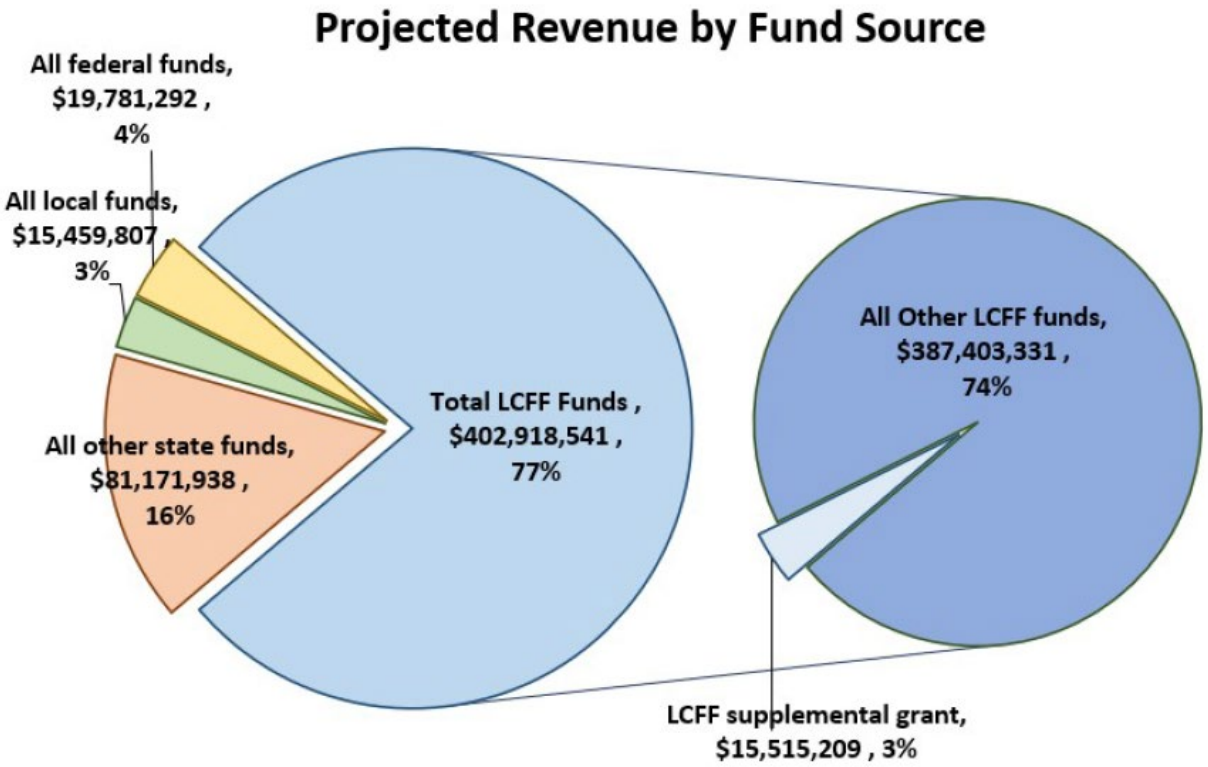
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Poway Unified School District
CDS Code: 3768296000000
School Year: 2023-24
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 2023-24 School Year

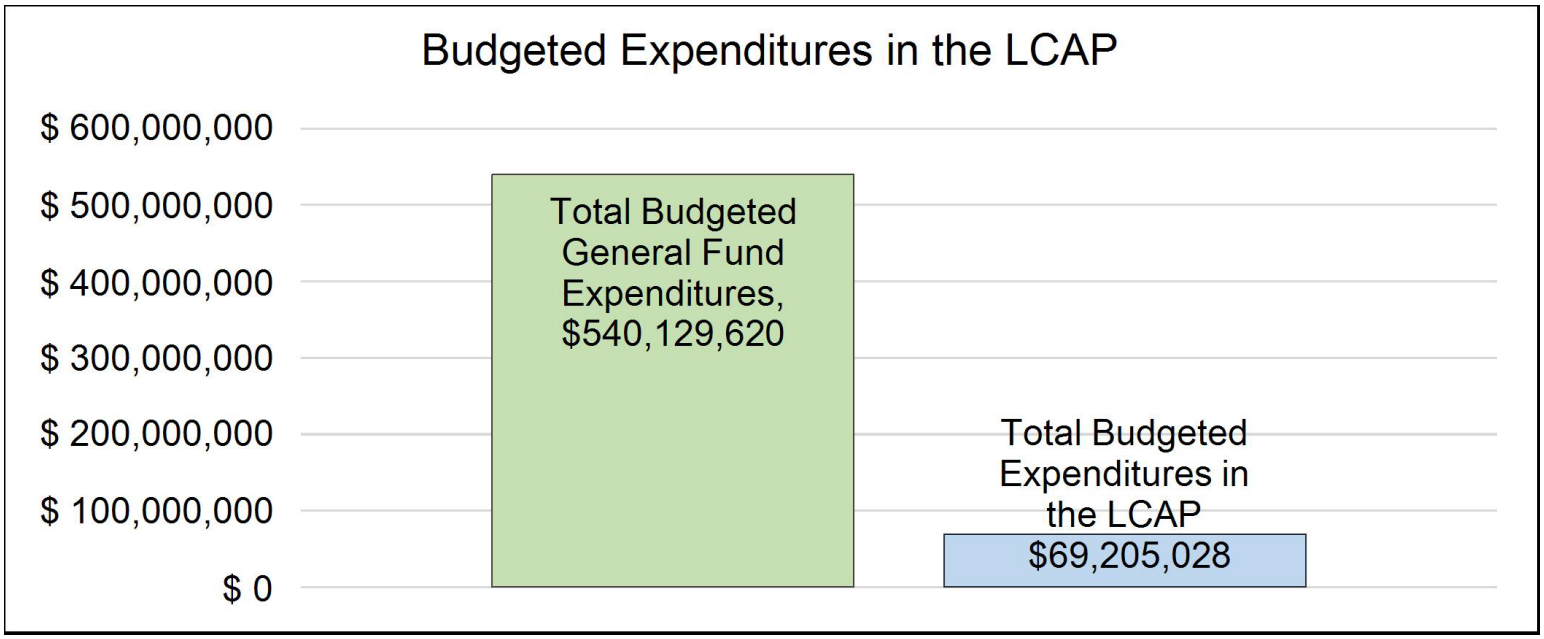


This chart shows the total general purpose revenue Poway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Poway Unified School District is $519,331,578, of which $402,918,541 is Local Control Funding Formula (LCFF), $81,171,938 is other state funds, $15,459,807 is local funds, and $19,781,292 is federal funds. Of the $402,918,541 in LCFF Funds, $15,515,209 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 2023-24. 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 $540,129,620 for the 2023-24 school year. Of that amount, $69,205,028 is tied to actions/services in the LCAP and $470,924,592 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

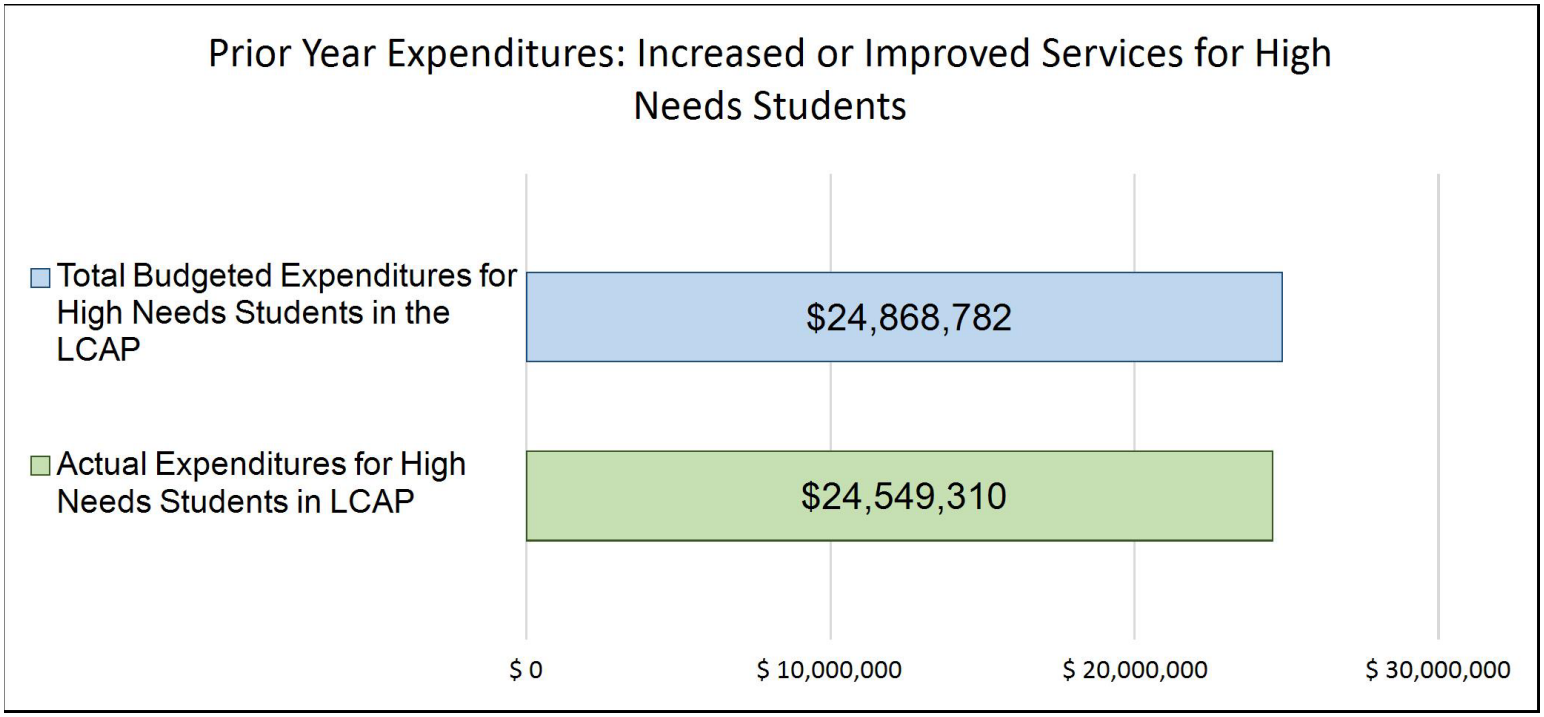
Budget Expenditures not included in the Local Control Accountability Plan (LCAP) include salaries and benefits of all teachers, administrators, site and district personnel, the funding for sites' allocation, curriculum software licenses, site safety, contracted repairs and other operational costs, which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

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Poway Unified School District is projecting it will receive $15,515,209 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 $28,233,534 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 2022-23



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 2022-23, Poway Unified School District's LCAP budgeted $24,868,782 for planned actions to increase or improve services for high needs students. Poway Unified School District actually spent $24,549,310 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $319,472 had the following impact on Poway Unified School District’s ability to increase or improve services for high needs students:

The difference between the 2022-23 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 2022-23 school year. The District continues to strive to implement its strategic vision toward improving the services provided to high needs students.

Local Control and 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 Superintendent	mkimphelps@powayusd.com 858-521-2800

Plan Summary [2023-24]

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, one middle college, twenty-six preschools, and alternative programs. Twenty-five 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 34,980 total K-12 students and is the third largest school District in the county. The student population is represented by the following ethnicities: African American 1.70%; American Indian/Alaskan Native 0.10%; Asian 24.2%; Filipino 5.7%; Hispanic 17.6%; Pacific Islander 0.20%; White 38.6%; Multiple 11.8%. Students with Disabilities accounted for 14.3% of the student population and 8.4% 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.

During the 2021-22 school year we continued to navigate the COVID pandemic and had to modify and create systems and procedures to work within safety guidelines - including face mask guidelines and long-term absences of both students and staff due to COVID. We created new summer school programs for our elementary and middle school students in the summer of 2021 and again offered the program for the summer of 2022. We served 720 elementary students and 270 middle school students in the summer 2021, and 450 elementary 140 for middle school in summer of 2022. We have plans in place to again offer summer school for K-8 during July of 2023.

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. 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 with the adoption of iReady, the value of iReady with its personalized and adaptive lessons linked directly to the diagnostic assessments for each student meets a need that was not met with the MAP assessment. PUSD administered iReady as our alternative metrics instead of the Spring 2021 Smarter Balanced Assessments. For the spring 2022 we returned to using the Smarter Balanced Assessments as our district's summative assessment for grades 3-5, and grade 11. Therefore, the spring iReady summative assessment was not utilized across the district in grades 3-8 and 11. The fall 2021 and winter 2022 diagnostic assessments were given to grades K-8 in math and grades 2-8 in

reading - the results guide teachers and students to identify strengths and areas of growth from the iReady data, which informs classroom instruction and interventions.

In addition to the shift to iReady for Reading in grades 2-8, 2021-22 also brought a district-wide adoption of a primary reading program in grades K-1. Lexia Core5 Reading program, which is an adaptive blended learning program. Lexia data showed that 88% of students using the program reached the End of Year Benchmark. SIPPs and other interventions were targeted at students who were below grade level in Lexia or as measured by our CORE assessments, but we also identified a need for additional K-2 professional learning around foundational skills, specifically phonics and phonemic awareness. In response to that identified need, we have partnered with IMSE to provide an intensive five-day professional learning for every K-2 teacher in foundational reading between August of 2022 and October 2023.

To support our ELL students and our historically underserved student populations, 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 adjust to the social emotional changes wrought by the COVID pandemic and how it affected students in their return to in-person learning in 2021-22.

COVID necessitated a transition to virtual instruction 2020-21 for both students who were learning from home and those in a physical classroom. The need for a robust virtual program remained during 2021-22 to support students who were learning while at home due to mandated COVID quarantines. Teachers refined Canvas as their instructional platform, and our Tech and Innovation Coaches along with Poway Professional Assistance Program (PPAP), Tech and Innovation coaches, 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 that we saw continued and expanded throughout the 2021-22 school year.

Throughout the year there was intentional outreach to 100% of our families with foster youth. 100% to check-in on both academic and mental health needs and supports. Support for our students in foster care included tutoring, school supplies, and counseling. It is significant that the COVID quarantine mandates impacted our foster youth greatly: 2021-22 showed that 60% of foster youth were chronically absent. This has prompted specific actions and strategies to outreach and support in order to reduce to less than 18%, which was the pre pandemic chronic absenteeism rate for four our foster youth in 2018-19.

The graduation rate in 2022 was 95.7% and our students challenged themselves with Advanced Placement (AP) courses. The California School Dashboard data shows that the percentage of our graduating 2022 seniors who took at least one AP course and earned a C or higher was 76%. Our African American students increased by 1% and our Filipino students increased by 2% compared to 2021. The number of graduates in AP courses who scored a 3 or above on an Advanced Placement exam decreased by 4% since 2021; however, Students with Disabilities increased by 1%.

Poway Unified demonstrated continued progress in supporting a positive school climate at our sites in the 2021-22 school year. In June of 2020, our Board of Education passed a resolution 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. As part of our commitment to take an unwavering stand against racism in all forms, we added the position of Director of Equity and Improvement to support professional learning, community engagement, and coaching to leaders. Throughout the 2021-22 school year our schools continued to have equity teams and participated in seminars led by the San Diego County of Education. The equity work included our school sites as No Place for Hate in partnership with the Anti-Defamation League, and the expansion of inclusive practices through Universal Design Learning. We added Ethnic Literature and Ethnic Studies courses at the high school level. Additionally, we continually 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 all our students.

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 2022 it is important to note that due to the COVID pandemic it was the first year since 2019 that PUSD students took the CAASPP and therefore 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 SBAC with iReady for spring 2021. Attendance was a concern throughout the 2021-22 school year due to COVID mandates and restrictions. 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.

Over the last three years, our district has seen a fluctuation in the number of cohort dropouts. In the 2019-2020 school year, 62 students dropped out, and in the 2020-2021 school year 38 students dropped out. We did see an increase in 2021-22 with 93 students who dropped out (3.2%); 43 of those 93 students are Socioeconomically Disadvantaged and 34 are Students with Disabilities. Also, our English Learners and Homeless Youth drop out at a rate of two to three times higher than the PUSD percentage. A review of our 2022 Dashboard data shows our Students with Disabilities are in the “Low” performance level related to their graduation rate at 79.5%. Our English Learners (85.1%), Homeless (80.5%), and Socioeconomically Disadvantaged (88.4%) students’ performance level is at “Medium,” which indicates that we need to continue to focus resources on these groups of students.

In the area of Chronic Absenteeism, our 2022 overall rate increased to 16% of our student population as compared to 4% in 2021. We continue to note that several of our student groups who continue to have a higher rate of the students as chronically absent- African American, American Indian or Alaskan Native, Hispanic or Latino, Pacific Islander, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Homeless Youth, and Foster Youth. Every school has a goal to decrease Chronic Absenteeism that includes specific actions and strategies to ensure that we remove barriers to regular attendance.

Our district’s overall suspension rate did drop for a consecutive second year and the 2021-22 suspension rate was 1.2% of students were suspended at least one day. However, the following student groups had a higher rate than the district: African American (3.2%), American

Indian or Alaska Native (4.9%), Hispanic or Latino of Any Race (2.3%), Pacific Islander (1.5%), English Learners (1.4%), Socioeconomically Disadvantaged (3.4%), Students with Disabilities (3.4%),Homeless (3.5%) and Foster Youth (12.0%).

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 continued to be strong in 2022 with 76% meeting the a-g requirements for eligible college admission which is a 1% decrease from previous year. However, it is evident that we still need to close the gap for our underserved student populations. We saw a decrease for many student groups: African American students' rate of A-G decreased by 9% to 55%; English Learner students meeting a-g 29% to 12%; Hispanic or Latino students nearly maintained with a slight decrease from 63% to 62%; Students with Disabilities decreased by 6% to 23%; Homeless Youth also decreased - by 13% to 39% meeting A-G. We have added a new position - assistant principal on special assignment in the Student Attendance and Discipline department to help sites create actions and strategies to reduce any barriers to access. We will also continue our partnership with San Diego County of Education to build awareness of barriers and create more equitable systems of access and success for the 2022-23 school year.

Analysis of the graduates who earn a C or higher in at least one AP course shows a similar trend with an achievement gap in relation to the district rate of 76%: 58% of African American, 64% of Hispanic or Latino, 60% of Socioeconomically Disadvantaged, 18% of English Learners, and 17% of Students with Disabilities took at least one AP course and earned a C or higher.

Data related to the number of graduates who completed three or more years of math shows that as a district, 88% met this goal. Comparatively, 80% of Black or African American, 79% of Hispanic or Latino, 72% of Socioeconomically Disadvantaged, 58% of English Learners, 55% of Students with Disabilities, and 63% of Homeless Youth took three or more years of math.

The graduation rates for our underserved students compared to the district graduation rate of 95.7%: African-American students graduated at an 91.7% rate, Hispanic or Latino students at 92.3%, Socioeconomically Disadvantaged students at 93%, English Learners students 64.4%, Students with Disabilities 78.4%, and Homeless Youth at 85.1%.

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 these student groups. 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). As measured by CAASPP 2022, our district showed 75.9% of students as meeting or exceeding Standards in English Language Arts; however, several underserved student groups were significantly below that district average: African American (54.1%), Students with Disabilities (36.7%), English Learners (28.9%), Socioeconomically Disadvantaged (52.7%), Hispanic/Latino (58.1%), and Homeless Youth (49.2%).

As measured by CAASPP 2022, our district showed 65.9% of students as meeting or exceeding Standards in Mathematics; yet several underserved student groups were significantly below that district average: African American (34.8%), Students with Disabilities (31.8%), English Learners (28.4%), Socioeconomically Disadvantaged (39.9%), Hispanic/Latino (43.8%), and Homeless Youth (38%).

Additionally, our RTI TOSAs working with teachers at all levels continue to expand their knowledge of effective interventions to address both academic and social emotional needs especially in regard to our movement to virtual learning for many students. The RTI TOSAs will 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.

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 are continuing with Universal Design Learning - including the expansion of a co-teaching model that brings a special education teacher into the general education classroom as a co-teacher, 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 continues 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 again 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 through our Summer Language Academy. 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 2023-24 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 in 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 for those students requiring intervention.

We recognize the COVID-19 pandemic has had a major effect on our students' lives. Many faced unprecedented 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 inter-departmentally to develop actionable plans to reduce Chronic Absenteeism (Goal 1, A/S 8).

Poway Unified has long held strong relationships with our families and the 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 that promote two-way communication. For example, as our families transitioned to distance learning and 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 is the only school that has been identified to receive Comprehensive Support and Improvement (CSI) through the state accountability process.

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, work together to conduct a root cause analysis. The team meets to conduct reviews 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, composed of both administration and teaching staff, then determines appropriate evidence-based interventions.

The LEA continues to review Abraxas’ state and local measures to support the site administration with understanding the California Department of Education requirements and the modified methods for the Dashboard Alternative School Status Schools (DASS). In addition, the Associate Superintendent of Learning Support Services and Executive Director II who supervises high schools continue to 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 support.

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 Unified's district leadership continues to support 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 continues to support 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 support from central office resources. These actions resolve these resource inequities moving forward and will continue to be monitored for effectiveness

The LEA established a partnership with Palomar Community College and has started the Poway to Palomar Middle College for Poway Unified students. The LEA 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.

Abraxas has also begun to transition to competency based learning and grading for which staff have been trained and continue to work toward implementing. In the competency based learning model, students work toward completing competencies and earn credits upon completion of a set of competencies. Teachers and students use Headrush as a learning support system to track completion of competencies.

In addition, 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 data tracking systems developed by the LEA and Abraxas leadership team enable them to continue to monitor the effectiveness of interventions and interpret resulting student data. The LEA works with the Abraxas administration and staff to analyze a credit monitoring system for individual students. The Executive Director II, who supervises Abraxas and other high schools, meets monthly with Abraxas leadership to review data and progress monitoring.

Poway USD leadership continues to support 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 now housed in Headrush, as well as school culture and climate data captured locally such as California Healthy Kids Survey, student/staff perceptions surveys, student interviews, and classroom equity 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 continues to support 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.

The principal and leadership team meet throughout the year to disaggregate the graduation data in order to identify trends and areas of concern. During the monthly meetings that the Executive Director and the Abraxas principal meet to review and analyze the data, they are able to identify additional supports. For example, the number of students designated as English Language learners have made gains in the graduation completion rate over the past few years. This is due to additional academic and counseling supports that have been added through CSI.

Through a collaborative analysis of current resources and student needs at Abraxas, LEA and the site team identified the continued 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 6 FTE counselors and 1 Mending Matters Social Worker per site. Based on their lower enrollment, Abraxas has 1 FTE counselor assigned, however they also have 1 Mending Matters Social Worker.

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 2022-23 school year, the following methods of outreach were implemented to bring in educational partner voices:

- Feedback was gathered from our educational partners through the crowd-sourcing platform, ThoughtExchange. During our survey period, from February 1-17, 2023, 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 supports do students need to have their most successful school experience in Poway Unified? (This may include academic, safety, extracurricular, behavioral, social-emotional, environmental, or related to learning options.)" We collected data from employee groups, students, and staff which included teachers, principals, and district administration. Over 1,381 different certificated and classified staff members participated. Of this number, 794 participants identified as a member of our certificated teacher bargaining unit, the Poway Federation of Teachers. One hundred twenty-one respondents identified as members 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 8,870 educational partners shared 4,822 thoughts. We also had 196 students participate in the full district Exchange and 4,424 students participated in a student Exchange, providing feedback on the same question. Our total survey participation in 2023 was over 5,000 more people than 2022 due to increased marketing efforts both at the District and school site level.

- To ensure the voices of our Spanish-speaking families were included, we created a Spanish-language video with a trusted former Principal, inviting our families to participate. Our Bilingual Parent Liaisons provided further outreach to families via phone calls, texts, emails, and a variety of different communication tools from February 1, 2023 through February 17, 2023. 111 Spanish-speaking persons participated in the survey, up from 90 the year before.

- We deployed surveys to our Youth in Transition homeless families to ascertain needs throughout the year, including July, November, and December 2022 and March and May of 2023.

- 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 February 14, 2023.

- Our LCAP was reviewed by Special Education Local Plan Area (SELPA) staff and representatives Community Advisory Committee (CAC) which is comprised of parents of students with disabilities the week of May 22, 2023.

