**

| | 2018-2019 | | | | | 2019-2020 | | | | | | 2020-2021 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 4th Year Graduate | | 5th Year Graduate | | % | 4th Year Graduate | | 5th Year Graduate | | % | | 4th Year Graduate | | 5th Year Graduate | | % | |
| | # | % | # | % | Graduates | # | % | # | % | Graduates | Delta | # | % | # | % | Graduates | Delta |
| PUSD | 2594 | 95.50% | 13 | 0.50% | 96% | 2648 | 94.60% | 21 | 0.80% | 95.40% | -0.60% | 2662 | 94.70% | 20 | 0.70% | 95.40% | 0% |
| African American or Black | 63 | 94% | 0 | * | 94% | 50 | 79.40% | 0 | * | 79.40% | -14.60% | 53 | 88.30% | 0 | * | 88.30% | 8.90% |
| American Indian or Alaskan Native | 10 | * | 0 | * | * | 4 | * | 0 | * | * | * | 3 | * | 0 | * | * | * |
| Asian | 517 | 96.60% | 2 | 0.40% | 97% | 513 | 95.90% | 6 | 1.10% | 97% | 0% | 545 | 95.60% | 6 | 1.10% | 96.70% | -0.30% |
| Filipino | 175 | 94.10% | 1 | 0.50% | 94.60% | 172 | 92% | 3 | 1.60% | 93.60% | -1% | 176 | 96.70% | 0 | * | 96.70% | 3.10% |
| Hispanic or Latino | 360 | 91.40% | 5 | 1.30% | 92.60% | 415 | 91.80% | 4 | 0.90% | 92.70% | 0.10% | 466 | 90.70% | 7 | 1.40% | 92% | -0.70% |
| Pacific Islander | 13 | 100% | 0 | * | 100% | 14 | 93.30% | 0 | * | 93.30% | -6.70% | 10 | 90.90% | 1 | 9.10% | 100% | 6.70% |
| Two or More Races | 181 | 96.30% | 1 | 0.50% | 96.80% | 321 | 97.30% | 2 | 0.60% | 97.90% | 1.10% | 358 | 94.50% | 1 | 0.30% | 94.70% | -3.20% |
| Undeclared | 23 | 92% | 0 | * | 92% | 54 | 93.10% | 0 | * | 93.10% | 1.10% | 0 | * | 0 | * | * | * |
| White (not of Hispanic origin) | 1252 | 96.50% | 4 | 0.30% | 96.80% | 1105 | 95.70% | 6 | 0.50% | 96.20% | -0.60% | 1051 | 96.20% | 5 | 0.50% | 96.70% | 0.50% |
| English Learners | 65 | 73.90% | 5 | 5.70% | 79.50% | 54 | 62.10% | 6 | 6.90% | 69% | -10.50% | 43 | 61.40% | 6 | 8.60% | 70% | 1% |
| Socioeconomically Disadvantaged | 495 | 93.80% | 15 | 2.80% | 96.60% | 527 | 89.90% | 8 | 1.40% | 91.30% | -5.30% | 537 | 90.30% | 4 | 0.70% | 90.90% | -0.40% |
| Students with Disabilities | 219 | 83.60% | 1 | 0.40% | 84% | 213 | 75.30% | 7 | 2.50% | 77.70% | -6.30% | 248 | 77.70% | 4 | 1.30% | 79% | 1.30% |
| Homeless Youth | 28 | 84.80% | 2 | 6.10% | 90.90% | 32 | 76.20% | 1 | 2.40% | 78.60% | -12.30% | 20 | 57.10% | 3 | 8.60% | 65.70% | -12.90% |
| Foster Youth | 0 | * | 0 | * | * | 1 | * | 0 | * | * | * | 0 | * | 0 | * | * | * |

