



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Poway Unified School District

CDS Code: 3768296000000

School Year: 2024-25

LEA contact information:

Greg Mizel

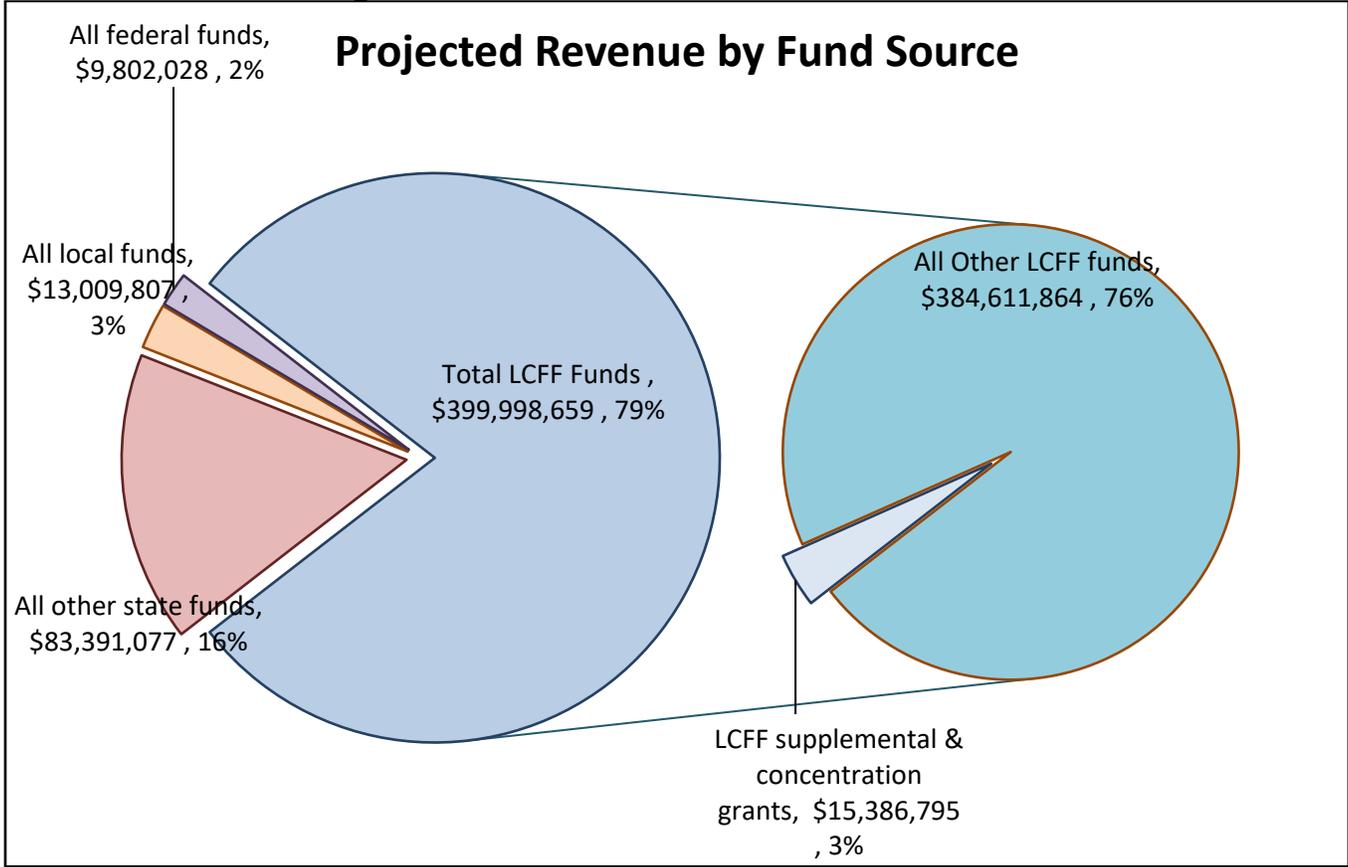
Interim Superintendent

gmizel@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 2024-25 School Year

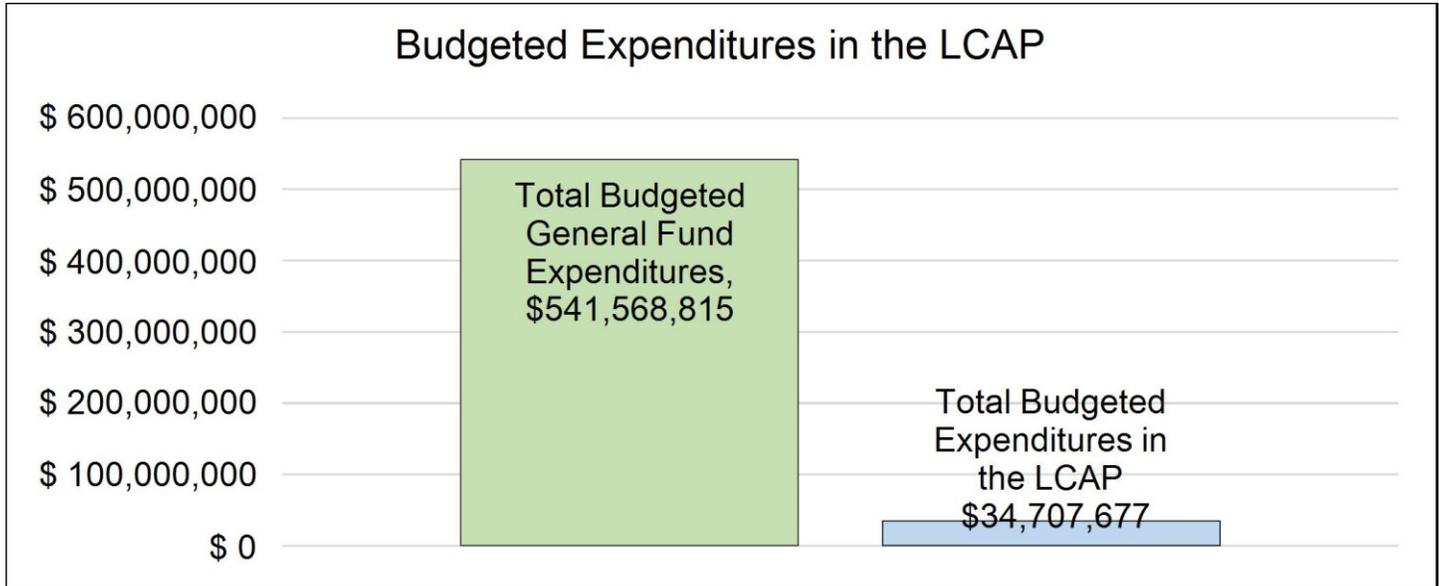


This chart shows the total general purpose revenue Poway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Poway Unified School District is \$506,201,571, of which \$399,998,659 is Local Control Funding Formula (LCFF), \$83,391,077 is other state funds, \$13,009,807 is local funds, and \$9,802,028 is federal funds. Of the \$399,998,659 in LCFF Funds, \$15,386,795 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 2024-25. 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 \$541,568,815 for the 2024-25 school year. Of that amount, \$34,707,677 is tied to actions/services in the LCAP and \$506,861,138 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

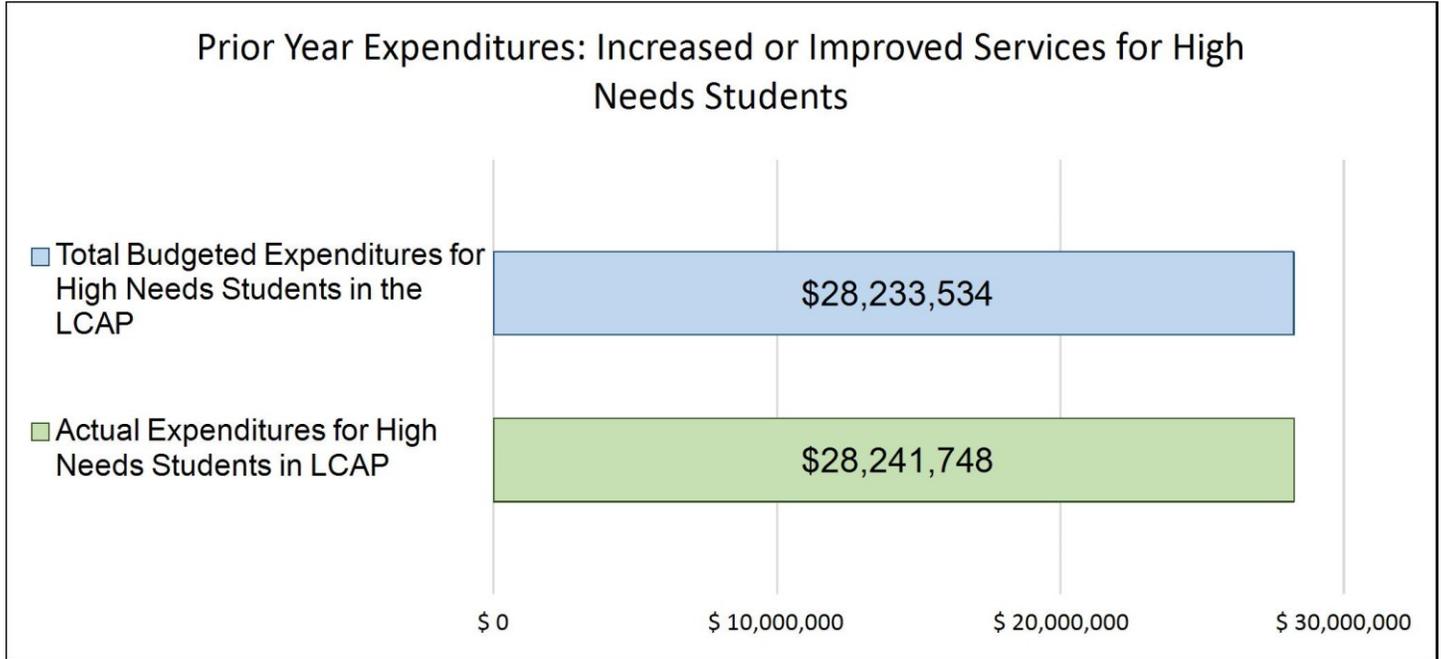
Budget Expenditures not included in the Local Control Accountability Plan (LCAP) include salaries and benefits of all teachers, administrators, site and district personnel, the budget for program services such as Routine Restricted Maintenance and Special Ed, sites allocations for budget standard, curriculum software licenses 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 2024-25 School Year

In 2024-25, Poway Unified School District is projecting it will receive \$15,386,795 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 \$25,097,451 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 2023-24



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 2023-24, Poway Unified School District's LCAP budgeted \$28,233,534 for planned actions to increase or improve services for high needs students. Poway Unified School District actually spent \$28,241,748 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Poway Unified School District	Greg Mizel Interim Superintendent	gmizel@powayusd.com 858-521-2800

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. The percent of K-12 students attending school disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. Data Source: Internal Data	2019-20: Overall District attendance rate was 96.5%. 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, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.	2020-21: Attendance Rate PUSD Overall: 97.5%. 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%	2021-22: Attendance Rate PUSD Overall: 93.6%. 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%	2022-23: Attendance Rate PUSD Overall: 93.4%. Those subgroups below the District Average include African American/Black: 91.3% American Indian/Alaskan Native: 88.6% Hispanic/Latino: 91% English learner students: 92.6% Foster Youth: 91% Homeless youth: 90.3% Low Socioeconomic status: 91.6% Students with Disabilities: 90.5%	2023-24: PUSD overall attendance rate will increase 2% to 98.5% and 3% for specific groups below the district average in 2019-20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	See Appendix T for disaggregated student group data	See Appendix A for disaggregated student group data.	See Appendix A for disaggregated student group data	See Appendix A for disaggregated student group data	
<p>2. The percentage of students who were absent 10% or more of the days that they were enrolled in the district disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: Internal data</p>	<p>2019-20: 6% of PUSD students were chronically absent from school. Those ethnic subgroups above the District average include African American/Black, Hispanic/Latino, and Pacific Islander. Other subgroups above the District average include: English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>See Appendix U for disaggregated student group data</p>	<p>2020-21: Chronic Absenteeism</p> <p>PUSD Overall: 4% African American/Black: 10% American Indian or Alaska Native: 5% Hispanic/Latino: 9% English Learner: 10% Low Socioeconomic status: 11% Students with Disabilities: 9%</p> <p>See Appendix B for disaggregated student group data.</p>	<p>2021-22: Chronic Absenteeism</p> <p>PUSD Overall: 16% African American/Black: 27% American Indian or Alaska Native: 22% Hispanic/Latino: 26% English Learner: 26% Low Socioeconomic status: 30% Students with Disabilities: 28%</p> <p>See Appendix B for disaggregated student group data.</p>	<p>2022-23: Chronic Absenteeism</p> <p>PUSD Overall: 14.9% Those subgroups above the District Average include: African American/Black: 22.9% American Indian or Alaska Native: 36.4% Hispanic/Latino: 24.4% Pacific Islander: 19.4% English Learner: 23.1% Low Socioeconomic status: 27.8% Students with Disabilities: 25.3% Foster Youth: 42.3% Homeless youth: 33.1%</p> <p>See Appendix B for disaggregated student group data.</p>	<p>2023-24: Overall chronic absenteeism rate will decrease by 2% with a 3% decrease for each student group below the 2019-20 average.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p> <p>Data Source: DataQuest</p>	<p>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.</p> <p>In 2019-20 the dropout rate for middle school students was 0.0%.</p> <p>See Appendix S for disaggregated student group data</p>	<p>2020-21: Cohort Dropout Rate</p> <p>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%</p> <p>In 2020-21 the dropout rate for middle school students was 0%.</p> <p>See Appendix C for disaggregated student group data.</p>	<p>2021-22: Cohort Dropout Rate</p> <p>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%</p> <p>In 2021-22 the dropout rate for middle school students was 0%.</p> <p>See Appendix C for disaggregated student group data.</p>	<p>2022-23: Cohort Dropout Rate</p> <p>PUSD Overall: 2.1% Those subgroups above the District Average include: African American/Black: 7.1% Hispanic/Latino: 2.7% White: 2.7% English Learner: 7.6% Homeless youth: 14.3% Low Socioeconomic status: 4.5% Students with Disabilities: 4.1%</p> <p>In 2022-23 the dropout rate for middle school students was 0%.</p> <p>See Appendix C for disaggregated student group data.</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4. Percent of students suspended disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: DataQuest</p>	<p>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.</p> <p>See Appendix O for disaggregated student group data.</p>	<p>2020-21: Suspension Rate</p> <p>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%</p> <p>See Appendix D for disaggregated student group data.</p>	<p>2021-22: Suspension Rate</p> <p>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%</p> <p>See Appendix D for disaggregated student group data.</p>	<p>2022-23: Suspension Rate</p> <p>PUSD Overall: 1.5% Those subgroups above the District Average include: African American/Black: 5.5% American Indian or Alaska Native: 4.3% Hispanic/Latino: 2.6% Pacific Islander: 4.8% English Learners: 1.8% Low Socioeconomic status: 3.5% Students with Disabilities: 3.9% Foster Youth: 17.9% Homeless Youth: 4.6%</p> <p>See Appendix D for disaggregated student group data.</p>	<p>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%.</p>
<p>5. Percent of students expelled, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status,</p>	<p>2019-20: The District overall expulsion rate was less than one percent. Those ethnic subgroups with expulsions are: African American (4),</p>	<p>2020-21: The District overall expulsion rate was less than one percent. Those ethnic subgroups with</p>	<p>2021-22: The District overall expulsion rate was less than one percent. And decreased as compared to 2019-20 by 6 fewer expulsions.</p>	<p>2022-23: The District's overall expulsion rate was less than one percent. And decreased as compared to 2021-22 by 11 fewer</p>	<p>2023-24: The District overall expulsion rate will remain at less than 1% for each student group above the current district</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>and Students with Disabilities.</p> <p>Data Source: CALPADS/DataQuest</p>	<p>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.</p> <p>See Appendix P for disaggregated student group data.</p>	<p>expulsions are: White (1).</p> <p>See Appendix E for disaggregated student group data.</p>	<p>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.</p> <p>See Appendix E for disaggregated student group data.</p>	<p>expulsions. There were no expulsions during the 2022-23 academic year.</p> <p>See Appendix E for disaggregated student group data.</p>	<p>average in 2019-20 will decrease by .5%</p>
<p>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.</p> <p>Data Source: California Healthy Kids Parent Survey,</p>	<p>Fall 2018: 92% of all parents agreed with the statement "This school is a safe place for my child". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races.</p>	<p>Spring 2021: 96% of all parents agreed with the statement "This school is a safe place for my child". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races.</p>	<p>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.</p> <p>See Appendix F for disaggregated group data.</p>	<p>California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report.</p> <p>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 .</p>	<p>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%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall 2018 administration	See Appendix M for disaggregated student group data.	See Appendix F for disaggregated student group data.		See Appendix F for disaggregated 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 reported 19%, 9th	California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report. 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 % 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%.	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
			<p>grade at 13.8% and 11th grade at 10.7%.</p> <p>See Appendix G for disaggregated student group data.</p>	<p>At the secondary level students who reported they had 'mean rumors spread about you': middle schoolers reported 19%, 9th grade at 13.8% and 11th grade at 10.7%.</p> <p>See Appendix G for disaggregated student group data.</p>	
<p>8. Number of instances where facilities do not meet the 'Good Repair' standard (including deficiencies and extreme deficiencies.</p> <p>State Board of Education Self-Reflection Tool (Local Indicator 1 - Basic Conditions At School-Facilities)</p>	<p>2019-20: All school sites met the 'Good Repair' standard.</p> <p>See Appendix Z</p>	<p>2020-21: All school sites continue to meet the 'Good Repair' standard.</p> <p>See Appendix H</p>	<p>2021-22: All school sites continue to meet the 'Good Repair' standard.</p> <p>See Appendix H</p>	<p>2022-23: All school sites continue to meet the 'Good Repair' standard.</p> <p>See Appendix H</p>	<p>2023-24: All school sites continue to meet the 'Good Repair' standard.</p>
<p>9. Overall percentage rating of each school site with Good to Exemplary rating.</p>	<p>2020-21: Overall percentage rating for Good to Exemplary was measured at 85% across the District.</p>	<p>2020-21: Overall percentage rating for Good to Exemplary was measured at 85% across the District.</p>	<p>2021-22: Overall percentage rating for Good to Exemplary was measured at 95% across the District.</p>	<p>2022-23: Overall percentage rating for Good to Exemplary was measured at 92% across the District.</p>	<p>2023-24: Maintain at 85% or above, site safety ratings of Good to Exemplary as measured by annual</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Facilities Inspection Tool (FIT)	See Appendix Q for ratings by systems inspected.	See Appendix I	See Appendix I	See Appendix I	Facilities Inspection Tool (FIT) reports.
<p>10. School climate: The percentage of students reporting positive school connectedness and students reporting feeling safe at school or that school is safe.</p> <p>Data Source: CA Healthy Kids Survey (CHKS) data</p>	<p>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."</p> <p>93% of 5th graders reported feeling safe or very safe at school.</p> <p>Secondary: An average percent of respondents reporting "Agree" or Strongly agree" for School Connectedness:</p> <p>Grade 7 = 70% Grade 9 = 69% Grade 11 = 68%</p> <p>Students who perceive school as safe or very safe:</p>	<p>See baseline as metric was adjusted in 2021-22.</p> <p>See Appendix G</p>	<p>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."</p> <p>86% of 5th graders reported feeling safe most or all the time at school.</p> <p>Secondary: An average percent of respondents reporting "Agree" or Strongly agree" for School Connectedness:</p> <p>Grade 7 = 65% Grade 9 = 66% Grade 11 = 63%</p> <p>Students who agree or strongly agree to 'l</p>	<p>California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report.</p> <p>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."</p> <p>86% of 5th graders reported feeling safe most or all the time at school.</p> <p>Secondary: An average percent of respondents reporting "Agree" or Strongly agree" for School Connectedness:</p> <p>Grade 7 = 65%</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Grade 7 = 76%</p> <p>Grade 9 = 77%</p> <p>Grade 11 = 77%</p> <p>See Appendix G</p>		<p>feel safe in my school':</p> <p>Grade 7 = 65%</p> <p>Grade 9 = 67%</p> <p>Grade 11 = 68%</p> <p>District-wide for staff connectedness:</p> <p>See Appendix G</p>	<p>Grade 9 = 66%</p> <p>Grade 11 = 63%</p> <p>Students who agree or strongly agree to 'I feel safe in my school':</p> <p>Grade 7 = 65%</p> <p>Grade 9 = 67%</p> <p>Grade 11 = 68%</p> <p>See Appendix G</p>	
<p>11. School Climate: The percentage of Staff who report healthy learning environments for students and a positive school climate for students and staff.</p> <p>Data Source: CA Healthy Kids Survey (CHKS) data</p>	<p>Metric added 2023 - Districtwide staff data through California Healthy Kids Survey not available on 2018-19 CHKS.</p>	<p>2020-21 staff data:</p> <p>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</p>	<p>2022-23:</p> <p>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</p>	<p>California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report.</p> <p>2022-23:</p> <p>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</p>	<p>2023-24: 98% or more staff surveyed agree or strongly agree that our schools have Healthy Learning Environments.</p> <p>2023-24: An overall increase of 5% in each of the survey questions related to school climate as reported by staff.</p>