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

- During the 2022-23 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 2023 LCAP proposed actions on May 25, 2023, 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 1, 2023, for initial guidance, and presented to the Board again with revisions and final approval on June 15, 2023.

A summary of the feedback provided by specific educational partners.

Our educational partners placed a great deal of importance on socio-emotional support for our students. This included the need for lessons on social skills, prevention supports, interventions, bullying intervention, 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. Additionally, through ThoughtExchange, our educational partners shared a desire for lower class size, adequate staffing for all positions at school sites, and clean and safe bathrooms. Our partners also focused on equitable access to “Specials” such as PE, Art, Music, STEM, reflecting 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.

Our families identified as English learner and foster shared similar feedback as well as a focus on school safety, communication with families, and ensuring highly trained teachers and staff. Our families experiencing homelessness also shared feedback on the need for academic support for students, behavioral consequences, and bullying intervention. Our families identified as having a student with a learning disability additionally shared the desire for training for instructional aides and teachers as well as enhanced elective options for their students.

At the secondary level, additional thoughts were shared on the need for middle school sports and better nutrition to promote health. Our high school partners shared feedback on the need for consequences for vaping, counseling access/support for college/career, the safety of facilities, and enhanced training/pay for high-quality teachers and staff.

Feedback from our Certificated and Classified bargaining units included the desire for more classroom support and training for the Inclusion Model, higher pay for classified and student access to counselors.

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 , 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,	2019-20: Overall District attendance rate was 96.5%. Those ethnic	2020-21: Attendance Rate PUSD Overall: 97.5%.	2021-22: Attendance Rate PUSD Overall: 93.6%.		2023-24: PUSD overall attendance rate will increase 2% to 98.5% and 3% for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. Data Source: Internal Data	subgroups below the 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. See Appendix T for disaggregated student group data	African American/Black: 95.8% American Indian/Alaskan Native: 96.9% Hispanic/Latino: 95.8% Pacific Islander: 96.7% White: 97.5% English learner students: 96.5% Foster Youth: 89.4% Homeless youth: 92.2% Low Socioeconomic status: 95.9% Students with Disabilities: 95.8% See Appendix A for disaggregated student group data.	African American/Black: 90.6% American Indian/Alaskan Native: 93% Hispanic/Latino: 91% Pacific Islander: 94.5% White: 93.6% English learner students: 92.5% Foster Youth: 84.1% Homeless youth: 90% Low Socioeconomic status: 91.5% Students with Disabilities: 90.4% See Appendix A for disaggregated student group data		specific groups below 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	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	2020-21: Chronic Absenteeism PUSD Overall: 4% African American/Black: 10% American Indian or Alaska Native: 5% Hispanic/Latino: 9% English Learner: 10%	2021-22: Chronic Absenteeism PUSD Overall: 16% African American/Black: 27% American Indian or Alaska Native: 22% Hispanic/Latino: 26% English Learner: 26%		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
Socioeconomic status, and Students with Disabilities. Data Source: Internal data	Pacific Islander. Other subgroups above the District average include: English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. See Appendix U for disaggregated student group data	Low Socioeconomic status: 11% Students with Disabilities: 9% See Appendix B for disaggregated student group data.	Low Socioeconomic status: 30% Students with Disabilities: 28% 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. 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.	2020-21: Cohort Dropout Rate PUSD Overall: 1% African American/Black: 0% Filipino: 1% Hispanic/Latino: 2% White: 1% English learner students: 5% Homeless youth: 6% Low Socioeconomic status: 3% Students with Disabilities: 3% In 2020-21 the dropout rate for middle school students was 0%.	2021-22: Cohort Dropout Rate PUSD Overall: 3.2% African American/Black: 4% Filipino: .6% Hispanic/Latino: 0% White: 3.7% English learner students: 5.8% Homeless youth: 5.1% Low Socioeconomic status: 5.8% Students with Disabilities: 8.4% In 2021-22 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
	In 2019-20 the dropout rate for middle school students was 0.0%. See Appendix S for disaggregated student group data	See Appendix C 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. 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. See Appendix O for disaggregated student group data.	2020-21: Suspension Rate PUSD Overall: 0.2%. African American/Black: 1.0% Hispanic/Latino: 0.3% White: 0.2% English Learners: 0.3% Low Socioeconomic status: 0.5% Students with Disabilities: .75% See Appendix D for disaggregated student group data.	2021-22: Suspension Rate PUSD Overall: 1.2%. African American/Black: 3.2% Hispanic/Latino: 2.3% White: 1.1% English Learners: 1.4% Low Socioeconomic status: 3.4% Students with Disabilities: 3.4% Foster Youth: 12% Homeless Youth: 3.5% 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,	2019-20: The District overall expulsion rate	2020-21: The District overall expulsion rate	2021-22: The District overall expulsion rate		2023-24: The District overall expulsion rate

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. Data Source: CALPADS/DataQuest	was less than one percent. Those ethnic 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. See Appendix P for disaggregated student group data.	was less than one percent. Those ethnic subgroups with expulsions are: White (1). See Appendix E for disaggregated student group data.	was less than one percent. And decreased as compared to 2019-20 by 6 fewer expulsions. Those ethnic student groups with expulsions are: Hispanic or Latino (6), and White (5). Within those groups, 6 reported as Low Socioeconomic Status 7 were Students with Disabilities, and 2 English Learner students. See Appendix E for disaggregated student group data.		will remain at less than 1% for each 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.	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	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	Fall 2022: 92% of all parents agreed with the statement "This school is a safe place for my child". The subgroup below the district percentage includes Black/African Americans. See Appendix F for disaggregated group data.		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
Data Source: California Healthy Kids Parent Survey, Fall 2018 administration	Islander, and Two or More races. See Appendix M for disaggregated student group data.	Islander, and Two or More races. 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. Data Source: California Healthy Kids Parent Survey, Fall 2018 administration	Fall 2018: In elementary school, 7% of students reported that they had been “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%. See Appendix N for disaggregated student group data.	Spring 2021: In elementary school, 3% of students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ and 3% had experienced ‘mean rumors spread about you’. At the secondary level, middle schoolers reported 7% and 14%, and high schools 4% and 11%. See Appendix G for disaggregated student group data.	Fall 2022: In elementary school, 7% of students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ and 6% had experienced ‘mean rumors spread about you’. At the secondary level students who reported they had 'been hit or pushed by someone who wasn't kidding around': middle schoolers reported 15.4%, 9th grade at 5.9% and 11th grade at 3.91%. At the secondary level students who reported they had 'mean rumors spread about you': middle schoolers		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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			reported 19%, 9th grade at 13.8% and 11th grade at 10.7%. See Appendix G for disaggregated student group data.		
8. Number of instances where facilities do not meet the ‘Good Repair’ standard (including deficiencies and extreme deficiencies. State Board of Education Self-Reflection Tool (Local Indicator 1 - Basic Conditions At School-Facilities)	2019-20: All school sites met the 'Good Repair' standard. See Appendix Z	2020-21: All school sites continue to meet the 'Good Repair' standard. See Appendix H	2021-22: All school sites continue to meet the ‘Good Repair’ standard. See Appendix H		2023-24: All school sites continue to meet the 'Good Repair' standard.
9. Overall percentage rating of each school site with Good to Exemplary rating. Data Source: Facilities Inspection Tool (FIT)	2020-21: Overall percentage rating for Good to Exemplary was measured at 85% across the District. See Appendix Q for ratings by systems inspected.	2020-21: Overall percentage rating for Good to Exemplary was measured at 85% across the District. See Appendix I	2021-22: Overall percentage rating for Good to Exemplary was measured at 95% across the District. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10. School climate: The percentage of students reporting positive school connectedness and students reporting feeling safe at school or that school is safe. Data Source: CA Healthy Kids Survey (CHKS) data	2020-21: Elementary: An average reporting of 5th graders determined that 82% feel connected to school "Yes, most of the time" or "Yes, all of the time." 93% of 5th graders reported feeling safe or very safe at school. Secondary: An average percent of respondents reporting "Agree" or Strongly agree" for School Connectedness: Grade 7 = 70% Grade 9 = 69% Grade 11 = 68% Students who perceive school as safe or very safe: Grade 7 = 76% Grade 9 = 77% Grade 11 = 77% See Appendix G	See baseline as metric was adjusted in 2021-22. See Appendix G	2022-23: Elementary: An average reporting of 5th graders determined that 78% feel connected to school "Yes, most of the time" or "Yes, all of the time." 86% of 5th graders reported feeling safe most or all the time at school. Secondary: An average percent of respondents reporting "Agree" or Strongly agree" for School Connectedness: Grade 7 = 65% Grade 9 = 66% Grade 11 = 63% Students who agree or strongly agree to 'I feel safe in my school': Grade 7 = 65% Grade 9 = 67% Grade 11 = 68%		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
			District-wide for staff connectedness: See Appendix G		
11. School Climate: The percentage of Staff who report healthy learning environments for students and a positive school climate for students and staff. Data Source: CA Healthy Kids Survey (CHKS) data	Metric added 2023 - Districtwide staff data through California Healthy Kids Survey not available on 2018-19 CHKS.	2020-21 staff data: Districtwide Healthy Learning Environments as reported by staff: An average reporting of staff on the California Healthy Kids survey determined that 98% of staff agree or strongly agree that school is a supportive and inviting place for students to learn. 98% of staff also agree or strongly agree that school is a safe place for students. Districtwide School Climate as reported by staff: 87% of staff agreed or strongly agreed that school is a supportive and inviting place for staff to work.	2022-23: Districtwide Healthy Learning Environments as reported by staff: An average reporting of staff on the California Healthy Kids survey determined that 98% of staff agree or strongly agree that school is a supportive and inviting place for students to learn. 96% of staff also agree or strongly agree that school is a safe place for students. Districtwide School Climate as reported by staff: 87% of staff agreed or strongly agreed that school is a supportive and inviting place for staff to work.		2023-24: 98% or more staff surveyed agree or strongly agree that our schools have Healthy Learning Environments. 2023-24: An overall increase of 5% in each of the survey questions related to school climate as reported by staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		94% agreed or strongly agreed that school is a safe place for staff. 82% of staff agree or strongly agree that the schools promote trust and collegiality among staff. See Appendix JJ	92% agreed or strongly agreed that school is a safe place for staff. 82% of staff agree or strongly agree that the schools promote trust and collegiality among staff. See Appendix JJ		

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.	$8,865,744.00	Yes
1.2	SEL Professional Learning	Build capacity of sites to deepen understanding of Positive Behavior Interventions and Supports expand training and implementation of 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.	$20,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$180,901.00	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.	$46,000.00	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.	$95,000.00	Yes
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.	$305,717.00	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	$5,302,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 actions directly supports our students experiencing homelessness and students who are low income who report a Chronic Absenteeism level below our overall district average.	$307,786.00	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 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.	$2,258,900.00	Yes
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.	$972,891.00	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	$88,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to community agencies, and additional resources as determined. Our families identified as homeless qualify as low-income.		
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.	$11,413,015.00	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.	$5,064,042.00	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 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.	$3,867,840.00	Yes
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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		reading titles and with the onboarding of Ethnic Literature and Ethnic Studies courses. No funding associated with this Action.		
1.17	Transportation Support	Provide transportation support for students identified as low income via an addition of a bus route.	$33,443.00	No

Goal Analysis [2022-23]

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 continue to work to create Safe and Inclusive Learning Environments of our students and staff, we work across all grade levels to ensure the needs of our school community are being met. School 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. Since the 2020-21 school year, our students were provided with increased counseling support, including 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. To further support, social workers were hired to support students attending each of our comprehensive middle schools. To support our high school students, each high school was assigned one full-time social worker with Abraxas High School, Alternative Programs, and our Youth in Transition program receiving support from social workers as well. As students may present with increased needs, enhanced school psychologist support at our secondary sites continued this year.

Students continue to benefit from Second Step Social and Emotional Learning (SEL) lessons delivered K-8. Additionally, almost 600 students (grades 7-10) are participating in the SOLE FX Journey and Wellness program - launched in February 2023. We anticipate this program will expand allowing more students to benefit from the curriculum and experience. It is hoped that the collective impact of these actions will address suspension rates for our unduplicated students who report a higher percentage of suspensions and expulsions than the district average.

Every secondary site has a School Counseling Intervention Point of Contact. At some school sites, a single intervention counselor is working to meet/support the needs of our unduplicated students, Youth in Transition, Youth in Foster Care, and students ranked by adverse childhood experiences while at other school sites, all counselors share responsibility for providing this specialized support for our students. We have clarified expectations for the level of care we expect school counselors to provide, actively monitoring progress by collecting data 3-4 times a year. Year-to-date data indicates all students requiring intervention are accessing counseling support. As of mid-April, based upon data provided by site staff, counselors at every middle and high school have met with 100% of their students identified as "Educationally Disadvantaged Youth" (EDY) rank 1, Youth in Transition, and/or Foster Youth. Counselors have reached out to parents and engaged in 1:1 conversations with our students.

There have been no real changes to our practice this school year as it relates to supporting the early identification of at-risk middle and high school students. Counselors routinely review grading term progress reports as well as end of term marks, and they meet with students receiving Ds and Fs at regular intervals. At the high school, credit recovery is the focus. All of our comprehensive high schools run quarter or trimester schedules which afford students multiple opportunities to retake classes they have failed as needed. 230 credits are required for high school graduation in PUSD. Students can earn up to 300 credits at every one of our high schools presently.

We are fortunate for the continued support of Student Support Services Assistants and Supervisors. Student Services Specialists have attended numerous professional development workshops on suicide prevention which have included but are not limited to recognizing the signs of suicide ideation, possible causation of suicidal thoughts, how to support students during and after a crisis, how to support a student who has experienced suicidal ideation or attempted suicide. These trainings have been offered by the San Diego County Office of Education (SDCOE), National Alliance on Mental Health (NAMI), Each Mind Matters program, the California Department of Education (CDE), the San Diego County Suicide Prevention Alliance and other varied hospitals and mental health physicians and professionals. At our high schools, all Peer Counselors have received Suicide Prevention 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.

We are proud to share that PUSD is collaborating with SDCOE as a recipient of the Creating Opportunities in Preventing and Eliminating Suicide (COPES) grant. This is our first year as participants in this grant. Through this initiative, PUSD is working to build the capacity of our staff (K-12) to support school communities in championing mental wellness by targeting efforts in staff and student wellness and resiliency, reduction of stigma, suicide prevention, intervention, and postvention, professional development and programming for educators, staff, students, and families. To support this targeted effort, staff completed a COPES comprehensive needs assessment identifying strengths and needs. Earlier this fall staff, students, and parents completed the CA Healthy Kids Survey (CHKS). In this year's CHKS survey, PUSD added a mental health module where every fourth, sixth, and ninth grade student also completed a survey screening mental health (fall and spring). PUSD continues to use an evidence-based suicide risk screening tool. New this year, staff have collected data related to suicide risk screenings. This will provide us baseline data from which to monitor our progress and assess the effectiveness of new programs implemented forward.

At the middle school level, Campus Supervisors continue to provide 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 as 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 continue to raise awareness as to those students who may be 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. We continue to support student engagement by continuing our intentional focus on Chronic Absenteeism. Our school sites are still working in collaboration with our Attendance and Discipline Department toward using the newly developed Chronic Absentee Intervention Plan (CAIP) with integrity in order to identify a student's function of behavior for barriers causing absenteeism and provide supports for students with a trend leading toward chronic absenteeism.

Our Caring Connections Center (CCC) Counselor continues to meet with TK-12th grade students and families for family conferences in order to develop an action plan with goals to help the student be successful at school and at home. The goal during the family conference meeting is to allow the student and parents to express their concerns in a safe place where they can share and address the social/emotional, behavioral, and academic challenges that the student may be facing at the time. The CCC Counselor focuses at length on providing specific tools and strategies that the students and parents can utilize immediately following the family conference to support their child's well-being. An action plan is completed with the student and parents with specific realistic goals that the student can work towards as well as how the parents can support and guide their children. Additional resources for therapists/agencies in the community that provide individual and/or family therapy are provided as families at times may be interested and looking for individual counseling for their children. Our CCC Parent Education courses are also shared with the families as another educational support where parents can learn tools and strategies to support their children. Some parent education topics include: Managing your Child's Tantrums and Meltdowns, Helping your Child Manage Stress and Anxiety, Screen Time: Living with Limits, Discover the Secrets of Talking and Listening with your Teen and more. This year, an increased number of families with additional needs were referred to the Caring Connections Counseling Center with severe social/emotional concerns and safety concerns. More students present as experiencing depression, anxiety, lack of interest, isolating from others and peers, academic challenges/difficulties, suspensions from school due to behavioral issues, and expressing thoughts of self-harm. Additionally, 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. The CCC Counselor continues to provide support to parents and families and provides appropriate referrals for therapists/agencies in the community as well as other resources depending on the specific needs of the child and family.

In support of our students in foster care, our CCC counselor also reaches out to each foster family to ensure needs are being met. Throughout the year, 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 Intervention Teachers on Special Assignment (TOSAs) work at the site to check in with the student 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 continue to be supported through a multi-tiered approach, working with families, site staff, and district level supports through our Youth in Transition (YIT) program. 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 hygiene products, blankets, 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 These events included provision of toiletries, grocery gift cards, clothing gift cards, toys for winter holidays, laundry and cleaning supplies. Families attended 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. Due to partnerships with community and school leaders, we have been able to provide a high level of support to our families. Important updates, resources and information are also shared on our @pusdcares Instagram account. Youth in Transition has developed processes and has continued partnerships with community and school leaders that provide a high level of support our YIT families.

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 the Expanded Learning Opportunities Grant, our families continue to receive before and after school childcare free of charge for children in elementary schools, allowing our parents to continue working while removing the stressor of childcare costs and 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 which allows 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 Science Technology Engineering, Art, and Math (STEAM) half day camps.

Districtwide, professional learning and capacity building opportunities were offered in support of students. For all elementary, middle and high school teams, learning on Positive Behavior Intervention and Support (PBIS), Culture of Belonging, and Equity were provided. In support of the socio-emotional well-being of our students, Assessment and Care site teams continue to be supported in their professional learning (year 2). Counseling staff continue to be supported and challenged by outside, expert consultants to implement evidence based practice models to improve our comprehensive counseling program. The Assessment and Care teams also continue to utilize a universal screener (fall and spring; year 2) to assess our students' mental health and provide staff a risk assessment at grades 4, 6, and 9, utilizing PBIS and restorative practices, as appropriate, in their work supporting our students.

Feeling included and engaged in school is important. Therefore, opportunities continue to be 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 offered in Poway Unified. Inclusive Practices TOSAs partnered with our Tech & Innovation Coaches and Elementary TOSAs to create a new professional learning series called EngageNOW, which provides support to every elementary school in the area of Universal Design for Learning, which has greatly increased our impact. In addition to 13 focus schools, our Inclusive Practices team has also provided professional learning through kid watch, embedded coaching, and site-wide professional learning based on teacher/principal referral to four additional elementary sites. Our district's focus on Middle School Redesign has resulted in additional promotion, and the expansion of STEAM pathway programs in our middle schools.

We continue to promote language acquisition and provide opportunities for exposure to new cultural experiences, including two dual immersion programs 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. This year our Valley team included professional learning on supporting English Learners and Dual Language Immersion workshops and participated in Guided Language Acquisition Design training. Both sites engaged in X-ploration collaboration and grade level meetings in support of student learning and attaining of language objectives.

As we continue to focus on the engagement of our students, we are attentive to those who are identified as chronically absent. This includes building a system which both identifies and connects with students and their families is in place. This year we have provided professional development to counselors, administrators, and representatives from the Poway Federation of Teachers. Additionally, we have developed

PUSD's student/family Chronic Absenteeism Intervention Plan (CAIP). To support transportation needs identified as an attendance barrier, a bus stop was placed within a non-transportable boundary for access by low-income students.

Our district continues its focus on the importance of equity on our campuses, continuing our partnership 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. Our site leaders engaged in 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 refining our leadership practice of Learning Walks we integrated a student voice component. Sites also conducted empathy interviews with some students that represent unduplicated student perspectives regarding their experiences at school. The collective student voice of our high school students was reflected in our 2023 LCAP Student ThoughtExchange. Additionally, the Superintendent Student Advisory Council (SSAC) meets monthly with the Superintendent to represent students voice and provide feedback on District decisions.

The safety of our learning environments continues to be an important priority. Annual Facility Inspection Tool (FIT) reports were conducted to ensure standards and safety access across the district. This year, Site Safety walks were conducted and, as a part of results from the walk, there are several summer projects that have been planned. Custodial, maintenance and grounds staffing were maintained throughout the district.

The implementation and completion of school district projects such as roof replacement, gym floor refinishing, and track replacement typically involved several steps. We developed clear goals and timelines, including budget constraints and stakeholder involvement. Then, resources such as materials, labor, and equipment were allocated and coordinated to ensure project success. Roof replacement project involved the old roof being removed, new materials installed, and the roofing system being tested for weather resistance. For gym floor refinishing, the surface was sanded down, refinished, and recoated to provide a safe and durable surface for athletic activity. Track replacement included the old track being removed and replaced with a new surface, made of materials like synthetic rubber and polyurethane. Once the projects were completed, all were evaluated to ensure they met all objectives and specifications before final sign-off

Overall, we were able to implement the actions and services associated with this goal. In the case of Action 1.9 and 1.17, we did have a challenge with lack of staffing to support the roles of Campus Supervisor and Bus Driver.

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.

Action 1.2- Material differences due to one less training scheduled.

Action 1.7- Material differences are due to Counselor position receiving a negotiated raise as well as step increase which was adopted and finalized after 2022-23 Budget was calculated for LCAP.

Action 1.9 - Material differences are due to staffing vacancies for Campus Supervisor positions - some were not filled until several months into the school year and 1 position remains vacant.

Action 1.17 - Material differences are due to staffing vacancies in transportation.

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. As of mid-April, based upon data provided by site staff, counselors at every middle and high school have met with 100% of their students identified as EDY rank 1, Youth in Transition, and/or Foster Youth. Counselors have reached out to parents and engaged in 1:1 conversations with these students. Our Assessment and Care teams are more effective today than ever. The increased staffing and the improved professional learning opportunities have helped ensure adult-student ratios are reasonable with our assessment and care team member- student ratios the lowest they have ever been. As a result of the investment in professional learning, staff are appropriately resourced to respond in challenging moments. Assessment and Care teams review data daily with student and parent meetings initiated in response as appropriate. We are collecting data at regular intervals and are transparent with our data. These actions have proven effective in increased support and engagement with our students. Our Campus Supervisors have also supported safe environments, expanding their learning on the pragmatics of addiction and how to support students who are trying to stop vaping.

As we looked to address Chronic Absenteeism, our collaborative efforts have proven significantly effective, dropping chronic absentee rates from 15% in 2021/22 to 7.7% in 2022/23 as of April 2023. Staff focus on dropout prevention has been effective. Between 2016-2022, the graduation rate in PUSD has been incredibly consistent, ranging from a low of 93.6% to a high of 95.3%. Every school year, between 2016-2022, the graduation rates in PUSD have exceeded the graduation rates in San Diego County and the graduation rates in the state of California. Four-year adjusted cohort graduation rates between 2016-2022 also exceed San Diego County and Statewide percentages.

Equity teams at all schools have expanded their understanding of creating a culture of belonging and engaged in building capacity of staff to interrupt bias and hate on campus with Site Equity Teams providing professional learning for all staff on regarding cultures of belonging, interrupting bias and hate, as well as repairing harm. Efforts focusing on Positive Behavior Intervention and Support (PBIS) and Restorative Practices have also proven effective. Site PBIS Teams at each site have revisited their site action plans and are moving efforts forward with professional learning for staff. Additionally restorative practices continue to expand to address accountability, repair harm, and resolve conflict. As of this writing, there have been zero expulsions in PUSD as of March 15, 2023.

The needs of our homeless families are addressed through our Youth in Transition program. Due to outreach efforts and increased awareness, program enrollment has almost tripled in the last three years. YIT Coordinator continues to refer families and students to the Caring Connections Center (CCC) Counselor for individual sessions in-person at the CCC, where the CCC Counselor and families work together on an action plan and leave with resources to help them implement these practices at home. We regularly conduct Needs Assessments with our YIT families to gauge effectiveness of support and determine next steps. Through our village approach, the YIT

program supports our families in partnership with school site staff, social workers through Mending Matters, and our larger Poway community.