Data Source - CALPADS & Synergy
Last Update - 04/2022

# Appendix AA

## State Board of Education Self-Reflection Tool - Local Indicator 7- Access to Broad Course of Study

| Year | The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. | A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. | Identification of any barriers preventing access to a broad course of study for all students. | Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students. |
|---|---|---|---|---|
| 2019 | As a unified school district, on an ongoing basis, we analyze the extent to which all of our students have access to and are enrolled in a broad course of study through an analysis of our course offerings via departmental surveys and through our Student Information System. In this process we analyze access for our various student groups including our students with exceptional needs. | In our elementary schools, all students have access to core academic curriculum as well as the opportunity to participate in our X-Ploration program. For 17 sessions a year, a team of highly qualified and trained Poway teachers teach grade level lessons in P.E., visual and performing arts, STEM, and coding. For our students who are learning English and those with disabilities, curriculum may be differentiated to meet individual needs. At the middle and high school levels, PUSD offers courses in all of the academic areas. Students have open access to grade level courses. At the high school level, we continue to be pleased with the number of students who are completing the A – G requirements. In 2019 it was reported that 78% of our graduating seniors completed A-G courses. More of our high school students are completing a Career and Technical Education (CTE) pathway than in previous years. While more of our students are taking Advanced Placement courses each year. In addition we offer a wide range of elective courses including pathways in STEM, visual and performing arts, and AVID. | We strive for continuous improvement regarding course access offerings, however some barriers exist. The scheduling of classes in a given school day limits the number of elective courses students can take in a term. When students are recommended to take elective academic support classes, this limits their opportunity to take other electives. | At our middle school sites, staff is exploring strategies to provide all students access to self-selected electives. This is an issue for students who are in need of taking academic support classes. Currently, we are in the process of providing more of our students with disabilities access to core general education courses through our Specialized Academic Instruction (SAI) model that is now being piloted at three of our schools - one elementary, one middle, and one high school as well as at 7 other elementary, middle, and high school SAI cohort schools. |
| 2021 | As a unified school district on an ongoing basis, we analyze the extent to which all of our students have access to and are enrolled in a broad course of study through an analysis of our course offerings via departmental surveys through our Student Information System. In this process we analyze access for our various student groups including our students with exceptional needs. | In our elementary schools all students have access to core academic curriculum as well as the opportunity to participate in the X-Ploration program.<br><br>At the middle and high school levels, PUSD offers courses in all of the academic areas. Students have open access to grade-level courses.<br><br>At the high school level, we continue to be pleased with the number of students completing the A – G requirements. Last year, 82 % of our students completed A-G courses, which was an increase of 4% from the previous year. And in regards to the AP courses, 76%, a slight decrease compared to the previous year, of our students took at least one AP course last year and received a C or better. | We strive for continuous improvement regarding access to courses, however some barriers exist for our students. The scheduling of classes in a given school day limits the number of elective courses students can take in a term. For example, when students are recommended for an academic support elective, this limits their opportunity to take other electives. | **Career Technical Education:**<br>*Since 2017, we have increased the number of students served in CTE courses by over 25% (*CTE Courses by School.pdf*)<br>*Pathway Completion for PUSD seniors has increased by over 16% in the past two years, with indications that this year will set a new high-water mark. (*CTE Trends-Pathway Completion.pdf*)<br>*The number of CTE course offerings at Middle and High Schools have expanded by nearly 10% over the past 5 years. This may be underrepresented because while some middle school electives use the CTE content, they don't always use standard CTE course names. |

# Appendix BB

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**Graduates who Completed at Least One State Defined CTE Pathway**

| | 2018-2019 | | 2019-2020 | | | 2020-2021 | | |
|---|---|---|---|---|---|---|---|---|
| **Student Group** | **#** | **%** | **#** | **%** | **Delta** | **#** | **%** | **Delta** |
| PUSD | 496 | 15% | 596 | 15% | 0 | 930 | 17% | 2 |
| Am Indian/Alskn Nat | 4 | * | 0 | 0% | -29 | 0 | 0% | 0 |
| Asian | 103 | 15% | 98 | 14% | -1 | 205 | 19% | 5 |
| Black/African Am | 7 | * | 7 | * | * | 13 | 9% | 2 |
| Filipino | 35 | 14% | 34 | 13% | -1 | 78 | 17% | 4 |
| Hispanic | 79 | 14% | 107 | 13% | -1 | 162 | 14% | 1 |
| Missing | 5 | * | 17 | 20% | 3 | 0 | 0% | -20 |
| Multiple | 29 | 17% | 76 | 21% | 4 | 89 | 19% | -2 |
| Nat Hwiin/Othr Pac Islndr | 0 | 0% | 2 | * | * | 7 | * | * |
| White | 234 | 15% | 255 | 16% | 1 | 376 | 18% | 2 |
| English Learners | 36 | 22% | 32 | 14% | -8 | 16 | 9% | -5 |
| Socioeconomically Disadvantaged | 166 | 15% | 175 | 14% | -1 | 286 | 14% | 0 |
| Students with Disabilities | 70 | 17% | 71 | 16% | -1 | 85 | 13% | -3 |
| Homeless Youth | 24 | 21% | 23 | 9% | -12 | 36 | 10% | 1 |
| Foster Youth | 0 | 0% | 0 | 0% | 0% | 0 | 0% | 0% |