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

Goal Analysis

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.

Poway Unified continues to work to create Safe and Inclusive Learning Environments of our students and staff. This goal requires coordinated actions and services to meet the needs of our school community. School counselors, Student Support Services Supervisors and Assistants, social workers, teacher leaders, site teams, the Youth in Transition team, Attendance and Discipline, Inclusive Practices staff, Campus Supervisors, Custodial team, Transportation, Career and Technical Education, and our students all lend to a coordinated effort to realize this goal in a truly team response.

School Counselors play a significant role in achieving this goal. Each secondary site has an identified intervention counselor lead who supports unduplicated students (English Learners, Foster Youth, Students Identified as Low Income) through systemic interventions like coordinating Student Success Strategy meetings, coordinating Tier 2 academic/social-emotional interventions (i.e. Panorama screener), and collecting and evaluating data. Secondary intervention school counselors have been meeting monthly to discuss implementation, evaluation and systemizing of Tier 1 curriculum (i.e. Second Step, managing stress & anxiety), Tier 2 programs, and Tier 3 crisis management. The secondary intervention school counselors also serve as liaisons for unduplicated students and additional services.

At the high school level, counselors conduct transcript audits of unduplicated students at the beginning of each year and during the course request process in the spring. Throughout the high school years, counselors meet with students and families to discuss their post-secondary plans and four-year plans. In 2023-2024 the addition of a Bilingual Youth in Transition (YIT) Counselor added support for our students experiencing homelessness across the district and particularly at the high school level. The designated counselor rotates between high schools each day to provide individual support to students at each high school site. The YIT counselor collects data and utilizes community resources to provide financial and other supports for students/families.

Our counseling work is implemented with a variety of supports. For example, the Panorama Universal Screener was administered to 4th, 6th, and 9th-grade students in the winter and spring across the district to help identify students who may benefit from additional social/emotional support. Identified students have engaged in Tier 1, 2, and 3 interventions, depending upon their level of need. To provide immediate support for Tier 3 safety at-risk students, Mending Matters social workers are utilized. For students identified as requiring Tier 1 and Tier 2 support, our social workers offer one-on-one and group mental health therapy via school-based engagement and youth leadership services and resources. The District continued contracting with Mending Matters for 13 full-time social workers to support students at the secondary level (one at each middle and high including Abraxas and New Directions). Student Support Services Assistants and Supervisors provide Tier 1 support by meeting with students individually, in small groups, and teaching whole class lessons. At the elementary level, Student Support Assistants teach K-3 students Second Step lessons designed to support SEL.

As our District builds capacity at our school sites in building belonging and deepening social-emotional learning (SEL), PUSD implemented two new suicide prevention training programs: HOPE Squad for grades 4-8 and Bring Change to Mind for the high school level. HOPE Squad is a peer-to-peer suicide prevention program and Bring Change to Mind is an evidence-based, peer-led mental health club that works to decrease the stigma surrounding mental illness through education, advocacy, and activities that create lasting change on campus. The training of both staff and students to support these programs is covered by the Creating Opportunities in Preventing and Eliminating Suicide (COPES) grant received through the San Diego County Office of Education (SDCOE). In 2023-2024, all Student Services Specialists and the

PUSD Crisis Response Team Leads attended a workshop at SDCOE entitled Responding Effectively to Suicide Incidents facilitated by Stan Collins. This workshop covered topics on how to work with students, staff, and parents in the aftermath of a suicide and how to best support the school and community at large.

Students (grades 7-10) continue to benefit from the Step Out Every Day (SOLE) Effects Journey, a leadership and wellness program launched in PUSD in February 2023. SOLE Effects empowers students to build healthy lifestyles, leadership skills, and explore career readiness. In 2023-24, 1,050 students were served, learning techniques and skills to effectively deal with emotional challenges such as stress, peer and social pressures, emotions, responsible media habits, and relationships. Several Advancement Via Individual Determination (AVID) teachers were also trained this year and will be rolling out the program for our AVID students beginning in 2024-2025. It is our hope that the collective impact of these programs and support will continue to address suspension rates for our unduplicated students who report a higher percentage of suspensions and expulsions than the district average.

As an additional support to our students, Poway Unified continues to provide a counselor at Caring Connections. The Caring Connections Counselor meets with TK-12th grade students and families that are referred by administrators, or staff or are self-referred. The CCC Counselor schedules a family conference with the student and parents in order to develop an action plan with goals to support the student both at school and at home. 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 social/emotional and behavioral health well-being. The family conference provides a shared in a safe environment and specific goals and strategies are discussed and developed to support the student's and family's needs. Additional resources for therapists/agencies in the community that provide individual and/or family therapy are provided as families may be interested in individual counseling for their children. At this time, CCC continues to receive an increase in at-risk referrals from school sites and self-referrals when parents reach out for services, reflecting those students experiencing depression, anxiety, school refusal, behavioral problems at school and home as well as self-harm and safety concerns. As the CCC Counselor also coordinates our CCC Parent Education program, the counselor often refers parents to additional supportive classes and works to create additional courses based on needs.

As we work to ensure the needs of our students in foster care, our CCC counselor reaches out to each foster family at least twice each year. 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. Additionally, 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. Our Foster Liaison shares resources and information on how to best support our students in foster care with school site staff.

In support of our families experiencing homelessness, the Youth in Transition (YIT) Coordinator refers families and students to the Caring Connections Counselor for in-person family sessions at the Caring Connections Center. The Counselor at the Caring Connections Center offers comprehensive support to our families experiencing homelessness by assessing students' social, emotional, and behavioral concerns, which could affect their academic performance and well-being both at school and at home. School site counselors also work closely with our YIT Coordinator to share tangible needs our students might have or to work collaboratively to address any academic or social-emotional

needs. This proactive approach enables the identification of underlying concerns and the provision of targeted interventions to promote student success and overall adjustment. The Youth in Transition team has established protocols and maintains ongoing partnerships with community and school leaders to offer robust support to our YIT families.

Throughout our District, we continue to provide professional learning in creating restorative spaces in support of students. Restorative justice practices employed have successfully created a culture of appreciation for restorative justice values and practices. The Restorative Justice Practitioner was slated to embed Restorative Lens into the current PBIS systems/practices. Upon doing so, it was necessary to build out a stronger Positive Behavior Intervention and Support (PBIS) and Multi-Tiered System of Support (MTSS) foundation before Restorative Justice could be plugged in. Restorative work was employed concurrently. California PBIS was utilized by educators in training to strengthen their MTSS foundation while Restorative Values learning was embedded as a lens to apply. School counselors are engaged in PBIS teams at their sites. Professional learning for PBIS teams has been provided by the district office to support this work. MTSS build-out is work in progress.

Poway Unified is proud of our work around Inclusive Practices. To support this Action, two Teachers on Special Assignment (TOSAs) support professional learning at the elementary and secondary levels. This year, we hired a third TOSA who provided professional learning in preschool and coaching support to TK teachers with implementing Universal Design for Learning (UDL) and Tier 1 instructional, social emotional, and behavior supports. Three Classified on Special Assignment (COSAs) staff who support professional learning in UDL and MTSS at the preschool-secondary level are also providing on-the-job embedded coaching. This year, TOSAs and COSAs completed professional learning in the following areas: All Principals on Universal Design for Learning (UDL), Instructional Assistants learning series on academic, behavioral, and social support for students with disabilities, and Professional Learning for Elementary Staff. The TOSAs have continued to collaborate with General Education TOSAs and Tech and Innovation Coaches to prepare for and facilitate EngageNOW professional learning leaders. A teacher leader from each elementary school has participated in four (2x) hour sessions on UDL. In addition, TOSAs have provided 1:1 coaching for more than 10 teachers, including observations, on how to implement UDL in their classrooms and connections have been made between UDL and the district's new math curriculum.

Inclusive practices staff created a new model of professional learning support that includes follow-up coaching support for all staff in the areas of UDL and MTSS. Seven elementary schools are currently engaging in this work, completing three professional learning sessions, and have access to six hours of coaching support. At the secondary level, all middle and high schools were invited to send a team of five staff (general education, special education, and administrators) to participate in a fall and spring professional release day. The learning of the release days focused on incorporating principles of MTSS Tier 1 academics and UDL into co-taught classrooms, and equitable assessments. The spring release day was collaboratively facilitated by the District English Language Coordinator, Intervention TOSA, Tech and Innovation Coaches, and Humanities TOSA. Teachers had the opportunity to participate in observations at other school sites to improve their instructional and inclusive practice. Our Tk-12 school counselors were also provided professional learning on UDL and the role of a school counselor in supporting inclusive practices. The Inclusive Practices TOSAs, District Behavior Support Team, and District Full Inclusion Team are meeting to plan and facilitate 80 hours of professional learning for our PK-12 Special Day Class Teachers around creating engaging and rigorous learning opportunities for their students. Finally, during the spring the Inclusive Practices team collaborated with Math TOSAs and District Leadership to design professional learning on equitable math instruction, with an emphasis on math communication.

In alignment with our vision of creating world-class learners, we continue to promote language acquisition and opportunities for exposure to cultural experiences. This year, our Mandarin immersion strand is complete from Kindergarten through 5th grade and we intend to build 2 full classes in each grade. The goal for two full classes in each grade level will be completed in 2025-26. Our full model will be complete with 12 classes in our immersion program. This year marked Valley Elementary's Dual Language program's 23rd year. To ensure the continued growth of the program and enhance learning, a team of teachers attended the California Association of Bilingual Educators (CABE) Conference. The team brought back updated research in dual language strategies, intervention and reading materials, and technology resources. The Valley principal also created a plan to have 3 Valley teachers trained in Guided Language Acquisition Design (GLAD) through the SDCOE which supports all language learners. The goal is to send at least one grade-level team per year until all of our dual teachers are GLAD-trained.

Another of our impactful pathways is that of Career Technical Education (CTE). The goal was for our District's CTE programs to continue to provide opportunities for students to participate in STEAM-related career pathways and co-curricular activities. These efforts have included expanded opportunities for students at every grade level (including elementary). Our District's middle school redesign work has also resulted in additional promotion and expansion of STEAM pathway programs.

The importance of equity continues as a focus on our school campuses. Equity team work has been largely successful across the district, with secondary teams in their 3rd year of the work, demonstrating a stronger ability to implement equity in action. Our elementary teams entered their 2nd year of this work, teams demonstrating the need to revisit foundational concepts of racial equity and inclusion before orienting towards action on their sites. This has shaped what next year's content will look like, as the District continues its responsiveness to where teams are at on their equity journey. Site equity teams at the secondary level experienced great success in elevating student voice, especially the voices of those historically underserved. Some successes in the equity team work have been our high school equity teams and cultural clubs, specifically Black Student Union clubs presenting at the Equity Conference organized by SDCOE. In these forums, students have voiced what they want and need in their education and provided educators with ideas on how to accomplish this. Black in PUSD continues to fuel the advocacy work at the District level for our Equity Advisory Committee. In this forum community members, staff, and students give input and guidance into our district's Racial Equity and Inclusion Plan.

Poway Unified is in our third year implementing Ethnic Studies to grades 9-12 for "g" elective credit and Ethnic Literature for "b" English credit at our high schools. Both courses continue to be offered and students regularly provide anecdotal as well as written feedback on how the course has benefited them. In the last three years, we have vetted and approved for supplemental reading several titles representing diverse characters, authors, and experiences. We continue to use the metaphor coined by Dr. Bishop (The Ohio State University) in her article on Windows, Mirror, and Sliding Glass Doors in our expansion of inclusive texts. We have used Teacher Learning Cooperatives as well as a literature committee with teachers, students, parents, and administrators in our work around adopting diverse literature. Currently, our middle school English Language Arts teachers are engaged in an adoption of a new anthology that will expand opportunities for our learners to see themselves in their class reading assignments and themes they study.

We continue our focus on the engagement of our students and have implemented several actions to support those students identified as chronically absent. The Chronic Absentee Intervention Plan (CAIP) introduced last school year has been implemented with stronger fidelity across sites K-12. A commitment to completing the full Intervention Plan prior to recommending a student to the Student Attendance Review Board has been made in an effort to mitigate and find a student's function of behavior to treat the underlying cause for chronic absenteeism.

In January of 2024, administrators were provided parent training covering potential factors leading to Chronic Absenteeism, Parent and School steps for intervention, and the importance of collaboration and guidance about mental health. Throughout the school year, sites confer with psychologists and administrators regarding chronic absenteeism generally and in discussion/support of specific cases. A comprehensive website that includes resources, interventions, and assessments for staff to utilize working to support students who are chronically absent was developed by one of our school psychologists who has also provided training to parents, support staff, school counselors, school psychologists, program specialists, and administrators.

To provide additional supervision at our middle school campuses, Campus Supervisors successfully increased our level of student supervision before/after school, during passing periods, lunch, and during student free time. The increased number of trusted adults on campus is also a significant factor in our connectivity with our students. Some of the challenges are providing continuous professional development to equip them with dealing with racial conflict and student conflict in general.

The physical safety of our learning environments continues to be an important priority. Yearly, annual Facility Inspection Tool (FIT) reports are conducted to ensure standards and safety access across the district.

Custodial, maintenance, and grounds staffing were maintained districtwide and this year a mobile substitute custodial crew has been added to support our school sites. The implementation and completion of school district projects such as roof replacement and gym floor refinishing, involved several steps. We developed clear goals and timelines, including budget managing constraints and educational partner involvement. Then, resources such as materials, labor, and equipment were allocated and coordinated to ensure project success. The 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. Restroom upgrades included new fixtures and partitions being installed. Once the projects were completed, all were evaluated to ensure they met all objectives and specifications before final sign-off.

As we consider the additional bus route provided for students identified as low-income, we will assess the impact of offering transportation by establishment of exception to the non-transportable radius for Mt. Carmel High School and retained exception to the non-transportable radius for Mt Carmel High School to include a densely student-populated area near Los Peñasquitos Elementary School.

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 1.4 Support of Foster Youth - Material differences due to Health and Welfare actuals being lower than budgeted
- Action 1.5 Equity Teams - Material differences due to consultant contract actual cost lower than estimated
- Action 1.9 Campus Supervisors- Material differences due to staff vacancies during the year

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year Local Control and Accountability Plan (LCAP) cycle, many initiatives were implemented across various areas to support student success and well-being. At some school sites, a single intervention counselor is working to meet/support the needs of unduplicated students; at other school sites, all counselors are sharing the responsibility for providing this specialized support for our students. In both service delivery models, data collected year-to-date indicates all unduplicated students are accessing counseling support. The utilization of intervention counselors and enhanced collaboration among counselors have led to increased accessibility of counseling services for unduplicated students. The engagement of parents and students in 1:1 conversations reflects proactive efforts to address individual needs. The reported improvements in collaboration and clarity among counselors indicate progress towards more efficient and coordinated support systems. We are still refining our data collection/tracking tools and making system improvements to ensure greater consistency. (Actions 1.1, 1.4). High school counselors conduct transcript audits of unduplicated students at the beginning of each year and during the course request process in the spring. Counselors meet with students and families to discuss their post-secondary plans and four-year plans throughout high school (Action 1.10). These efforts are also reflected in dropout rates dropping by .1% despite navigating challenging times due to the pandemic.