Our Career Technical Education supported enrollment in middle and high school STEAM pathways with 6,594 students so far in the 2022-23 school year. This year, we added four additional schools offering Project Lead the Way curriculum. Total enrollment in these programs increased by 539 students in these four schools. Westview Robotics is an example of specific actions toward growing involvement in Robotics and STEAM, particularly for girls. Their team has grown to 91 students this season, and they've achieved a long-held goal of balancing the involvement of boys and girls, with a nearly 50/50 mix this year. In addition, they reach hundreds of younger students by providing STEAM Day activities and have created a mentorship with a local elementary school with a large number of historically underrepresented students in STEAM fields.

Inclusive practices have expanded to all elementary and middle schools this school year. Elementary has been working on learner variability and understanding an introduction to Universal Design for Learning. Middle Schools engaged in designing instruction and assessments using the UDL framework. COSAs have been working with IAs individually and in small groups weekly to support IAs in understanding how to support students in general education. They are experiencing success training IAs how to run small groups in general education classroom.

Actions around Student Voice were high successful. Our Superintendent's Student Advisory Council supported the promotion of our LCAP Student ThoughtExchange survey. Due to their efforts, student participation increased by 1,000 more students over the year 2022 survey. The voices of our students continue to be highly valued in PUSD to guide improvement efforts.

Our actions around facilities were effective in meeting our overall goal and were in line with all county and state guidelines. Each project was well-planned, establishing clear goals, roles, and responsibilities for each member of the Facilities team and implementing a plan of action that covers all aspects of each project, including scheduling, budgeting, and quality control. Adequate communication and collaboration among team members were also critical to achieving success in all our projects.

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.

1.7- Increased Counseling Support- We will look to further increase counseling support. At the start of this school year, we added an additional social worker to help support students accessing their education in our alternative programs. It appears that we will need to add still another social worker next school year as enrollment is increasing in our alternative programs. Thus, we will have increased the number of social workers employed from 0 in 2020-2021 and previously to 10 in 2021-2022, to 12 in 2022-2023, to 13 in 2023-2024.

1.8- Chronic Absenteeism- In efforts to continually improve, additional supports for the coming year will be in removing barriers to attendance by including additional transportation, an emphasis on mental health, and collaboration with SDCOE Improving Chronic Absence Network.

1.9 - Campus Supervisors – We will look to increase professional development to ensure best practices are implemented with all students. (General Ed. and Students with Learning Differences)

1.10 - Dropout Prevention -- Staff recognize the graduation rate goal in PUSD is 100%. Staff are committed to continuing to work toward achieving this goal. Staff will continue to identify students, as early as possible, who may benefit from targeted intervention support to meet graduation requirements.

1.15- STEAM Participation- Our Career Technical Education department will look to increase focus on STEAM participation for our younger students, including increased allocation of funding in support of these efforts.

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:	At this time, we do not have any mis-assignments of	2021-22: There were 4 Mis-assignment of Teachers of English Learners		2023-24: 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. Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1-Basics Conditions at School-Teachers)	0.05% mis-assignments of all teachers. Zero mis-assignments of teachers of English learner students. See Appendix X.	teachers or vacant positions. See Appendix I	There was a change between the 2021 and 2022 California Dashboard. Misassignments of Teachers of English is no longer a Local Indicator for 2022. The new Indicator on the 2022 California Dashboard reads “Teacher Mis-Assignments and Vacant Teacher Positions. There were 4 teachers mis-assigned or vacant positions for the 2021-22 school year. 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. Data Source: State Board of Education Self-Reflection Tool	2019-20: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home. See Appendix Y.	2020-21: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home. See Appendix I	2021-22: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Local Indicator 1-Basics Conditions at School-Instructional Materials)					
3. Self-reflection rating for the following: professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership. 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. Data Source: State Board of Education	2019: Implementation of standards, and engagement of school leadership received a rating ranging from 3 (Initial 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. 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,	2020-21: Implementation of standards - Using the self-reflection tool - the areas of Physical Education, Full 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. 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	2021-22: Implementation of standards - Using the self-reflection tool - the area of Physical Education moved from a 4 to a 5. Visual and Performing Arts continued to rate at a 4 for a fourth year. Career Technical Education and World Languages continued to rate a 5. 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		2023-24: The areas of professional development, instructional materials, policy and program support, implementation of standards, and engagement of school leadership will be fully implemented. 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
Self-Reflection Tool (Local Indicator 2-Implementation of Academic Standards)	and Programs and Supports. See Appendix D	groups of teachers or staff as a whole continued to rate as a 5. 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 Development, Instructional Materials, and Policy and Program Supports. See Appendix J	staff as a whole continued to rate as a 5. In regard to our English Language Learner program, via the self-reflection tool, for 2021-2022 we rated ourselves as 4 "full Implementation" in the areas of Professional Development, Instructional Materials, and Policy and Program Supports. See Appendix J		
4. Percentage of unduplicated certificated staff completing at least one Teaching and Learning Cooperative offerings. Data Source: Internal data	2019-20: 64.95% of certificated staff completed at least one Teaching and Learning Cooperative offering. See Appendix AA	2020-21: 22.78% of certificated staff completed at least one Teaching and Learning Cooperative offering. See Appendix K	2021-22: 20.71% of certificated staff completed at least one Teaching and Learning Cooperative offering. 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	2019-20: 100% of CLC courses were filled to capacity.	2020-21: 100% of CLC courses were filled to capacity.	2021-22: 89% of CLC courses were filled to capacity.		2023-24: 100% of Classified Learning Cooperative courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
available Classified Learning Cooperatives (CLCs). Data Source: Internal Data		Data Source: Internal data	Data Source: Internal data		will be filled to capacity.
6. Percent of certificated employees participating in the regularly scheduled Teacher Professional Learning and effectiveness System (TPLES) evaluation process. Data Source: Internal Data (PSS)	2019-20: 100% of certificated employees on a given evaluation cycle participated in the Teacher Professional Learning and Effectiveness System.	2020-21: 99.94% of certificated employees on a given evaluation cycle participated in the Teacher Professional Learning and Effectiveness System.	2021-22: 100% of certificated teachers on a given evaluation cycle participated in the Teacher Professional Learning and Effectiveness system. Data Source: Internal Data (PSS)		2023-24: 2019-20: 100% of certificated employees (on a given evaluation cycle) participated in the Teacher Professional Learning and Effectiveness System.
7. Progress on the State Accountability Indicator for English proficiency by English Learner students. 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.	2022 Dashboard: 55.9% of EL students were reported to be making progress toward English language proficiency. Data Source: California Dashboard		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.	2019-20: Reclassification rate	2020-21: Reclassification rate	2021-22: Reclassification rate for English Learners		2023-24: The reclassification rate of English learner

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: DataQuest	for English Learners was 26.7%. See Appendix J.	for English Learners was 22.4%. See Appendix L	was 12.1% as determined in the Enrollment by English Language Acquisition Status (ELAS) table. See Appendix L		students will increase by 3%.
9. Percentage of English learner students progressing at least one English Language Performance Indicator (ELPI) by 2% each year Data Source: 2019 Dashboard	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 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	2022 Dashboard: 43.6% of English language students progressed at least one ELPI level. Data Source: California Dashboard		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
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. 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. See Appendix M for disaggregated student group data.	2021-22: 70.42 % of EL students performed at the "Well Developed" or "Moderately Developed" performance levels 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 disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	Spring 2019: 75.84% 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, and Pacific Islander. Other subgroups below the District average include: English Learner students, Low Socioeconomic status, and Students with Disabilities.	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. PUSD administered iReady as our alternative metrics instead of Spring 2021 California Assessment of Student Performance and Progress (formerly Smarter	2021-22: On the Smarter Balanced English Language Arts Assessment, 75.92% of all students performed "Met and Exceeded" standards. The ethnic groups below the District average include American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, and White. Other underserved groups below the District average include Socioeconomically Disadvantaged, English Learner,		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
	See Appendix A for disaggregated student group data. Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic.	Balanced Assessment). See Appendix N for alternative metrics.	Students with Disabilities, and Homeless Youth. See Appendix N for alternative metrics that were used in spring of 2021 instead of Smarter Balanced English Language Arts Assessments		
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, and Students with Disabilities. Data Source: DataQuest	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 white. Other subgroups below the District average include: English Learner students, Low Socioeconomic status, and Students with Disabilities.	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. PUSD administered iReady as our alternative metrics instead of Spring 2021 California Assessment of Student Performance and Progress (formerly Smarter	2021-22: 65.92% of all students performed "At or Exceeding" standards in mathematics. Those ethnic groups below the District average include American Indian or Alaska Native, Black or African American, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, and White. Other underserved groups below the District average include Socioeconomically Disadvantaged, English Learner, Students with		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
	See Appendix B for disaggregated student group data. Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic.	Balanced Assessment). See Appendix O for alternative metrics.	Disabilities, and Homeless Youth. See Appendix O for alternative metrics that were used in spring of 2021 instead of Smarter Balanced Math Assessment		
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. Data Source: Internal Data, Fall 2020. Grade level benchmark performance for TK-1 students (Lexia Reading), grade level benchmark	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, Foster, Homeless, Low Socioeconomic status, and Students with Disabilities. In grades 2 to 8, 62.9% of 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%. For 2020-21: In grades 2 to 8, 60.4% of students reported at or exceeding grade level benchmark via the iReady Reading summative assessment administered in spring 2021.	2021-22: Using Lexia for our TK-1 students in Reading: Measured spring of 2022: 37% of TK students were at end of grade level TK as measured by Lexia and all other TK students at K or 1st grade in the spring of 2022. Measured spring of 2022: 6% of K students were below grade level as measured by Lexia and all other K students at end of grade level K or		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. In grades 2 to 8, the overall District average of students performing at grade level benchmark will increase by 4% and by 6% for each student group below the Fall 2020 average. The overall GPA for grade 11 students will increase by 0.2 and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
performance for students in grades 2-8 (iReady Reading Diagnostic), GPA for English (Grade 11).	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. In Grade 11, the average ELA GPA in 2019-20 was 3.285. Those student subgroups below the District average include American Indian/Alaskan native, Black/African American, Filipino, Hispanic/Latino, Native	In Grade 11, the average ELA GPA in 2020-21 was 3.001. See Appendices P, Q, &R for disaggregated student group data.	higher in the spring of 2022. Measured spring of 2022: 15% of grade 1 students were below grade level as measured by Lexia and all other grade 1 students at end of grade level 1st or higher in the spring of 2022. Reading as measured by iReady, grade 2 students the average increased 8.1% from spring 2021 to spring of 2022. For those groups who were below the fall 2020 average of 51.3%, all increased by 6% or more except English Learners and Homeless Youth; Black/African American students did not meet the 6% but did increase by 5.4%. Unable to compare the grades 3-8 data using alternative		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
	Hawaiian/Pacific Islander, and white. Other student groups below the District average include English learner, Homeless youth, Low Socioeconomic status, and Students with Disabilities. See Appendix CC, DD, and EE for disaggregated student group data.		measure of iReady that was established in fall of 2020 as no longer used for spring summative assessment with the return to Smarter Balanced Assessment in spring of 2022 The overall 2022 GPA for grade 11 students in English Language Arts compared to 2021 increased by 0.036 and also increased for these student groups who were below the District average in 2019-20:American Indian/Alaskan Native, Filipino, Hispanic, Multiple Races, Socioeconomically Disadvantaged. These student groups decreased: Black/African American, Native Hawaiian/Pacific Islander, English Learner, Students with Disabilities, and Homeless Youth		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			See Appendices P, Q, &R for disaggregated 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. Data Source: Internal Data, Fall 2020. Grade level benchmark performance for 2-8 (iReady Mathematics Diagnostic), GPA for Mathematics (Grade 11).	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 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,	For 2020-21: In grades 2 to 8, 48.44% of students reported at or exceeding grade level benchmark via the iReady Math Diagnostic. In Grade 11, the average Math GPA in 2020-21 was 3.014. See Appendices Q & S for disaggregated student group data.	2021-22: Math as measured by iReady, grade 2 students the average increased 1.9% from spring 2021 to spring of 2022. For those groups who were below the fall 2020 average of 51.3%, all increased except our Homeless Youth; Black/African American students and English Learners both increased by more than 6%. Math as measured by iReady for grades K-1: % of Kindergarten students and % of 1st graders at or above grade level measured in spring of 2022. The overall 2022 GPA for grade 11 students in Math compared to		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. The overall GPA for grade 11 students will increase by 0.2 and by 0.4 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
	and Students with Disabilities. 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. See Appendix DD and FF for disaggregated student group data.		2021 increased by 0.003 and also increased for these student groups who were below the District average in 2019-20:American Indian/Alaskan Native - who increased significantly with .5 higher GPA, White, Filipino, Hispanic, Multiple Races, Homeless Youth. These student groups decreased: Black/African American, Native Hawaiian/Pacific Islander, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged students. See Appendices N, O & S for disaggregated student group data.		
15. Percent of students meeting a-g requirements disaggregated by ethnic group, English	2019-20: The district percentage of students meeting a-g requirement was 78%. Those ethnic	2020-21: A-G Requirements PUSD Overall: 77%	2021-22: The district percentage of students meeting a-g requirement was 76%. Those ethnic student		2023-24: The percentage of all students meeting a-g requirements will increase by 3% from

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. Data Source: CALPADS	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. See Appendix H for disaggregated student group data.	African American/Black: 64% Filipino: 76% Hispanic/Latino: 63% White: 77% English Learner students: 29% Homeless Youth: 52% Low Socioeconomic status: 45% Students with Disabilities: 29% See Appendix T for disaggregated student group data.	groups below the District average include: African American or Black, Hispanic or Latino, and White (not of Hispanic origin). Other student groups below the district average include Socioeconomically disadvantages, English Learners, Students with Disabilities, Homeless youth and Foster youth. See Appendix T for disaggregated student group data.		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, and Students with Disabilities.	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, and White. Other subgroups below the	2020-21: Percent of graduating seniors completed at least three years of math. PUSD Overall: 89% Black/African American: 77% Filipino: 89% Hispanic: 84% Native Hawaiian/Other Pacific Islander: 73% White: 87%	2021-22: Percent of graduating seniors completed at least three years of math. PUSD Overall: 88% Black/African American: 80% Filipino: 87% Hispanic: 79% Native Hawaiian/Other Pacific Islander: 100% White: 87%		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
Data Source: CALPADS and internal data	District average include: English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. See Appendix K for disaggregated student group data.	English Learners: 63% Low Socioeconomic Status: 77% Students with Disabilities: 56% Homeless Youth: 69% See Appendix U for disaggregated student group data.	English Learners: 58% Low Socioeconomic Status: 72% Students with Disabilities: 55% Homeless Youth: 63% 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. 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. PUSD Overall: 76% African American/Black: 57% Filipino: 75% Hispanic/Latino: 65% Pacific Islander: 64% White: 72% English Learner: 20% Low Socioeconomic status: 63% Students with Disabilities: 19% See Appendix V for disaggregated student group data.	2021-22: 76% of graduating seniors completed at least one AP course. Those ethnic student groups who were below the District average include African American or Black, Hispanic or Latino, and White (not of Hispanic origin). Other student groups who were below the District average were English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.		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. 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. See Appendix G for disaggregated student group data.	2020-21: Percent of graduates passed an AP exam with a score of 3 or higher. PUSD Overall: 53% African American/Black: 44% Filipino: 39% Hispanic/Latino: 45% Pacific Islander: 19% White: 48% Low Socioeconomic status: 53% English Learners: 12% Students with Disabilities: 7% Homeless Youth: 35% See Appendix W for disaggregated student group data.	2021-22: 54% of graduates passed an AP exam with a score of 3 or higher. All ethnic student groups except Asian and Two or More Races fell below the District average, along with English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Foster and Homeless youth. 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 Ready" as measured	2018-19: 78% of 11th grade students were "Conditionally College Ready" or "College Content Ready" in English Language	To account for the impact of COVID-19 on educators, families, and schools, the California State Board of Education approved	Spring 2022: California Dashboard did not report College and Career Indicators in a format that determines a		The District average of students identified as "Conditionally College Ready" or "College Content Ready will increase to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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. Data Source: DataQuest	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. 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.	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 (formerly Smarter Balanced Assessment). 2020-21: 28.8% of 11th grade students met or exceeded grade level reading 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 District average include English	percentage who are deemed “Prepared” for college/career. However, as measured by the Spring 2022 Smarter Balanced Assessments: 80.53% of 11th graders met or exceed standards for English Language Arts. 64.63% of 11th graders met or exceed standards for Math. See Appendix KK for 2021-22 SBAC.		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. Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic.	learner students, Homeless youth, and low socioeconomic status. 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. 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. 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	Spring 2022: California Dashboard did not report College and Career Indicators in a format that determines a percentage who are deemed "Prepared" for college/career. Spring 2022: 26.5 % of graduates completed at least 1 Career Technical Training Education (CTE) pathway; 18.4% competed a-g Requirements and at least 1 CTE Pathway. See Appendix Y for 2021-22		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
		Department of Education 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. See Appendix Y for 2019-2020 disaggregated student group data.	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. 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,	2020-21: Student graduation rate (including 5th year seniors). PUSD Overall: 95.4% African American/Black: 88.3% Hispanic/Latino: 92% Low Socioeconomic status: 90.9% English Learners: 70% Students with Disabilities: 79%	2021-22: Student graduation rate (including 5th year seniors). PUSD Overall: 95.7% African American/Black: 91.7% Hispanic/Latino: 92.3% Low Socioeconomic status: 93% English Learners: 64.4%		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
	Homeless youth, and Students with disabilities. See Appendix F for disaggregated student group data.	Homeless Youth: 65.7% See Appendix Z for disaggregated student group data.	Students with Disabilities: 78.4% Homeless Youth: 85.1% 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. 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 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. 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. See Appendix AA	2021-22: LCFF Priority 7 narrative presented to governing board October 13, 2022. Report notes specific local measures, summarizes the results, identifies barriers, and explains the actions PUSD will implement to ensure access to a broad course for students. 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. 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. See Appendix I for disaggregated student group data	2020-21: Percent of graduates completed at least one CTE Course Completion pathway. PUSD Overall: 17% African American/Black: 9% Filipino: 17% Hispanic: 14% English Learners: 9% Low Socioeconomic Status: 14% Students with Disabilities: 13% Homeless Youth: 10% See Appendix BB for disaggregated student group data.	2021-22: Percent of graduates completed at least one CTE Course Completion pathway. PUSD Overall: 23% African American/Black: 13% Filipino: 16% Hispanic: 14% English Learners: 9% Low Socioeconomic Status: 17% Students with Disabilities: 14% Homeless Youth: 20% 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). 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	Spring 2022: English Language Arts and Mathematics was recorded at a Level 5 with all student groups reporting at a level 4 or 5 except Socioeconomically Disadvantages (3) and African American, Homeless, and Students with Disabilities (2).		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
		passage of Assembly 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	Data Source: California Dashboard		
25. Participation rate in the CA Physical Fitness Test Data Source: PUSD Student Report Center	Spring 2022: Participation rates for the CA Physical Fitness Tests are: PUSD Overall: Aerobic Capacity: 95% Abdominal Strength: 96% Trunk Strength: 94% Upper Body Strength: 95% Flexibility: 96% See Appendix II for disaggregated student group data.	2021-22: See baseline as metric was adjusted in 2021-22. See Appendix II for disaggregated student group data.	Spring 2022: Participation rates for the CA Physical Fitness Tests are: PUSD Overall: Aerobic Capacity: 95% Abdominal Strength: 96% Trunk Strength: 94% Upper Body Strength: 95% Flexibility: 96% 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. 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.	$0.00	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.	$1,654,523.00	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.	$2,298,172.00	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.	$3,091,299.00	Yes
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-	$2,044,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$497,401.00	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. This funding has supported tutoring, intervention software, and additional teacher hours for targeted support.	$3,546,317.00	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.	$357,414.00	Yes
2.9	Title I Support	Title I school support of academic and social emotional student needs based on the annual Site Needs Assessment.	$1,154,000.00	No
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.	$2,059,807.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$1,479,269.00	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.	$463,961.00	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.	$226,347.00	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.	$2,840,811.00	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.	$962,576.00	No
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.	$6,472,091.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$5,678.00	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).	$251,971.00	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.	$45,746.00	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.	$295,478.00	Yes
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	$100,020.00	No

Action #	Title	Description	Total Funds	Contributing
		education, health care, child nutrition, pupil transportation, environmental safety, and parental involvement.		
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.	$186,637.00	No

Goal Analysis [2022-23]

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.

We continue to work 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."

We maintain our commitment to closing the opportunity gap for all students and providing supports for those who may need more targeted intervention. Sites continue to work to increase understanding of effective "first instruction" and deepening intervention strategies. During the 2022-23 school year, our sites continue to provide academic supports and intervention for our students and a Teacher on Special Assignment (TOSA) at the elementary, middle, and high school levels. At the elementary level, one Impact teacher was funded by the district and sites utilized site funds to hire Impact teachers. The Impact 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 English Language Arts. Elementary sites also continued with a designated Response to Intervention (RtI) Professional Learning Leader (PLL). 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 needing additional academic and behavioral support. The RtI process has expanded over the past three 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, ongoing data.

New this year, we launched the new PLL position focused on “Engage Now.” The Engage Now PLL works to expand the skills and build capacity of teachers on integration of technology and thinking routines. Our Teaching and Learning TOSAs Teaching and Learning Teachers on Special Assignment (TOSAs) continue to support 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 which 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 remain key to communicating with staff/parents/students/community, team with and keeping 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, s, work proactively to avoid potential problems around campus, and assist with student safety and supervision. Through their work, TOSAs continue to aid 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.

Leadership is supported through the streamlining of our 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 IAT. Additionally, TOSAs serve as 504 coordinators, attend IEP meetings as needed, partner to prevent/address discipline issues through PBIS/restorative practices, communicate w/ 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 with students/staff/parents/community, provide curriculum and technology support to teachers/staff/students, work proactively to avoid potential problems around campus, and assist with student, safety/supervision. By supporting these roles, TOSAs aide principals in dedicating more time to the academic achievement and socio-emotional health of all students.

Title 1 funding is utilized in a variety of ways at our elementary Title 1 schools. Title 1 funds were used to increased counselor time due to the increase of social emotional needs we are seeing in our students. Increased counselor support 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. Counselors also provided additional Social-Emotional Learning (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.

Poway Unified continues to provide equitable access to rigorous learning experiences during the 2022-2023 school year. The X-Ploration Program continues where all TK-5 students received standards-based lessons fourteen times during the school year in a variety of areas including art, science, engineering, and global languages. This year, we expanded the Global Language introduction by differentiating the lessons based on grade level in both Arabic and French.

To address staffing ratios, our Grade 4 and 5 classrooms had a max capacity. The reduced class size provided teachers opportunities to continue to provide structures such as small group instruction to more students. Smaller class size also proved to be helpful to build classroom community and provide students with a greater sense of belonging. 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 and also reported that they felt like they could get to know each child better and support their learning and social emotional needs in a slightly smaller class setting. It is anticipated the 31:1 will remain in place for 23-24 school year.

Intervention support at our secondary levels continues with our Intervention TOSAs at the middle and high school. Throughout the year, our secondary TOSAs support progress monitoring using the RTI Console Universal Screen Report (USR) along with school data such as grades and D and F lists. 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 high school counseling teams work closely with their feeder middle schools to support incoming 9th graders as they transition into high school. At our middle school After School Education and Safety Programs (ASES) families continue to be supported with FREE before- and after-school care. Students continued to receive homework/tutoring support after school as well as access to various enrichment activities, using core-day certificated teachers in ASES after-school tutoring.

Our ASES program serves as an important support of our students. 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. This year included the addition of ASES/Expanded Learning Opportunities Program (ELO-P) program at Oak Valley Middle School which prioritizes 6th grade students identified as Unduplicated and is open to all OVMS students. At this time afterschool enrichment is offered and soon academic support will be provided as well. Also new this year, ASES was able to provide expanded learning opportunities during the February and April intersession days with the support of ELO-P funding. In July 2022, ASES provided after-school services during summer school as an additional support for our students.