Data Source - CALPADS
Last Update - 04/2022

* 10 or below not shown for privacy

# Appendix CC

**Poway Unified School District**

**LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

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

| | Not applicable, Not sure, or Decline to Answer | | | | | Strongly Disagree | | | | | Disagree | | | | | Agree | | | | | Strongly Agree | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 238 | 4% | 219 | 4% | 0% | 101 | 2% | 69 | 1% | -1% | 287 | 5% | 350 | 7% | 2% | 2517 | 45% | 2404 | 49% | 4% | 2501 | 44% | 1864 | 38% | -6% |
| American Indian or Alaska Native | 2 | 10% | | | | 4 | 19% | | | | 1 | 5% | 2 | 12% | 7% | 8 | 38% | 10 | 59% | 21% | 6 | 29% | 5 | 29% | 0% |
| Asian or Asian American | 46 | 5% | 62 | 6% | 1% | 6 | 1% | 6 | 1% | 0% | 30 | 3% | 52 | 5% | 2% | 432 | 49% | 528 | 53% | 4% | 362 | 41% | 357 | 36% | -5% |
| Black or African American (not Hispanic) | | | 1 | 2% | | 2 | 3% | | | | 4 | 6% | 6 | 11% | 5% | 34 | 52% | 30 | 54% | 2% | 25 | 38% | 19 | 34% | -4% |
| Filipino | 14 | 6% | 14 | 5% | -1% | 1 | 0% | | | | 2 | 1% | 6 | 2% | 1% | 95 | 40% | 119 | 46% | 6% | 125 | 53% | 117 | 46% | -7% |
| Hispanic or Latino | 8 | 2% | 22 | 6% | 4% | 5 | 1% | 5 | 1% | 0% | 23 | 6% | 29 | 8% | 2% | 187 | 47% | 158 | 42% | -5% | 178 | 44% | 162 | 43% | -1% |
| Native Hawaiian or Pacific Islander | 3 | 13% | | | | 1 | 4% | 3 | 19% | 15% | 3 | 13% | | | | 7 | 30% | 6 | 38% | 8% | 9 | 39% | 7 | 44% | 5% |
| Not applicable, not sure, or decline to answer | 28 | 7% | 25 | 6% | -1% | 23 | 6% | 17 | 4% | -2% | 46 | 11% | 53 | 14% | 3% | 185 | 45% | 194 | 50% | 5% | 127 | 31% | 97 | 25% | -6% |
| Two or more races/ethnicities | 29 | 4% | 17 | 3% | -1% | 13 | 2% | 3 | 1% | -1% | 46 | 7% | 34 | 6% | -1% | 309 | 44% | 272 | 52% | 8% | 308 | 44% | 201 | 38% | -6% |
| White (not Hispanic) | 108 | 4% | 74 | 3% | -1% | 46 | 2% | 35 | 2% | 0% | 131 | 5% | 167 | 7% | 2% | 1255 | 43% | 1078 | 48% | 5% | 1355 | 47% | 897 | 40% | -7% |
| English Learners | 9 | 5% | 2 | 2% | -3% | 1 | 1% | 2 | 2% | 1% | 4 | 2% | 2 | 2% | 0% | 70 | 41% | 60 | 48% | 7% | 87 | 51% | 60 | 48% | -3% |
| Students with Disabilities | 19 | 3% | 18 | 3% | 0% | 13 | 2% | 7 | 1% | -1% | 32 | 5% | 39 | 6% | 1% | 275 | 42% | 263 | 43% | 1% | 309 | 48% | 283 | 46% | -2% |