By November 2023, every high school had established a Bring Change to Mind club on campus. By the end of January 2024, every elementary and middle school in the district had established a HOPE Squad. School counselors are supporting both of these initiatives and collecting data that is reported to the SDCOE as part of the Creating Opportunities in Preventing and Eliminating Suicide (COPES) grant. The Restorative Justice Practitioner (RJP), hired on a two-year contract starting 2023-2024, has been able to work at every feeder school pattern to learn the needs of school sites. Building capacity for sites has been the focus in the second half of the year, and a train the trainers model is being constructed for the 2024-2025 school year. The establishment of mental health clubs and intervention programs, coupled with counselor training on restorative practices, signifies a comprehensive approach to addressing mental health challenges. By collecting data and implementing tiered interventions, the district aims to mitigate discipline issues and enhance support for students in crisis (Action 1.2).

Our robust counseling supports includes Caring Connections Counseling. The CCC Counselor meets with parents and students for the one-time family conference meeting to develop an action plan with specific goals. The positive feedback from parents regarding family conferences highlights the effectiveness of personalized support provided by CCC Counselors. Additional counseling sessions for families experiencing homelessness and for those with a student in foster care (Actions 1.4, 1.11) demonstrate a tailored approach to addressing diverse needs within the community. Feedback from parents via surveys and emails indicate a deep satisfaction with the effectiveness of this program. (Action 1.3)

Efforts to collect student voice data and engage historically underserved groups reflect a commitment to inclusivity and equity. However, challenges such as discomfort in reaching out to special populations underscore the need for ongoing support and capacity building. Secondary teams have focused their third year of equity work to develop their skill at collecting student voice and taking the data to develop actions on their site. Middle schools have been working with Aspire network (SDCOE) to develop their street data (student voice data) skills, including collecting data via empathy interviews, focal groups, surveys, and shadowing. High school and our adult programs have been working to create historically underserved student groups (HUGS) to learn from and alongside them on the topic of belonging on campus. High School and Adult program equity teams have created HUGS focal groups to gather information on how to improve school systems and structures. These teams were guided through an equity design cycle which includes empathizing, inquiring, imagining, and prototyping with reflections throughout. Elementary teams have used year two of equity training to focus on improving parent engagement through listening

sessions with their historically underserved groups of students' families to improve belonging. Research was utilized to support a reframe for engagement by looking at indicators linked to high feasibility by low-income parents, high school actionability, and high connections to student achievement. Teams were tasked to make connections with HUGS families in order to act on the data they collect, however the tendency to rely on electronic communication can become a barrier. (Actions 1.4, 1.5)

The focus on Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) has resulted in increased access to education for all students. Furthermore, the collaboration between inclusive practices teams and content specialists indicates progress towards inclusive instructional practices. At the elementary level, outcomes of the targeted professional learning and coaching support has led to the creation of master schedules and the development process for master schedules for the 2024-2025 school year, including an intervention block, where all students have access to intervention or advancement, at four elementary schools. Additionally, MTSS Tier 1 tools for self-regulation and classroom lessons to teach students how to self-advocate and implement self-regulation tools were provided. Classroom teachers observed peers who taught the same grade level at different schools to learn Tier 1 MTSS strategies for positive behavior supports, self-regulation, executive functioning, and Tier 1 academic strategies to support math instruction. Another piece of evidence for this action is that for the first time, all middle schools in Poway Unified have met the state target for percentage of students with Individual Education Plans (IEPs) served in the Least Restrictive Environment (LRE). Our inclusive practices team has actively collaborated with the English Language Program Coordinator and Math TOSAs to create professional learning focused on equity in instruction and improving co-teaching instructional practices. Finally, all high school teams participated in a professional learning on Universal Design for Learning (UDL) in the fall. The Inclusive Practices TOSA met with site administrators at Rancho Bernardo High School on how to increase access to general education for students. This resulted in IEP team meetings and schedule changes for students to move from special education courses to general education courses. (Action 1.6)

While universal screening has been successful in identifying at-risk students, challenges persist regarding student self-management and behavioral regulation. Continued efforts to address these issues are crucial for improving student well-being. Universal Screening has been successful at all levels as it has provided a means to identify at-risk students before they are chronically absent, failing classes, or in trouble. Further, elementary school counselors have created lessons that correlate with each subject that the survey assesses to support staff in certain areas like belonging on campus. As we consider successes, the support of the additional counselors, student support assistant and Mending Matters mental health therapists continues to help address the rising mental health needs that impacts students' academics. The collaboration of our Assessment and Care Teams has helped create stronger systems of triage to align with Multi-Tiered Systems of Support on our campuses. The team is able to work together to facilitate more Tier 1 interventions (including PBIS strategies) and quickly identify and support students who are in need of Tier 2 interventions (i.e. through the Panorama universal screeners and collaborating on different levels of support for students of concern identified). The additional support allows for more intentional time for school counselors to be proactive connecting resources to our unduplicated students (i.e. Youth in Transition (YIT), Foster Youth (FY), and English Language Learners (ELL)). Our students continue to struggle with self-management, self-awareness, responsible decision making, relationship skills, and social awareness. Staff, especially at the elementary school level, are challenged supporting students exhibiting behavioral dysregulation. Moreover, we continue to see a rise in the number of students expressing a desire to harm themselves or others. (Actions 1.4, 1.7, 1.11)

Professional development on chronic absenteeism and the implementation of support services demonstrates proactive measures to improve attendance and family engagement. The expansion of support services for students experiencing homelessness further addresses the diverse needs of the student population. The Attendance department has collectively provided professional development to sites K-12

pertaining to ensuring effective implementation of the Chronic Absentee Intervention Plan (CAIP), resulting in a decline in the number of Student Attendance Review Board (SARB) referrals, due to the department continuing to guide sites with completion of the CAIP with fidelity prior to SARB referrals. The attendance campaign earlier in the school year proved effective with showing families each site's specific goals with positive attendance. In addition to the CAIP, the digitized workflow for accountability by contracting with Informed K12, and the attendance campaign where principals had social media templates to encourage positive attendance and belonging, the District also began to pilot a digitized ParentVue feature so that parents may digitally clear their student's attendance in an effort to help ease communication between families and the school site, minimizing any forgotten phone calls to excuse absences. IEP teams continue to identify individualized strategies to determine the function of the chronic absenteeism for students with IEPs. Once the function is determined, specific positive interventions can be identified and incorporated into the IEP to help address the issue and determine a reintegration plan for the student (Action 1.8). It is important to note that baseline metrics related to this action were set before the global COVID pandemic. As seen throughout the state, current data reflects decreased attendance rates and increased chronic absenteeism rates.

Campus supervisors play a vital role in enhancing student safety and support, particularly for vulnerable student groups. Their efforts contribute to a positive school climate and early intervention for struggling students. Middle School Campus Supervisors effectively enhanced support for students, serving as another adult on campus as a point of connection. In their role, Campus Supervisors increased safety on our campuses and maintained 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 note the needs of our low income, foster, and students experiencing homelessness and communicate those needs to staff to meet students' needs. (Action 1.9)

As we work to support our students experiencing homelessness, a Bilingual Youth in Transition (YIT) Counselor was added in support of our students at the high school level. Our counselor focuses on the needs of our students and works in partnership with all of high school counseling teams. Not only does our YIT counselor conduct crucial check-ins and provide mental health support, but he really leans into the unique situations of our students. This level of support includes review of course progress, coordination of tutoring, guidance on course selection, socio-emotional support, and regular check-ins. To date, over 90% of our YIT seniors have engaged in post-secondary planning discussions and mapped next steps. Supports have included FAFSA completion and college application support with our students this year being accepted at colleges including Cal Poly Pomona, Cal State Fullerton, the University of Hawaii, and San Diego State. Our YIT team continues to refer families to Caring Connections Counseling and share comprehensive list of students enrolled in the YIT program with site principals. To address academic needs, the YIT program provides on-site academic tutoring for students at their school, support with quarterly Grab and Go distribution events, and distribute necessary school supplies at our Back-to-School event in the summer. Throughout the year, our YIT Coordinator provides continuous dissemination of community resources, works with Intervention Counselors at each school site, deploys regular Needs Assessment Surveys to families and unaccompanied homeless youth, and provides professional learning in support of students experiencing homelessness. (Action 1.11)

Our Facilities team was effective in implementing projects that were well-planned, establishing clear goals, roles, and responsibilities for each member of the team. Plans of action covered 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. Our team was further effective by implementing specific actions tailored to standardization through custodial, buildings were able to maintain a professional appearance. In addition to feedback and data gathered from all stakeholders throughout the District helped determined progress of the set goals. (Actions 1.12, 1.13)

Poway Unified's Dual Immersion instructional and curriculum program model has proven effective, as our students continue to engage in critical thinking and learning across content areas in both Mandarin and English, with an equal emphasis on each academic language. Our program's effectiveness is reflected in our overall CAASPP scores in math and reading, which, when compared to other dual language schools with similar program models and demographics, stand out. Additionally, we are reclassifying more students from our dual language program each year than from our English-only program. This year, Valley successfully reclassified a total of 38 students. The success of our dual classrooms can be attributed to the consistent use of Specially Designed Academic Instruction in English (SDAIE), Total Physical Response (TPR), and Guided Language Acquisition Design (GLAD) strategies by our teachers. (Action 1.14)

Efforts to expand Science, Technology, Engineering, Arts and Mathematics (STEAM) opportunities have led to increased student participation and engagement. Moreover, initiatives to promote gender balance and outreach programs demonstrate a commitment to equity in STEM education. The efforts to expand and increase opportunities for students to participate in STEAM-related pathways in middle and high school have been highly effective. The number of STEAM-related classes and experiences available to students and the number of students participating in these pathways and experiences have increased substantially year-over-year. Specifically, Project Lead the Way, which provides STEAM-related curriculum and teacher training in the areas of Biomedical Sciences, Computer Science, and Engineering, continues to provide a foundation for this work. Total enrollment in middle and high school STEAM pathways was 8,061 students so far in the 2023-24 school year (through March 2024). This year, 20 additional teachers were trained in Project Lead the Way curriculum and we added three additional schools offering this integrated STEAM curriculum. Total enrollment in these programs increased by 600 students in these three schools. We are excited to share that our For Inspiration and Recognition of Science and Technology (FIRST) Robotics programs continue to expand and are an example of specific actions toward growing involvement in STEAM, particularly for our female students. All five high school teams are progressing towards a goal of balancing the involvement of boys and girls, approaching close to a 50/50 mix this year. In addition, all teams now have outreach programs to younger students by providing STEAM Day activities, summer camps, and mentorship programs with local elementary schools with a large number of historically underrepresented students in STEAM fields. Finally, additional pathway programs such as transportation, construction and agriculture are adding STEAM units to their instruction and Career Technical Student Organization activities to provide meaningful STEAM career-related projects to students. (Action 1.15)

Plans to further integrate student voice through systematic approaches signify a commitment to fostering a supportive and inclusive school culture. Finding much success with the actions as stated, this work will continue to build. One next step is PUSD partnering with the San Diego County Office of Education to create a county wide culture club convening so students can engage in solidarity opportunities to learn and grow from each other. Another area to increase support around is to engage sites in more systematic student voice collection around areas of need. From elementary through secondary there are opportunities in integrating talking circles to hear from our students more often and with more consistency. Creating a school climate and culture where feedback from students is normed, especially with our historically underserved youth who show up in various disproportionate data sets, centering those voices systematically. Another area to increase support around is to engage sites in more systematic student voice collection around areas of need. (Action 1.16)

Finally, Transportation support for students who are identified as low income was provided in the non-transportable radius for Mt. Carmel High School for students residing in the area adjacent to Los Penasquitos Elementary was effective in ensuring students in the targeted area were able to arrive at school on time. (Action 1.17)

Overall, while significant progress has been made across various initiatives, ongoing evaluation and refinement are essential to address persistent challenges and ensure continued improvement in student outcomes and well-being.

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.

For the 2024-25 LCAP the following adjustments will be made:

Action 1.5 - Will broaden focus to establish and maintain Multi-Tiered Systems of Supports (MTSS) Teams in each school to address the diverse academic, behavioral, and social-emotional needs of students. Additional focus will be on students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and other student groups identified as priorities within the LCAP.

Action 1.7 - PUSD will continue to focus on the action of Increased Counseling Support. The number of students requiring social and emotional support is increasing across the system. Though many of the Assessment and Care team positions are funded with one-time revenue which is ending at the conclusion of the 2023-2024 school year, the Board of Education has prioritized this work and staff have identified alternative means to continue to support the extra staff required to respond to our students' elevated needs.

Action 1.10 - Will be incorporated into Action 1.7

Action 1.12 Custodial support is not a Contributing Action and will not be reflected in the 2024-25 LCAP.

Action 1.13 Custodial support is not a Contributing Action and will not be reflected in the 2024-25 LCAP.

Action 1.14 - Expenditures for this Action will no longer be funded through LCFF Supplemental and will not be in the 2024-25 LCAP.

Action 1.15 - Expenditures for this Action is not a Contributing Action and will not be in the 2024-25 LCAP.

Action 1.16 - Will be incorporated into Action 2.4

Action 1.17 - Will not be in the 2024-25 LCAP due to budgetary constraints.