As we continued to create cultures and conditions to support and empower our world class learners, we work to ensure equitable learning pathways to increase student success. Our Advancement Via Individual Determination (AVID) program provides professional learning

systems which 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 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. This year, we added AVID Excel classes at two of our middle schools to serve our long term language learners. In 2023-24 we will add the AVID elective classes to Design 39 Campus and AVID Excel to Black Mountain Middle School. 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 continues its commitment 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. Poway Unified School District continues to support English learners by integrating the California English Language Development (ELD) standards in our classrooms. At the elementary level, Imagine Learning Language & Literacy served as a personalized online program for our English learners to have licenses to in grades K-5. Language & Literacy provides primary language support. This gives students auditory input in their native language and all visual input is in English. This scaffold is a huge support to our students new to the US. This year at the secondary level, PUSD rolled out a new professional development program for Integrated ELD called EL Champions. The program follows research on effective professional development and aligns with recommendations made by Federal Program Monitoring. Originally, we planned for workshop style training for all secondary science and social science teachers. Based on teacher feedback and observations from previous workshop models, we decided to offer a different style of professional learning. We identified cohorts of six teachers at each high school and met with them five times during the school year. This continuous, high quality staff development adequately supported teachers as they implemented Integrated ELD standards. More specifically, this work focused on the speaking standards, highly engaging strategies, and a coaching model to effectively support English Learners.

Additionally, our professional development extends to site EL Coordinators. EL Coordinators are provided with training three times a year. During these trainings, coordinators learn about integrated and designated instruction, school-wide practices that support EL students, and the California Road Map. This year, Elementary EL Coordinators received the ELL Teacher's Toolkit to support ongoing professional development. Our Secondary EL Coordinator received The Next Steps in Academic Conversations to guide professional development around integrated ELD. As a result of our work this year, school sites have requested additional school-wide professional development. All school sites within PUSD have at least one English learner Instructional Assistant that provides push-in support for the implementation of

Integrated ELD. Our 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 to inform next best steps.

Poway Unified's Family Learning Center continues to serve as a great asset to our families new to the United States. This year, our Bilingual Parent Liaison continued on and grew in their capacity to support eligible families. She has established relationships with families and students and provides a free space for students to receive tutoring after school. To provide additional support and develop an enhances sense of belonging, we added bilingual books in Spanish and Mandarin to the library at the Family Learning Center in addition to existing books in several primary languages. To support our students, we brought on an additional tutor to support our students to receive more individualized support.

We continue to provide a variety of targeted supports to meet the needs of our students and families. In the 2022-23 school year, we continued our Newcomer meeting to support immigrant families within our school district. Here, families are provided support from staff in ten different home languages as they learn about the systems and supports available to their children in Poway Unified. One such support is our Immigrant Summer School program for students in grades 6-12. Students receive class credit for attending while enhancing their language skills. Another impactful support available to our English Learners is that of our Bilingual Parent Liaisons. Currently, we have eight Parent Liaisons serving at six schools and our Caring Connection site. This year, our Parent Liaisons continue to support parents of students who are newcomers. This year, our Bilingual Parent Liaisons have focused on increasing our understanding of student and family experiences represented within our district. Our team has been reading If You Only Knew by Emily Francis, which shares the stories of eight immigrant students. As a team, we have discussed what has resonated to our personal stories throughout the book and what new knowledge we have gained. Parent Liaisons provide critical support through two-way communication, ensuring our families have a way to communicate to our school site their needs. In turn, our liaisons are able to touch base with our families if needs arise or support is needed. District Parent Liaisons support English learning parents in how to support their students' academic achievement. They are an asset to our school sites and continue to reduce communication barriers.

Students with disabilities attending schools in PUSD continue to have more opportunities to learn in the least restrictive environment in PUSD. We continue to close special day classes focused on supporting students with mild-moderate disabilities. Almost all of our Non-Severely Handicapped (NSH) classes closed at the end of the 2021-2022 school year. NSH classes still exist at the preschool level and at some of our secondary sites; however, this will be their last year. Students previously supported in the NSH special day class environment have returned to their home school of residence and are now supported in the general education setting. Early data (LRE %, ELA and math test scores) suggests our students have done exceptionally well navigating this change.

In May 2023 staff will be sharing with the Board of Education our Preschool Redesign set to be implemented August 2023. This redesign effort has been a collaborative process that has taken over a year to facilitate. The new preschool program will significantly reduce special day classes, increasing opportunities for students with disabilities to learn in the general education setting. The new program will also completely revamp our Preschool Assessment Team. This change is long overdue as students at the preschool level are historically over qualifying for special education services (especially in Speech and Language). The next mild-moderate special day class program staff will be focusing on reducing is our Autism Spectrum Disorder class. Additionally, it is anticipated that through the newly established Alternative Diploma pathway, students with disabilities requiring extensive support will also have increased opportunities to learn in less restrictive environments.

The District has received support for expanding opportunities for students with disabilities to learn in the least restrictive environment through grants from outside groups like Supporting Inclusive Practices (SIP) and Strategic Practices for the Advancement of Inclusive Schooling (SPAIS). Our Special Education Team continues to actively collaborate with staff at school sites in order to ensure our students with disabilities have every opportunity to earn a high school diploma. To support post-secondary pathways to success, Special Education Directors and Program Specialists host presentations annually attended by parents, staff, and students. The content shared 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 UC/CSU a-g graduation eligibility requirements. Resources provided to students with disabilities to achieve the goal of graduation are also reviewed. New this school year, staff have made additional presentations to target audiences explaining California’s new alternative pathway to earning a high school diploma - open to students with significant cognitive disabilities. Parents of incoming 9th graders are offered an opportunity to attend an informational session hosted by the Secondary Director of Special Education and Program Specialists to learn about high school. Parents learn about the requirements to meet diploma and UC/CSU a-g graduation requirements. The different career tech/vocational course pathways and support provided in order for students to meet diploma requirements are reviewed. Details related to California’s new alternative pathway to earning a high school diploma are also explained. After the general session, each high school team composed of school administrators, school counselors, school psychologists, general education teachers and education specialists offers a site-specific version of the presentation taking more time to respond to individual questions. We expanded our Inclusive Practices team in 2022-2023 to respond to staff needs for professional learning and support. We added an additional Teacher on Special Assignment (TOSA). The team this year was composed of two TOSAs and three Classified on Special Assignment. We also hosted our first, ever, Inclusion Summit - a Districtwide event that focused on the topic of inclusion. This school year, the Special Education Team has made several additional informational presentations on the topic of high school graduation requirements and pathways to parents and community members in the following settings: Community Advisory Committee meetings, Parent Ambassador meetings, and at Board of Education meetings.

In support of LCAP Goal 2, our elementary schools engaged in professional learning to support the implementation of state standards. This 22-23 school year, 13 Elementary schools participated in our Early Literacy 2.0 initiative. Additional kindergarten-2nd grade teachers were provided 5 days of professional learning in Orton Gillingham Institute for Multi-Sensory Education (IMSE) strategies. Teachers are implementing the strategies in our classrooms and our Curriculum TOSA is supporting the classroom implementation in 13 schools. The

remaining 13 schools will engage in the professional learning and implementation in 23-24 school year. In order to support the success of the TOSAs, we have provided professional learning session in the area of discipline, early literacy (IMSE overview) and data analysis. At our middle and high schools, we launched the ElevatED program was added this year to support teachers. Six middle schools and four high schools participated in the professional learning program focused on research-based engagement strategies.

Alongside the ElevatED program, 15 Math and Science high school teachers are piloting the use of an iPad, increasing mobility of the teachers which provides additional opportunities to interact and engage with students

As we continue to ensure standards aligned materials are provided to our students, we engage in review and adoption of materials. During the 22-23 school year, our elementary schools piloted a new mathematics curriculum. We followed the process outlined in Board policy and adopted a new curriculum aligned to state standards. In the 23-24 school year, elementary teachers will implement the new curriculum. Teachers will be provided materials and professional learning on how to maximize success with the implementation in their classrooms. At the secondary level, staff engaged in several reviews and adoptions to ensure alignment with necessary standards at frameworks. Our middle school Social Studies & high school US History are in Year 1 implementation of new instructional materials aligned to our state standards and Fair Act. Our teachers engaged in learning focused on using essential questions and deepening our understanding of the framework and Fair Act. High school World History teachers engaged in reviewing and piloting instructional materials aligned to the state standards and Fair Act, a recommendation for new materials adoption will be presented in May and June with a graduated implementation period next school year. Social Studies teachers at all five high schools have now shifted from AP European History to AP World History in an effort to present a more diverse and inclusive instruction in social sciences for our students. Teachers reviewed and adopted instructional materials aligned to state and AP Standards. In AP Government, teachers reviewed and recommended a new textbook aligned to the updated AP Framework and state standards. The shift is a deepening of content and application of knowledge. In the area of mathematics, AP Statistics teachers reviewed and recommended a new textbook aligned to the updated AP Framework and state standards. The shift is from four main topics to three big ideas: variation and distribution, patterns, uncertainty, and data-based predictions, decisions and conclusion. Representatives from our Health and Physical Education Department Chairs met to review recent California Mandates to the instruction on Health topics, using this learning as well as the current California Framework, they evaluated textbooks to make a recommendation for a new textbook. Finally, in High School English, a stakeholder group met to make recommendations on two novels to adopt for high school instruction. Additionally, teachers are in their second year of implementing new titles at all grade levels that have diverse characters and topics and provide students with more inclusive learning experiences.

Poway Unified continues to explore learning opportunities to meet the needs of our learners. This year marks the second year of our Connect Academy, Poway Unified School District's first K-8 virtual learning independent study program. Connect Academy continues to be 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 space focused on building culture, community, and connectedness. 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. With the opening of our Poway to Palomar Middle College High School in August 2022, dual enrollment opportunities have been expanded, providing new opportunities to meet the need of our high school students.

Through Career Technical Education (CTE) pathways, our students continue to access 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. CTE pathway programs, students continue to 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. Excitedly, we have found increasing demand by students for CTE programs and work-based learning opportunities.

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-one 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. Based on hiring trends, and increased numbers of first- and second-year teachers in PUSD, the program was staffed with nine teacher consultants for the 2022-2023 school year. Four Teacher Consultants were extended to remain in the position for the 2022-2023 school year to address support for the high need area of new Special teachers. At the start of the 2022-2023 school year, the program was reduced by one Teacher Consultant due to a consultant accepting a different position in the district. The program was unable to refill the position as there were no Special Education candidates in the Teacher Consultant pool. As a result, it was necessary to increase current Teacher Consultant caseloads and close the program early. The program was unable to intake and provide support for twenty-five newly hired first year teachers for the 2022-2023 school year. These eligible candidates have been placed on a wait-list and will participate in the program for the 2023-2024 based on continued employment. Candidates who did participate in the program were provided training, coaching and evaluation on standards-based instruction and assessments, student led goal setting and technology integration. Year 1 and Year 2 candidates also received support toward Induction requirements for the Clear credential based on the program design of PUSD’s accredited Induction program.

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. Strong relationships exist with partner universities to ensure each intern receives a high level of support that is individualized to their placement and needs. An annual questionnaire is provided to all current intern teachers to seek feedback around the application/recruitment process for interns and the support each intern received once hired. Data from this survey is reviewed by the PSS Director and Intern Program Coordinator and next steps for program improvement are created annually. In collaboration with our school 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. This model of intensive support is based on push-in, individualized professional learning. This model takes place during the intern teachers’ instructional time with students. The intern program

coordinator and Human Resources Director continue to collaborate with Poway School Employees Association to ensure communication to classified employees of grant opportunities for classified staff to obtain their teaching credential, communicate informational meetings presented by SDCOE for classified employees interested in obtaining a credential, outreach and relationship building between district employees and Intern Program Coordinator to support next steps in obtaining a teaching credential and potential internship. Our new web page on the PUSD website has been created to support all interested applicants with the hiring and support process (https://www.powayusd.com/en-US/Departments/Personnel-Support-Services/Intern-Teaching-Information/Intern-Teaching-Information). This site provides helpful and easily accessible information to aspiring interns.

To support teacher professional learning, we continue to support our Poway Unified Teacher Learning Cooperative (TLC), to provide a structure for teachers to create their own learning plans. Our TLCs are 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. 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. This year and next year we will roll out pathway courses consisting of 80 hours of professional learning that allows teachers to deepen their learning and implementation on topics specific to inclusive practices, teaching with an equity lens, and emotional learning. 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. All eleven CLC classes offered were filled to capacity.

As we look to support learning across our system, Canvas continues to be utilized as the district's official Learning Management System (LMS) 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. With the new Synergy Gradebook Sync, teachers can choose to sync their Canvas gradebook with the district's Student Information System (SIS). Additionally, an optional professional learning module was created within Canvas for secondary teachers to opt in which provides a variety of educator resources.

Overall, we were able to implement the actions and services associated with this goal. For Action 2.10, we expanded the number of intersession program days for our students. For Action 2.11, the model to provide English Language Develpment professional learning for high school teachers shifted from one day workshops to a cohort model. Based on growing needs of our students identified as immigrants, additional supports were provided under Action 2.12.

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.

2.10 - After School Education and Safety Program (ASES) – In addition to expanding the number of intersession program days, ELO-P funding was used to supplement ASES programs to improve the quality of services to include more off-campus experiences (i.e., field trips); increase supports from specialized and credential educators (e.g., teachers, instructional assistants, etc.); and provide access to healthy snacks/meals when school meals were unavailable during non-instructional days.

2.11 - English Language Development – In the spring of 2022, we budgeted for several, one-day workshops. Then, in the summer, we pivoted to a cohort model and budgeted for teacher cohorts at our middle school and high schools. In the end, cohorts of six teachers from the five high schools were trained. The decision to not include middle school cohorts was made because of the intense work middle schools were doing around middle school redesign. Middle schools will be included in this professional development in the near future. Middle school teachers receive training on ELD standards and integrated and designated instruction from the EL site Coordinator and the District EL Coordinator and EL TOSA.

2.12 - Family Learning Center – This year we used allocated funds to purchase iPads for our middle school newcomer students. This was not an original allocation; however, we saw a need based on enrollment from families immigrating to the United States. iPads are programmed to include translation applications and provide easier access to documents in students' primary language than their district provided Chromebooks. The Family Learning Center also increased their number of tutors based upon needs in our community.

2.21 - Estimated actual expenditures were higher than budgeted due to the Staff Development Coordinator position which was filled by a higher step employee that elected higher health and welfare benefits than the incumbent.

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 continue to access support and engage in 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 and ElevatED programs, 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.

While implementing learning and opportunities for our students, we also continue to 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 97% for year 2 candidates are anticipated to clear their teaching credential. Additionally, professional learning courses offered to our classified staff through the Classified Learning Cooperative continue to be filled to capacity. In addition, our TLC courses, offered in collaboration with the Poway Federation of Teachers, continue to flourish. This year we are on par to have 1,773 teachers participate in our TLC offerings.

Throughout the year, our efforts have been made to increase understanding of the needs of English Learners in order for teachers to support their progress from year to year. This includes the strategic professional learning that has occurred with our high school teachers, as well as ongoing learning with our site EL Coordinator and Instructional Assistants. As a district, we looked at the total percentage of English Learners that reclassified from year to year as a metric for effectiveness. Due to the change in data presentation on Dataquest, the Reclassification rate is based on a percentage of the district's student population as a whole. The data provided indicates our reclassification rate decreased from 13.1% in 2020-21 to 12.1% in 2021-22 as shown in the Enrollment by English Language Acquisition Status (ELAS) table.

The 2022-2023 school year marks Connect Academy's second year. Our K-8 hybrid learning independent study program currently serves 150 PUSD learners. Connect Academy staff blends high-quality teaching and learning with engaging, innovative practices, offering in-person, hands-on learning twice a week and virtual learning three days a week. Connect Academy uses multiple measures, such as PUSD benchmark assessments, reflection, and PUSD writing prompts, as well as student-generated prompts and student explanations of the learning as means of assessing student learning.

We are excited to share the impact of our Advancement Via Individual Determination (AVID) where approximately 95% of our middle school students continue their AVID experience into high school. Further, our AVID program has been effective in an approximately 98% college acceptance rate to 2-year and 4-year colleges.

Our secondary intervention supports have effectively enhances systems to support students in need of targeted assistance. This has included 'New to PUSD' Workshops for all students new to our high schools 2 times year, supporting the development of the Chronic Absentee Intervention Plans, support school sites in developing systemic processes of support, and building intervention team meetings across our sites. Impact teachers will continue to support students at sites whether they are district or site funded. They are very helpful in providing small group instruction for students needing additional academic intervention.

We have significantly improved our state mandated LRE program indicators at every level in the District (K-12) the last two years. Additionally, we have implemented systemic changes that will continue to increase the opportunities our students with disabilities will have to learn in the least restrictive environment in the school years ahead. PUSD has been able to fill more open positions with credentialed teachers in the last year instead of relying on intern teachers to fill those positions. The intern program has reduced the number of intern teachers from 14 interns during the 2021-2022 school year to 9 interns during the 2022-2023 school year. Of the 9 interns 6 were known candidates (district employed IA's, substitutes, coaches, etc.) which as in years previous has resulted in higher retainment of the intern for the following school year.

Over the course of the 2022-23 school year, we expanded online opportunities to students through Poway Virtual Courses (PVC), through concurrent enrollment opportunities with local community colleges, and through dual enrollment with our PPMC students. In addition, PUSD introduced a new dual enrollment course (American Sign Language) in conjunction with Palomar, which is also an online course. Changes were also made to our Administrative Regulations (AR 6152 and 6172) that increased the number of college credits students may transfer back to their high school transcripts from 20 to 40 which will expand access to early college credit to our current high school students.

The strong work of our Career Technical Education program has resulted in enhanced opportunities for students to incorporate applied learning across disciplines, preparing them for both college and career, continues to increase at all of our high schools. These opportunities have also been incorporated this school year, as elementary and middle school pathways evolve. Examples include the Electric Vehicle Program at Poway High School (the integration of science and transportation), the Abraxas Agriculture and Garden program (which reinforces all core academic content areas), the expansion of CTE pathways at middle schools (including 12 CTE pathways and all core academic content areas) and the increase in the number of teachers trained in Project Lead the Way Launch curriculum (CTE, Science, English Language Arts and Math content) at our elementary schools offering this curriculum.

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.

2.3 - Standards Aligned Materials – After our Federal Program Monitoring review with the state of California, we saw the need to enhance middle school level Designated English Language Development (ELD) curriculum to support our English learners. In the 2023-24 school year, we will be supporting middle school teachers with this adoption process to gain their input, provide ongoing professional development, and monitor the progress using ELD standards.

2.10 - After School Education and Safety Program (ASES) – Reflection on program's implementation in 2022-2023, prompted us to increase budget allocations for supplies due to rising costs in food and other necessities for the program. In 2023-2024, we anticipate allocating more ELO-P funding to ASES programs to supplement and improve services to students.

2.11 - English Language Development – PUSD’s training on integrated ELD instruction was well received and teachers are routinely implementing integrated ELD strategies. We are collecting data on the effectiveness of the program. The data is showing that teachers feel supported, they are growing, and students are engaged in critical thinking and academic discussions. We will continue with this professional development model. Next year, we will add another five cohorts, reconnect with the previous cohort, and look to add middle schools. Additionally, we see the need for explicit professional development on Designated ELD at the elementary level. Next year, we will expand our efforts to meet with elementary school sites.

2.12 - Family Learning Center – Our District English Learner Advisory Committee expressed that an additional Newcomer Informational Meeting would be beneficial for the 2023-24 school year. Our enrollment this year has also shown us that new students are coming at any point of the school year. Having at least one additional Newcomer Information Meeting will allow for new families to receive help in their primary language and feel confident as they navigate our schools.

2.13 - Bilingual Parent Liaisons – The expertise our bilingual liaisons bring to our district has allowed us to better identify needs of the community, including access to technology. Next year, we continue to look into learning opportunities for them to attend to learn more about supporting family needs and newcomer students.

2.16 - Career Technical Education Pathways – Increased focus on, and allocation of funding for, our younger students.

2.18 - Least Restrictive Environment – We are committed to continuing to expand LRE opportunities for students with disabilities in PUSD. We anticipate expanding the co-teaching model of instruction, utilizing UDL with greater fidelity, and closing more special day classes (particularly those that serve students with mild-moderate disabilities).

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	2018: 89% of parents agreed with the statement "The school	2020-21 CHKS: 87% of parents agreed with the statement "The	Fall 2022: 87% of parents agreed with the statement “The		2023-24: The percentage of parents who agree with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"The school encourages me to be an active partner with this school" disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and students with disabilities Data Source: California Healthy Kids Parent Survey (CHKS), Fall 2018 administration	encourages me to be an active partner with this school". Those subgroups below the district percentage include: American Indian/Alaska Native, Native and Hawaiian/Pacific Islander. See Appendix V for disaggregated student group data.	school encourages me to be an active partner with this school." See Appendix CC for disaggregated student group data.	school encourages me to be an active partner with the school". See Appendix CC for disaggregated student group data.		statement "The school encourages me to be 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. 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.	This question was not included in the parent survey questions determined by WestEd for the 2020-21 CHKS. See Appendix DD for disaggregated student group data.	This question was not included in the parent survey questions determined by WestEd for the 2020-21 California Healthy Kids Survey. 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
	See Appendix II for disaggregated student group data.				
3. The percent of parents who agreed with the statement "School actively seeks the input of parents before making important decisions" disaggregated by ethnicity. 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. See Appendix JJ for disaggregated student group data.	2020-21 CHKS: 76% of parents agreed with the statement. See Appendix EE for disaggregated student group data.	Fall 2022: 67% of parents agreed with the statement "School actively seeks the input of parents before making important decisions". 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.	2018: 85% of parents agreed with the statement "Parents feel welcome to participate at this school". Those subgroups below the district percentage include: American	2020-21 CHKS: 79% of parents agreed with the statement. See Appendix FF for disaggregated student group data.	Fall 2022: 85% of parents agreed with the statement "Parents feel welcome to participate at this school".		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
Data Source: California Healthy Kids Parent Survey, Fall 2018 administration	Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races. See Appendix KK for disaggregated student group data.		See Appendix FF for disaggregated student group data.		
5. Number of events for parents of unduplicated students and students with exceptional needs. 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. 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. See Appendix GG	2021-22: 163 events took place for parents of unduplicated students and students with exceptional needs. This includes 64 for English learner families, 13 for Foster, 29 for homeless families, and 49 for students with disabilities. 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	The Equity Fidelity Inventory (survey) delayed until spring of 2023. The results of the 2023 survey will become the baseline.		2023-24: Outcome set in 2021-22.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Diego County Office of Education.			
7. Self-reflection rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making Data Source: State Board of Education Self-Reflection Tool (Local Indicator 3-Parent and Family Engagement)	2019-20: the ratings for building relationships between school staff were 3 through 4; building partnerships for student outcomes, 3-5; and seeking input for decision-making, 3-4. See Appendix LL	2020-21: the ratings for building relationships between school staff were 3 through 4; building partnerships for student outcomes, 4-5; and seeking input for decision-making, 3-4. See Appendix HH	2021-22: The ratings for building relationships between school staff and families were all given a rating scale of 4. See Appendix HH		2023-24: The ratings for building relationships between school staff and 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. Data Source: Internal data	Metric in development. Baseline set in 2021-22.	Between 2019 and 2020 the district total was 315 Between 2020 and 2021 the number of community partnerships increased by 102 for a total of 417.	Between 2021 and 2022 the district total was 421, an increase of 4. Of the 421 community partners, 43 were new partners.		2023-24: Outcome set in 2021-22.
9. School Site Council (SSC) parents create and analyze each	2020-21: 100% of School Site Council parents were involved	2021-22: 100% of School Site Council parents were involved	100% of School Site Council parents were involved in creating		2023-24: 100% of School Site Council parents were involved

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Plan for Student Achievement (SPSA). Data Source: SPSA SSC Signature Section	in creating and analyzing site SPSA plans.	in creating and analyzing site SPSA plans.	and analyzing site School Plan for Achievement (SPSA's).		in creating and analyzing site School Plan for Achievement (SPSA's).