Data Source - CHKS
Last Update - 5/3/2022

# Appendix DD

## Poway Unified School District

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

## School allows input and welcomes parent's contributions

| | Not applicable, Not sure, or Decline to Answer | | Strongly Disagree | | Disagree | | Agree | | Strongly Agree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2018-2019 | | 2018-2019 | | 2018-2019 | | 2018-2019 | | 2018-2019 | |
| | # | % | # | % | # | % | # | % | # | % |
| PUSD | 508 | 9% | 127 | 2% | 354 | 6% | 2568 | 45% | 2087 | 37% |
| American Indian or Alaska Native | 3 | 14% | 2 | 10% | 1 | 5% | 8 | 38% | 7 | 33% |
| Asian or Asian American | 74 | 8% | 7 | 1% | 48 | 5% | 435 | 49% | 317 | 36% |
| Black or African American (not Hispanic) | 2 | 3% | 3 | 5% | 3 | 5% | 36 | 55% | 21 | 32% |
| Filipino | 21 | 9% | | | 3 | 1% | 96 | 41% | 116 | 49% |
| Hispanic or Latino | 41 | 10% | 7 | 2% | 22 | 5% | 178 | 44% | 153 | 38% |
| Native Hawaiian or Pacific Islander | 3 | 13% | 2 | 9% | 2 | 9% | 8 | 35% | 8 | 35% |
| Not applicable, not sure, or decline to answer | 64 | 16% | 26 | 6% | 45 | 11% | 164 | 40% | 109 | 27% |
| Two or more races/ethnicities | 62 | 9% | 24 | 3% | 55 | 8% | 338 | 48% | 226 | 32% |
| White (not Hispanic) | 237 | 8% | 55 | 2% | 174 | 6% | 1300 | 45% | 1126 | 39% |
| English Learners | 7 | 4% | | | 5 | 3% | 75 | 44% | 85 | 49% |
| Students with Disabilities | 51 | 8% | 15 | 2% | 39 | 6% | 295 | 45% | 250 | 38% |

Question not asked 2020-2021

# Appendix EE

## Poway Unified School District

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

### School actively seeks the input of parents before making important decisions

| | Not applicable, Not sure, or Decline to Answer | | | | | Strongly Disagree | | | | | Disagree | | | | | Agree | | | | | Strongly Agree | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 1162 | 21% | 425 | 9% | -12% | 196 | 4% | 184 | 4% | 0% | 767 | 14% | 562 | 11% | -3% | 2267 | 41% | 2225 | 45% | 4% | 1121 | 20% | 1503 | 31% | 11% |
| American Indian or Alaska Native | 5 | 24% | 2 | 12% | -12% | 3 | 14% | 1 | 6% | -8% | 4 | 19% | 1 | 6% | -13% | 6 | 29% | 7 | 41% | 12% | 3 | 14% | 6 | 35% | 21% |
| Asian or Asian American | 181 | 21% | 83 | 8% | -13% | 11 | 1% | 16 | 2% | 1% | 104 | 12% | 91 | 9% | -3% | 367 | 43% | 506 | 50% | 7% | 184 | 22% | 309 | 31% | 9% |
| Black or African American (not Hispanic) | 13 | 20% | 3 | 5% | -15% | 4 | 6% | | | | 6 | 9% | 10 | 18% | 9% | 34 | 52% | 28 | 50% | -2% | 8 | 12% | 15 | 27% | 15% |
| Filipino | 43 | 18% | 29 | 11% | -7% | 1 | 0% | 1 | 0% | 0% | 10 | 4% | 16 | 6% | 2% | 108 | 46% | 102 | 40% | -6% | 71 | 30% | 106 | 42% | 12% |
| Hispanic or Latino | 84 | 22% | 30 | 8% | -14% | 12 | 3% | 15 | 4% | 1% | 51 | 13% | 44 | 12% | -1% | 160 | 41% | 138 | 37% | -4% | 83 | 21% | 147 | 39% | 18% |
| Native Hawaiian or Pacific Islander | 5 | 22% | 2 | 13% | -9% | | | 2 | 13% | | 7 | 30% | 2 | 13% | -17% | 8 | 35% | 4 | 25% | -10% | 3 | 13% | 6 | 38% | 25% |
| Not applicable, not sure, or decline to answer | 80 | 20% | 36 | 9% | -11% | 38 | 10% | 46 | 12% | 2% | 86 | 22% | 77 | 20% | -2% | 138 | 35% | 157 | 41% | 6% | 53 | 13% | 70 | 18% | 5% |
| Two or more races/ethnicities | 147 | 21% | 42 | 8% | -13% | 34 | 5% | 14 | 3% | -2% | 110 | 16% | 62 | 12% | -4% | 263 | 38% | 249 | 47% | 9% | 137 | 20% | 160 | 30% | 10% |
| White (not Hispanic) | 600 | 21% | 196 | 9% | -12% | 92 | 3% | 87 | 4% | 1% | 389 | 14% | 257 | 11% | -3% | 1177 | 42% | 1025 | 46% | 4% | 578 | 20% | 683 | 30% | 10% |
| English Learners | 20 | 12% | 3 | 2% | -10% | 1 | 1% | 2 | 2% | 1% | 18 | 11% | 6 | 5% | -6% | 79 | 48% | 58 | 46% | -2% | 48 | 29% | 56 | 45% | 16% |
| Students with Disabilities | 114 | 18% | 43 | 7% | -11% | 21 | 3% | 22 | 4% | 1% | 90 | 14% | 71 | 12% | -2% | 256 | 40% | 245 | 40% | 0% | 155 | 24% | 227 | 37% | 13% |