A new Action will be added in support of providing social workers to secondary schools in order to provide mental health and socio-emotional support to students.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1. Number of mis-assignments of teachers.</p> <p>Number of mis-assignments of teachers of English learner students.</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1-Basics Conditions at School-Teachers)</p>	<p>2019-20: 0.05% mis-assignments of all teachers.</p> <p>Zero mis-assignments of teachers of English learner students.</p> <p>See Appendix X.</p>	<p>At this time, we do not have any mis-assignments of teachers or vacant positions.</p> <p>See Appendix I</p>	<p>2021-22: There were 4 Mis-assignment of Teachers of English Learners</p> <p>There was a change between the 2021 and 2022 California Dashboard. Misassignments of Teachers of English is no longer a Local Indicator for 2022.</p> <p>The new Indicator on the 2022 California Dashboard reads “Teacher Mis-Assignments and Vacant Teacher Positions. There were 4 teachers mis-</p>	<p>2022-23: 85% of teachers were appropriately assigned which is above the statewide average.</p> <p>The new indicator on the 2023 California Dashboard reads "Appropriately Assigned Teachers" and provides a percentage of teaching Full-Time Equivalent (FTE).</p> <p>See Appendix H</p>	<p>2023-24: No teachers will be mis-assigned.</p> <p>Continue with zero mis-assignments of teachers of English Learner students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			assigned or vacant positions for the 2021-22 school year. See Appendix I		
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 (Local Indicator 1-Basics Conditions at School-Instructional Materials)	2019-20: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home. 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	2022-23: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home. See Appendix H	2023-24: Every student continues to have access to standards-aligned instructional materials and textbooks for use at school and at home.
3. Self-reflection rating for the following: professional development, instructional materials, policy and program support, implementation of standards, and	2019: Implementation of standards, and engagement of school leadership received a rating ranging from 3 (Initial Implementation) to 5 (Full Implementation And Sustainability). Professional	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.	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.	2022-23: Implementation of standards - Using the self-reflection tool - the area of Physical Education maintained a rating of 5 Full Implementation and Sustainability for a second year. Visual	2023-24: The areas of professional development, instructional materials, policy and program support, implementation of standards, and engagement of school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>engagement of school leadership.</p> <p>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.</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 2-Implementation of Academic Standards)</p>	<p>development, instructional materials, and policy and program support scored similarly with some areas still in the exploration and research phase.</p> <p>In regard to our English Language Learner program, via the self-reflection tool, in 2019 we rated ourselves as 3 "Initial Implementation" in the areas of Professional Development, Instructional Materials, and Programs and Supports.</p> <p>See Appendix D</p>	<p>Career Technical Education continued to rate a 5, and World Languages moved from a 3 to a 5.</p> <p>Engagement of School Leadership - Using the self-reflection tool, two of three areas - Providing support for teachers and identifying the professional learning needs of individual teachers continued to rate as a 4. Identifying the professional learning needs of groups of teachers or staff as a whole continued to rate as a 5.</p> <p>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,</p>	<p>Career Technical Education and World Languages continued to rate a 5.</p> <p>Engagement of School Leadership - Using the self-reflection tool, two of three areas - Providing support for teachers and identifying the professional learning needs of individual teachers continued to rate as a 4. Identifying the professional learning needs of groups of teachers or staff as a whole continued to rate as a 5.</p> <p>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,</p>	<p>and Performing Arts continued to rate at a 4 for a fifth year. Heath education content was rated 4 Full Implementation. Career Technical Education and World Languages continued to rate a 5.</p> <p>Engagement of School Leadership - Using the self-reflection tool, two of three areas - Providing support for teachers and identifying the professional learning needs of individual teachers continued to rate as a 4. Identifying the professional learning needs of groups of teachers or staff as a whole continued to rate as a 5.</p> <p>In regard to our English Language Learner program, via the self-reflection tool, for 2022-2023 we</p>	<p>leadership will be fully implemented.</p> <p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and Policy and Program Supports. See Appendix J	and Policy and Program Supports. See Appendix J	rated ourselves as 5 "full Implementation and Sustainability" in the area of Professional Development, and as 4 "full Implementation" in the areas of 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	2022-23: 62.11% 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 available Classified Learning Cooperatives (CLCs).	2019-20: 100% of CLC courses were filled to capacity.	2020-21: 100% of CLC courses were filled to capacity. Data Source: Internal data	2021-22: 89% of CLC courses were filled to capacity. Data Source: Internal data	2022-23: 100% of CLC courses were filled to capacity. Data Source: Internal data	2023-24: 100% of Classified Learning Cooperative courses will be filled to capacity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Internal Data					
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)	2022-23: 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 Dashboard: 55.4% of EL students were reported to be making progress toward English language proficiency. See Appendix L	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 for English Learners was 26.7%.	2020-21: Reclassification rate for English Learners was 22.4%.	2021-22: Reclassification rate for English Learners was 12.1% as	2022-23: Reclassification rate for English Learners was 12.3% as	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	See Appendix J.	See Appendix L	determined in the Enrollment by English Language Acquisition Status (ELAS) table. See Appendix L	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	2023 Dashboard: 51.6% of English language students progressed at least one ELPI level. See Appendix L	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	2021-22: 70.42% of EL students performed at the "Well Developed" or "Moderately Developed" performance levels See Appendix M	2022-23: 68.1% of EL students performed at the "Well Developed" or "Moderately Developed" performance levels See Appendix M	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,	2022-23: On the Smarter Balanced English Language Arts Assessment, 74.63% of all students performed "Met or Exceeded" standards. The ethnic groups below the District average include American Indian or Alaska Native, Black or African American, Hispanic or Latino, 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 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
	<p>See Appendix A for disaggregated student group data.</p> <p>Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic.</p>	<p>Balanced Assessment).</p> <p>See Appendix N for alternative metrics.</p>	<p>Students with Disabilities, and Homeless Youth.</p> <p>See Appendix N for alternative metrics that were used in spring of 2021 instead of Smarter Balanced English Language Arts Assessments</p>	<p>Disabilities, and Homeless youth.</p> <p>See Appendix N</p>	
<p>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.</p> <p>Data Source: DataQuest</p>	<p>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.</p>	<p>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</p>	<p>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,</p>	<p>2022-23: 66.95% of all students performed "Met or Exceeded" standards in mathematics. Those ethnic groups below the District average include American Indian or Alaska Native, Black or African American, Hispanic or Latino, and White. Other underserved groups below the District average include Socioeconomically Disadvantaged, English Learner, Students with</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>See Appendix B for disaggregated student group data.</p> <p>Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic.</p>	<p>(formerly Smarter Balanced Assessment).</p> <p>See Appendix O for alternative metrics.</p>	<p>English Learner, Students with Disabilities, and Homeless Youth.</p> <p>See Appendix O for alternative metrics that were used in spring of 2021 instead of Smarter Balanced Math Assessment</p>	<p>Disabilities, and Homeless youth.</p> <p>See Appendix O</p>	
<p>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.</p> <p>Data Source: Internal Data, Fall 2020. Grade level benchmark performance for TK-1 students (Lexia</p>	<p>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.</p>	<p>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%.</p> <p>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</p>	<p>2021-22: Using Lexia for our TK-1 students in Reading:</p> <p>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.</p> <p>Measured spring of 2022: 6% of K students were below grade level as measured by Lexia and all other K students at end of</p>	<p>2022-23: Using Lexia for our TK-1 students in Reading:</p> <p>Measured spring of 2023: 100% of TK students who met usage target of Lexia 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 2023.</p> <p>Measured spring of 2023: 0% of K students who met usage target of Lexia were below grade level as measured by</p>	<p>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.</p> <p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reading), grade level benchmark performance for students in grades 2-8 (iReady Reading Diagnostic), GPA for English (Grade 11).</p>	<p>In grades 2 to 8, 62.9% of students reported at grade level benchmark via the iReady Reading Diagnostic. Those ethnic groups below the District average include Those ethnic subgroups below the District average include African American/Black, Hispanic/Latino, Filipino, and white. Other subgroups below the District average include: English Learner students, Foster, Homeless, Low Socioeconomic status, and Students with Disabilities.</p> <p>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,</p>	<p>administered in spring 2021.</p> <p>In Grade 11, the average ELA GPA in 2020-21 was 3.001.</p> <p>See Appendices P, Q, &R for disaggregated student group data.</p>	<p>grade level K or higher in the spring of 2022.</p> <p>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.</p> <p>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%.</p> <p>Unable to compare the grades 3-8 data</p>	<p>Lexia and all other K students at end of grade level K or higher in the spring of 2023.</p> <p>Measured spring of 2023: 0% of grade 1 students who met usage target of Lexia 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 2023.</p> <p>Reading as measured by iReady, grade 2 students the average was 74.3%. All student groups increased from the Fall 2022 average.</p> <p>The overall 2023 GPA for grade 11 students in English Language Arts compared to 2022 increased by 0.15 and also increased for these student groups who were below the</p>	<p>The overall GPA for grade 11 students will increase by 0.2 and by .3 for all student groups below the District average in 2019-20.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Hispanic/Latino, Native Hawaiian/Pacific Islander, and white. Other student groups below the District average include English learner, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>See Appendix CC, DD, and EE for disaggregated student group data.</p>		<p>using alternative 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</p> <p>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</p>	<p>District average in 2021-22: Black/African American, Hispanic, Multiple Races, Native Hawaiian/Pacific Islander, White, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged. These student groups decreased: Homeless Youth.</p> <p>See Appendices P, Q, R for disaggregated student group data.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Disabilities, and Homeless Youth</p> <p>See Appendices P, Q, & R for disaggregated data.</p>		
<p>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.</p> <p>Data Source: Internal Data, Fall 2020. Grade level benchmark performance for 2-8 (iReady Mathematics Diagnostic), GPA for Mathematics (Grade 11).</p>	<p>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</p>	<p>For 2020-21: In grades 2 to 8, 48.44% of students reported at or exceeding grade level benchmark via the iReady Math Diagnostic.</p> <p>In Grade 11, the average Math GPA in 2020-21 was 3.014.</p> <p>See Appendices Q & S for disaggregated student group data.</p>	<p>2021-22:</p> <p>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%.</p> <p>Math as measured by iReady for grades K-1: 39.2% of Kindergarten students and 39.4% of 1st graders at or above grade level</p>	<p>2022-23:</p> <p>Math as measured by iReady, grade 2 students the average was 56.0%. All student groups increased from the Fall 2022 average.</p> <p>Math as measured by iReady for grades K-1: 20.3% of Kindergarten students and 49.46% of 1st graders at or above grade level measured in Spring 2023.</p> <p>The overall 2023 GPA for grade 11 students in Math was 2.978.</p>	<p>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.</p> <p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English learner, Foster, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>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.</p> <p>See Appendix DD and FF for disaggregated student group data.</p>		<p>measured in spring of 2022.</p> <p>The overall 2022 GPA for grade 11 students in Math compared to 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.</p> <p>See Appendices N, O & S for disaggregated student group data.</p>	<p>See Appendices P, Q, S for disaggregated student group data.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>15. Percent of students meeting a-g requirements disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: CALPADS</p>	<p>2019-20: The district percentage of students meeting a-g requirement was 78%. Those ethnic subgroups below the District average include: African American/Black, Filipino, Hispanic/Latino, and White. Other subgroups below the district average include English Learner students, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>See Appendix H for disaggregated student group data.</p>	<p>2020-21: A-G Requirements</p> <p>PUSD Overall: 77%</p> <p>African American/Black: 64%</p> <p>Filipino: 76%</p> <p>Hispanic/Latino: 63%</p> <p>White: 77%</p> <p>English Learner students: 29%</p> <p>Homeless Youth: 52%</p> <p>Low Socioeconomic status: 45%</p> <p>Students with Disabilities: 29%</p> <p>See Appendix T for disaggregated student group data.</p>	<p>2021-22: The district percentage of students meeting a-g requirement was 76%. Those ethnic student 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 disadvantaged, English Learners, Students with Disabilities, Homeless youth and Foster youth.</p> <p>See Appendix T for disaggregated student group data.</p>	<p>2022-23: The district percentage of students meeting the a-g requirement was 71%. Those student groups below the District average include: African American or Black, and Hispanic or Latino. Other student groups below the district average include Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Homeless youth.</p> <p>See Appendix T for disaggregated student group data.</p>	<p>2023-24: The percentage of all students meeting a-g requirements will increase by 3% from 2019-20; 4% for all student groups below the District average.</p>
<p>16. Percentage of graduates completing at least 3 mathematics courses in high</p>	<p>2019-20: 88% of graduating seniors completed at least three years of math.</p>	<p>2020-21: Percent of graduating seniors completed at least three years of math.</p>	<p>2021-22: Percent of graduating seniors completed at least three years of math.</p>	<p>2022-23: Percent of graduating seniors who completed at</p>	<p>2023-24: The overall rate of students completing at least 3 math courses in high</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>school, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: CALPADS and internal data</p>	<p>Those ethnic subgroups below the District average include American Indian/Alaskan Native, Black/African American, Hispanic, and White. Other subgroups below the District average include: English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>See Appendix K for disaggregated student group data.</p>	<p>PUSD Overall: 89% Black/African American: 77% Filipino: 89% Hispanic: 84% Native Hawaiian/Other Pacific Islander: 73% White: 87% English Learners: 63% Low Socioeconomic Status: 77% Students with Disabilities: 56% Homeless Youth: 69%</p> <p>See Appendix U for disaggregated student group data.</p>	<p>PUSD Overall: 88% Black/African American: 80% Filipino: 87% Hispanic: 79% Native Hawaiian/Other Pacific Islander: 100% White: 87% English Learners: 58% Low Socioeconomic Status: 72% Students with Disabilities: 55% Homeless Youth: 63%</p> <p>See Appendix U for disaggregated student group data.</p>	<p>least three years of math.</p> <p>PUSD Overall: 88% Black/African American: 70% Hispanic: 80% English Learners: 55% Low Socioeconomic Status: 75% Students with Disabilities: 55% Homeless Youth: 71%</p> <p>See Appendix U for disaggregated student group data.</p>	<p>school will increase by 2% to 92% and by 3% for all student groups below the District average.</p>
<p>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</p>	<p>2019-20: 77% of graduating seniors completed at least one AP course. Those ethnic subgroups below the District average include African American/Black, Filipino,</p>	<p>2020-21: Percent of graduating seniors completed at least one AP course with a grade C or better.</p> <p>PUSD Overall: 76% African American/Black: 57% Filipino: 75%</p>	<p>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,</p>	<p>2022-23: 76% of graduating seniors completed at least one AP course. Those student groups who were below the District average include African American or Black, Hispanic or Latino,</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: Internal data</p>	<p>Hispanic/Latino, and White. Other subgroups below the District average include: English Learner, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>See Appendix L for disaggregated student group data.</p>	<p>Hispanic/Latino: 65% Pacific Islander: 64% White: 72% English Learner: 20% Low Socioeconomic status: 63% Students with Disabilities: 19%</p> <p>See Appendix V for disaggregated student group data.</p>	<p>and White (not of Hispanic origin). Other student groups who were below the District average were English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>See Appendix V for disaggregated student group data.</p>	<p>and White (not of Hispanic origin). Other student groups who were below the District average were English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>See Appendix V for disaggregated student group data.</p>	
<p>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.</p> <p>Data Source: College Board and internal data</p>	<p>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.</p>	<p>2020-21: Percent of graduates passed an AP exam with a score of 3 or higher.</p> <p>PUSD Overall: 53% African American/Black: 44% Filipino: 39% Hispanic/Latino: 45% Pacific Islander: 19% White: 48% Low Socioeconomic status: 53% English Learners: 12%</p>	<p>2021-22: 54% of graduates passed an AP exam with a score of 3 or higher. All 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.</p>	<p>2022-23: 53% of graduates passed an AP exam with a score of 3 or higher. All student groups except Asian a fell below the District average, along with English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Homeless youth.</p> <p>See Appendix W for disaggregated student group data.</p>	<p>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%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	See Appendix G for disaggregated student group data.	Students with Disabilities: 7% Homeless Youth: 35% See Appendix W for disaggregated student group data.	See Appendix W for disaggregated student group data.		
19. Percent of Grade 11 students identified as "Conditionally College Ready" or "College Content Ready" as measured by the Smarter Balanced Assessments Early Assessment Program, disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	2018-19: 78% of 11th grade students were "Conditionally College Ready" or "College Content Ready" in English Language Arts/Literacy standards. Ethnic subgroups below the district average include Black/African American, Hispanic, Pacific Islander, and white. Additional subgroups below the District average include English learner students, Homeless youth, and low socioeconomic status. In Mathematics, 69% of 11th graders were Conditionally College	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 Balanced Assessment).	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. 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.	Spring 2023: 72.2% of students were placed in the "Prepared" level on the College/Career Indicator. Student groups below the district average include: Black/African America, and Hispanic. Additional subgroups below the District average include: English Learners, Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students. As measured by the Spring 2023 Smarter Balanced Assessments:	The District average of students identified as "Conditionally College Ready" or "College Content Ready" will increase to 81% and by 5% for each student group for English Language Arts and 71% for math, with 6% for subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p> <p>Data regarding specific student groups is included in Appendix E.</p> <p>Note: Spring 2020 administration of the Smarter Balanced Assessments suspended as per EO N-30-20 due to the COVID-19 pandemic.</p>	<p>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 learner students, Homeless youth, and low socioeconomic status.</p> <p>See Appendix X for alternative metrics.</p>	<p>See Appendix KK for 2021-22 SBAC.</p>	<p>80.82% of 11th graders met or exceed standards for English Language Arts.</p> <p>65.20% of 11th graders met or exceed standards for Math.</p> <p>See Appendix KK for 2022-23 SBAC.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p> <p>Data Source: DataQuest</p>	<p>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.</p> <p>See Appendix GG for disaggregated student group data.</p>	<p>Due to the COVID-19 pandemic, California received a waiver from the U.S. Department of Education from the requirement to report measures of student progress. The State of California subsequently removed similar state requirements with the passage of Assembly Bill 130. As a result, we do not have the same DataQuest report, but the following information is available. (CCI). Source: California Department of Education</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>See Appendix Y for 2021-22 disaggregated student group data.</p>	<p>Spring 2023: 72.2% of students were placed in the "Prepared" level on the College/Career Indicator. Student groups below the district average include: Black/African America, and Hispanic. Additional subgroups below the District average include: English Learners, Homeless youth, Students with Disabilities, and Socioeconomically Disadvantaged students.</p> <p>See Appendix Y for 2022-23 disaggregated student group data.</p>	<p>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%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		See Appendix Y for 2019-2020 disaggregated student group data.			
<p>21. Percent of graduating high school students disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: Dashboard/Dataquest</p>	<p>2019-20: Student graduation rate (including 5th year seniors) was 95.4%. Those ethnic subgroups below the District average include: African American/Black, Filipino, Hispanic/Latino, and Pacific Islander. Other subgroups below the district average include English Learner, Foster Youth, Homeless youth, and Students with disabilities.</p> <p>See Appendix F for disaggregated student group data.</p>	<p>2020-21: Student graduation rate (including 5th year seniors).</p> <p>PUSD Overall: 95.4% African American/Black: 88.3% Hispanic/Latino: 92% Low Socioeconomic status: 90.9% English Learners: 70% Students with Disabilities: 79% Homeless Youth: 65.7%</p> <p>See Appendix Z for disaggregated student group data.</p>	<p>2021-22: Student graduation rate (including 5th year seniors).</p> <p>PUSD Overall: 95.7% African American/Black: 91.7% Hispanic/Latino: 92.3% Low Socioeconomic status: 93% English Learners: 64.4% Students with Disabilities: 78.4% Homeless Youth: 85.1%</p> <p>See Appendix Z for disaggregated student group data.</p>	<p>2022-23: Student graduation rate (including 5th year seniors).</p> <p>PUSD Overall: 93% Those student groups below the District average include: African American/Black: 78.9% Hispanic/Latino: 86.5% Low Socioeconomic status: 83.6% English Learners: 71.8% Students with Disabilities: 70.7% Homeless Youth: 64.3%</p> <p>See Appendix Z for disaggregated student group data</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 7. Access to Broad Course of Study)</p>	<p>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.</p> <p>See Appendix HH</p>	<p>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.</p> <p>See Appendix AA</p>	<p>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.</p> <p>See Appendix AA</p>	<p>2022-23: LCFF Priority 7 narrative presented to governing board June, 2023. 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.</p> <p>See Appendix AA</p>	<p>2023-24: Present the LCFF Priority 7 annual narrative noting progress in which students have access to, and are enrolled in, a broad course of study for Grades 1-12.</p>
<p>23. Percent of graduates who completed at least one state defined CTE pathway disaggregated by</p>	<p>2019-20: 15% of graduates completed at least one CTE Course Completion pathway. Those subgroups below the</p>	<p>2020-21: Percent of graduates completed at least one CTE Course Completion pathway.</p>	<p>2021-22: Percent of graduates completed at least one CTE Course Completion pathway.</p>	<p>2022-23: Percent of graduates completed at least one CTE Course Completion pathway.</p>	<p>2023-24: CTE Course Completion rates increase by 1% each year; 2% for each student group below</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: CALPADS</p>	<p>District average include Asian, Filipino, Hispanic, and Homeless Youth.</p> <p>See Appendix I for disaggregated student group data</p>	<p>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%</p> <p>See Appendix BB for disaggregated student group data.</p>	<p>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%</p> <p>See Appendix BB for disaggregated student group data.</p>	<p>PUSD Overall: 18% African American/Black: 10% Filipino: 16% Hispanic: 11% English Learners: 5% Low Socioeconomic Status: 13% Students with Disabilities: 12% Homeless Youth: 9%</p> <p>See Appendix BB for disaggregated student group data.</p>	<p>the current district average.</p>
<p>24. California Dashboard English Language Arts (ELA) and Mathematics performance level colors: Blue (5), Green (4), Yellow (3), Orange (2), and Red (1).</p> <p>Data Source: California Dashboard</p>	<p>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).</p>	<p>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</p>	<p>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).</p> <p>Data Source: California Dashboard</p>	<p>Spring 2023: English Language Arts and Mathematics was recorded at a Level 5 (Blue) with all student groups reporting at a level 4 (Green) or 5 (Blue) except Socioeconomically Disadvantages (Yellow) and African American, Homeless, and Students with Disabilities (Orange).</p> <p>Data Source: California Dashboard</p>	<p>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).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		on the 2021 California School Dashboard (Dashboard), including the College/Career Indicator (CCI). Source: California Department of Education			
25. Participation rate in the CA Physical Fitness Test 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.	Spring 2023: Participation rates for the CA Physical Fitness Tests are: PUSD Overall: Aerobic Capacity: 83.44% Abdominal Strength: 83.47% Trunk Strength: 82.72% Upper Body Strength: 82.42% Flexibility: 83.11% 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.

Goal Analysis

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 in our efforts to ensure equitable learning pathways, increase student success by leveraging inclusive practices, and provide personalized learning and rigorous standards-based thinking opportunities. These coordinated efforts aim is to equip students for success in college, career, and life, while providing professional learning for staff which aligns with Poway Unified School District's vision "To create culture and conditions to empower world-class learners."

In support of this vision, we continued the class size reduction initiative during the 2023-2024 school year in grades 4 and 5 for the third consecutive year. We achieved this by maintaining smaller class sizes and providing specific support measures to enhance student learning outcomes. Additionally, in line with our commitment to supporting new teachers, we fully implemented the Poway Professional Assistance Program (PPAP) Induction program. This program involved the deployment of nine Teacher Consultants to support all newly hired teachers, offering training, coaching, and evaluation on various aspects of instruction, assessment, and technology integration.