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.	$0.00	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. 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 families, providing greater access to information at times most flexible for them. Includes staffing in communication.	$102,371.00	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.	$500.00	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. 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 [2022-23]

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 our partnership with Palomar College, having launched our Poway to Palomar Middle College (PPMC) High School. Our Career Technical Education (CTE) program has also been key in broadening offerings to our students. Through increased business partnerships, we look to increase the number of work-based learning experiences provided to students, enhancing their access to career pathways and experiences. Our PUSD Foundation continues to provide resources, support, and opportunities for district activities and programs. In partnership with our school sites, the PUSD Foundation continues to convene 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 Poway Unified 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). Through our CAC, special education Parent Ambassadors serve as mentors who support and enlighten fellow parents of students who are seeking special education. This support informs individualized support delivered to students. Currently, Parent Ambassadors for Special Education are at every school site, and the Community Advisory Committee have supported parents/guardians of students with learning differences.

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 where families from ten different home language backgrounds attended and learned more about our district and ways to support their child's education. 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 continues to be 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.

Our Equity Advisory Committee has continued as an opportunity for parent, student and staff feedback. Due to the vacancy of the Director of Equity and Improvement, Community Conversations on Racial Equity and Inclusion have not yet been held at the district level. Individual meetings and site-based meetings have been held.

The Caring Connections Counseling (CCC) Center department has continued to provide and expand our parent education course offerings in order to meet the specific needs of our parents and families across our school district TK-12th. Each school year we continue to expand and provide parents the opportunity to enroll in parent education courses that may be of interest, depending on their needs for their child(ren). Our parent education courses include Help Your Children Manage Stress and Anxiety, Screen Time: Living with Limits, Taming Your Child's Tantrums and Meltdowns, Parenting and Supporting LGBTQIA+ Youth, Preparing Positively for Puberty, Developing an Effective IEP, Prevent Parent Burnout and many more. We have also expanded our parent education course topics to include the following new courses this school year Turning Power Struggles into Problem Solving, Discovery the Secrets of Talking and Listening with your Teen, and Balancing Love and Limits. PUSD continued to offer the Teen Positive Parenting Program this school year for our English and Spanish speaking families across our school sites and district. Two webinar series were provided in English and in Spanish for our Spanish speaking families this school year. The webinar series is designed to provide parents/guardians and/or adults caregiving for a child evidenced-based strategies and tools to help parents/guardians positively interact with their teens, raise responsible and competent teenagers while improving family communication and building a stronger relationship with their children.

Poway Unified's Caring Connections Counseling Center (CCC) Counselor continues to collaborate and partner with our mental health providers and community agencies that provide individual counseling and/or family counseling to students and parents within our school district and community. The Learning Support Services Director and Caring Connections Counselor coordinated and hosted the bi-yearly mental health resources "Meet and Greet" event at our District Office for our PUSD Administrators, Counselors, School Psychologists, and Student Support Staff across our district. Mental health providers and therapists in the community from our vetted Resource Directory for Mental Health Services attended the resource fair, providing informational brochures, pamphlets, business cards, and fun take-away items to share their services with our staff. As site counselors we often refer students and families to mental health resources, this event provided staff the opportunity to network and meet providers from different agencies to learn more about their expertise and specialty areas as we continue to make appropriate referrals based on the needs of students and families.

Our Youth in Transition (YIT) has developed and has continued partnerships that provide a high level of support our YIT families. Our partnership with Mending Matters to provide access to a social worker has created a much-needed opportunity for students and/or families to address mental and emotional health issues through weekly, free of cost therapy sessions. Even through our partnership with Mending Matters, YIT students are still facing challenges in addressing mental and emotional care. Due to certain parameters many of our students were not able to access this service through YIT or at their sites due to high volume of need.

Our Educational Technology department redesigned the online Parent Academy to provide a streamlined and accessible approach for families to access districtwide digital resources. Parent Academy is a one-stop shop where parents can access learning resources about the numerous educational technology tools that teachers are using with students in their classrooms such MyPlan, Synergy, Canvas, Chromebooks, i-Ready, and Lexia. These resources help parents understand how teachers engage students in meaningful ways in a technology integrated environment that highlights student collaboration.

We continue our work to engage our parents and community. All Board of Education meetings continue to be live streamed via YouTube for public viewing, allowing for transparency and for anyone to

access them online. Our Communications Department continues to highlight 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.). In addition to engagement via social media, PUSD has held quarterly parent forums on student mental health, drug awareness and social media impacts, which were also live-streamed. Additionally, in partnership with our community and faith-based partners, our schools hosted “What I Wish My Parents Knew” forums for parents and guardians to hear directly from students. To promote and ensure two-way communication, PUSD continues to utilize the ThoughtExchange survey platform various times throughout the year to collect input from both students and families on various topics. To increase the number of Spanish speaking families that were participating, we created a Spanish language video with a trusted former Principal, inviting our families to participate in ThoughtExchange. Our Bilingual Parent Liaisons provided further outreach to families via phone calls, texts, emails, and a variety of different communication tools from February 1, 2023, through February 17, 2023.

For Goal 3, we were able to implement the actions and services associated with this goal. In the case of Action 3.7, not all intended actions were not met as the position became vacant halfway through the year.

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.

3.7 - Material Differences due to the Director of Equity and Improvement position becoming vacant and remaining vacant for most of the school year

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

Poway Unified values its parents as partners and continues to actively seek their input as we make decisions. We have worked to improve two-way communication through the use of the ThoughtExchange platform. This year, over 8,870 educational partners participated in our annual LCAP ThoughtExchange survey. We also had 4,424 students participate in a student Exchange, providing their important feedback. Our total survey participation in 2023 was over 5,000 more people than 2022 due to increased marketing efforts both at the district and school site level. Our efforts in providing further outreach to Spanish speaking families resulted in 111 Spanish-speaking persons participating in the survey, up from 90 the year before. For the many in-person events we hold throughout the year, we recognized that our efforts were appreciated and well-received, however physical attendance at events was low.

Parent voice helped to inform the Parent Education offerings through our Caring Connection Center. Across our district, parents have been able to attend the many parent education courses that we have offered during the school year. Over one hundred parents participated in the free Teen Triple P Program. Parents have also shared positive feedback and benefits of the Teen Triple P program including, “Knowing that I am not the only one with teen problems. A lot of examples shared during topic are very relatable,” and “It was all valuable to me. It helped me understand that my approach is not ideal and to try to change/work on something one issue at a time.” The CCC will continue to offer and expand on parent education course offerings to meet parent’s specific needs when supporting and helping their children. CCC also plans to

continue to provide the Teen Positive Parenting Program for Free to our parents and families with the hope that we have an approved budget to continue to offer these workshops.

Through the Caring Connections Center Support Resources Meet and Greet Event, providers and community partners such as Aurora Behavioral Health Care, Rogers Behavioral Health, Neighborhood Healthcare, Rady's Hospital, Elizabeth Hospice, Jewish Family Services, and the SD District Attorney's Office Victim Assistance Program were among the many in attendance at our event, sharing the valuable resources that they can provide our students, parents, and families with our staff. Also attending the "Meet and Greet" was representatives from The Comfort Cub. PUSD CCC is grateful for their partnership and donating 24 additional therapeutic bears for our high school counseling team and our other school sites that did not already have a therapeutic bear to utilize in our work with students. The event provided an opportunity for our Administrators, Counselors, School Psychologists, and school staff to circle around each table meeting and learning about the valuable resources and services that are available for our students, parents, and the community. This event effectively connected our community partners with almost one hundred PUSD staff to provide enhanced supports to our school community.

Our YIT program continues to effectively engage in partnerships with our local community. For example, Youth in Transition has developed and continued partnerships with local healthcare providers and through this partnership our families are able to access medical, dental, vision and women's health screenings. YIT supports our students with gift certificates for free eye exams, frames, and lenses. This support allows our students to thrive at school. Through community partnerships with churches, local clubs, and local businesses, YIT was able to provide supports that include backpacks, school supplies, toiletries, menstrual products, cleaning supplies, food, snacks, and gift cards to restaurants, grocery stores, clothing stores. and gas stations. Our community partners have sponsored many of our Grab and Go events for example our Holiday, Spring, Summer, and Back to School Events and local clubs and organizations continue to sponsor our unaccompanied minors and families living in cars during the holidays. Gift wish lists were filled, and our families and teens were surprised with large gift bags during winter break. Additionally, our YIT program refers families to our local food pantries and provides information on food resources and drive through food pantries.

The Palomar College Partnership was effectively supported with regular meetings and communication structures continued throughout the 2022-23 school year. In addition to regular monthly meetings to monitor progress on joint initiatives, there is also a team that meets with Palomar College staff twice monthly to identify and respond to needs for the Poway to Palomar Middle College (PPMC). We have made significant progress toward this goal. For example, we have increased the number of students districtwide who are receiving early college credit through articulation, concurrent enrollment, and dual enrollment with the Poway to Palomar Middle College (PPMC). PPMC students are able to enroll in college courses and receive both college and high school credit. We are also collaborating with Palomar College to put strategies in place to support student success, provide PUSD students with priority enrollment, and ensure that students are able to gain access to the courses they need or have high interest in.

Finally, as we continue our important Equity and Inclusion work, individual meetings and site-based meetings have continued the goal of fostering trust and repairing relationships with school and parent/guardian community.

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.

3.2 – Palomar College Partnership - Reflecting back on the challenges we encountered for PPMC students registering for college courses in the fall semester this year, we realized that we needed to make changes for next school year. We will move the PPMC application process earlier, in order to ensure that students are able to participate in priority registration. We will also work closely with Palomar in the development of the master schedule to ensure that classes our PPMC students need/want are offered on days/times and in the format that will enable them to attend.

3.5 – Parent Engagement – We would like to increase marketing for our parent engagement events to increase attendance.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$15,515,209	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
Students identified as foster youth, English learners, and low-income experience lower rates of graduation and the a-g completion necessary for applying to California's public university systems. To address these needs, the district will provide Intervention counselors at our middle and high schools support our students requiring additional supports. Counselors will conduct check-ins and will offer counseling supports to ensure social/emotional needs are being addressed. We expect to see an increase in graduation and a-g completion rates. (Goal 1, Action/Service 1)

SEL Professional Learning

In the area of suspension, our students in foster care and students identified as low income are suspended more frequently than the overall district average. To address this, we will provide professional learning and support for building Positive Behavioral Interventions and Supports (PBIS) with school site teams to learn about processes in developing and sustaining a school-wide Positive Behavior Support system, developing universal behavior screening at their school sites, and progress-monitoring in order to reduce 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

Understanding the need to address social/emotional and behavioral concerns that may be impacting the student's success at school and/or at home, our Bilingual Caring Connections Counselor serves as a trusted support for our students who are English Learners. Our counselor also will provide direct outreach to our families experiencing homelessness as well as those students in foster care. Students in TK-12 seeking support through the Caring Connections Center (CCC) 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. We expect our families to be able to receive mental health supports and referrals to outside agencies as needed. (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 will grow in their consciousness about issues of equity, build capacity to lead equity professional learning at their own site, and begin addressing flaws in their school systems and cultures that perpetuate student inequities and address improved outcomes for our students identified as unduplicated. (Goal 1, Action/Service 5)

Inclusive Practices

Our students identified as English learners, and low-income are highlighted in the significant opportunity gaps in academic progress. As indicated by DataQuest, in the 2021-22 school year, students in these two specific student groups met standards in English Language Arts and Mathematics far less than our district average. To address these needs, the district will design and facilitate professional learning and provide coaching to classified and certificated teachers with support of our Inclusive Practices Teachers on Special Assignment (TOSAs) and Classified on Special Assignment (COSA), in collaboration with EL program coordinator and Intervention TOSAs. This professional learning will include site based learning on Universal Design for Learning (UDL) which provides the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction. Grounded in research, UDL principles call for varied and flexible ways to consider the "what," "how," and "why" of learning. We expect these actions will increase students' access to and engagement in core academic classes as their teachers universally design instruction, providing all students with multiple entry points into

lessons, supports for self-regulation and problem solving, and honoring the strength of student backgrounds and interests to demonstrate knowledge. With this increased access, we expect these actions to increase student achievement in the areas of English Language Arts and Mathematics. (Goal 1, Action/Service 6)

Increased Counseling Support

The COVID-19 pandemic has had a major effect on our students' lives. Many are facing unprecedented 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 and continue to impact many students at this time. Our students who are identified as unduplicated have been disproportionately affected by the pandemic and often do not have access to personal resources to support their mental health needs. We have added counselors and Student Support Staff to help proactively respond to the anticipated mental health challenges ahead and will provide direct support to our students. (Goal 1, Action/Service 7)

Chronic Absenteeism

Our students identified as English learners, Foster Youth, Homeless, and low-income all report in the "Very High" level for Chronic Absenteeism on the California State Dashboard. To address this area and strengthen strategies to reduce Chronic Absenteeism of students and work with families, early, to re-engage their child into the learning environment we will 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. We will also continue to strengthen restorative justice practices, TK-12. At this time, our 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 will 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 2022 California Dashboard indicates a "Very High" status for our students who are Foster Youth, "Medium" status for students who are Homeless and for our Socioeconomically Disadvantaged, as compared to districtwide "Low" status. Campus Supervisors will work with site administrators to observe students requiring behavioral support. The early identification and monitoring should result in lower rates of suspension for our unduplicated students. (Goal 1, Action/Service 9)

Dropout Prevention

In review of our graduation data, our students identified as English learners, Homeless, and low-income are reflected in the "Medium" status on the 2022 California State Dashboard whereas the overall district graduation rate is categorized as "High." We will 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

The number of students identifying as homeless has almost tripled in the past four years. 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) will be 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

According to the American Council on the Teaching of Foreign Languages (ACTFL), "Learning a second language can positively impact a student's cognitive development, creativity, and problem-solving abilities." Studies have shown that students who study a world language score higher on standardized tests, including the SAT, ACT, and GRE. Additionally, bilingual or multilingual individuals are more likely to seek and attain higher-paying jobs. Further, education scholar and Professor "Kyung Hee Kim" states, "In a fast-changing, multicultural world, the best way to equip students for the future is not only to teach them what we know but also to help them acquire the skills to teach themselves what we do not know." The district's Mandarin and Spanish, Dual Immersion programs align with this belief by allowing students to learn a second language and immerse themselves in new cultures. This is particularly important for students who come from low-income families, those who are homeless, youth in transition, and those in foster care. These students may face unique barriers to academic success and can benefit from the enriched cultural and linguistic experiences these programs offer. (Goal 1, Action/Service 14)

Transportation Support

To address the needs of low-income students experiencing Chronic Absenteeism, a bus route has been established to remove the barrier of transportation and support students in getting to their school of attendance. (Goal 1, Action/Service 17)

X-Ploration Program

Several studies have demonstrated that low-income students, homeless students, English language learners, and foster youth are at a higher risk of experiencing performance gaps in academic subjects. The X-Ploration program has been designed to provide an inclusive and equitable learning environment that meets the specific needs of low-income students, homeless students, English language learners, and foster youth. The program's arts, coding, science, and physical education elements are intended to engage students and cultivate a love for learning while providing alternative ways of understanding and expressing ideas that may be particularly helpful for students who struggle with traditional academic subjects. The emphasis on professional learning communities is also essential as it allows teachers to collaborate

and design targeted interventions for struggling students. Through these intentional interventions, students' specific academic needs can be better addressed, and gaps in knowledge can be remediated. Furthermore, the focus on integrating the needs of our unduplicated students ensures a level of inclusivity that can help them feel more valued and supported in their education. Ultimately, these actions will help to create a more equitable educational environment. (Goal 2, Action/Service 4)

Professional Learning Leaders

To support our students at the elementary level with academic and performance standards aligned with California State Standards, including English Language Development (ELD) standards, we will provide support for a Professional Learning Leader for each elementary site. 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

The needs s of foster youth, English learners, and low-income students are in the areas of both academic and social emotional support are indicated by/in iReady, CAASSP, teacher/staff observation, parent/guardian reporting. To address these needs, the district will hire Teaching and Learning Teachers on Special Assignment support for our elementary sites. The Teaching and Learning TOSAs will work with principals and teachers in grades TK- 5 to engage in and lead site work aligned with site goals, site plans, professional development, and instructional practices. The TOSAs will support the site principal and assist with schedules, student discipline, peer coaching on instructional practices, student academic intervention programs, support students in need of social emotional support and engage with parent/guardians to support students' success. TOSAs work with site principals to design specific supports based on site needs. We expect these actions will provide targeted support for our students with disabilities, English Learners, Foster Youth and our EDY students. Our focus is to not only provide academic support, but to also ensure our students have a strong sense of belonging and want to come to school. (Goal 2, Action/Service 6)

Site Intervention Support

School 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 in order to improve those areas in need of improvement. (Goal 2, Action/Service 7)

Advancement Via Individual Determination (AVID)

Though Poway Unified's a-g completion rate is reflected as 76% through the California Department of Education's DataQuest, students who are identified as unduplicated complete at a much lower percentage. Through the implementation of our AVID program, we will provide effective academic support structures and interventions and 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, providing support to complete a-g completion. (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. This action will support language acquisition to meet proficiency. (Goal 2, Action/Service 11)

Family Learning Center

To meet the needs of our newly immigrated families whose primary language is other than English, we will provide supports to students/parents 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 will be provided 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 will 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, ensuring our families can fully participate in the education of their children. (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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$52,742,921.00	$8,077,746.00	$2,059,807.00	$6,324,554.00	$69,205,028.00	$56,098,210.00	$13,106,818.00

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 Low Income	$8,865,744.00				$8,865,744.00
1	1.2	SEL Professional Learning	English Learners Foster Youth Low Income	$800.00	$20,000.00			$20,800.00
1	1.3	Caring Connections Counseling	English Learners Foster Youth Low Income	$180,901.00				$180,901.00
1	1.4	SEL Support of Foster Youth	All				$46,000.00	$46,000.00
1	1.5	Equity Teams	English Learners Foster Youth Low Income	$95,000.00				$95,000.00
1	1.6	Inclusive Practices	English Learners Foster Youth Low Income	$305,717.00				$305,717.00
1	1.7	Increased Counseling Support	English Learners Foster Youth Low Income	$2,913,391.00			$2,389,442.00	$5,302,833.00
1	1.8	Chronic Absenteeism	English Learners Foster Youth Low Income	$307,786.00				$307,786.00
1	1.9	Campus Supervisors	Foster Youth Low Income	$1,962,651.00	$296,249.00			$2,258,900.00
1	1.10	Dropout Prevention	Foster Youth	$256,625.00	$566,690.00		$149,576.00	$972,891.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.11	Support of Homeless Families	Low Income	$88,171.00				$88,171.00
1	1.12	Maintain Custodial Support	All	$11,413,015.00				$11,413,015.00
1	1.13	Capital Projects - 2021-22	All	$5,064,042.00				$5,064,042.00
1	1.14	Dual Immersion Programs	English Learners	$3,603,860.00	$263,980.00			$3,867,840.00
1	1.15	STEAM Participation	All	$0.00				$0.00
1	1.16	Student Voice	All	$0.00				$0.00
1	1.17	Transportation Support	Low Income		$33,443.00			$33,443.00
2	2.1	Teacher Ratio	All	$0.00				$0.00
2	2.2	Poway Professional Assistance Program (PPAP)	All	$998,209.00	$656,314.00			$1,654,523.00
2	2.3	Standards Aligned Materials	All		$2,298,172.00			$2,298,172.00
2	2.4	X-Ploration Program	English Learners Foster Youth Low Income	$1,619,572.00			$1,471,727.00	$3,091,299.00
2	2.5	Professional Learning Leaders	English Learners Foster Youth Low Income	$2,044,038.00				$2,044,038.00
2	2.6	Teaching and Learning TOSAs	English Learners Foster Youth Low Income	$497,401.00				$497,401.00
2	2.7	Site Intervention Support	English Learners Foster Youth Low Income	$3,546,317.00				$3,546,317.00
2	2.8	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	$319,595.00			$37,819.00	$357,414.00
2	2.9	Title I Support	All				$1,154,000.00	$1,154,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.10	After School Education and Safety Program (ASES)	Students in ASES program			$2,059,807.00		$2,059,807.00
2	2.11	English Language Development	English Learners	$1,016,723.00			$462,546.00	$1,479,269.00
2	2.12	Family Learning Center	English Learners Foster Youth Low Income	$273,961.00			$190,000.00	$463,961.00
2	2.13	Bilingual Parent Liaisons	English Learners	$110,898.00	$115,449.00			$226,347.00
2	2.14	Expanded Learning Structures	All	$2,797,877.00	$42,934.00			$2,840,811.00
2	2.15	Voyager and Elevate Program	All	$309,749.00	$306,156.00		$346,671.00	$962,576.00
2	2.16	Career Technical Education Pathways	All	$3,144,837.00	$3,327,254.00			$6,472,091.00
2	2.17	Advanced Placement	All				$5,678.00	$5,678.00
2	2.18	Least Restrictive Environment	Students with Disabilities	$100,866.00	$151,105.00			$251,971.00
2	2.19	Special Education Collaboration	Students with Disabilities	$45,746.00				$45,746.00
2	2.20	Teacher Learning Cooperative	English Learners Foster Youth Low Income	$224,383.00			$71,095.00	$295,478.00
2	2.21	Classified Learning Collaborative	All	$100,020.00				$100,020.00
2	2.22	Canvas	All	$240,318.00				$240,318.00
2	2.23	Special Education Intern Program	All	$186,637.00				$186,637.00
3	3.1	Two-Way Communication	All	$0.00				$0.00
3	3.2	Palomar College Partnership	All	$0.00				$0.00
3	3.3	Parent Education	All	$0.00				$0.00
3	3.4	Parent Academy	All	$0.00				$0.00
3	3.5	Parent Engagement	All	$102,371.00				$102,371.00
3	3.6	Community Partnerships	All	$500.00				$500.00
3	3.7	Equity and Inclusion	All	$5,200.00				$5,200.00

2023-24 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
$378,974,339	$15,515,209	4.09%	0.00%	4.09%	$28,233,534.00	0.00%	7.45 %	**Total:**	$28,233,534.00
								LEA-wide Total:	$12,861,966.00
								Limited Total:	$4,131,889.00
								Schoolwide Total:	$11,239,679.00

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 Low Income	Middle and High School	$8,865,744.00	
1	1.2	SEL Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$800.00	
1	1.3	Caring Connections Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,901.00	
1	1.5	Equity Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
1	1.6	Inclusive Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Monterey Ridge Elementary, Twin Peaks Middle, and Mt. Carmel	$305,717.00	

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	1.7	Increased Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,913,391.00	
1	1.8	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$307,786.00	
1	1.9	Campus Supervisors	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Design 39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks	$1,962,651.00	
1	1.10	Dropout Prevention	Yes	Schoolwide	Foster Youth Low Income	All Schools	$256,625.00	
1	1.11	Support of Homeless Families	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$88,171.00	
1	1.14	Dual Immersion Programs	Yes	Schoolwide	English Learners	Specific Schools: Adobe Bluffs, Black Mountain Middle, Del Norte High School	$3,603,860.00	
2	2.4	X-Ploration Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools	$1,619,572.00	
2	2.5	Professional Learning Leaders	Yes	Schoolwide	English Learners Foster Youth Low Income	All elementary schools	$2,044,038.00	
2	2.6	Teaching and Learning TOSAs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Schools with large student populations with Students with Disabilities Elementary	$497,401.00	

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 (%)
2	2.7	Site Intervention Support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$3,546,317.00	
2	2.8	Advancement Via Individual Determination (AVID)	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle and High Schools	$319,595.00	
2	2.11	English Language Development	Yes	Schoolwide	English Learners	All Schools	$1,016,723.00	
2	2.12	Family Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,961.00	
2	2.13	Bilingual Parent Liaisons	Yes	Schoolwide	English Learners	Specific Schools: Midland, Pomerado, Valley, Meadowbrook, Twin Peaks, Poway High	$110,898.00	
2	2.20	Teacher Learning Cooperative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$224,383.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$64,879,566.00	$64,814,076.00