Data Source - CHKS
Last Update - 5/3/2022

# Appendix FF

## Poway Unified School District
## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
## Parents feel welcome to participate at this school

| | Not applicable, Not sure, or Decline to Answer | | | | | Strongly Disagree | | | | | Disagree | | | | | Agree | | | | | Strongly Agree | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | | 2018-2019 | | 2020-2021 | | |
| | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta | # | % | # | % | Delta |
| PUSD | 327 | 6% | 463 | 10% | 4% | 108 | 2% | 108 | 2% | 0% | 360 | 7% | 460 | 9% | 2% | 2356 | 43% | 2188 | 45% | 2% | 2318 | 42% | 1645 | 34% | -8% |
| American Indian or Alaska Native | 4 | 19% | 3 | 17% | -2% | 2 | 10% | 1 | 6% | -4% | 2 | 10% | 3 | 17% | 7% | 7 | 33% | 6 | 33% | 0% | 6 | 29% | 5 | 28% | -1% |
| Asian or Asian American | 37 | 4% | 70 | 7% | 3% | 8 | 1% | 10 | 1% | 0% | 36 | 4% | 40 | 4% | 0% | 404 | 48% | 495 | 50% | 2% | 356 | 42% | 378 | 38% | -4% |
| Black or African American (not Hispanic) | 6 | 10% | 2 | 4% | -6% | 2 | 3% | 1 | 2% | -1% | 3 | 5% | 9 | 16% | 11% | 30 | 48% | 30 | 54% | 6% | 22 | 35% | 14 | 25% | -10% |
| Filipino | 10 | 4% | 25 | 10% | 6% | 1 | 0% | | | | 7 | 3% | 16 | 6% | 3% | 102 | 44% | 109 | 43% | -1% | 114 | 49% | 102 | 40% | -9% |
| Hispanic or Latino | 25 | 6% | 36 | 10% | 4% | 7 | 2% | 10 | 3% | 1% | 23 | 6% | 30 | 8% | 2% | 169 | 44% | 156 | 42% | -2% | 163 | 42% | 141 | 38% | -4% |
| Native Hawaiian or Pacific Islander | 1 | 5% | 1 | 6% | 1% | 1 | 5% | 2 | 13% | 8% | 2 | 9% | 2 | 13% | 4% | 10 | 45% | 5 | 31% | -14% | 8 | 36% | 6 | 38% | 2% |
| Not applicable, not sure, or decline to answer | 33 | 8% | 48 | 13% | 5% | 23 | 6% | 20 | 5% | -1% | 41 | 11% | 48 | 13% | 2% | 178 | 46% | 183 | 48% | 2% | 115 | 29% | 82 | 22% | -7% |
| Two or more races/ethnicities | 51 | 7% | 53 | 10% | 3% | 15 | 2% | 9 | 2% | 0% | 57 | 8% | 52 | 10% | 2% | 282 | 41% | 219 | 42% | 1% | 280 | 41% | 191 | 36% | -5% |
| White (not Hispanic) | 160 | 6% | 224 | 10% | 4% | 48 | 2% | 54 | 2% | 0% | 188 | 7% | 257 | 11% | 4% | 1169 | 42% | 977 | 44% | 2% | 1249 | 44% | 723 | 32% | -12% |
| English Learners | 2 | 1% | 5 | 4% | 3% | | | 2 | 2% | | 6 | 4% | 4 | 3% | -1% | 63 | 38% | 58 | 46% | 8% | 94 | 57% | 57 | 45% | -12% |
| Students with Disabilities | 41 | 7% | 56 | 9% | 2% | 18 | 3% | 15 | 2% | -1% | 42 | 7% | 62 | 10% | 3% | 261 | 42% | 248 | 41% | -1% | 265 | 42% | 228 | 37% | -5% |