In ensuring standards aligned materials, middle and high school English teachers collaborated to conduct an analysis of their current instructional materials. They analyzed data specific to our diversity of learners and standards in order to determine areas of greatest need in the selection of new instructional materials. The anticipated action was to pilot and adopt new materials in the 2023-24 school year; however, teachers conveyed the need for additional time in which to conduct their investigation of materials and for the pilot. Whereas middle school teachers were additionally involved in a redesign process, high school teachers expressed skepticism around the effectiveness of "big box" instructional program in comparison to their current materials. High School Civics teachers were brought together to conduct an analysis of their current instructional materials. They analyzed data specific to our diversity of learners as well as standards and the History Social Science Framework in order to determine areas of greatest need in the selection of new instructional materials. The anticipated action was to pilot and adopt new materials in the 2023-24 school year; teachers are currently piloting materials with an expected recommendation in late April.

This year we brought two new Advanced Placement (AP) courses to the Board of Education for approval: AP Precalculus and AP English Seminar. Representative teachers worked together on the course descriptions as well as the recommendation of instructional materials. Next year we plan to investigate the addition of AP African American Studies to our course offerings. Any teacher new to teaching an AP course attends AP by the Sea professional learning in the summertime. Teachers have the option to be paid the special teacher daily rate for each day of their four-day attendance; or they may opt instead to enroll and complete a 20-point Teaching and Learning Cooperative (TLC). The TLC requires that teachers implement what they learned and reflect on the effectiveness with their student learners to the degree that their professional learning had on student achievement.

Elementary grades piloted for new math curriculum to align with the new California Math Frameworks and continue to meet the kindergarten-5 Math Standards. The new curriculum was implemented for the 2023-24 school year in grades K-5 and included professional learning for all K-5 teachers. In Transitional Kindergarten, teachers piloted and adopted new Transitional Kindergarten (TK) comprehensive curriculum (all core subjects and Social Emotional Learning) during the 2023-24 school year to align with the 48–60 month California Preschool Foundational Skills as we move towards Universal Transitional Kindergarten for all four-year-olds for the 2025-26 school year. During the 2023-24 school year we continued to provide 5 days of professional learning to teachers in grade K-2 in Orton Gillingham Institute for Multi-

Sensory Education (IMSE) strategies to positively impact students' performance in reading and writing. To support our elementary students and teachers, the X-Ploration program was fully implemented with 20 teachers visiting all elementary schools 14 times during the school year. This year, we added a Global Languages and Culture component to many X-Ploration lessons, including basic vocabulary and phrases as well as global cultural exposure. Elementary Professional Learning Leaders (PLLs), with at least two PLLs at each elementary site, were fully implemented. The focus of one site PLL continued to be with Social-Emotional Learning (SEL) and Response to Intervention (RTI), while the second site PLL focused on the integration of Universal Design for Learning (UDL) strategies and thinking routines and provided professional learning to teachers.

2.6 **SP needs to review this:

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. Some challenges emerged around the model, including the need to split TOSAs between two sites in order to align with budget allocations and provide support to 15 identified elementary school sites. At sites where a TOSA was co-funded through Title I funds, a full-time TOSA was able to be provided. This allowed for continuity in the services TOSAs at Title I schools were able to provide. We further clarified the TOSA's role in supporting Individual Education Plan (IEP) meetings, significantly limiting their participation in this process. Another challenge was delivering professional learning specific to the 7.5 TOSAs to ensure consistency in the support they offered at each school site. Additionally, two TOSAs withdrew from this position before the 2023-24 school year began and we were unable to fill the positions. These two positions were converted to assistant principals. Success in the two years of the Teaching and Learning TOSAs include support with the RTI process, 504 coordination, covering classrooms due to substitute teacher shortages, handling smaller discipline issues, reducing playground incidents through Positive Behavior Intervention and Support (PBIS), and serving as testing coordinators for the California Assessment of Student Performance and Progress (CAASPP).

During the 2023-24-school year, sites continued to provide academic support and intervention to students. At the elementary level, one Impact teacher was funded by the district and some sites utilized site-based funds to hire additional Impact teachers. The teachers were employed to deliver small group, targeted instruction focused on specific student needs. Additionally, many elementary sites provided after school intervention in the areas of math and ELA. At our Title I schools, Title 1 funding is utilized in a variety of ways to support student needs at each of the four Title 1 schools. Title 1 funds were used to provide additional School Counselor time due to the increase of social emotional needs we are seeing in our students. Increased counselor support resulted in opportunities for students to engage in meaningful participation in school with student-led leadership opportunities, community service, and improved student engagement with voice and choice options in their classrooms. Counselors also provided targeted SEL lessons during weekly rotations in classrooms, small group facilitation, and individual counseling specific to student need. Other programs and supports funded with Title 1 money to address the academic needs of students include Intervention teachers, Impact Teachers, and Instructional Assistants.

As we prepare our students to become "world class learners" we continue to support our Advancement Via Individual Determination (AVID) programs. All twelve of our sites who offer an AVID elective are highly qualified per the Coaching and Certification Instrument evaluation tool used through AVID Center. This means our schools are implementing AVID to a high degree as measured on that tool in the areas of instruction, systems, leadership and culture. Additionally, one of our middle schools has been recognized as an AVID Site of Distinction and another as an AVID Demonstration School. These middle schools serve as a model of teaching and learning not only for our District, but for schools nationwide. This year we successfully implemented year 2 elective classes in AVID Excel at two of our middle schools in support of

our English Learners and year 1 at one of our middle schools. Finally, our K-8 school offered and successfully is implementing the AVID elective in 7th and 8th grade for the first time this year.

Our commitment to supporting English learner students, include prioritization of the integration of California English Language Development (ELD) standards throughout our classrooms, as outlined in Goal 2.11 of our LCAP. To achieve this, we have implemented the EL Champions professional development program, specifically tailored for integrated ELD at our high schools. During the academic year 2022-2023, 30 high school teachers spanning various content areas successfully completed the program. Building upon this success, in the subsequent academic year 2023-2024, 26 high school teachers are currently engaged in the program. This concerted effort has allowed us to develop capacity within our five comprehensive high schools. At the end of the 2023-2024 school year, each high school will have 10-12 teachers proficient in integrated ELD strategies across content areas. These educators are not only championing the cause of English learner students but also actively sharing their new knowledge with their peers, fostering a culture of collaboration and support within our schools.

While progress has been made at the high school level, we recognize the importance of extending this initiative to our middle schools. Currently, three out of six middle schools are integrating ELD training into their staff meetings and professional growth days. Additionally, two out of our five high schools are receiving similar training opportunities during designated professional growth days. However, it's important to acknowledge the challenges we face. The ongoing redesign initiatives within our middle schools have made it challenging for us to implement EL Champions. Despite these obstacles, our District is committed to offering comprehensive training opportunities around integrated ELD in the upcoming academic year. Budget constraints present another obstacle in our efforts to scale up our initiatives. Although we aspire to expand EL Champions training to accommodate 60-120 teachers annually, current limitations restrict us to enrolling only 30 new teachers each year. In addition to the EL Champions program, PUSD has also fully implemented ongoing Designated ELD Elective training for teachers tasked with instructing dELD and newcomer classes. Over the course of this year, the district has conducted three all-day training sessions. Moreover, to ensure effective coordination and implementation of these initiatives at the site level, PUSD has instituted quarterly training sessions for Site EL Coordinators, further bolstering our commitment to supporting the needs of our English learner student population. At all elementary schools, sites received professional learning from their EL Site Coordinator focused around building clarity on Designated ELD.

Our District has continued to develop the next best steps in addressing the needs of our underserved students and build on our supports and strategies aligned to our Response to Intervention (RTI) system. Intervention TOSAs continue deep work with students and staff in addressing and implementing effective interventions and supports to close address performance gaps and meet behavioral and socio-emotional needs. Our Intervention TOSAs work with teachers, counselors, and administrators across all grade levels to expand knowledge of effective interventions and come together in collaborative Student Success Strategy (SSS) meetings to support students. Additionally, the Intervention TOSAs work with staff in refining processes to effectively identify and monitor students in need of additional support.

The Local Education Agency was also successful in implementing the Family Learning Center (FLC) to support students and parents new to the United States whose primary language is other than English. At the Center, our Bilingual Parent Liaison has created a welcoming environment for students to receive free after-school tutoring to support language development. Additionally, parents are able to come to ask questions about the US school systems and receive support specific to Poway Unified structures. This year, our FLC expanded as two AVID Tutors were brought on to support our middle and high school students. Our district EL Program Coordinator has provided ongoing training to the tutors and parent liaison on best practices in supporting students, including explicit strategies to support reading and writing skills. This

year, we increased the amount of supplies students can access for free at the FLC, including backpacks filled with supplies so students can start class prepared.

Bilingual Parent Liaisons also support at six school sites and our Caring Connections Center. This has lent to the successful implementation of the Action for Spanish speaking Parent Liaisons to support family engagement. Through the use of parent liaisons across school sites and district centers, cohesive information is able to be sent out to parents. This year, our parent liaisons supported our Back-to-School event for our immigrant families. Some of our parent liaisons oversee the Food4Kids program at their schools, helping families receive essential food for the week. They are meeting with families to support the enrollment process and answering parents' questions in their primary language. In doing so, our parents have access to information as it relates to the school system and feel connected. Additionally, our parent liaisons are connecting parents to resources within our district and county to ensure the needs of our families are being met. One of the most vital components our parent liaisons play is informing our district on the needs of our students and families. This has allowed us to identify key components that might pose a barrier to our families, such as online registration.

Poway Unified continues to expand learning opportunities to meet the needs of our students, TK-12. Through PUSD Alternative Programs, we have continued to make the Poway Home Education Program available to students, grades TK-5. In grades 6-12, we provide New Directions independent study. For high school students, we offer classes through Poway Virtual Courses (PVC) for students, and in the 2022-23 school year, we opened our newest school, the Poway to Palomar Middle College High School. Through the Early College Credit/Dual Enrollment planning process, we have engaged with post-secondary partners this year to thoughtfully plan expanded opportunities for District students.

In the 2022-23 academic year, the ElevatED program was established to cater specifically to the needs of secondary teachers. It was developed based on the framework of the Voyager program to effectively meet this requirement. During the current 2023-24 school year, both the Voyager and ElevatED programs have been ongoing across 20 sites. In total, 52 elementary educators took part in the Voyager program, while 44 secondary educators participated in the ElevatED program. The actions to move toward the goal of providing more learning opportunities that integrate academic subjects with relevant and challenging technical and occupational knowledge have been implemented according to plan. As we look to support all sites, the Canvas learning platform usage continues to expand and maintains its status as a critical tool for students, instructors, and administrators. This year, PUSD implemented the Grade Passback feature for all secondary schools. This allows teachers to consolidate their assignment-based grades into the Canvas platform and these grades will automatically sync to our Student Information System, Synergy. This has greatly reduced the effort for manual grade data entry by teachers which frees up their time to focus on tasks that more directly affect the learning experience for students in their classrooms. Additionally, the District continues to add additional curriculum product integrations into the Canvas platform which further cements the system as the District's hub for learning activities. Canvas is also utilized to house professional development resources for staff. This ranges from documentation for District tools and processes to fully built out courses for new initiatives.

PUSD successfully discontinued the Non-Severely Handicapped (NSH) special day classes from PreK through high school as planned and within the proposed time frame. District leaders continue to reduce special day class (SDC) programming, eliminating or reducing special day classes that support students with mild-to-moderate disabilities. Students with mild-to-moderate disabilities formerly served in SDCs are currently served through general education for the majority of their school day with continued access to necessary Specialized Academic Instruction services and related services as designated in their IEP. Effective at the start of the 2023-2024 school year, PUSD renamed its

SDCs, offering two programs: Structured Supports and Extensive Supports. Structured Supports SDCs serve students across disability types with embedded access to general education participation with peers. As students increase their successful general education participation, they are moved through an IEP team recommendation from the SDC setting to placement in general education with access to Specialized Academic Instruction and related services.

At the secondary level, the Poway Academy of Learning (PAL) mild-to-moderate specialized programs at the middle and high school are in their final year. The only remaining specialized mild-to-moderate SDC programs at the secondary level are Behavioral Academic Social Emotional Support (BASES) (middle/high) and Establishing Mental-health and Pragmatic Ownership for worthwhile Educational Resistance (EMPOWER) (high). Our middle and high school co-teaching teams continue to engage with our colleagues at Chapman University/Thompson Policy Institute through the Strategic Practices for the Advancement of Inclusive Schooling (SPAIS) grant. Staff are learning how to co teach more effectively as well as how to create lessons that anticipate and respond to learner variability (UDL). The last phase of this program closure was implemented with the closure of Preschool NSH classes in June 2023 and the August 2023 opening of our redesigned preschool special education programs. Less restrictive co-taught general education preschool classes and Special Day classes with nondisabled community peers participating for the duration of the school day are now serving preschool students previously served through the segregated NSH Preschool special day class programs.

Articulated meetings between middle and high school department chairs were held to discuss presumed competence and ensuring that every student has the opportunity to meet graduation requirements and be on a track to meet high school graduation requirements, to the maximum extent possible. An Inclusion Specialist has been added at each high school in order to implement Alternative Pathway coursework reviews, curriculum adaptations, as well as implement training to staff focusing on the inclusion of students with various intellectual and developmental disabilities. Parents were provided an opportunity to learn about the various pathways in a spring information session covering supports and services offered throughout middle, high school, and post-secondary. Further, Program Specialists host monthly new teacher/intern bootcamps that provide practical and timely training and support for our newest team members, with seven trainings held in 2023-2024. Collaboration with the district's intern coordinator and PPAP consultants provide an individualized approach based on specific needs identified by the collaborative team.

Through the After School Education and Safety (ASES) program, we continue to provide academic support for middle school students enrolled in the program. Sites use ASES program aides to support academic hour, supporting student outcomes with certificated teachers providing targeted tutoring in ASES, such as with math tutorials. Our ASES supervisors also work closely with site counselors to provide academic support for students with D's or F's. One elementary school, Valley Elementary, is also supported by ASES.

Learning opportunities for staff support this goal through several avenues. An example of this is our Teacher Learning Cooperative (TLC) learning opportunities that are aligned to District LCAP learning goals. In the 2022-2023 school year, 1,773 teachers engaged in professional learning as part of a TLC. Our Professional Learning Advisory Board (PLAB) has been researching and discussing possible TLC learning pathways to deepen teachers' expertise in a particular area. Over the last year we have been able to successfully launch two pathways: inclusive practices and social emotional learning. The combined professional learning courses in each pathway equates to at least 160 hours of learning, implementation and reflection. Our classified staff continues to access professional learning throughout the year through the Classified Learning Cooperative, with new proposals reviewed and approved by PLAB.

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 2.11 English Language Development - Staff Vacancies caused a material difference.

Action 2.12 Family learning Center - A portion of the funding used for this action was reduced by 50%.

Action 2.13 Bilingual Parent Liaisons- Staff Vacancies caused a material difference.

Action 2.15 Voyager/Elevate Program- One staff vacancy for 9 months.

Action 2.19 Special Education Collaboration- SPED Ombudsman position vacant for 3 months.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, our strategies were designed to address specific challenges and contribute to our overarching goal of addressing student needs and enhancing student outcomes. For example, one of the identified needs was addressing learning loss as a result of the COVID-19 pandemic. Thus in the 2021-22 school year, the teacher/student ratio was reduced by one student as a one year action to effectively support students as we returned to the physical school environment. As we look to basic services, 100% of our teachers in 2023-24 were appropriately assigned and every student continues to have access to standards-aligned instructional materials and textbooks for use at school and home. The PPAP was effective in supporting new teachers and those teachers needing to clear their professional credentials (Action 2.2).

In ensuring standards aligned materials (Action 2.3), our collaboration with middle and high schools proved effective, especially in enhancing ELA and Mathematics instruction. By allotting additional time for teachers to delve into the nuances of new instructional programs, they were empowered to tailor their approaches to meet the diverse needs of all learners. The effectiveness of our elementary pilot programs in math and the TK comprehensive curriculum underscored the importance of inclusive decision-making processes, ensuring representation and recommendation from our EL program on which curriculum to pilot then to adopt. Furthermore, professional learning initiatives, such as Orton Gillingham IMSE strategies, equipped our teachers with invaluable tools to address students' academic needs effectively. This year, 199 K-2 teachers were provided 5 days of professional learning in IMSE strategies. Teachers are implementing the strategies in our classrooms and our Curriculum TOSA is supporting the classroom implementation in all 25 elementary schools, as well as in our district's PHEP and Connect Academy alternative learning programs. At the secondary level, our work in the area of Humanities has been effective as we are on track to make a recommendation this school year. Our work in this area of Mathematics has been effective as made a Board approved recommendation this school year. In review of data, the percentage of students at grade level via the iReady Mathematics Diagnostic increased 10.3%.

The X-Ploration program (Action 2.4) has continued to be effective in terms of meeting the goals outlined. All TK-5th grade students received the same instruction in VAPA (music, dance, theater and visual arts), STEM (engineering design lessons), Coding, and Physical Education.

On every X-Ploration day, classroom teachers received job-embedded collaboration time to meet with colleagues around best practices to elevate student outcomes.

This year, each of our elementary school sites had 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 at-risk academically, social-emotionally, and behaviorally. The RtI PLL supported the site by creating Student Backgrounds and Initial/Follow-Up meetings, coordinated and led meetings with parents, administered assessments and collected data, and helped in the development of intentional intervention strategies designed to meet individual student needs. The RtI process included a focus on the social-emotional health of our students, in addition to continued support academically and behaviorally. The RtI PLLs provided coherence to the intervention process, ensured that all students who needed additional time and support were brought through the process, and that academic and social-emotional skills were addressed using measurable, on-going data. A second site PLL (EngageNOW) with a focus on Universal Design for Learning (UDL) participated in professional learning to build their skills in supporting sites with understanding the unique needs of learners in their classrooms. In addition, they learned a variety of ways to ensure access to learning for all through UDL strategies and Thinking Routines and shared some of this learning through site-based professional learning for all elementary teachers. The EngageNOW PLL was a two-year position with the intent to build the capacity of all elementary classroom teachers to empower educators to design engaging and equitable instruction that prepares every student to thrive and belong. (Action 2.5)

While the support of the Teaching and Learning TOSAs did ease some of the workload of the site administrator at the Elementary sites where a 50% TOSA was assigned (Action 2.6), we realized there were limitations to the support they could provide during IEP meetings due to Individuals with Disabilities in Education Act (IDEA). This leads us to conclude that the TOSA support related to special education was ineffective. However, TOSAs were effective in supporting students' academic achievement and social-emotional health via their facilitation of the RtI and 504 processes at their sites, which typically serve students with academic and/or social-emotional needs. At our middle schools and Valley elementary, ASES (Action 2.10) continues to be effective in providing academic support for middle school students enrolled in the program.