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	$7,051,339.00	$7,029,309
1	**1.2**	SEL Professional Learning	Yes	$20,800.00	$14,252
1	**1.3**	Caring Connections Counseling	Yes	$161,856.00	$166,794
1	**1.4**	SEL Support of Foster Youth	No	$51,228.00	$60,396
1	**1.5**	Equity Teams	Yes	$80,000.00	$80,000
1	**1.6**	Inclusive Practices	Yes	$283,248.00	$271,346
1	**1.7**	Increased Counseling Support	Yes	$4,434,006.00	$4,959,773
1	**1.8**	Chronic Absenteeism	Yes	$281,353.00	$292,529
1	**1.9**	Campus Supervisors	Yes	$2,150,746.00	$1,862,617
1	**1.10**	Dropout Prevention	Yes	$867,198.00	$899,193

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	1.11	Support of Homeless Families	Yes	$39,085.00	$44,512
1	1.12	Maintain Custodial Support	No	$10,395,028.00	$10,216,501
1	1.13	Capital Projects - 2021-22	No	$7,300,000.00	$7,459,675
1	1.14	Dual Immersion Programs	Yes	$3,548,352.00	$3,494,361
1	1.15	STEAM Participation	No	$0.00	$0
1	1.16	Student Voice	No	$0.00	$0
1	1.17	Transportation Support	Yes	$33,443.00	$33443
2	2.1	Teacher Ratio	No	$0	$0
2	2.2	Poway Professional Assistance Program (PPAP)	No	$1,528,606.00	$1,448,078
2	2.3	Standards Aligned Materials	No	$3,500,000.00	$3,330,288
2	2.4	X-Ploration Program	Yes	$2,859,833.00	$3,027,570
2	2.5	Professional Learning Leaders	Yes	$1,943,851.00	$1,932,027
2	2.6	Teaching and Learning TOSAs	Yes	$435,274.00	$457,865

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	2.7	Site Intervention Support	Yes	$3,851,776.00	$3,380,153
2	2.8	Advancement Via Individual Determination (AVID)	Yes	$344,305.00	$365,276
2	2.9	Title I Support	No	$1,129,504.00	$1,299,548
2	2.10	After School Education and Safety Program (ASES)	No	$2,081,042.00	$2,044,854
2	2.11	English Language Development	Yes	$1,263,403.00	$1,255,798
2	2.12	Family Learning Center	Yes	$411,231.00	$321,010
2	2.13	Bilingual Parent Liaisons	Yes	$175,748.00	$175,880
2	2.14	Expanded Learning Structures	No	$2,692,808.00	$2,699,038
2	2.15	Voyager and Elevate Program	No	$884,528.00	$938,004
2	2.16	Career Technical Education Pathways	No	$3,900,584.00	$4,041,208
2	2.17	Advanced Placement	No	$8,787.00	$8,784
2	2.18	Least Restrictive Environment	No	$235,856.00	$239,818
2	2.19	Special Education Collaboration	No	$30,940.00	$34,355

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	2.20	Teacher Learning Cooperative	Yes	$294,329.00	$294,200
2	2.21	Classified Learning Collaborative	No	$113,135.00	$130,174
2	2.22	Canvas	No	$240,318.00	$240,318
2	2.23	Special Education Intern Program	No	$156,387.00	$166,337
3	3.1	Two-Way Communication	No	$4,000.00	$4,000
3	3.2	Palomar College Partnership	No	$0	$0
3	3.3	Parent Education	No	$0	$0
3	3.4	Parent Academy	No	$0	$0
3	3.5	Parent Engagement	No	$89,439.00	$92,321
3	3.6	Community Partnerships	No	$1,000.00	$1,000
3	3.7	Equity and Inclusion	No	$5,200.00	$1,471

2022-23 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)
14,663,078	$24,868,782.00	$24,549,310.00	$319,472.00	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	$7,051,339.00	$7,029,309		
1	1.2	SEL Professional Learning	Yes	$800.00	$2,285		
1	1.3	Caring Connections Counseling	Yes	$161,856.00	$166,794		
1	1.5	Equity Teams	Yes	$80,000.00	$80,000		
1	1.6	Inclusive Practices	Yes	$283,248.00	$271,346		
1	1.7	Increased Counseling Support	Yes	$2,137,863.00	$2,283,956		
1	1.8	Chronic Absenteeism	Yes	$281,353.00	$292,529		
1	1.9	Campus Supervisors	Yes	$1,722,024.00	$1,655,469		
1	1.10	Dropout Prevention	Yes	$235,441.00	$237,733		
1	1.11	Support of Homeless Families	Yes	$39,085.00	$44,512		
1	1.14	Dual Immersion Programs	Yes	$3,323,523.00	$3,261,718		
1	1.17	Transportation Support	Yes	$33,443.00	$33,443		

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	2.4	X-Ploration Program	Yes	$1,569,033.00	$1,670,077		
2	2.5	Professional Learning Leaders	Yes	$1,943,851.00	$1,932,027		
2	2.6	Teaching and Learning TOSAs	Yes	$435,274.00	$457,865		
2	2.7	Site Intervention Support	Yes	$3,851,776.00	$3,380,153		
2	2.8	Advancement Via Individual Determination (AVID)	Yes	$310,385.00	$306,336		
2	2.11	English Language Development	Yes	$878,762.00	$882,803		
2	2.12	Family Learning Center	Yes	$224,231.00	$254,897		
2	2.13	Bilingual Parent Liaisons	Yes	$92,459.00	$92,409		
2	2.20	Teacher Learning Cooperative	Yes	$213,036.00	$213,649		

2022-23 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)
$358,160,169	14,663,078	0	4.09%	$24,549,310.00	0.00%	6.85%	$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).

California Department of Education
January 2022

Appendix A

Poway Unified School District

Local Control Accountability Plan (LCAP)

Attendance Rate

	2019-2020	2020-2021		2021-2022	
	%	%	Delta	%	Delta
PUSD	96.5%	97.5%	1%	93.6%	-3.9%
African American or Black	96.2%	95.8%	-0.4%	90.6%	-5.2%
American Indian or Alaskan Native	96.2%	96.9%	0.7%	93%	-3.9%
Asian	97.6%	99%	1.4%	96.2%	-2.8%
Filipino	97.1%	98.5%	1.4%	94.9%	-3.6%
Hispanic or Latino	95.5%	95.8%	0.3%	91%	-4.8%
Pacific Islander	95.2%	96.7%	1.5%	94.5%	-2.2%
Two or More Races	96.5%	97.4%	0.9%	93.4%	-4%
Undeclared	94.7%	92.7%	-2%	84%	-8.7%
White (not of Hispanic origin)	96.3%	97.5%	1.2%	93.6%	-3.9%
English Learners	95.8%	96.5%	0.7%	92.5%	-4%
Socioeconomically Disadvantaged	95.2%	95.9%	0.7%	91.5%	-4.4%
Students with Disabilities	95.1%	95.8%	0.7%	90.4%	-5.4%
Homeless Youth	91.8%	92.2%	0.4%	90%	-2.2%
Foster Youth	90.9%	89.4%	-1.5%	84.1%	-5.3%

Data Source - Synergy/CALPADS
Last Update - 2/2023

Appendix B

Poway Unified School District

Local Control Accountability Plan (LCAP)

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

	2019-2020		2020-2021			2021-2022		
	#	%	#	%	Delta	#	%	Delta
PUSD	2191	6%	1447	4%	-2%	5770	16%	12%
African American or Black	60	9%	65	10%	1%	178	27%	17%
American Indian or Alaskan Native	2	5%	2	5%	0%	10	22%	17%
Asian	234	3%	100	1%	-2%	637	7%	6%
Filipino	80	4%	41	2%	-2%	269	13%	11%
Hispanic or Latino	610	9%	559	9%	0%	1726	26%	17%
Pacific Islander	10	9%	3	3%	-6%	17	25%	22%
Two or More Races	247	6%	152	4%	-2%	637	15%	11%
Undeclared	28	14%	0	0%	4%	4	36%	36%
White (not of Hispanic origin)	920	6%	520	3%	-3%	2292	16%	13%
Socioeconomically Disadvantaged	682	11%	693	11%	0%	1869	30%	19%
English Learners	243	9%	281	10%	0%	712	26%	16%
Students with Disabilities	505	11%	422	9%	-2%	1273	28%	19%
Homeless Youth	122	25%	0	0%	0%	256	34%	9%
Foster Youth	6	32%	0	0%	0%	12	60%	28%

Data Source - DataQuest
Last Update - 9/2022

Appendix C

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

	2019-2020			2020-2021				2021-22			
	# Cohort Students	Cohort Dropouts #	Cohort Dropouts %	# Cohort Students	Cohort Dropouts #	Cohort Dropouts %	Delta	# Cohort Students	Cohort Dropouts #	Cohort Dropouts %	Delta
All Students	2846	62	2.2%	2847	38	1.0%	-1.2%	2893	93	3.2%	2.2%
African American	62	2	3.2%	59	0	0.0%	-3.2%	75	3	4.0%	4.0%
Asian	528	1	0.2%	578	4	0.0%	-0.2%	622	10	1.6%	1.6%
Filipino	200	6	3.0%	201	2	1.0%	-2.0%	170	1	0.6%	-0.4%
Hispanic or Latino	463	19	4.1%	0	0	0%	0%	0	0	0%	0%
Hispanic or Latino of Any Race	0	0	0%	514	15	2.0%	2.0%	519	18	3.5%	1.5%
Multiple	250	3	1.2%	288	4	1.0%	-0.2%	292	15	5.1%	4.1%
Not Reported	60	2	3.3%	0	0	0%	0%	0	0	0%	0%
Pacific Islander	18	0	0.0%	0	0	0%	0%	11	2	18.2%	18.2%
White	1261	29	2.3%	1194	13	1.0%	-1.3%	1200	44	3.7%	2.7%
Socioeconomically Disadvantaged	710	34	4.8%	703	21	3.0%	-1.8%	746	43	5.8%	2.8%
English Learners	190	13	6.8%	160	8	5.0%	-1.8%	189	11	5.8%	0.8%
Homeless Youth	56	6	10.7%	67	4	6.0%	-4.7%	79	4	5.1%	-0.9%
Students with Disabilities	307	21	6.8%	362	13	3.0%	-3.8%	404	34	8.4%	5.4%

Data Source - DataQuest
Last Update - 2/2023

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

	2021-2022*		
	# of students	**8th Grade Enrollment**	**%**
All Students	1	2726	0.04%

Data Source - CALPADS
Last Update - 5/11/2022

*Dropouts are counted in the current Reporting Year for the Previous Academic Year.

Note: This student left PUSD after middle school, and attended a school in SDUSD, the following year (per CALPADS).

Appendix D

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

	2019-2020			2020-2021				2021-2022			
	CBEDS Enrollment	Suspensions #	Suspensions %	CBEDS Enrollment	Suspensions #	Suspensions %	Delta	CBEDS Enrollment	Suspensions #	Suspensions %	Delta
Total Enrollment	36639	379	1%	35702	66	0.2%	-0.8%	35191	431	1.2%	1%
African American	623	22	3.5%	614	6	1%	-2.5%	617	20	3.2%	2.2%
American Indian or Alaska Native	37	0		33	0			41	2	4.9%	4.9%
Asian	7683	31	0.4%	8088	5	0.1%	-0.3%	8235	38	0.5%	0.4%
Filipino	2102	12	0.6%	2106	0		-0.6%	2022	18	0.9%	0.9%
Hispanic or Latino of Any Race	6100	111	1.8%	6159	17	0.3%	-1.5%	6164	143	2.3%	2%
Not Reported	1267	4	0.3%	48	0		-0.3%	24	0		
Pacific Islander	104	4	3.8%	76	0		-3.8%	66	1	1.5%	1.5%
White	15066	153	1%	14495	29	0.2%	-0.8%	13904	156	1.1%	0.9%
English Learners	3394	50	1.5%	2770	9	0.3%	-1.2%	3079	42	1.4%	1.1%
Socioeconomically Disadvantaged	6642	150	2.3%	5321	25	0.5%	-1.8%	4593	154	3.4%	2.9%
Students with Disabilities	4431	157	3.5%	5433	41	.7%	-2.8%	4797	164	3.4%	-0.1%
Homeless Youth	442	17	3.8%	865	2	0.2%	-3.6%	719	25	3.5%	-0.3%
Foster Youth	18	3	16.7%	24	0	0%	-16.7%	25	3	12%	-4.7%

Data source - DataQuest
Latest Update - 2/2023

Appendix E

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
# of Students Expelled At Least Once

	2019-2020			2020-2021				2021-2022			
	CBEDS Enrollment	Expulsions #	Expulsions %	CBEDS Enrollment	Expulsions #	Expulsions %	Delta	CBEDS Enrollment	Expulsions #	Expulsions %	Delta
Total Enrollment	36639	17		35702	1			35191	11		
African American	623	4	0.6%								
Asian	7683	1									
Hispanic or Latino of Any Race	6100	7	0.1%					6164	6	0.1%	
Pacific Islander	104	1	1%								
White	15066	2		14495	1			13904	5		
English Learners	3394	4	0.1%					3079	2	0.1%	
Socioeconomically Disadvantaged	6642	10	0.2%					4593	6	0.1%	-0.1%
Students with Disabilities	4431	8	0.2%					4797	7	0.1%	-0.1%
Homeless Youth	442	1	0.2%								

Data Source - DataQuest
Latest Update - 2/2023

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%

Data Source - CHKS
Last Update - 10/2021

Appendix F (cont)

2022-2023 Responses

District: **Poway Unified (San Diego)** | School: **All**

This school is a safe place for my child.

		All School Types		Elementary	
		%	#	%	#
All Respondents	Strongly Agree	39%	2,169	49%	1,359
	Agree	53%	2,936	46%	1,266
	Disagree	4%	200	3%	76
	Strongly Disagree	1%	51	1%	17
	Don't Know/NA	3%	157	2%	42

Note 1: Cells are empty if there are less than 5 respondents per question and demographic group.
Note 2: The data comes directly from Qualtrics and may differ from the other dashboards/reports that have gone through a data-cleaning process.
Note 3: Latest data: 12/26/2022.
Note 4: Dashboard updated: 6/6/2023.

2022-23 disaggregated responses follow.

Appendix F (cont)

District: **Poway Unified (San Diego)** |

This school is a safe place for my child.

		All School Types		Elementary		Middle		High		NT	
		%	#	%	#	%	#	%	#	%	#
American Indian or Alaska Native	Strongly Agree	**50%**	**4**	50%	3						
	Agree	**50%**	**4**	50%	3						
Asian or Asian American	Strongly Agree	**41%**	**539**	48%	382	33%	87	26%	68		
	Agree	**54%**	**722**	48%	385	61%	162	67%	173		
	Disagree	**2%**	**31**	2%	14	2%	6	4%	11		
	Strongly Disagree	**0%**	**6**	1%	4			1%	2		
	Don't Know/NA	**2%**	**29**	2%	13	4%	10	2%	6		
Black or African American (Not Hispanic/Latinx)	Strongly Agree	**40%**	**23**	54%	13	33%	5	26%	5		
	Agree	**48%**	**28**	33%	8	53%	8	63%	12		
	Disagree	**5%**	**3**	8%	2	7%	1				
	Strongly Disagree	**3%**	**2**	4%	1			5%	1		
	Don't Know/NA	**3%**	**2**			7%	1	5%	1		

Appendix F (cont)

Filipino	Strongly Agree	**52%**	**131**	59%	80	35%	19	49%	29	
	Agree	**45%**	**113**	40%	55	57%	31	46%	27	
	Disagree	**1%**	**3**			4%	2	2%	1	
	Don't Know/NA	**2%**	**5**	1%	1	4%	2	3%	2	
Hispanic or Latinx	Strongly Agree	**44%**	**170**	57%	98	36%	38	31%	32	
	Agree	**48%**	**184**	39%	67	48%	51	63%	65	
	Disagree	**4%**	**16**	3%	5	7%	7	4%	4	
	Strongly Disagree	**2%**	**6**	1%	1	4%	4	1%	1	
	Don't Know/NA	**2%**	**9**	1%	1	6%	6	2%	2	

Dashboard updated 6/6/2023

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			2022-2023		2018-2019		2020-2021			2022-2023		2018-2019		2020-2021			2022-2023		2018-2019		2020-2021			2022-2023	
Been hit or pushed by someone who wasn't kidding around	#	%	#	%	Delta	%	Delta	#	%	#	%	Delta	%	Delta	#	%	#	%	Delta	%	Delta	#	%	#	%	Delta	%	Delta
PUSD	1208	64%	878	85%	21%	70%	-15%	555	29%	120	12%	-17%	23%	+11%	85	4%	18	2%	-2%	4%	+2%	49	3%	12	1%	-2%	3%	+2%
Mean rumors spread about you	#	%	#	%	Delta	%	Delta	#	%	#	%	Delta	%	Delta	#	%	#	%	Delta	%	Delta	#	%	#	%	Delta	%	Delta
PUSD	1126	60%	824	80%	20%	70%	-10%	592	31%	173	17%	-14%	23%	+6%	101	5%	19	2%	-3%	3%	+1%	65	3%	15	1%	-2%	3%	+2%

Data Source - CHKS
Last Update – 6/6/2023

Appendix G (cont)

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

CA Healthy Kids Survey - Bullying Perception

	0 times								1 time								2 to 3 times								4 or more times							
2. Middle Schools	2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023		
Been hit or pushed by someone who wasn't kidding around	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta
PUSD	1986	74%	991	84%	10%	1578	70.3%	-13.7%	338	13%	96	8%	-5%	322	14.3%	+6.3%	197	7%	51	4%	-3%	210	9.4%	+5.4%	172	6%	38	3%	-3%	135	6%	+3%
American Indian or Alaska Native	28	78%		%		30	75%		4	11%		%		6	15%		2	6%		%		2	5%		2	6%		%		2	5%	
Asian	517	82%		%		454	75.3%		62	10%		%		73	12.1%		30	5%		%		45	7.5%		25	4%		%		31	5.1%	
Black or African American	30	63%		%		28	65.1%		7	15%		%		8	18.6%		4	8%		%		5	11.6%		7	15%		%		2	4.7%	
Mixed (two or more) races	584	70%		%		232	69.7%		113	14%		%		47	14.1%		78	9%		%		35	10.5%		56	7%		%		19	5.7%	
Native Hawaiian or Pacific Islander	36	71%		%		7	41.2%		7	14%		%		7	41.2%		2	4%		%		1	5.9%		6	12%		%		2	11.8%	
White	733	72%		%		487	69.3%		140	14%		%		109	15.5%		75	7%		%		73	10.4%		68	7%		%		34	4.8%	
Mean rumors spread about you	#	%	#	%	Delta				#	%	#	%	Delta				#	%	#	%	Delta				#	%	#	%	Delta			
PUSD	1695	63%	857	73%	10%	1414	63.3%	-9.7%	550	20%	146	12%	-8%	394	17.6%	+5.6%	210	8%	95	8%	0%	214	9.6%	+1.6%	233	9%	74	6%	-3%	213	9.5%	+3.5%
American Indian or Alaska Native	26	72%		%		27	67.5%		4	11%		%		5	12.5%		1	3%		%		3	7.5%		5	14%		%		5	12.5%	
Asian	435	69%		%		408	68.2%		132	21%		%		93	15.6%		39	6%		%		57	9.5%		27	4%		%		40	6.7%	
Black or African American	29	59%		%		23	53.5%		11	22%		%		8	18.6%		7	14%		%		7	16.3%		2	4%		%		5	11.6%	
Mixed (two or more) races	485	59%		%		198	59.5%		167	20%		%		57	17.1%		73	9%		%		43	12.9%		104	13%		%		35	10.5%	
Native Hawaiian or Pacific Islander	33	65%		%		7	43.8%		9	18%		%		4	25%		4	8%		%		2	12.5%		5	10%		%		3	18.8%	
White	638	63%		%		448	63.9%		213	21%		%		135	19.3%		82	8%		%		57	8.1%		81	8%		%		61	8.7%	

Data Source - CHKS
Last Update - 6/6/2023

Appendix G (cont)

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

CA Healthy Kids Survey - Bullying Perception

	0 times								1 time								2 to 3 times								4 or more times							
3. High Schools	2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023		
Been hit or pushed by someone who wasn't kidding around	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta
PUSD	3886	85%	1766	92%	7%	3392	88.7%	-3.3%	349	8%	85	4%	-4%	243	6.4%	+2.4%	129	3%	29	2%	-1%	104	2.7%	+0.7%	183	4%	37	2%	-2%	84	2.2%	+0.2%
American Indian or Alaska Native	32	80%		%		12	80%		2	5%		%		1	6.7%		4	10%		%		1	6.7%		2	5%		%		1	6.7%	
Asian	1007	89%		%		935	90%		74	7%		%		71	6.8%		22	2%		%		19	1.8%		25	2%		%		13	1.2%	
Black or African American	97	80%		%		67	87%		11	9%		%		4	5.2%		1	1%		%		2	2.6%		13	11%		%		4	5.2%	
Mixed (two or more) races	954	84%		%		426	85.7%		88	8%		%		37	7.4%		37	3%		%		20	4%		59	5%		%		14	2.8%	
Native Hawaiian or Pacific Islander	118	85%		%		13	81.3%		8	6%		%		1	6.3%		7	5%		%		2	12.4%		6	4%		%				
White	1563	85%		%		1174	89.9%		156	8%		%		78	6.0%		55	3%		%		33	2.5%		74	4%		%		21	1.6%	
Mean rumors spread about you	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta	#	%	#	%	Delta	#	%	Delta
PUSD	3052	67%	1501	79%	12%	2854	74.8%	-4.2%	666	15%	194	10%	-5%	491	12.9%	+2.9%	413	9%	110	6%	-3%	264	6.9%	+0.9%	407	9%	104	5%	-4%	206	5.4%	+0.4%
American Indian or Alaska Native	24	60%		%		11	73.3%		5	13%		%		1	6.7%		4	10%		%		2	1.3%		7	18%		%		1	6.7%	
Asian	817	73%		%		796	76.7%		153	14%		%		123	11.8%		84	7%		%		73	7%		70	6%		%		46	4.4%	
Black or African American	80	66%		%		63	84%		19	16%		%		5	6.7%		12	10%		%		2	2.7%		11	9%		%		5	6.7%	
Mixed (two or more) races	775	68%		%		369	74%		152	13%		%		63	12.7%		100	9%		%		34	6.7%		108	10%		%		31	6.2%	
Native Hawaiian or Pacific Islander	82	59%		%		8	50%		28	20%		%		4	25%		12	9%		%		3	12.5%		17	12%		%		3	12.5%	
White	1178	64%		%		964	74%		293	16%		%		176	13.5%		192	10%		%		96	7.4%		183	10%		%		66	5.1%	

Data Source - CHKS
Last Update – 6/6/2023

Appendix G (cont)

2020-21

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 sch Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel school?

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

Appendix G (cont)

2022-23

Table A6.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness[#] *(In-School Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	78
School connectedness[@] *(Remote Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you feel close to people at/from this school?	
No, never	6
Yes, some of the time	34
Yes, most of the time	40
Yes, all of the time	19
Are you happy to be at/with this school?	
No, never	2
Yes, some of the time	18
Yes, most of the time	43
Yes, all of the time	37
Do you feel like you are part of this school?	
No, never	4
Yes, some of the time	20
Yes, most of the time	31
Yes, all of the time	45
Do teachers treat students fairly?	
No, never	2
Yes, some of the time	10
Yes, most of the time	32
Yes, all of the time	56
Do you feel safe at school? *(In-School Only)*	
No, never	2
Yes, some of the time	11
Yes, most of the time	43
Yes, all of the time	43

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 G (cont)

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	56	54	54	56	
Caring adults in school‡	64	60	63	72	A6.5
High expectations-adults in school‡	75	73	72	74	A6.6
Meaningful participation at school‡	30	29	28	22	A6.7
School connectedness†# ***(In-School Only)***	65	66	63	65	A6.8
School connectedness†ψ ***(Remote Only)***	74				A6.8
Academic motivation†	66	68	65	51	A6.9
Promotion of parental involvement in school†	55	53	47	53	A6.13

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

‡Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

†Scales are based on average of respondents reporting "Agree" or "Strongly agree."

#The scale was based on five survey questions for in-school respondents.