Data Source - CHKS
Last Update - 5/3/2022

# Appendix GG

## Number of Events for Parents of Unduplicated Students and Students with Exceptional Needs

| | EL | | | | Foster | | | | Homeless | | | | SPED | | | | All | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Events** | **2018-19** | **2019-20** | **2020-21** | **Delta** | **2018-19** | **2019-20** | **2020-21** | **Delta** | **2018-19** | **2019-20** | **2020-21** | **Delta** | **2018-19** | **2019-20** | **2020-21** | **Delta** | **2018-19** | **2019-20** | **2020-21** | **Delta** |
| ***Elementary*** | 69 | 30 | 19 | -11 | 10 | 6 | 4 | -2 | 5 | 6 | 2 | -4 | 35 | 27 | 8 | -19 | 119 | 69 | 33 | -36 |
| ***Middle*** | 12 | 15 | 20 | +5 | 3 | 4 | 7 | +3 | 1 | 4 | 5 | +1 | 5 | 10 | 12 | +2 | 21 | 33 | 44 | +11 |
| ***High*** | 12 | 16 | 7 | -9 | 0 | 4 | 3 | -1 | 4 | 4 | 3 | -1 | 10 | 10 | 9 | -1 | 26 | 34 | 22 | -12 |
| ***District*** | 8 | 5 | 7 | +2 | 1 | 2 | 5 | +3 | 2 | 4 | 11 | +7 | 6 | 9 | 0 | -9 | 17 | 20 | 23 | +3 |
| ***Overall:*** | 101 | 66 | 53 | -13 | 14 | 16 | 19 | +3 | 12 | 18 | 21 | +3 | 56 | 56 | 29 | -27 | **183** | **156** | **122** | **-34** |

# Appendix HH

## State Board of Education Self-Reflection Tool - Local Indicator 3 – Parent and Family Engagement

| 2019 | |
|---|---|
| Rate the LEA's progress in developing the capacity of staff (i. e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| Rate the LEA's progress in creating welcoming environments for all families in the community. | 3 |
| Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4 |
| *Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.* | *Our district prides itself in partnering with families to yield positive outcomes for our students. Throughout the year we offer a variety of parenting classes. Our teachers and counselors are quite astute in ascertaining resources to support student learning and development at home. Teachers make themselves available to meet with individual parents to offer support for students both in the academic and the social emotional arenas. As an area of focus, we as a district and at our school sites, continually reflect upon and seek efficacious strategies to enhance our family partnerships.* |
| Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 3 |
| Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |
| Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 5 |
| *Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.* | *The Poway Unified School District actively employs strategies and programs to build partnerships with our students' families. We pride ourselves in establishing welcoming school environments and positive school climates. Each of our sites encourage parents to be active partners in their child's education. Parent volunteers can be seen on a regular basis at our sites supporting the school in a variety of ways. Our district and individual school sites share specific school related information via a variety of sources including websites, call outs, parent emails, parent teacher conferences, and parent and principal chats. An area of focus for our district is to continue to engage our staff in ways to support each of our families in terms of their strengths, cultures, and languages.* |