Many of our students benefit from the additional Site Intervention Support (Action 2.7) in ELA and Math that is provided by Impact teachers. Our district continues to utilize data from iReady and Lexia, along with common district and classroom assessments, to determine students who may be eligible to receive the additional academic support. At the secondary level, our AVID program (2.8) provides impactful support with high AVID certification levels. Our remarkable distinguished schools are evidence of the degree to which we have met this goal in addition to our increased student enrollment from year to year.

At our four Title I schools (Action 2.9), additional staff funded through the use of Title 1 allocations was utilized to increase school counseling, as well as academic assistance- supports critical to the success of our schools. This included the support of students' social-emotional and academic needs are determined by multiple measures and targeted support is provided accordingly. Students' progress in the academic realm is measured by iReady diagnostics, Lexia assessments, Illustrative math unit assessments, and site-based and districtwide formative assessments.

Our actions around English Language Development were effective in our English learners making progress toward English language proficiency (Action 2.11). This has included the EL Champions program yielding significant progress in advancing our goal of supporting

English learner students by integrating California English Language Development (ELD) standards into our classrooms. Throughout the three-year LCAP cycle, the effectiveness of this initiative has been clearly demonstrated through several key indicators. First, participating high school teachers have demonstrated substantial growth in their understanding of the unique needs of English learners, ELD standards, and effective strategies to facilitate their language development. This enhanced comprehension has translated into tangible outcomes within classroom environments. Evidence of the program's effectiveness has been made clear as teachers routinely adopt and implement new teaching strategies. These strategies have been integrated seamlessly into instructional practices. A final indicator of the success of the EL Champion initiative lies in our teachers' willingness to continue learning. Our first cohort of teachers have successfully completed year 2 of the program and are now requesting a third year. This voluntary engagement signifies not only the value perceived by teachers in the training but also their ongoing commitment to enhancing their skills in supporting English learner students.

Training for middle and high school Designated ELD teachers has been effective in their implementation. All teachers now have received explicit instruction on the California ELD Standards and how they are utilized within the adopted curriculum, English 3D. Additionally, teachers have received a library of strategies to implement alongside the curriculum to increase student engagement. Teachers are looking at student work samples and planning instruction based on needs and the alignment with ELD Standards. Elementary professional learning was effective in that a clear message was delivered to all elementary teachers on what Designated ELD is. Creating coherence on the definition is essential to then deliver Designated ELD instruction. Some school sites had teachers absent that day or unable to attend the staff meeting. Due to this, some teachers did not receive this information. We need to consider what tools we can provide to those teachers to ensure they are also being informed and educated on Designated ELD. These collective actions in support of our English learners have resulted in an increase of 11.5% of English learner students progressing at least one English Language Performance Indicator (ELPI) at least one level.

The growth of the Family Learning Center (Action 2.12) has effectively improved the outcomes of newly arrived students and their parents. Parents are able to receive answers to questions in a timely manner and be informed. This has allowed them to be more active participants in their student's education. The FLC has seen growth in attendance, specifically at the elementary level. Ongoing support for literacy skills is essential for our LEA moving forward to support these students. Across our District, our Bilingual Parent Liaisons (2.13) continue to effectively impact our students and families. This year, our liaisons have played a key role in registering new students with our online platform. They have also connected our families with community resources to ensure our students are receiving the care they need. Additionally, as our district has seen an influx of immigrant families, our parent liaisons have helped us begin to develop tools that can be used at the site level to ensure families are informed and able to access essential information. We have been able to provide professional learning opportunities for parent liaisons through the San Diego County Office of Education. Professional learning for our parent liaisons is a continued area of growth for our district.

The efforts to provide Expanded Learning Structures (Action 2.14) to meet the needs of our TK-12 grade students through Alternative Programs have been effective. Demand for online courses (Poway Virtual Courses) has far exceeded our capacity to enroll students, and many courses have waitlists. Enrollments in the New Directions independent study and Poway Home Education programs have remained steady in the past two years. In 2022-23, the Poway to Palomar Middle College opened with 37 eleventh grade students. In 2023-24, the school expanded to include both 11th and 12th grade students, with 42 students in each grade level. Throughout the 2023-24 school year, we have engaged in a Dual Enrollment planning process to expand early college credit opportunities to our high school students. The result will be to pilot at least one Dual Enrollment course at each high school site next year. Another learning opportunity offered is Connect

Academy. The 2023-2024 school year marks Connect Academy's third year. This K-8 hybrid learning independent study program currently serves 98 PUSD learners. Connect Academy is an alternative pathway for families and learners who desire a flexible digital/hybrid learning option that is future-focused, learner-centered, and builds on student strengths, interests, and passions. Connect Academy was effective in its design to expand the traditional independent study model to offer students an innovative and flexible learning option focused on building culture, community, and connectedness. Additionally, the 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. The model is ineffective in that it is not sustainable with the minimum costs necessary to provide the program in relation to the interest by families to participate in Connect Academy. Also, to date, we have not been able to scale the professional learning nor the teaching practices from Connect Academy to teachers in other schools across the district. The Voyager and ElevatED (Action 2.15) have continued to be effective as outlined in the goal. These programs continue to foster the integration of subject matter through a student-centered blended learning approach.

Opportunities for students to incorporate applied learning across disciplines, preparing them for both college and career has proven to be highly effective. Career Technical Education Pathway (Action 2.16) programs continue to expand and improve at all of our schools at all grade spans throughout the district. At the high school level, this is evidenced by the number of CTE courses that are recognized for UC/CSU admissions requirements and the number of career technical education courses that are articulated for early college credit. These efforts have resulted in an increase of 3% of graduates completing at least one state defined CTE pathway. Integrated and relevant opportunities have also increased this school year, as elementary curriculum and middle school pathways evolve. Examples from all grade spans include: the Electric Vehicle Program in our high schools (the integration of science, math and transportation), Biomedical Science pathways in our high schools (which reinforce all core academic content areas), addition of Digital Electronics and Computer Integrated Manufacturing to our Engineering pathways, expansion of CTE pathways at all of our middle schools to include Gateway to Technology, digital arts, exploratory wheels and agricultural science, increase in the number of teachers trained in Project Lead the Way curriculum, which integrates and reinforces CTE, Science, English Language Arts and Math standards at our elementary schools offering this curriculum. Outside of the classroom activities (such as Career Technical Student Organizations, Internships, our annual CTE Expo) that provide students with the opportunity to demonstrate understanding of core academic disciplines, difficult technical concepts and occupational knowledge in real-world settings are consistently provided.

Our students continue to successfully access Advanced Placement courses (Action 2.17) and additional AP course offerings have been explored. We effectively recommended and received approval for two new AP courses to be added to the course catalogs for the schools who choose to offer them. In reviewing outcome data, our AP scores are extremely high, and we continue to have a high rate of students who take at least 1 AP course by graduation.

As we examine our work around providing the Least Restrictive Environment (2.18), the redesigned preschool programs have been effective in substantially increasing students' access and participation in less restrictive environments with nondisabled peers from their first school experience. We have increased from only 24 seats accessing general education peers in the SDC setting to 182 seats for preschool students participating across our more inclusive programs including the co-taught general education preschool classes and special day classes all with nondisabled peer participants. Collaborative co-teaching meetings and Education Specialist meetings this school year have focused on professional development in Universal Design for Learning for preschool learners. Special Education preschool programs and general education preschool classes are following the common Teaching Pyramid framework and general education preschool standards and curriculum. At the high school level, the addition of the high school Inclusion Specialists has resulted in a bank of scaffolded curriculum,

aligned with state standards, to ensure that all students with intellectual and developmental disabilities have access to coursework required to meet graduation requirements (2.19). To support our student with disabilities (Action 2.23), interns, coordinators, and consultants note the success and support felt by the interns and new teachers. The program and support also provide an outlet and contact should questions or concerns come up throughout the year.

We continue to engage teacher learners in their professional growth. Each TLC (Action 2.20) requires that the facilitator complete a summary of learning and impact on student achievement. Our Professional Learning Advisory Board collects and analyzes this data at least twice yearly to ensure that our learning system is having a positive impact on student academic achievement. We spent at least 4 years in discovery and research around teacher micro-credentialing and badging, including the examination of how other districts are implementing these systems. All of our Professional Learning Advisory Board members have a subscription to Learning Forward and we rely a great deal on their research articles and articles that highlight the work of other districts across the nation. Our slow and thoughtful approach to our pathway work has resulted in an effective rollout of the course offerings. We will collect the facilitator summary data in the coming months to gather a more specific idea about how this deepened learning for instructors had an impact on student growth in the classroom. This has resulted in an increase to 70% of certificated staff completing at least one TLC offering. In review of our CLC model (Action 2.21), enrollment in every class and expanded class offering is fully enrolled at 100%. To address the desire for this offering and meet needs, PLAB approved four new CLCs this year.

Implementation of the utilization of Canvas (Action 2.22) in support of the above stated goal continues to be effective. Students and parents can easily review various aspects of their academic progress and classroom dynamics. This includes staying updated on current grades, upcoming assignments, and teacher expectations. Additionally, Canvas continues to serve as a hub for accessing supplementary resources and materials shared by the teacher, enhancing the overall learning experience and fostering greater engagement among students and parents alike.

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.

For the 2024-25 LCAP the following adjustments will be made:

Action 2.1- Class size reduction was originally meant for the school year 2021-22 as a one-year support utilizing COVID funding and will not be in the 2024-25 LCAP.

Action 2.4- The X-Ploration program will end as we close the 2023-24 school year and will not be in the 2024-25 LCAP.

Action 2.5- Based on our reflections of two years with the EngageNOW PLLs at every elementary school site, we determined we will no longer continue this position with a sole focus on UDL strategies. The next phase of our district's work will support the second year of the implementation of a conceptually based mathematics program in K-5. This will include PLLs who will focus on embedding UDL strategies into math instruction to provide all students with access to engaging and equitable math instruction.

Action 2.6- Based on our reflections of two years with these TOSAs at 15 elementary school sites, we determined we will no longer continue to support the Teaching and Learning TOSA model because due to credentialing, their ability to support the special education needs on a site are limited and therefore that essential component was not met. We will continue to explore the best systems of support for our students, which may include additional staff who can directly support special education, thus allowing principals to provide a higher level of instructional leadership to every classroom to ensure academic and social emotional support for every student.

Action 2.7- The focus of this Action will be on providing school site supplemental interventions to English Learners.

Action 2.9- Title I support is not a Contributing Action and will not be reflected in the 2024-25 LCAP.

Action 2.10- ASES is not a Contributing Action and will not be reflected in the 2024-25 LCAP..

Action 2.15- Voyager and Elevate programs are not a Contributing Actions and will not be reflected in the 2024-25 LCAP.

Action 2.19- The Special Education Collaboration is not a Contributing Action and will not be reflected in the 2024-25 LCAP.

Action 2.23- The Special Education Intern Program is not a Contributing Action and will not be reflected in the 2024-25 LCAP.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1. The percent of parents who agreed with the statement "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</p> <p>Data Source: California Healthy Kids Parent Survey (CHKS), Fall 2018 administration</p>	<p>2018: 89% of parents agreed with the statement "The school 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.</p> <p>See Appendix V for disaggregated student group data.</p>	<p>2020-21 CHKS: 87% of parents agreed with the statement "The school encourages me to be an active partner with this school."</p> <p>See Appendix CC for disaggregated student group data.</p>	<p>Fall 2022: 87% of parents agreed with the statement "The school encourages me to be an active partner with the school".</p> <p>See Appendix CC for disaggregated student group data.</p>	<p>California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report.</p> <p>Fall 2022: 87% of parents agreed with the statement "The school encourages me to be an active partner with the school".</p> <p>See Appendix CC for disaggregated student group data.</p>	<p>2023-24: The percentage of parents who agree with the statement "The school encourages me to be an active partner with this school" will increase by 3%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2. The percent of parents who agreed with the statement "School allows input and welcomes parent's contributions" disaggregated by ethnicity.</p> <p>Data Source: California Healthy Kids Parent Survey, Fall 2018 administration</p>	<p>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.</p> <p>See Appendix II for disaggregated student group data.</p>	<p>This question was not included in the parent survey questions determined by WestEd for the 2020-21 CHKS.</p> <p>See Appendix DD for disaggregated student group data.</p>	<p>This question was not included in the parent survey questions determined by WestEd for the 2020-21 California Healthy Kids Survey.</p> <p>See Appendix DD for disaggregated student group data.</p>	<p>California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report.</p> <p>This question was not included in the parent survey questions determined by WestEd for the 2022-23 California Healthy Kids Survey.</p>	<p>2023-24: The percentage of parents who agree with the statement "School allows input and welcomes parent's contributions" will increase by 3%.</p>
<p>3. The percent of parents who agreed with the statement "School actively seeks the input of parents before making important decisions" disaggregated by ethnicity.</p> <p>Data Source: California Healthy Kids Parent Survey,</p>	<p>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</p>	<p>2020-21 CHKS: 76% of parents agreed with the statement.</p> <p>See Appendix EE for disaggregated student group data.</p>	<p>Fall 2022: 67% of parents agreed with the statement "School actively seeks the input of parents before making important decisions".</p> <p>See Appendix EE for disaggregated student group data.</p>	<p>California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report.</p> <p>Fall 2022: 67% of parents agreed with the statement "School actively seeks the input of parents before</p>	<p>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%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fall 2018 administration	Hawaiian/Pacific Islander, and Two or More races. See Appendix JJ for disaggregated student group data.			making important decisions”. See Appendix EE for disaggregated student group data.	
4. The percent of parents who agreed with the statement "Parents feel welcome to participate at this school" disaggregated by ethnicity. Data Source: California Healthy Kids Parent Survey, Fall 2018 administration	2018: 85% of parents agreed with the statement "Parents feel welcome to participate at this school". Those subgroups below the district percentage include: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Two or More races. See Appendix KK for disaggregated student group data.	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". See Appendix FF for disaggregated student group data.	California Healthy Kids Survey is administered biennially in the Fall of even years. No new data to report. Fall 2022: 85% of parents agreed with the statement "Parents feel welcome to participate at this school". See Appendix FF for disaggregated student group data.	2023-24: The percentage of parents who agree with the statement "Parents feel welcome to participate at this school" will increase by 3%.
5. Number of events for parents of unduplicated students and students with exceptional needs.	2019-20: 156 events took place for parents of unduplicated students and students with exceptional	2020-21: 122 events took place for parents of unduplicated students and students with exceptional	2021-22: 163 events took place for parents of unduplicated students and students with exceptional	2022-23: 207 events took place for parents of unduplicated students and students with exceptional	2023-24: The number of events for parents of unduplicated students and students with exceptional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Internal data	needs. This includes 66 for English learner families, 16 for Foster, 18 for homeless families, and 56 for students with disabilities. See Appendix W	needs. This includes 53 for English learner families, 19 for Foster, 21 for homeless families, and 29 for students with disabilities. See Appendix GG	needs. This includes 64 for English learner families, 13 for Foster, 29 for homeless families, and 49 for students with disabilities. See Appendix GG	needs. This includes 77 for English Learner families, 21 for Foster, 35 for Homeless families, and 64 for students with disabilities. See Appendix GG	needs to increase by 4%.
6. Equity Fidelity Inventory (survey)	Metric in development. Baseline set in 2021-22.	Metric in development. Baseline will be set spring 2022 via a district grade 3-12 survey developed in partnership with San Diego County Office of Education.	The Equity Fidelity Inventory (survey) delayed until spring of 2023. The results of the 2023 survey will become the baseline.	The Equity Fidelity Inventory (survey) was administered in the spring of 2022. Decision to discontinue using the survey due to multiple factors. Began to research different surveys that would better meet the needs of the district.	2023-24: The survey is not used
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	2019-20: the ratings for building relationships between school staff were 3 through 4; building partnerships for student outcomes, 3-5; and seeking input	2020-21: the ratings for building relationships between school staff were 3 through 4; building partnerships for student outcomes, 4-5; and seeking input	2021-22: The ratings for building relationships between school staff and families were all given a rating scale of 4. See Appendix HH	2022-23: The rating for building relationships between school staff and families was 4 (Full Implementation), building partnerships for student outcomes was 4 through 5 (Full	2023-24: The ratings for building relationships between school staff and families, building partnerships for student outcomes, and seeking input for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: State Board of Education Self-Reflection Tool (Local Indicator 3-Parent and Family Engagement)	for decision-making, 3-4. See Appendix LL	for decision-making, 3-4. See Appendix HH		Implementation through Full Implementation and Sustainability), and seeking input for decision-making was 4 (Full Implementation). See Appendix HH	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.	2022-23: There was a total of 421 community partnerships. There were no new community partners between 2022 and 2023.	2023-24: Number of new or sustained community partnerships will remain above 400.
9. School Site Council (SSC) parents create and analyze each School Plan for Student Achievement (SPSA). Data Source: SPSA SSC Signature Section	2020-21: 100% of School Site Council parents were involved in creating and analyzing site SPSA plans.	2021-22: 100% of School Site Council parents were involved in creating and analyzing site SPSA plans.	2022-23: 100% of School Site Council parents were involved in creating and analyzing site School Plan for Achievement (SPSA's).	2023-24: 100% of School Site Council parents were involved in creating and analyzing site School Plan for Achievement (SPSA's).	2023-24: 100% of School Site Council parents were involved in creating and analyzing site School Plan for Achievement (SPSA's).

Goal Analysis

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 commitment to nurturing and sustaining positive relationships with parents and the community remains a strong priority within our District. We actively engage with parents and community members through various avenues, working together to enrich the educational experiences of our students. Through partnerships with our local community college district, collaborating with businesses, parents education opportunities, and facilitating involvement opportunities, we work towards a comprehensive approach to parent and community engagement. We continue to seek feedback, adapt strategies based on assessment, and expand partnerships in our commitment to continuous improvement and student success.