ψThe scale was based on four questions for remote respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Appendix H

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Facilities Inspection Result

Total Number of Schools: 39	**2019-2020**			**2020-2021**			**2021-2022**		
System Inspected	**GOOD**	**FAIR**	**POOR**	**GOOD**	**FAIR**	**POOR**	**GOOD**	**FAIR**	**POOR**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	38 (97%)	1 (3%)	0	38 (97%)	1 (3%)	0	38 (97%)	1 (3%)	0
Interior: Interior Surfaces	25 (33%)	13 (64%)	1 (3%)	26 (66%)	12 (31%)	1 (3%)	37 (94%)	1 (3%)	1 (3%)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	39 (100%)	0	0	39 (100%)	0	0	39 (100%)	0	0
Electrical: Electrical	2 (5%)	37 (95%)	0	38 (97%)	1 (3%)	0	39 (100%)	0	0
Restroom/Fountains: Restrooms, Sinks/Fountains	35 (89%)	3 (8%)	1 (3%)	34 (87%)	4 (10%)	1 (3%)	37 (94%)	1 (3%)	1 (3%)
Safety: Fire Safety, Hazardous Materials	38 (97%)	1 (3%)	0	38 (97%)	1 (3%)	0	39 (100%)	0	0
Structural: Structural Damage, Roofs	22 (56%)	2 (5%)	15 (39%)	24 (62%)	2 (5%)	13 (33%)	29 (74%)	2 (5%)	8 (21%)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	21 (54%)	9 (23%)	9 (23%)	23 (59%)	9 (23%)	7 (18%)	36 (92%)	2 (5%)	1 (3%)

	2019-2020			**2020-2021**			**2021-2022**		
	EXEMPLARY	**GOOD**	**FAIR**	**EXEMPLARY**	**GOOD**	**FAIR**	**EXEMPLARY**	**GOOD**	**FAIR**
Overall Rating From FIT:	3 (8%)	29 (74%)	7 (18%)	5 (13%)	28 (72%)	6 (15%)	19 (49%)	18 (46%)	2 (5%)

Data Source - Facilities
Latest Update - 02/2023

Appendix I

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

Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities	2019	2021	2022
Basics: Teachers			
Mis-Assignments (0 EL) of Teachers of English Learners (not on 2021-22 Dashboard)	0	0	N/A
Teacher Mis-Assignments and Vacant Teacher Positions (added for 2021-22 to Dashboard)	N/A	N/A	4

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

Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities	2019	2021	2022
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	2019	2021	2022
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	2019	2021	2022
Professional Development			
English Language Arts – Common Core State Standards for English Language Arts	4	4	5
Mathematics – Common Core State Standards for Mathemat	5	5	5
History - Social Science	1	2	4
English Language Development (Aligned to English Language Arts Standards)	3	4	4
Next Generation Science Standards	3	4	4
Instructional Materials			
English Language Arts – Common Core State Standards for English Language Arts	3	3	4
Mathematics – Common Core State Standards for Mathemat	5	5	5
History - Social Science	1	2	4
English Language Development (Aligned to English Language Arts Standards)	3	4	4
Next Generation Science Standards	4	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	4
History - Social Science	1	2	4
English Language Development (Aligned to English Language Arts Standards)	3	4	4
Next Generation Science Standards	4	4	4
Implementation of Standards			
Career Technical Education	5	5	5
Physical Education Model Content Standards	4	4	5
World Language	3	5	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	5	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

2021-22 Enrollment by English Language Acquisition Status (ELAS)

Year	District	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
2018-2019	Poway Unified	**36,450**	70.0%	7.9%	11.1%	11.0%	0.0%
2019-2020	Poway Unified	**36,586**	70.0%	8.4%	9.3%	12.3%	0.0%
2020-2021	Poway Unified	**35,663**	70.0%	8.2%	7.8%	13.1%	0.9%
2021-2022	Poway Unified	**35,192**	70.0%	9.1%	8.7%	12.1%	0.1%

Source: Dataquest

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 38.28%	135 33.33%	151 43.39%	153 42.27%	102 37.92%	67 38.07%	54 33.75%	37 33.33%	33 32.67%	31 34.83%	21 24.71%	20 27.4%	20 25.64%	1002 36.81%
Moderately Developed	144 30.97%	172 42.47%	125 35.92%	117 32.32%	105 39.03%	68 38.64%	53 33.13%	33 29.73%	34 33.66%	31 34.83%	36 42.35%	25 34.25%	29 37.18%	972 35.71%
Somewhat Developed	105 22.58%	63 15.56%	51 14.66%	64 17.68%	46 17.1%	27 15.34%	30 18.75%	26 23.42%	21 20.79%	21 23.6%	12 14.12%	17 23.29%	11 14.1%	494 18.15%
Beginning	38 8.17%	35 8.64%	21 6.03%	28 7.73%	16 5.95%	14 7.95%	23 14.38%	15 13.51%	13 12.87%	6 6.74%	16 18.82%	11 15.07%	18 23.08%	254 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 M (cont)

Poway Unified School District

ELPAC 2021-2022

Overall Performance Level	KN	1	2	3	4	5	6	7	8	9	1	11	12	All Grades
Well Developed	175 36.46%	67 22.95%	104 32.50%	50 19.53%	86 34.40%	92 42.01%	41 26.80%	59 40.41%	38 37.25%	25 30.12%	25 32.05%	18 24.00%	19 27.94%	799 31.68%
Moderately Developed	163 33.96%	129 44.18%	146 45.63%	106 41.41%	103 41.20%	81 36.99%	61 39.87%	46 31.51%	30 29.41%	31 37.35%	27 34.62%	29 38.67%	25 36.76%	977 38.74%
Somewhat Developed	111 23.13%	65 22.26%	47 14.69%	64 25.00%	48 19.20%	31 14.16%	34 22.22%	31 21.23%	22 21.57%	13 15.66%	19 24.36%	18 24.00%	17 25.00%	520 20.62%
Beginning	31 6.46%	31 10.62%	23 7.19%	36 14.06%	13 5.20%	15 6.85%	17 11.11%	10 6.85%	12 11.76%	14 16.87%	7 8.97%	10 13.33%	7 10.29%	226 8.96%
Total	480	292	320	256	250	219	153	146	102	83	78	75	68	2522
Mean Scale Score	**KN**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students Tested	480	292	320	256	250	219	153	146	102	83	78	75	68	
Overall	1430	1444	1483	1446	1506	1524	1522	1552	1551	1546	1554	1553	1546	
Oral Language	1464	1480	1510	1496	1539	1553	1543	1571	1572	1556	1574	1563	1571	
Written Language	1477	1470	1508	11485	1527	1550	1535	1558	1566	1573	1575	1582	1584	

Data Source - ELPAC
Last Update - 6/6/2023

Appendix N

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

	2021-2022		
English Language Arts/Literacy	**# Tested**	**# Met and Exceeded**	**% Met and Exceeded**
All Students	17524	13304	75.92%
American Indian or Alaska Native	18	12	66.67%
Asian	4213	3750	89.01%
Black or African American	279	151	54.12%
Filipino	989	782	79.05%
Hispanic or Latino	2998	1741	58.06%
Native Hawaiian or Pacific Islander	30	21	70.00%
Two or More Races	2097	1655	78.91%
White	6900	5192	75.25%
Socioeconomically Disadvantaged	2620	1380	52.69%
English Learner	1085	314	28.90%
Students with Disabilities	2197	807	36.71%
Homeless Youth	310	152	49.19%

Data source- dataquest
Latest Update -03/2023

* 10 or below are not calculated for privacy

Data source: Dataquest

Testing suspended in 2019-2020 so there is no comparison data.

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 N (cont)

Poway Unified School District

School Year: 2021-2022 and Test School Year: 2021-2022

iReady Term: Spring

Grade 2

Reading

Growth Targets

District	
% Meeting Typical Growth	% Meeting Stretch Growth
62.31	44.32

Term	Overall SS	Lexile Score	Phonological	Phonics	High Frequency	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Fall	488	523	52	493	476	484	489	481
Winter	506	625	39	506	492	506	506	503
Spring	530	699	11	537	508	529	529	526
Growth	**42**	**176**	**-41**	**44**	**32**	**45**	**40**	**45**

Appendix O

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

	2021-2022		
Mathematics	**# Tested**	**# Met and Exceeded**	**% Met and Exceeded**
All Students	17508	11541	65.92%
American Indian or Alaska Native	18	9	50.00%
Asian	4224	3632	85.98%
Black or African American	279	97	34.77%
Filipino	982	621	63.20%
Hispanic or Latino	3006	1315	43.76%
Native Hawaiian or Pacific Islander	29	18	62.07%
Two or More Races	2095	1377	65.73%
White	6875	4472	65.05%
Socioeconomically Disadvantaged	2612	1042	39.91%
English Learner	1111	316	28.44%
Students with Disabilities	2196	699	31.83%
Homeless Youth	310	118	38.06%

Data source- dataquest
Latest Update -03/2023

* 10 or below are not calculated for privacy

Data source: Dataquest

Testing suspended in 2019-2020 so there is no comparison data.

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	*	*	12	*	*	13	*	*
Homeless Youth	109	23	21.1%	310	98	31.6%	362	100	27.6%

Appendix O (cont)

Poway Unified School District

School Year: 2021-2022 and Test School Year: 2021-2022

iReady Term: Spring

Math- Growth Targets

Grade 0

%Meeting Typical Growth	% Meeting Stretch Growth
39.24	23.19

Term	Overall SS	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Fall	365	358	364	365	376
Winter	374	369	375	374	381
Spring	385	382	389	384	386
Growth	**20**	**24**	**25**	**19**	**10**

Appendix O (cont)

Poway Unified School District
School Year: 2021-2022 and Test School Year: 2021-2022iReady Term: Spring
Math- Growth Targets

Grade 1

%Meeting Typical Growth	% Meeting Stretch Growth
39.4	20.84

Term	Overall SS	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Fall	391	386	397	386	399
Winter	400	396	408	396	401
Spring	418	414	424	418	416
Growth	**27**	**28**	**27**	**32**	**17**

Appendix O (cont)

Poway Unified School District

School Year: 2021-2022 and Test School Year: 2021-2022

iReady Term: Spring
Math- Growth Targets

Grade 2

%Meeting Typical Growth	% Meeting Stretch Growth
52.16	23.9

Term	Overall SS	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
414	408	420	413	414	399
427	424	431	427	427	401
442	440	445	445	442	416
28	**32**	**25**	**32**	**28**	**17**

Appendix P

Poway Unified School District
Lexia - **Start of Year Only**

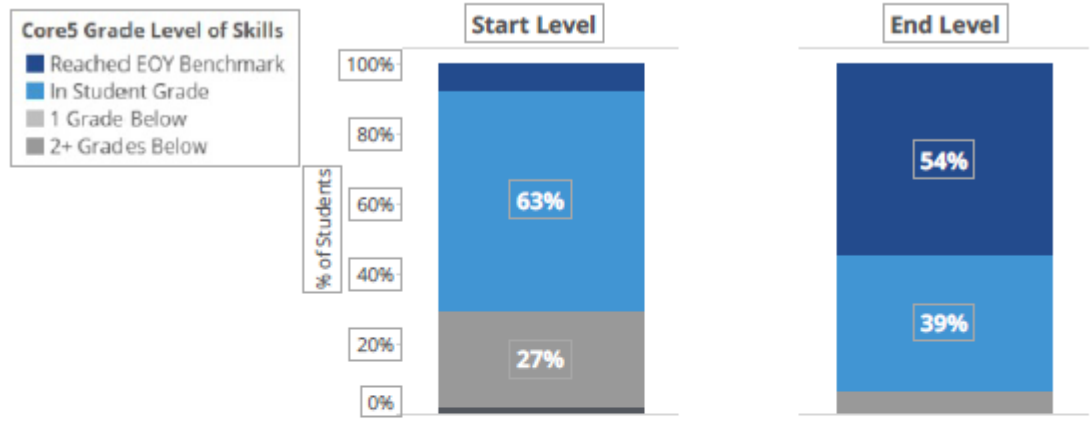
	2020-2021			2021-2022		
	Below GLM	**In GLM**	**Above GLM**	**Below GLM**	**In GLM**	**Above GLM**
PUSD	26.64%	63.36%	10.01%	16.28%	71.19%	12.53%
African-American	39.68%	53.97%	6.35%	25.00%	64.29%	10.71%
Asian	19.45%	66.23%	14.32%	12.03%	73.44%	14.53%
Hispanic	39.87%	54.03%	6.10%	24.32%	65.41%	10.27%
Caucasian	26.36%	65.26%	8.38%	15.49%	72.65%	11.85%
Filipino	28.70%	61.88%	9.42%	20.80%	65.60%	13.60%
Other	24.89%	64.41%	10.70%	15.42%	71.95%	12.63%
English Learners	45.96%	49.65%	4.39%	30.39%	65.20%	4.41%
Socioeconomically Disadvantaged	44.74%	51.32%	3.95%	35.71%	57.14%	7.14%
Students with Disabilities	45.98%	49.04%	4.98%	32.28%	60.32%	7.41%
Homeless Youth	41.75%	48.54%	9.71%	28.57%	55.36%	16.07%
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)

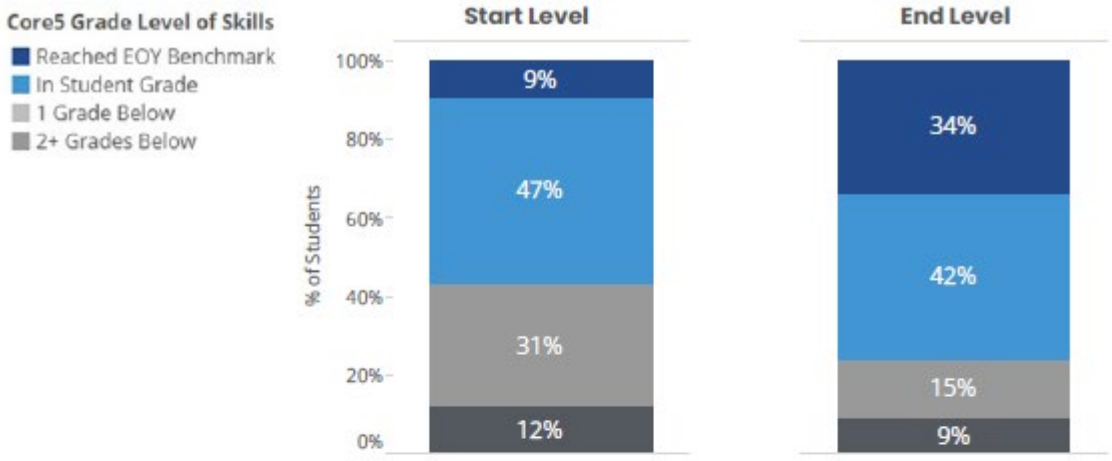


	# of Students	Start Grade Level of Skills						End Grade Level of Skills						
		PreK	K	1st	2nd	3rd	4th	PreK	K	1st	2nd	3rd	4th	5th & Done
Kindergarten	2,313	20%	73%	6%	1%			2%	36%	47%	11%	3%	1%	0%
1st Grade	2,501	5%	33%	54%	7%	0%	0%	1%	10%	42%	30%	12%	3%	1%
All	4,814	12%	52%	31%	4%	0%	0%	2%	23%	45%	21%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

Appendix P (cont)

Progress in Core5 During 2021-22: All Students in PUSD

While using Core5, students may be working on a Core5 level Below, In, or Above their grade level (indicating that they reached their grade-level EOY Benchmark). Since the start of the 2021-2022 school year, 3,684 students (46% of all students) advanced at least one grade level of material.* In the graph below, compare the change in the percentage of students working Below, In, and Above grade level from the start (Start Level) to the end of the school year (End Level). Student movement through Core5 grade level of skills is also presented below for each grade level.



Start Grade Level of Skills / **End Grade Level of Skills**

	# of Students	PreK	K	1st	2nd	3rd	4th	5th	PreK	K	1st	2nd	3rd	4th	5th	Finis..
PreK	529	78%	21%	0%					37%	54%	8%	0%	0%			
Kindergarten	2,306	40%	54%	5%	1%	0%			6%	57%	30%	6%	2%	0%		
1st Grade	2,437	5%	31%	53%	10%	1%	0%	0%	1%	14%	45%	27%	9%	3%	0%	0%
2nd Grade	1,220	2%	11%	31%	42%	10%	3%	0%	1%	9%	27%	36%	19%	6%	1%	1%
3rd Grade	748	2%	9%	29%	34%	20%	5%	1%	1%	8%	26%	32%	19%	11%	2%	1%
4th Grade	508	2%	4%	12%	31%	20%	29%	2%	1%	4%	11%	24%	19%	24%	18%	0%
5th Grade	330	2%	2%	7%	15%	24%	28%	21%	1%	2%	5%	15%	20%	15%	34%	7%
Grand Total	8,078	19%	29%	26%	16%	6%	4%	1%	5%	26%	30%	20%	10%	5%	3%	1%

*Note that these numbers may not be calculable from the graphs. For example, movement from 3 grade levels below to 2 grade levels below is not shown in the graphs, but is included in the calculation. Additionally, graph labels may not add up to 100% due to rounding.

Appendix Q

Poway Unified School District
iReady Correlation to Smarter Balanced Assessment
2021-2022

	Reading					Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
PUSD	4282	11.00%	21.93%	12.33%	54.74%	4703	13.16%	35.32%	10.10%	41.42%
African-American	91	28.57%	26.37%	13.19%	31.87%	96	35.42%	43.75%	7.29%	13.54%
Asian	1024	6.54%	14.84%	10.25%	68.36%	1130	5.84%	21.95%	10.09%	62.12%
Caucasian	1560	9.23%	22.05%	13.59%	55.13%	1687	11.44%	38.94%	10.67%	38.94%
Filipino	181	7.18%	24.31%	13.26%	55.25%	208	8.17%	40.38%	10.58%	40.87%
Hispanic	717	22.18%	29.85%	11.16%	36.82%	800	28.50%	42.75%	7.75%	21.00%
Other	709	8.74%	22.71%	13.40%	55.15%	782	10.36%	36.83%	11.51%	41.30%
English Learners	299	48.49%	41.14%	5.69%	4.68%	313	48.24%	41.53%	3.19%	7.03%
Students with Disabilities	755	38.81%	30.33%	8.21%	22.65%	832	45.67%	33.77%	6.01%	14.54%
Socioeconomically Disadvantaged	64	48.44%	34.38%	1.56%	15.63%	72	62.50%	27.78%	5.56%	4.17%
Homeless Youth	93	25.81%	26.88%	11.83%	35.48%	103	34.95%	32.04%	8.74%	24.27%
Foster Youth	1	*	*	*	*	1	*	*	*	*

*10 or below not shown for privacy

Appendix Q (cont)

Poway Unified School District
iReady Correlation to Smarter Balance Proficiency by Grade Level
2021-2022
Grade 2

	Reading									Math								
	Fall			Winter			Spring			Fall			Winter			Spring		
		Met or Exceeded Standards			Met or Exceeded Standards			Met or Exceeded Standards			Met or Exceeded Standards			Met or Exceeded Standards			Met or Exceeded Standards	
Grade 2	**Tested**	**#**	**%**	**Tested**	**#**	**%**	**Tested**	**#**	**%**	**Tested**	**#**	**%**	**Tested**	**#**	**%**	**Tested**	**#**	**%**
All Students	2388	1016	42.5%	2368	1372	57.9%	2343	1630	69.6%	2412	1018	42.2%	2425	1424	58.7%	2374	1390	58.6%
African-American	31	7	22.6%	31	9	29.0%	31	12	38.7%	32	7	21.9%	32	8	25.0%	29	8	27.6%
Asian	607	373	61.4%	616	451	73.2%	611	502	82.2%	612	360	58.8%	609	462	75.9%	610	458	75.1%
Caucasian	843	310	36.8%	842	446	53.0%	833	564	67.7%	850	336	39.5%	855	492	57.5%	838	479	57.2%
Filipino	90	33	36.7%	91	50	54.9%	88	62	70.5%	91	23	25.3%	90	42	46.7%	90	42	46.7%
Hispanic	395	104	26.3%	367	156	42.5%	365	192	52.6%	404	88	21.8%	420	158	37.6%	393	145	36.9%
Other	422	189	44.8%	421	260	61.8%	415	298	71.8%	423	204	48.2%	419	262	62.5%	414	258	62.3%
English Learners	196	9	4.6%	185	22	11.9%	184	44	23.9%	200	16	8.0%	210	37	17.6%	197	43	21.8%
Students with Disabilities	406	78	19.2%	406	112	27.6%	403	149	37.0%	409	98	24.0%	417	138	33.1%	402	125	31.1%
Socioeconomically Disadvantaged	28			18			20	1	5.0%	29	1	3.4%	29	2	6.9%	26		
Foster Youth	1	*	*	1	*	*	1	*	*	1	*	*	1	*	*	1	*	*
Homeless Youth	42	8	19.0%	42	14	33.3%	40	14	35.0%	43	6	14.0%	45	11	24.4%	43	12	27.9%

*10 or below not shown for privacy

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	2.938	2.950	0.012	2.987	0.036	2.984	3.015	0.031	3.050	0.035
Am Indian/Alskn Nat	1.550	2.917	1.367	2.709	-0.208	2.325	2.917	0.592	2.737	-0.180
Asian	3.346	3.326	-0.020	3.388	0.062	3.354	3.354	0.000	3.437	0.082
Black/African Am	2.552	2.626	0.075	2.431	-0.195	2.674	2.664	-0.010	2.485	-0.179
Filipino	2.842	2.961	0.119	2.958	-0.003	2.874	3.030	0.156	3.029	-0.001
Hispanic	2.561	2.630	0.069	2.592	-0.038	2.600	2.704	0.105	2.696	-0.008
Missing	3.215			2.733	-0.482	3.282			2.733	-0.549
Multiple	2.793	2.809	0.016	2.940	0.132	2.894	2.900	0.006	2.997	0.097
Nat Hwiin/Othr Pac Islndr	2.999	2.661	-0.338	2.666	0.005	2.999	2.769	-0.230	2.666	-0.103
White	2.964	2.937	-0.028	3.007	0.070	2.996	2.999	0.003	3.047	0.048
English Learner	2.138	2.146	0.008	2.076	-0.070	2.081	2.124	0.043	2.166	0.041
Students with Disabilities	2.104	2.028	-0.076	1.848	-0.180	2.184	2.192	0.008	2.047	-0.145
SocioEconomic Disadvantaged	2.441	2.448	0.007	2.435	-0.013	2.497	2.523	0.026	2.525	0.002
Foster Youth		0.600		1.314	0.714		0.600		1.396	0.796
Homeless Youth	2.208	2.322	0.114	2.116	-0.206	2.374	2.363	-0.011	2.320	-0.043

Data Source - CALPADS and Synergy
Last Update - 5/12/2023

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	2.986	-0.017	3.019	0.033	3.033	3.024	-0.009	2.988	-0.035
Am Indian/Alskn Nat	2.206	3.331	1.126	2.789	-0.542	2.522	3.257	0.735	3.037	-0.221
Asian	3.525	3.532	0.007	3.501	-0.031	3.543	3.566	0.023	3.491	-0.075
Black/African Am	2.529	2.486	-0.043	2.268	-0.217	2.611	2.355	-0.257	2.146	-0.208
Filipino	2.930	3.035	0.105	3.047	0.012	2.919	3.071	0.152	3.018	-0.053
Hispanic	2.555	2.467	-0.088	2.560	0.093	2.582	2.413	-0.169	2.481	0.068
Missing	3.301			2.430	-0.871	3.319			2.061	-1.258
Multiple	2.932	2.871	-0.061	2.998	0.128	2.922	2.937	0.015	2.948	0.012
Nat Hwiin/Othr Pac Islndr	3.067	2.674	-0.392	2.835	0.161	3.057	2.717	-0.341	2.778	0.061
White	2.942	2.925	-0.017	2.973	0.049	2.941	2.930	-0.011	2.909	-0.020
English Learner	1.934	1.787	-0.147	1.875	0.088	2.067	1.714	-0.352	1.699	-0.016
Students with Disabilities	2.203	2.118	-0.085	2.103	-0.015	2.228	2.104	-0.124	1.942	-0.163
SocioEconomic Disadvantaged	2.443	2.400	-0.043	2.383	-0.016	2.468	2.381	-0.088	2.295	-0.085
Foster Youth		0.559		0.901	0.342		0.500		0.286	-0.214
Homeless Youth	1.978	2.165	0.187	2.225	0.060	2.111	2.211	0.100	2.201	-0.010

*10 or below not shown for privacy
Data Source - CALPADS and Synergy
Last Update - 5/12/2023