# Appendix HH (CONT)

| | |
|---|---|
| Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 4 |
| Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 4 |
| Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3 |

| | |
|---|---|
| *Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.* | *Seeking parent input from families is highly valued. The Poway Unified School District on a regular basis seeks input from parents aligned to an overall district perspective as well as from individual school sites. At the district level, one will find parents involved in the CAC (Community Advisory Committee), District Advisory Committee (DELAC), and SEAC (Special Education Advisory Committee). Parents have opportunities to serve on site level advisory committees such as the School Site Council, Safety Committees, and the English Language Learning Advisory. The Poway Unified School District enlists parent input to broaden stakeholder input in the decision making process. On a yearly basis all parents are invited to participate in our LCAP ThoughtExchange to provide thoughts and comments related to our district's LCAP goals. From both the district and site levels, staff continue to explore avenues to increase participation in school endeavors especially in regard to our underrepresented families.* |

| 2021 | |
|---|---|
| Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4 |
| Rate the LEA's progress in creating welcoming environments for all families in the community. | 4 |
| Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 3 |
| Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4 |
| Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. | Building relationships through Parent Engagement is a strength for our district, but with room for constant improvement - especially in regard to supporting strengths, cultures, and language of our families. To help guide work in this area we created a new position: Director of Equity and Improvement. |
| Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 4 |
| Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |
| Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 5 |

| | |
|---|---|
| Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. | Our district also prides itself in partnering with our parents to yield positive outcomes for our students. In our professional development work with our staff, we will continue to focus on strategies that staff can utilize to enhance their interactions with families.<br>● We have established equity teams at every school site.<br>● Our Caring Connections Center offers a large variety of parent workshops to provide information and resources. |
| Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 4 |
| Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 4 |
| Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 4 |
| ate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3 |
| Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. | Parents have opportunities to serve on advisory committees at both the site level and the district level, including School Site Council, Safety Committee, and English Learner Advisory at sites, and Community Advisory Committee, District Advisory Committee, and Inclusive Practices Advisory at the district level. New this year is the Special Education Parent Ambassador program. |

Reflection Tool Rating Scale (lowest to highest)
1- Exploration And Research Phase
2- Beginning Development
3- Initial Implementation
4- Full Implementation
5- Full Implementation And Sustainability

# Appendix II

| 2021-22 School Year Poway Unified School District California Physical Fitness *Participation Rate | | | | | |
|---|---|---|---|---|---|
| | Aerobic Capacity Participation Percentage | Abdominal Strength Participation Percentage | Trunk Strength Participation Percentage | Upperbody Participation Percentage | Flexibility Participation Percentage |
| **Grade 5** | | | | | |
| African American or Black | 90% | 93% | 93% | 90% | 90% |
| Asian | 97% | 96% | 96% | 95% | 98% |
| Filipino | 96% | 96% | 96% | 96% | 97% |
| Hispanic or Latino | 95% | 94% | 94% | 96% | 96% |
| Two or More Races | 96% | 96% | 96% | 96% | 97% |
| White (not of Hispanic origin) | 95% | 96% | 96% | 95% | 96% |
| **District Overall Grade 5** | **96%** | **96%** | **96%** | **96%** | **97%** |
| | | | | | |
| **Grade 7** | | | | | |
| African American or Black | 92% | 100% | 94% | 94% | 97% |
| Asian | 96% | 98% | 91% | 97% | 97% |
| Filipino | 98% | 100% | 95% | 100% | 100% |
| Hispanic or Latino | 93% | 97% | 94% | 95% | 96% |
| Two or More Races | 96% | 97% | 94% | 96% | 97% |
| White (not of Hispanic origin) | 94% | 96% | 93% | 95% | 95% |
| **District Overall Grade 7** | **95%** | **97%** | **94%** | **96%** | **97%** |
| | | | | | |
| **Grade 9** | | | | | |
| African American or Black | 87% | 87% | 87% | 87% | 87% |
| Asian | 92% | 93% | 93% | 93% | 92% |
| Filipino | 96% | 97% | 97% | 97% | 97% |
| Hispanic or Latino | 91% | 92% | 89% | 91% | 91% |
| Two or More Races | 93% | 93% | 93% | 93% | 93% |
| White (not of Hispanic origin) | 93% | 94% | 93% | 93% | 94% |
| **District Overall Grade 9** | **93%** | **94%** | **93%** | **93%** | **93%** |
| | | | | | |
| **PUSD Overall Particpation Rate** | **95%** | **96%** | **94%** | **95%** | **96%** |
| | | | | | |
| *Data Source: Poway Unified School District Student Report Center | | | | | |