Our District has continued to deepen our partnerships with the Palomar Community College District. This partnership has resulted in tangible benefits for students, such as increased pathways and opportunities for earning college credit through our Poway to Palomar Middle College (PPMC). This collaboration enhances educational opportunities and aligns with the goal of fostering community partnerships to support student success.

Poway Unified has implemented a variety of parent education programs and initiatives aimed at providing support and resources to families. Through our Special Education department, these have included the monthly Knowledge & Network series which covers a range of topics and has included Program Specialists, Directors, Exceptional Family Resource Center Meet & Greet, Regional Center Resources, Summer Activities & Programs, Behavioral Tips and Training for Elementary Aged Students, and Chronic Absenteeism. The trainings have been provided for over 200 PUSD parents to date. To provide additional parent support, our volunteer Parent Ambassador Program is comprised of 46 parents representing 37 PUSD school sites. District Community Advisory Committee (CAC), comprised of parents and individuals with exceptional needs, continues to provide important perspectives and serve as an advisory for our District.

Parent Education opportunities have continued to expand through our Caring Connections Center (CCC). Our parent education course offerings are developed to meet the specific needs of our parents and families across our school district TK-12th. Each school year we continue to vet new parent educators 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 courses include topics such as Help Your Children Manage Stress and Anxiety, Talking and Listening to Your Kids, Parenting and Supporting LGBTQIA+ Youth, Developing an Effective IEP: Prevent Parent Burnout, and many more. PUSD continues to offer the Teen Positive Parenting Program this school year for our English and Spanish-speaking families across our school sites. Two webinar series were provided in English and 1 Day Workshop 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.

Our Educational Technology department redesigned the Parent Academy content this year to include new tools and processes and was rebranded to Family Academy. This also included a major redesign of the webpages themselves and how they are presented to the viewers. Our families utilize this site to gain an understanding of how to effectively use the digital platforms available to them and their learners.

In our goal of building strong partnerships with parents in their children's education, we continue to work on engaging our parents and community. 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.). PUSD actively seeks thoughts and opinions through survey platforms like ThoughtExchange. We have also expanded the use of YouTube Live Streaming, so that parents can access important information when it is most convenient for them. In addition to engaging our internal staff and families, we have identified opportunities to reach and engage more external partners. For example, efforts include a realtor workshop, which was well received, as well as a new quarterly digital magazine "EmpowerED" which is shared with both internal (staff and families) as well as external audiences as well, to highlight and encourage continued involvement and partnerships.

Our Caring Connections Center houses several programs including our Caring Connections Counseling and our Youth in Transition program. Each school year, the Caring Connections Counseling Center department updates our vetted PUSD Mental Health Resource Directory where agencies/clinics and providers are listed as available mental health support for students, parents, and families that may be interested in accessing individual and/or family counseling services based on their medical insurance. Our counselors and psychologists have access to the Mental Health Resource Directory and when appropriate they provide referrals based on the student's and families' needs. In addition, the Counselor at CCC continues to meet and outreach with community resources such as Roger's Behavioral Health, Aurora Behavioral Health, and Elizabeth Hospice as we collaborate on also bringing parent education workshops on School Refusal, Impact of Stress and Anxiety as well as Grief and Loss. We continue to engage with community resources in order to meet their team of staff, facility, and learn more about the resources available for our parents and families. Most recently, we have begun partnering One Safe Place – North County Family Justice Center to learn about their program and how they support families experiencing abuse or victimization.

Poway Unified is proud of its community partnerships and recognize the impact these partnerships has on our students. Notably, the Youth in Transition (YIT) program, which supports our families experiencing homelessness, has fostered partnerships aimed at providing extensive support to our YIT families. Our collaboration with faith-based and local organizations have allowed our program to provide extra support than what is required of us under the McKinney-Vento law. For example, through partnerships with local healthcare providers YIT ensures our families have access to essential medical, dental, vision, and women's health screenings. Additionally, YIT supports students with gift certificates for free eye exams, frames, and lenses, promoting their well-being and academic success. Leveraging partnerships with churches, clubs, and businesses, YIT provides a range of supports including backpacks, school supplies, toiletries, menstrual products, cleaning supplies, food, snacks, and gift cards. These collaborations have sponsored our quarterly Grab and Go events, and Back-to-School events, benefiting our families immensely.

For the past few years, we have had the opportunity to listen and learn with our community as they shared points of belonging and areas where we needed improvement through our Community Conversations on Equity and Inclusion. As we moved to implement different aspects of our racial equity and inclusion plan, it was necessary to focus on learning with site-based teams. Thus, we are working to enhance the building of capacity in our school communities.

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.

No material differences Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our goal to foster and maintain positive relationships with parents and the community has been carried out effectively, with various initiatives and partnerships in place to engage both parents and the wider community. In review of our Local Indicators, Actions have been effective in building relationships between school staff and families reported at 4 (Full Implementation), building partnerships for student outcomes was 4 through 5 (Full Implementation through Full Implementation and Sustainability), and seeking input for decision-making was 4 (Full Implementation). This rating showed overall improvement from baseline data.

Action 3.1 to promote two-way communication was effective as over 8,870 educational partners participated in our annual ThoughtExchange survey. We also had 4,424 students participate in a student Exchange, providing feedback. Our total survey participation in 2023 was over 5,000 more participants than in 2022 due to increased marketing efforts both at the District and school site level. This effectiveness is also reflected in the increase from 61% in 2018 to the current 67% of parents agreed with the statement “School actively seeks the input of parents before making important decisions.”

Our continued partnership with Palomar College to increase pathways and educational opportunities for our students has been effective as evidenced in ways. First, we have continued to increase the number of students who earn early college credit through articulation, credit by exam and concurrent enrollment. PPMC students are currently earning early college credit through dual enrollment. Additionally, during the 2023-24 school year, we have engaged in a Dual Enrollment planning process with representatives from Palomar College and each of our high school sites. The result is that each high school site will pilot at least one dual enrollment course in the 2024-25 school year. Both of these results reflect the effectiveness of Action 3.2.

The offerings and engagement of Parent Education (Action 3.3) in Poway Unified has proved effective. For example, the Knowledge & Network series have been attended by over 200 PUSD parents to date. Communication on ongoing UDL work has proven an effective way to update the CAC membership on District support and expansion of the Universal Design for Learning (UDL) strategies. Providing transparent communication to educate members of the CAC and the parent community on the access that UDL can provide to all learners is an effective way to keep parents informed on best practices in inclusive practices being implemented in schools. The Parent Education offerings through the Caring Connections Center have increased and been well attended by our parent community. In response to parent input, course offerings were added to reflect those share needs. Effectiveness has also been gauged by positive parent response collected via survey.

The effectiveness of this Action may also impact the 8% increase of parents agreeing that their input is sought before making important decisions.

The Family Academy (Action 3.4) provides families with video tutorials, quick guides, and written tutorials on Poway Unified's most commonly used educational platforms such as Synergy, MyPlan, Canvas, and IReady. As a result, families were able to successfully navigate and understand how to use these tools effectively, as evidenced by increased engagement and positive feedback from families. The Family Academy has been effective in engaging parents as evidenced by the site receiving 14,743 more views this school year than last school year.

Creating activities, spaces and opportunities to connect with parents as partners in their children's education (Action 3.5) was effective in its implementation. PUSD live streamed all Safety Summits and School Board Meetings via YouTube for public viewing, allowing for transparency and for accessibility online. PUSD also live streamed in-person community safety summits to provide greater access and opportunities for families to attend at their convenience, to learn about important topics including substance abuse and school threats. These meetings were recorded so that families could also access them at the times most flexible for their schedules. Additionally, PUSD's outreach via the News Minute and our social media platforms continued to provide updates about our schools as well as important information and deadlines. Finally, PUSD's Communications Office, with the help of student interns, created videos highlighting programs of interest for our parent community, including the X-Ploration program and Abraxas High School program.

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, increasing the network of referrals for families needing additional social-emotional support (Action 3.6). This outreach has resulted in increased community partners and resources for our school community. In regard to our Youth in Transition program, the number of community partnerships has grown to include thirteen additional partners this year to support the unique needs of our families experiencing homelessness. In review of overall district data, 315 community partnerships were recorded between 2019-2020. In 2022-23, a total of 421 community partnerships were recorded.

For Action 3.7, Community Conversations on Equity and Inclusion, it was determined that to increase effectiveness, for the conversations to continue at the site level. This provides the opportunity for enhanced discussions specific to the individual school site.

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.

For the 2024-25 LCAP the following adjustments will be made:

Action 3.4 Parent Academy- Will not be in the 2024-25 LCAP.

Action 3.7 Equity and Inclusion- This Action will be incorporated into Goal 2.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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	Greg Mizel Interim Superintendent	gmizel@powayusd.com 858-521-2800

Plan Summary [2024-25]

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 34,900 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 14.2% of the student population and 8.4% of our students are English Learners.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Poway Unified School District has focused on building cultures of belonging and connections not only with students, but amongst staff and families. In addition, there are ongoing efforts throughout the district on supporting historically underserved and marginalized students, building capacity within the staff around inclusive practices, increasing opportunities for students to feel a sense of belonging and connection, and engaging the community as partners. District wide professional development has been provided for all schools emphasizing PBIS, technology implementation, equitable access, and inclusive practices. To support historically underserved student populations, district-wide implementation of Response to Intervention, PBIS, Other Means of Correction, and Restorative Practices have been ongoing. The following is a description of the successes and progress based on a review of the California School Dashboard and local data:

Schools within the Poway Unified School District receiving the lowest performance level on one or more state indicators of the 2023 Dashboard include:

Abraxas Continuation High School is the only school in PUSD that qualifies for CSI due to having All Students in the Red tier in the area of Graduation Rate.

Abraxas Continuation High School has All Students identified in the Red tier for Graduation rate and All Students as Very Low on the College and Career Indicator (CCI).

Stone Ranch, Willow Grove, and Westwood elementary schools have All Students in the Red tier for Chronic Absenteeism.

The student groups within PUSD that received the lowest performance levels on one or more state indicators on the 2023 Dashboard include:

Graduation Rate - Homeless and Students with Disabilities
Suspension Rate - African American and Foster Youth

The elementary schools that received the lowest performance level on one or more state indicators for specific student groups within the school on the 2023 Dashboard included:

Chaparral ES (1): Chronic Absenteeism- English Learners.

Creekside ES (1): Chronic Absenteeism- English Learners, Hispanic, Socioeconomically Disadvantaged, and White.

Garden Road ES (1): Chronic Absenteeism - Asian, English Learners, Hispanic, and Students with Disabilities.

Highland Ranch ES (1): Chronic Absenteeism - English Learners and Hispanic; and English Learner Progress.

Midland ES (1): Suspension Rate - Socioeconomically Disadvantaged and White.

Morning Creek ES (1): Chronic Absenteeism - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White.

Painted Rock ES (1): Chronic Absenteeism - English Learners, Socioeconomically Disadvantaged, and Hispanic.

Pomerado ES (1): Chronic Absenteeism - English Learners, Two or More, and Students with Disabilities.

Shoal Creek ES (1): Chronic Absenteeism - English Learners, Hispanic, Socioeconomically Disadvantaged.

Stone Ranch ES (2): Chronic Absenteeism - Hispanic; Suspension Rate - Students with Disabilities; and English Learner Progress.

Sundance ES (1): Chronic Absenteeism - Hispanic and Socioeconomically Disadvantaged.

Sunset Hills ES (2): Chronic Absenteeism - Hispanic, Two or More and Socioeconomically Disadvantaged; and Suspension Rate - Students with Disabilities.

Tierra Bonita ES (1): Chronic Absenteeism - Students with Disabilities.

Turtleback ES (1): Chronic Absenteeism - English Learners, Hispanic, and Students with Disabilities.

Valley ES (3): English Language Arts- Students with Disabilities; Mathematics- Students with Disabilities, Chronic Absenteeism - Homeless; and English Learner Progress.

Westwood ES (1): Chronic Absenteeism - Asian, English Learner, Filipino, Hispanic, Two or More, and Students with Disabilities.

Willow Grove ES (1): Chronic Absenteeism - Asian, English Learners, Filipino, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White.

The middle schools that received the lowest performance level on one or more state indicators for specific student groups within the school on the 2023 Dashboard included:

Bernardo Heights MS (2): Mathematics- African American; and Chronic Absenteeism- Hispanic.

Black Mountain MS (4): ELA and Math- Students with Disabilities; Chronic Absenteeism- Hispanic, Two or More, Socioeconomically Disadvantaged, and Students with Disabilities; Suspension- Students with Disabilities.

Meadowbrook MS (2): English Language Arts- Students with Disabilities; and Mathematics- Students with Disabilities.

Mesa Verde MS (1): Chronic Absenteeism -Students with Disabilities.

Oak Valley MS (3): Mathematics- Students with Disabilities; Chronic Absenteeism- White; Suspension Rate- Students with Disabilities.

Twin Peaks MS (2): Chronic Absenteeism - Homeless; and Suspension Rate - Homeless.

The high schools that received the lowest performance level on one or more state indicators for specific student groups within the school on the 2023 Dashboard included:

Abraxas HS (3): Graduation Rate- Hispanic, White, and Socioeconomically Disadvantaged; College and Career Indicator- Hispanic and Socioeconomically Disadvantaged; and Suspension Rate- Homeless and Socioeconomically Disadvantaged.

Del Norte HS (1): Suspension Rate - Socioeconomically Disadvantaged.

Mt. Carmel HS (1): Suspension Rate - Socioeconomically Disadvantaged.

Poway HS (2): English Language Arts - English Learners; and Mathematics- English Learners and Students with Disabilities.

Rancho Bernardo HS (1): English Language Arts - Students with Disabilities.

PUSD schools that did not receive any low performance levels on one or more indicators for specific student groups within the school on the 2023 Dashboard include: Adobe Bluffs ES, Canyon View ES, Deer Canyon ES, Del Sur ES, Los Penasquitos ES, Monterey Ridge ES, Park Village ES, Rolling Hills ES, Design 39 Campus K-8, and Westview High School.

District Wide Academic Performance Analysis:

Based on the California State Dashboard, students in PUSD maintained meeting grade-level standards in English Language Arts (59.1 PAS) placing them in the Blue range with the largest gains with students who identify as Filipino (3.6 points), American Indian (31.8 points), and Pacific Islander (11.3 points). All other student groups maintained with the exception of three which declined. No student groups were identified in the Red tier district wide. There were five schools (Valley ES, Black Mt. MS, Meadowbrook MS, Poway HS, and Rancho Bernardo HS) with specific student groups identified in the Red tier for English Language Arts.

There was an overall increase of 3.6 points in Mathematics (39.8 PAS) placing students in the Blue tier with the largest improvements happening with students who identify as Filipino (11.4), Asian (4.7), students experiencing homelessness (3.1 point increase), students identified as socioeconomically disadvantaged (3.6 point increase), American Indian (60.6 points), and Pacific Islander (48.7 points). All other student groups maintained with the exception of one. No student groups were in the Red tier district wide. There were six schools (Valley ES, Black Mt. MS, Bernardo Heights MS, Meadowbrook MS, Oak Valley MS, and Poway HS) with specific student groups identified in the Red tier for Mathematics.

Students identified as English Learners maintained at 55.4% making progress towards English Language proficiency. The percentage of students who progressed at least one ELPI level increased from 43.6% in 2022 to 51.6% in 2023. There was a decrease of students by 2.2% compared to the previous year of students who decreased at least one ELPI level and an even larger decrease in the percentage of students who maintained ELPI at level 4. On the Summative Alternative ELPAC assessment, 27.1% progressed.

High school seniors in PUSD are considered Very High on the California Dashboard for being College and Career prepared at 72.2% compared to the state at 43.9%. From the 2023 graduation cohort, 11% were considered approaching prepared and 16.7% were considered not prepared. Students identified as Socioeconomically Disadvantaged, Hispanic, Asian, Filipino, White, and Two or More Races were considered medium to very high with no student groups identified as very low.

Three Intervention TOSAs work directly with site teachers, counselors and administrators on the implementation and documentation of MTSS (Multi-Tiered Systems of Support), utilizing data points from the district's Rtl (Response to Intervention) Console. Individual student intervention meetings, site Assessment & Care Team Meetings, in addition to tailored teacher support, inform their focus. In addition, PUSD has released two full time Math TOSAs to work directly with the elementary and secondary teachers on supporting Mathematical practices and access and one full time Humanities TOSA to help support secondary adoptions.

Elementary Schools partnered with IMSE to provide an intensive five-day professional learning workshop for every K-2 teacher in foundational reading between August of 2022 and December 2023 with a plan for ongoing professional learning for any new K-2 Teachers during future years supported by a district IMSE-trained professional facilitator. The adoption of a new math curriculum, K-5, in 2023-24 grounded in problem-based learning for students aligns with the secondary math programs and allows for continuity for our students throughout their K-12 math experience.

At the secondary level, middle schools engaged in a process of reimagining what the middle school experience could and should be by looking at local and state data, surveying their students and communities, and visiting other middle schools. The collaborative process resulted in a district wide agreement around specific elements that would improve the overall middle school experience. The work resulted in three of the six middle schools changing their learning schedules, and the other three middle schools adding elements from the agreed upon tenants.

High schools have been focused on improving the student experience by strengthening their site equity teams, increasing representation in literature and other areas of the curriculum, focusing professional development on micro and macro aggressions, supporting students who struggled in mathematics by creating Math Accel classes, and adding Ethnic Studies and Ethnic Literature electives. At both the middle and high schools, a great deal of focus was placed on increasing LRE and the number of co-taught classes, partnering with the ADL on being No Place for Hate Schools, and supporting English Language Learners by increasing opportunities for language development.

Over the past three summers, high schools have offered a Summer Bridges program 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. The Bridges program will continue this summer. Additionally, the past few summers PUSD has offered an expanded version of the summer school offerings for high school students. Credit recovery opportunities were offered for students who struggled or were not successful in the previous year. English Learner High School Immigrant students were also provided targeted summer school sessions to meet their needs through our Summer Language Academy. Those students with disabilities who require Extended School Year Support were also offered targeted summer school support.

Implementation of Academic Standards: PUSD met all standards with either full implementation or full implementation and sustainability marks in the following areas: Professional Development, Instructional Materials, Policy and Program Support, Implementation of Standards, and Engagement of School Leadership.