Appendix T

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates - Meeting A-G Requirements

	2019-2020			2020-2021				2021-2022			
	# 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	2,674	2,078	78%	2,670	2,062	77%	-1%	2,685	2,029	76%	-1%
African American or Black	51	36	71%	53	34	64%	-7%	65	36	55%	-9%
American Indian or Alaskan Native	4	*	*	3	*	*	*	3	*	*	*
Asian	519	457	88%	547	494	90%	2%	588	514	87%	-3%
Filipino	176	131	74%	176	133	76%	2%	147	121	82%	6%
Hispanic or Latino	419	269	64%	468	297	63%	-1%	455	280	62%	-1%
Pacific Islander	14	12	86%	11	9	82%	-4%	9	*	*	*
Two or More Races	324	272	84%	359	281	78%	-6%	404	307	76%	-2%
Undeclared	54	43	80%		*	*	*	1	*	*	*
White (not of Hispanic origin)	1,113	857	77%	1,053	813	77%	0%	1,013	763	75%	-2%
Socioeconomically Disadvantaged	32	16	50%	40	18	45%	-5%	397	201	51%	6%
English Learners	61	15	25%	45	13	29%	4%	36	6	17%	-12%
Students with Disabilities	221	50	23%	248	72	29%	6%	262	59	23%	-6%
Homeless Youth	33	14	42%	21	11	52%	10%	56	22	39%	-13%
Foster Youth	1	*	*		*	*	*	1	*	*	*

Data source - CALPADS & Synergy
Latest Update - 10/2022
*10 or below not shown for privacy

Appendix U

12th Grade Graduates that have taken 3 Years of Math

2021-2022	PUSD	
	Grad	3Yrs Math
Graduates	2854	2502 88%
Am Indian/Alskn Nat	3	*
Asian	615	598 97%
Black/African Am	71	57 80%
Filipino	175	153 87%
Hispanic	508	403 79%
Missing	2	*
Multiple	283	246 87%
Nat Hwiin/Othr Pac Islndr	8	*
White	1189	1032 87%
English Learners	59	34 58%
Socioeconomically Disadvantaged	461	334 72%
Students with Disabilities	384	213 55%
Homeless Youth	41	26 63%
Foster Youth	1	*

*10 or below not shown for privacy
Data Source - CALPADS & Synergy

Appendix V

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

	2019 - 2020			2020 - 2021				2021 - 2022			
	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta
PUSD	2,674	2071	77%	2,667	2023	76%	-1%	2,697	2042	76%	0%
African American or Black	51	35	69%	53	30	57%	-12%	66	38	58%	1%
American Indian or Alaskan Native	4	*	*	3	*	*	*	3	*	*	*
Asian	519	478	92%	552	508	92%	0%	591	537	91%	-1%
Filipino	176	134	76%	174	131	75%	-1%	147	113	77%	2%
Hispanic or Latino	419	288	69%	467	305	65%	-4%	458	294	64%	-1%
Pacific Islander	14	11	79%	11	7	64%	-15%	9	*	*	*
Two or More Races	324	245	76%	357	283	79%	3%	407	311	76%	-3%
Undeclared	54	45	83%		*	*	*	1	*	*	*
White (not of Hispanic origin)	1,113	834	75%	1,050	758	72%	-3%	1,015	739	73%	1%
English Learners	61	18	30%	46	9	20%	-10%	38	7	18%	-2%
Socioeconomically Disadvantaged	32	19	59%	38	24	63%	4%	403	240	60%	-3%
Students with Disabilities	221	43	19%	249	47	19%	0%	269	45	17%	-2%
Homeless Youth	33	17	52%		*	*	*		*	*	*
Foster Youth	2	*	*		*	*	*		*	*	*

Data Source - CALPADS & Synergy
Latest Update - 09/2022
*10 or below not shown for privacy

Appendix W

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates who score 3 and above on AP test

	2019 - 2020			2020 - 2021				2021 - 2022			
	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta
PUSD	2,674	1579	59%	2,705	1569	58%	-1%	2,697	1465	54%	-4%
African American or Black	51	27	53%	55	22	40%	-13%	66	20	30%	-10%
American Indian or Alaskan Native	4	*	*	3	*	*	*	3	*	*	*
Asian	519	419	81%	555	453	82%	1%	591	469	79%	-3%
Filipino	176	91	52%	176	91	52%	0%	147	74	50%	-2%
Hispanic or Latino	419	210	50%	481	224	47%	-3%	458	180	39%	-8%
Pacific Islander	14	8	57%	11	3	27%	-30%	9	*	*	*
Two or More Races	324	179	55%	363	215	59%	4%	407	225	55%	-4%
Undeclared	54	39	72%	0	*	*	*	1	*	*	*
White (not of Hispanic origin)	1,113	605	54%	1,061	560	53%	-1%	1,015	489	48%	-5%
Socioeconomically Disadvantaged	32	17	53%	43	20	47%	-6%	403	143	35%	-12%
English Learners	61	11	18%	53	6	11%	-7%	38	4	11%	0%
Students with Disabilities	221	28	13%	266	24	9%	-4%	269	26	10%	1%
Homeless Youth	211	43	20%	54	14	26%	6%	57	13	23%	-3%
Foster Youth	6	*	*	1	*	*	*	1	*	*	*

Data Source - CollegeBoard,
CALPADS & Synergy
Last Update - 09/2022
*10 or below not shown for privacy

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		

2021-2022 does not apply as 11th graders did not take iReady .

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	*	14	77.8%	20.7%	4	*	1	*	*	2	*	3	*	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
*10 or below not shown for

Appendix Y (cont)

2020-2021

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%

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%

*10 or below not shown for privacy

Appendix Y (cont)

2021-2022

Number and Percentage of All Students in the Combined Graduation Rate by Student Group

ALL Combined Rate	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
Combined Rate Total	2,952	76	3	629	172	540	11	1,221	299	194	782	424	2	82
Combined Rate Percent	100.0%	2.6%	0.1%	21.3%	5.8%	18.3%	0.4%	41.4%	10.1%	6.6%	26.5%	14.4%	0.1%	2.8%

Advanced Placement Exams – Number and Percentage of All Students in the Combined Graduation Rate

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

ALL	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
Combined Rate Total	1,135	13	*	457	60	100	5	385	114	20	148	25	*	7
Combined Rate Percent	38.4%	17.1%	*	72.7%	34.9%	18.5%	45.5%	31.5%	38.1%	10.3%	18.9%	5.9%	*	8.5%

Completed a-g Requirements – Number and Percentage of All Students in the Combined Graduation Rate

This table shows students in the combined four- and five-year 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).ersity (CSU) a-g criteria with a grade of C or better (or Pass).

ALL	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
Combined Rate Total	1,734	36	*	375	123	270	6	754	168	53	319	79	*	23
Combined Rate Percent	58.7%	47.4%	*	59.6%	71.5%	50.0%	54.5%	61.8%	56.2%	27.3%	40.8%	18.6%	*	28.0%

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students in the Combined Graduation Rate

This table shows students in the combined four- and five-year 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 Combined Rate	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
Combined Rate Total	781	13	*	231	43	99	4	318	72	24	133	64	*	17
Combined Rate Percent	26.5%	17.1%	*	36.7%	25.0%	18.3%	36.4%	26.0%	24.1%	12.4%	17.0%	15.1%	*	20.7%

Appendix Y (cont)

Completed at Least One CTE Pathway AND a-g Requirements – Number and Percentage of All Students in the Combined Graduation Rate

This table shows students in the combined four- and five-year 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	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
Combined Rate Total	543	10	*	165	33	69	3	217	45	13	77	19	*	4
Combined Rate Percent	18.4%	13.2%	*	26.2%	19.2%	12.8%	27.3%	17.8%	15.1%	6.7%	9.8%	4.5%	*	4.9%

*10 or below not shown for privacy

Appendix Z

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates

	2019-2020					2020-2021						2021-2022					
	4th Year Graduate		5th Year Graduate		%	4th Year Graduate		5th Year Graduate		%		4th Year Graduate		5th Year Graduate		%	
	#	%	#	%	Graduates	#	%	#	%	Graduates	Delta	#	%	#	%	Graduates	Delta
PUSD	2648	94.6%	21	0.8%	95.4%	2662	94.7%	20	0.7%	95.4%	0%	2692	95.5%	5	0.2%	95.7%	0.3%
African American or Black	50	79.4%	0	*	79.4%	53	88.3%	0	*	88.3%	8.9%	66	91.7%	0	*	91.7%	3.4%
American Indian or Alaskan Native	4	*	0	*	*	3	*	0	*	*	*	3	*	0	*	*	*
Asian	513	95.9%	6	1.1%	97%	545	95.6%	6	1.1%	96.7%	-0.3%	589	96.7%	2	0.3%	97%	0.3%
Filipino	172	92%	3	1.6%	93.6%	176	96.7%	0	*	96.7%	3.1%	147	96.7%	0	*	96.7%	0%
Hispanic or Latino	415	91.8%	4	0.9%	92.7%	466	90.7%	7	1.4%	92%	-0.7%	456	91.9%	2	0.4%	92.3%	0.3%
Pacific Islander	14	93.3%	0	*	93.3%	10	90.9%	1	9.1%	100%	6.7%	9	*	0	*	*	*
Two or More Races	321	97.3%	2	0.6%	97.9%	358	94.5%	1	0.3%	94.7%	-3.2%	406	97.4%	1	0.2%	97.6%	2.9%
Undeclared	54	93.1%	0	*	93.1%	0	*	0	*	*	*	1	*	0	*	*	*
White (not of Hispanic origin)	1105	95.7%	6	0.5%	96.2%	1051	96.2%	5	0.5%	96.7%	0.5%	1015	95.9%	0	*	95.9%	-0.8%
English Learners	54	62.1%	6	6.9%	69%	43	61.4%	6	8.6%	70%	1%	37	62.7%	1	1.7%	64.4%	-5.6%
Socioeconomically Disadvantaged	527	89.9%	8	1.4%	91.3%	537	90.3%	4	0.7%	90.9%	-0.4%	570	92.2%	5	0.8%	93%	2.1%
Students with Disabilities	213	75.3%	7	2.5%	77.7%	248	77.7%	4	1.3%	79%	1.3%	266	77.6%	3	0.9%	78.4%	-0.6%
Homeless Youth	32	76.2%	1	2.4%	78.6%	20	57.1%	3	8.6%	65.7%	-12.9%	57	85.1%	0	*	85.1%	19.4%
Foster Youth	1	*	0	*	*	0	*	0	*	*	*	0	*	0	*	*	*

Data Source - CALPADS & Synergy
*10 or below not shown for privacy

Last Update - 09/2022

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. 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 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:** *Since 2017, we have increased the number of students served in CTE courses by over 25% (*CTE Courses by School.pdf*) *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*) *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 AA (cont)

2022	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 (Synergy and the Student Report Center). 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 14 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 learning English and those with disabilities, the curriculum may be differentiated to meet individual needs. At the middle and high school levels, PUSD offers courses in all academic areas. Students have open access to grade-level courses. For the 2022-23 school year, we have added a new administrator position in the district to support an increase in the number of students meeting the A-G requirements. From the 2020-2021 to the 2021-2022 school year, we increased the number of enrollments in CTE courses by over 10% (from 7361 in 2020-2021 to 8113 in 2021-22). Pathway Completion increased by over 46% in the same time period (from 884 to 1295). The number of CTE course offerings at Middle and High Schools also experienced a slight increase over the past year (increased by 1.17%). We continue to develop and promote pathways in high wage, high skill, high demand industry sectors, including computer science, engineering, and health sciences. In addition, we have also made significant progress in our efforts to increase the enrollment and completion of pathways by our historically underrepresented student populations.	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. We are committed to research-based interventions that build upon students' strengths so that they can be successful in any class. We will draw upon what we learned during the 2020-21 COVID closures that necessitated a need for virtual instruction and explore the use of virtual courses for students to remove some barriers. We have created a new Connect Academy for grades K-8, which is a virtual school that provides an innovative approach to instruction and a flexible environment.	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. We are exploring different models of academic support electives that can allow students to still access the full array of electives. Additionally, We are exploring additional opportunities for student access in middle school through a formal Middle School Redesign committee. We will continue to employ the strategies to enroll high school students in A-G course of study as the measures have shown that those strategies are effective, and under the A-G Completion Grant, we added a new position in the district held by an assistant principal. Currently, we are in the process of providing more of our students with disabilities access to core general education courses through our Inclusion model. We are committed to research-based interventions that build upon students' strengths so that they can be successful in any class. We have created a new Connect Academy for grades K-8, which is a virtual school that provides an innovative approach to instruction and a flexible environment. We have continued our partnership with local post-secondary institutions, and in August of 2022, we open a new school - the Poway to Palomar Middle College High School.

Appendix BB

Poway Unified School District

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

Graduates who Completed at Least One State Defined CTE Pathway

	2019-2020		2020-2021			2021-2022		
Student Group	**#**	**%**	**#**	**%**	**Delta**	**#**	**%**	**Delta**
PUSD	596	15%	942	17%	2%	1,214	23%	6%
Am Indian/Alskn Nat	0	0%	0	0%	0%	1	*	*
Asian	98	14%	213	19%	5%	332	30%	11%
Black/African Am	7	*	13	8%	1%	28	13%	5%
Filipino	34	13%	78	16%	3%	55	16%	0%
Hispanic	107	13%	162	14%	1%	162	14%	0%
Missing	17	20%	0	0%	-20%	0	0%	0%
Multiple	76	21%	89	19%	-2%	107	22%	3%
Nat Hwiin/Othr Pac Islndr	2	*	7	*	*	2	*	*
White	255	16%	380	18%	2%	527	27%	9%
English Learners	32	14%	16	9%	-5%	25	9%	0%
Socioeconomically Disadvantaged	175	14%	298	14%	0%	385	17%	3%
Students with Disabilities	71	16%	85	12%	-4%	129	14%	2%
Homeless Youth	23	9%	54	9%	0%	148	20%	11%
Foster Youth	0	0%	0	0%	0%	0	0%	0%

Data Source - CALPADS
Last Update - 02/2023

* 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	**2019-20**	**2020-21**	**2021-22**	**Delta**	**2018-19**	**2019-20**	**2020-21**	**Delta**	**2019-20**	**2020-21**	**2021-22**	**Delta**	**2019-20**	**2020-21**	**2021-22**	**Delta**	**2019-20**	**2020-21**	**2021-22**	**Delta**
Elementary	30	19	47	+28	6	4	3	-1	6	2	3	+1	27	8	14	+6	69	33	67	+34
Middle	15	20	12	-8	4	7	3	-4	4	5	3	-2	10	12	8	-4	33	44	26	-18
High	16	7	9	+2	4	3	5	+2	4	3	2	-1	10	9	10	+1	34	22	26	+4
District	5	7	4	-3	2	5	2	-3	4	11	21	+10	9	0	17	+17	20	23	44	+21
Overall:	66	53	64	+11	14	16	13	-3	12	18	29	+11	56	29	49	+20	**183**	**122**	**163**	**+41**

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

Appendix HH (cont)

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. ● We have established equity teams at every school site. ● 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.

2022	
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.	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.	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 that was in place for the 2021-22. We also partnered with the San Diego County Office of Education to build capacity at every site through an equity team and their work included finding new ways to engage underrepresented families through events like 3 Community Conversations for parents and staff to share ideas.

Appendix HH (cont)

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.	5
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. ● We have equity teams at every school site. ● 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
Rte 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					

Appendix JJ

Student Learning Environment 2020-2021

Table A5.2

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	55	64	40	47	74
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	64	73	47	56	92
Agree	35	27	48	42	8
Disagree	2	0	4	2	0
Strongly disagree	0	0	1	0	0
promotes academic success for all students.					
Strongly agree	58	66	44	50	69
Agree	39	32	49	47	31
Disagree	3	1	5	3	0
Strongly disagree	1	0	2	1	0
emphasizes helping students academically when they need it.					
Strongly agree	59	66	44	54	85
Agree	38	32	48	42	15
Disagree	3	2	7	3	0
Strongly disagree	0	0	1	1	0
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	47	55	35	39	54
Agree	48	43	53	56	46
Disagree	4	2	10	5	0
Strongly disagree	0	0	1	0	0

Question A.9-11, 13: This school... is a supportive and inviting place for students to learn... promotes academic success for all students... emphasizes helping students academically when they need it... emphasizes teaching lessons in ways relevant to students.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Appendix JJ (cont)

Table A5.2

Student Learning Environment Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school motivates students to learn.					
Strongly agree	48	59	29	39	69
Agree	49	39	65	57	31
Disagree	3	1	6	4	0
Strongly disagree	0	0	0	0	0
This school is a safe place for students.[Ø] ***(In-School and Hybrid Only)***					
Strongly agree	62	70	43	54	92
Agree	36	29	52	44	8
Disagree	2	1	4	1	0
Strongly disagree	0	0	0	1	0

Question A.26, 44: This school is a safe place for students... This school motivates students to learn.
Notes: Cells are empty if there are less than 5 respondents.
[Ø]Item not included in the scale.

Table A5.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	27	22	30	31
Mild problem	54	52	56	58	62
Moderate problem	17	18	21	11	8
Severe problem	2	3	1	1	0

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Appendix JJ (cont)

Staff Working Environment 2020-2021

Table A5.4

Staff Working Environment Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	40	46	29	37	72
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	48	53	34	48	77
Agree	39	38	40	41	15
Disagree	10	8	18	8	8
Strongly disagree	3	1	8	2	0
promotes trust and collegiality among staff.					
Strongly agree	39	44	28	36	69
Agree	43	42	41	49	15
Disagree	15	12	24	14	15
Strongly disagree	3	2	7	2	0
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	34	41	26	27	69
Agree	49	47	52	52	15
Disagree	13	10	15	18	15
Strongly disagree	3	2	7	3	0
is a safe place for staff. ***(In-School and Hybrid Only)***					
Strongly agree	55	62	40	49	85
Agree	39	34	46	48	15
Disagree	5	3	12	3	0
Strongly disagree	1	1	2	1	0

Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

Notes: Cells are empty if there are less than 5 respondents.

Ø Item not included in the scale.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Appendix JJ (cont)

Student Learning Environment 2022-2023

Table A6.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	47	56	32	42	79
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	56	66	37	51	86
Agree	42	33	60	47	14
Disagree	2	1	3	2	0
Strongly disagree	0	0	0	0	0
promotes academic success for all students.					
Strongly agree	49	57	36	43	67
Agree	46	39	56	52	33
Disagree	5	3	8	6	0
Strongly disagree	0	0	1	0	0
emphasizes helping students academically when they need it.					
Strongly agree	52	59	40	49	81
Agree	43	38	51	48	19
Disagree	4	3	8	4	0
Strongly disagree	0	0	1	0	0
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	41	49	28	34	71
Agree	55	48	62	62	29
Disagree	4	3	10	4	0
Strongly disagree	0	0	1	0	0

Question A.9-11, 13: This school... is a supportive and inviting place for students to learn... promotes academic success for all students... emphasizes helping students academically when they need it... emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Appendix JJ (cont)

Table A6.2

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
is a safe place for students.					
Strongly agree	46	55	30	40	100
Agree	50	42	62	56	0
Disagree	4	3	8	3	0
Strongly disagree	0	0	0	0	0
motivates students to learn.					
Strongly agree	41	51	24	35	71
Agree	56	48	70	61	29
Disagree	3	1	6	4	0
Strongly disagree	0	0	0	0	0

Question A.26, 44: This school... is a safe place for students... motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	15	8	22	5
Mild problem	49	49	43	54	65
Moderate problem	29	29	40	20	30
Severe problem	7	7	10	4	0

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Appendix JJ (cont)

Staff Working Environment 2022-2023

Table A6.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	36	39	28	33	59
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	40	44	32	38	62
Agree	47	45	49	49	33
Disagree	10	9	15	9	5
Strongly disagree	3	2	4	3	0
promotes trust and collegiality among staff.					
Strongly agree	31	34	25	31	43
Agree	51	50	53	51	48
Disagree	15	13	18	17	10
Strongly disagree	3	3	4	2	0
is a safe place for staff.					
Strongly agree	42	46	33	40	80
Agree	50	46	57	54	20
Disagree	7	6	8	6	0
Strongly disagree	1	1	2	0	0
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	29	32	24	25	52
Agree	55	54	57	56	38
Disagree	14	12	16	17	5
Strongly disagree	2	1	3	2	5

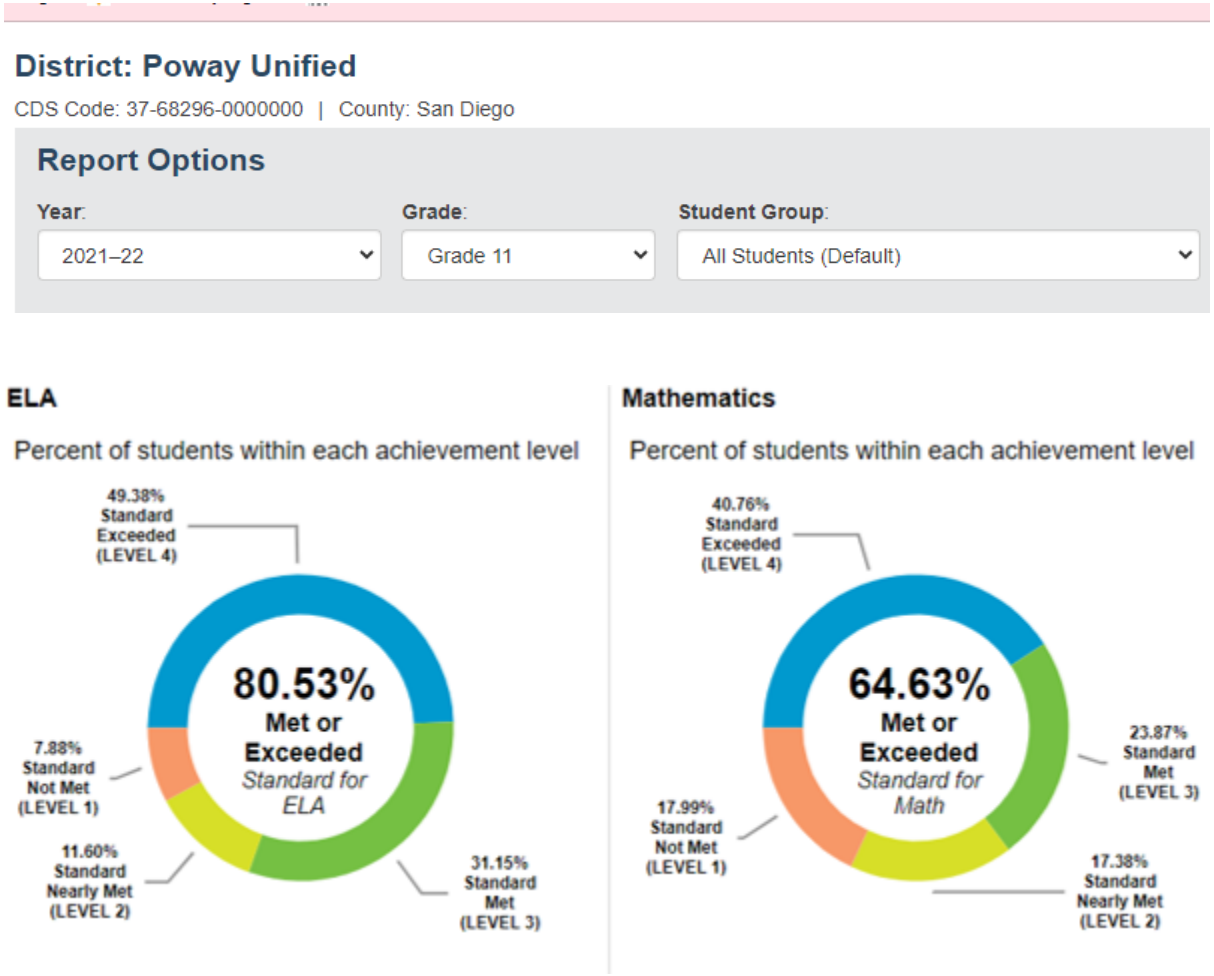
Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Appendix KK

English Language Arts/Literacy and Mathematics
Smarter Balanced Summative Assessments



Source: Dataquest