The Poway Professional Assistance Program (PPAP) offered support for first and second year teachers by providing a coach assigned to each teacher. The focus of the support includes working with new teachers on identifying students who may need additional support, providing interventions, and differentiating instruction to meet the needs of the students.

The Poway Unified Teacher Learning Cooperatives (TLCs) afforded teachers multiple opportunities and pathways to enhance their instruction and improve their pedagogical practices. Teacher Learning Cooperative (TLC) learning opportunities have continued and are aligned to district LCAP learning goals. In the 2022-2023 school year, 1,773 teachers engaged in professional learning as part of a TLC.

The Professional Learning Advisory Board has been researching and discussing possible TLC learning pathways to deepen teachers' expertise in a particular area. Over the last year PUSD was able to successfully launch two pathways: inclusive practices and social emotional learning. The combined professional learning courses in each pathway equates to at least 160 hours of learning, implementation, and reflection.

The past four years have focused on discovery and research around teacher micro credentialing and badging, including the examination of how other districts are implementing these systems which ultimately led us to the pathway offerings. All Professional Learning Advisory Board members have a subscription to Learning Forward and rely a great deal on their research articles and articles that highlight the work of other districts across the nation. A facilitator summary data in the coming months will be used to gather more specific ideas about how this deepened learning for participants had an impact on student growth in the classroom.

Teachers across PUSD rely on Canvas, our district's adopted learning management system (LMS), for various purposes. They use it to efficiently organize course materials, deliver assignments electronically, and conduct assessments, quizzes, and tests, utilizing built-in tools for providing feedback to students. By integrating with the adopted PUSD curriculum and various educational tools and applications, Canvas enhances teaching and learning experiences. Additionally, Canvas serves as a platform for engaging parents, facilitating communication from teachers to parents and offering insights into their child's educational journey. The PUSD Technology and Innovation coaches provide professional development and support for staff through a self-paced "Growing with Canvas" course, along with learning opportunities such as webinars, site PD requests, and one-on-one support via email. Parents can also visit our Family Academy page for education on navigating the Canvas parent portal.

PUSD hired five full time release Teachers on Special Assignment (TOSA) to support elementary, middle and high schools.

At the high school level, Ethnic Literature and Ethnic Studies courses have been added as well as expanding the number of representative texts in all elementary, middle, and high school libraries. Secondary English courses have moved to include more representation in the texts and authors students read. PUSD continues to build on current systems to promote equity and access for all students.

Last year, a VAPA Specialist was hired to work with all the VAPA programs in PUSD to implement the Poway Unified School District Strategic Arts Education Plan. Their work has included upgrades to the High School Performing Arts Center (PAC), in collaboration with PUSD Facilities, IT and LSS. Their work also included professional learning for Arts Teachers and for Arts Integration for other content area teachers. The VAPA Specialist is also increasing visibility of PUSD VAPA Programming on Social Media and the District Webpage.

PUSD has implemented two Dual Immersion programs for both Spanish and Mandarin. The Mandarin program was established in 2018-19 with one class, and has now expanded to include K-5, as well as classes at Black Mt. Middle School and Westview High School. Valley

Elementary has a fully established Spanish Immersion program with students entering Meadowbrook Middle School for Spanish in two content areas.

Addition of CTE Pathways at the middle and high schools include Building and Construction Trades at Poway HS; Education at Rancho Bernardo HS; Engineering, Culinary and Manufacturing at Abraxas HS; A Engineering at Mesa Verde MS; Arts, Media and Entertainment and Engineering at Bernardo Heights MS; Arts, Media and Entertainment, Computer Science and Biomedical Science at Black Mountain MS; Arts, Media and Entertainment, Agriculture, Computer Science and Biomedical Science at Twin Peaks MS; and Arts, Media and Entertainment at Oak Valley MS.

Academic Engagement:

Efforts were made at the district and site level to increase attendance and decrease chronic absenteeism including school drafting goals for the School Plan for Student Achievement, adding TOSAs at all three levels, increased staffing in the attendance and discipline office, and increased counseling services throughout the district resulting in the PUSD Chronic Absenteeism rate decreasing from 15.7% in 2022 to 14.7% in 2023.

Sites with specific student groups in the Red tier for chronic absenteeism include: Chaparral ES (EL), Creekside ES (EL, Hispanic, SES, White), Garden Road ES (Asian, EL, Hispanic, SWD), Highland Ranch ES (EL, Hispanic), Morning Creek ES (EL, SES, SWD, White), Painted Rock ES (EL, Hispanic, SES), Pomerado ES (EL, Two or More, SWD), Shoal Creek ES (EL, Hispanic, SES), Stone Ranch ES (Hispanic), Sundance ES (Hispanic, SES), Sunset Hills ES (Hispanic, two or more, SES), Tierra Bonita ES (SWD), Turtleback ES (EL, Hispanic, SWD), Valley ES (Homeless), Westwood ES (Asian, EL, Filipino, Hispanic, two or more, SWD), Willow Grove ES (Asian, EL, Filipino, Hispanic, SES, SWD, White), Bernardo Heights MS (Hispanic), Black Mountain MS (Hispanic, two or more races, SES, SWD), Mesa Verde MS (SWD), Oak Valley MS (White), and Twin Peaks MS (Homeless).

Sites with specific student groups identified in the Red tier for chronic absenteeism have been directed to include specific goals and actions within their School Plan for Student Achievement related to increasing attendance and decreasing chronic absenteeism for those groups identified on the 2023 Dashboard. Additional counseling services will be provided to all schools and funded through the LCFF supplemental funds to address this area of need.

The graduation rate of seniors in PUSD remained at 93% (Green tier) in 2023 with students who identify as having two or more races increasing by 2.5%. Although most student groups were in the Blue and Orange tiers, six declined and two student groups were in the Red tier; Students experiencing Homelessness and Students with Disabilities. Abraxas continues to qualify as a CSI school and allocates additional resources to support counseling services and math support. In addition, Abraxas is implementing competency based grading practices allowing students to meet multiple competencies at the same time, and providing more voice and choice to how students meet the standards and therefore earn credits. For district wide support to increase the graduation rate, additional counseling services will be provided to all schools and funded through the LCFF supplemental funds to address this area of need. Students with Disabilities continues to be a focus for PUSD as is evident by the increase in inclusive practice professional development, expansion of co-taught and collaboration classes at the secondary schools, increasing accessibility to CTE courses and pathways, and the implementation of the alternative pathway to a diploma.

Based on a review of internal data, students in PUSD have access to a broad course of study as evidenced by several factors and received the designation of Standard Met. At the elementary level, students have access to core academic curriculum as well as opportunities to participate in other areas like P.E., Visual and Performing Arts, STEM and coding. Students with identified needs receive support at the site and district level to access these opportunities. Middle and High Schools offer a wide range of courses in academic areas, and students have open access to grade level courses. High School students have open access to a wide range of academic courses that meet college level acceptance, advanced placement designation, and a range of Career Technical Education classes and pathways. Seniors in PUSD had a 71% UC/CSU completion rate for the 2022-23 school year and 77% of graduates took at least one Advanced Placement Course and earned a C or higher. CTE pathway completion has increased, and PUSD has made significant progress in increasing the enrollment and completion of pathways by historically underrepresented student populations.

Conditions and Climate:

Although the overall Suspension Rate increased in 2023 by 0.3% compared to the 21-22 school year, there were no expulsions in the 22-23 school year compared to 11 expulsions in the 21-22 school year. Students identified as African American and those identified as Foster Youth are reflected in the Red tier on the CA State Dashboard. Sites with specific student groups in the Red tier for suspensions include: Midland ES (SES and White), Stone Ranch ES (SWD), Sunset Hills ES (SWD), Black Mountain MS (SWD), Oak Valley MS (SWD), Twin Peaks MS (Homeless), Abraxas HS (Homeless and SES), Del Norte HS (SES), and Mt. Carmel HS (SES).

Several coordinated efforts have been made to address suspensions including increasing counseling support at the sites, strengthening restorative practices, utilizing other means of correction as a method of addressing behaviors, and providing access to the Caring Connections Center (CCC). Through the CCC, students are able to meet with a skilled counselor to address behavior challenges and are provided referrals to additional support as needed. Social Workers have been added to all secondary sites, and access to counseling services at all levels has increased.

The measure related to Teachers, Instructional Materials, Facilities, PUSD received a Standard Met designation. In addition, PUSD received a Standard Met for Parent and Family Engagement with nine criteria being rated at Full Implementation, two at Full Implementation and Sustainability, and one with Initial Implementation. PUSD received a Standard Met designation for the Local Climate Survey indicator based on the use of the California Healthy Kids Survey and the district's PASS and Pandora surveys.

When surveying the Poway school community about Supportive Relationships, PUSD students reported positively at 88-89% consistently for the last three years. This places PUSD scoring at the 60th percentile when compared to schools across the nation. When surveying students about Self-Efficacy, how much students believe they can succeed in achieving academic outcomes, PUSD students grew from start of the year to end of the year by 2-3% points the last two years. This places PUSD scoring near the 70th percentile when compared to schools across the nation.

Poway Unified has continued to work to create positive school climates at sites in the 2022-23 school year in order to address chronic absenteeism and suspensions. In June of 2020, the PUSD Board of Education passed the Affirming Poway Unified School District's Commitment To Fight Racism and Correct Systemic Inequity resolution establishing a commitment 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 this commitment to take an unwavering stand against racism in all forms, PUSD added the position of Director of Equity and Improvement to support professional learning, community engagement, and coaching to leaders. Schools continue to strengthen equity teams and participate in seminars led by the San Diego County of Education and the Director of Equity and Improvement. School sites partner with the Anti-Defamation League in order to be considered No Place For Hate schools, and inclusive practices have been a large focus through Universal Design Learning.

Specific Student Groups in the Red Tiers:

PUSD has focused efforts on supporting English Learner progress at the elementary and secondary levels. At the elementary level, sites have created specific goals in the School Plan for Student Achievement focused on ELPAC and reclassification data. Each site EL Coordinator provided professional learning to staff around Designated ELD, ensuring all school sites received the same information. Professional learning leveraged our district wide adopted curriculum, Benchmark, and utilized the Designated and Integrated ELD tools embedded within.

At the secondary level, schools have been given additional FTEs to build ELD classes into the master schedules to ensure students receive designated English Language instruction in addition to having access to the general curriculum. Each site has an ELD coordinator who provides support to teachers on best practices around Integrated ELD. Additionally, coordinators support goal setting at the site level and determine areas of need for teachers. This year, Designated ELD teachers received explicit training on understanding the ELD standards, creating language and content objectives, and began building out progress monitoring tools. High schools participated in the EL Champion professional learning model. Six teachers from each high school learned about high quality Integrated ELD strategies, and then were asked to implement in conjunction with peer observation.

A great deal of work has been done to support students experiencing Homelessness and several actions were implemented to address the areas where this specific student group reflected Red: Chronic Absenteeism, Graduation Rate, and Suspension. To support these students, a Youth in Transition Coordinator and Office Specialist regularly reach out to families after conducting attendance audits. These conversations address the importance of school attendance and understanding any barriers that exist to attendance. Once those barriers are known, the YIT team works with the student and family to remove them. In working to address Graduation Rate, a significant action was implemented this past year with the addition of a counselor who specifically supports students experiencing homelessness at the high school level. This level of support includes review of course progress, coordination of tutoring, guidance on course selection, socio-emotional support, and regular check-ins.

Throughout 2023-24 there was intentional outreach to 100% of families with Foster Youth. This outreach focused on the academic and mental health needs and supports of students. Support for students in foster care included tutoring, providing school supplies, and counseling. 35% of Foster Youth were chronically absent 2022-23. This prompted specific actions and strategies to outreach and support Foster Youth in order to reduce the disproportionate percentage.

In order to better support Students with Disabilities, PUSD has focused a great deal of resources and attention on inclusive Practices and UDL training K-12. PUSD identified Universal Design for Learning (UDL) as a focus for elementary Professional Learning Leaders (PLL) for

the 2023-2024 school year. This PLL focus was supported by TOSAs and instructional coaches from elementary curriculum, English Learners, inclusive practices, and tech and innovation departments. PLLs at elementary schools participated in six professional learning sessions focused on the three principles of UDL and how to apply this learning to the new math curriculum adoption and ELA instruction, including creation of lessons. PLLs also presented on UDL with each of the school sites. At the secondary level, the EL coordinator and Inclusive Practices TOSAs created district-wide professional learning modules for site principals to lead with all high school staff during professional growth time. Principals were also provided professional learning at the beginning of the school year in UDL.

The inclusive practices team, which consists of two TOSAs and three Classified on Special Assignment (COSAs) , provided customized professional learning series (three or more sessions) to seven elementary schools, in specific components of UDL, such as self-regulation and executive functioning. In the spring of 2024, with support from our secondary math TOSA and inclusive practices team, math departments and special education co-teachers at one middle school and one high school are piloting a 2-day lesson study professional learning model, that embeds UDL in co-planning of lesson design and instruction to increase engagement and participation for students who have historically struggled in math.

In order to address the suspension rate for students who identify as African American, a district wide focus on high quality instruction along with creating cultures of belonging will be implemented. In addition, a focus on Restorative Justice and Restorative Practices at the secondary level will be a priority. PUSD has hired a full time Restorative Practices facilitator who will work directly with the schools identified with the highest percentage of students being suspended. Site and district leadership will also conduct internal audits to identify which schools have a disproportionate number of suspensions with specific student groups and between schools. Professional development will be provided for the site administrators around other means of correction and restorative practices as an alternative to suspension.

Other Local Indicators:

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 graduating seniors completing A-G decreased slightly in 2023 with 71% meeting the a-g requirements for eligible college admission which is a 5% decrease from the previous year. There is a continued need to close the gap for specific student groups. African American students' rate of A-G completion increased by 4% to 59%; English Learner students meeting a-g increased 4% to 21%; Hispanic or Latino students nearly maintained with a slight decrease from 62% to 61%; and Students with Disabilities increased by 1% to 24%. The largest increase was with Homeless Youth by 22% bringing them up to 61% meeting A-G. An administrator on special assignment works directly with sites to create actions and strategies to reduce any barriers to access to A-G completion. PUSD will continue its partnership with San Diego County of Education to build awareness of barriers and create more equitable systems of access and success for the 2024-27 school years.

Analysis of the graduates who earn a C or higher in at least one AP course shows a similar disproportionate trend in relation to the district overall rate of 77%: African American 52%, Hispanic or Latino 65%, Socioeconomically Disadvantaged 44%, English Learners 18%, and Students with Disabilities 22%.

Analysis of the graduates who scored a 3 or higher in at least one AP test shows a similar disproportionate trend in relation to the district overall rate of 53%: African American 25%, Hispanic or Latino 38%, Socioeconomically Disadvantaged 29%, English Learners 11%, Homeless Youth 21%, and Students with Disabilities 5%.

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, Black or African American 70%, Hispanic or Latino 80%, Socioeconomically Disadvantaged 75%, English Learners 55%, Students with Disabilities 55%, and Homeless Youth 71% took three or more years of math.

CTE Pathway courses are a series of high school classes where students can successfully complete a CTE pathway. The percentage of graduating seniors completing a CTE Pathway decreased slightly in 2023 with 18% completing which is a 5% decrease from the previous year. There is a continued need to close the gap for specific student groups. African American completion rate dropped by 3% to 10%; English Learner students decreased 4% to 5% completion; Hispanic or Latino students decreased 3% to 11%; and Students with Disabilities decreased by 2% to 12% completion.

The graduation rates for specific student groups mostly decreased compared to the district graduation rate of 94.7%: African-American 84.6%, Hispanic or Latino 88.5%, Socioeconomically Disadvantaged 88.1%, English Learners 55.4%, Students with Disabilities 68.1%, and Homeless Youth at 69.1%. The only student group to increase was Filipino at 2.1%.

Over the past three years, there has been a fluctuation in the number of cohort dropouts. In the 2020-21 school year, 38 students dropped out, and in the 2021-22 school year, 93 students dropped out. Although not back to 2020-21 numbers, this past year the number of students who dropped out decreased to 60. This is a 1.1% decrease in the dropout rate for the 2022-23 school year. Of the 60 students who dropped out, 31 (52%) were students identified as Socioeconomically Disadvantaged, and 13 students identified as Homeless Youth (22%). For English Learners, 10 dropped out (17%), and 13 Students with Disabilities dropped out (22%). Of the student groups identified, African American 4 (.07%), Hispanic or Latino 15 (25%), Asian 3 (.05%), Filipino 1 (.017%), Two or More 5 (.08%), Pacific Islander 0, and White 31 (52%).

Conclusion:

Poway Unified is committed to its focus on Creating Culture and Conditions to Empower World Class Learners. This focus requires all stakeholders to consider how to create the conditions to support each and every student in reaching their greatest potential as well as how to create a culture where students feel safe, secure and able to thrive. Prompted by our analysis of the Dashboard and internal data, PUSD has developed the following three goals:

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 support, and development of inclusive learning environments.

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. In addition, the following three year plan is based largely on building out the district's MTSS Framework and aligning all professional learning with a specific focus on Tier 1 instruction and creating cultures of belonging.

PUSD has added counseling support at all levels to proactively respond to the mental health challenges some students face (Goal 1, A/S). School psychologists Student Support Assistants (SSAs) and Student Support Supervisors (SSSs) have all been increased over the past two years. Two full-time social workers provide additional support at the middle and high schools. Abraxas and Alternative Programs also share one full-time social worker. Positive Behavior Intervention and Supports, Suicide Prevention, and Restorative Practices training is ongoing. (Goal 1, A/S).

Poway Unified has long held strong relationships with families and the larger community. Their voices regarding the educational opportunities and experiences for our students are invaluable. Input is sought in a variety of ways that promote two-way communication. For example, as concerns regarding student mental health were communicated, PUSD created Parent Education courses to provide strategies to TK-12 families in order to support the academic and social-emotional needs of students (Goal 3, A/S 3).

Poway Unified School District's 2024-27 LCAP is a powerful reflection of analysis of data, diverse community feedback, and the strong desire to create culture and conditions to empower world-class learners.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable.

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 Continuation High School

Support for Identified Schools

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

In 2023, schools that maintain a combined graduation rate for both four and five years below 68% over three consecutive years will qualify for CSI–Low Graduation Rate. Abraxas, with a combined four-and five-year graduation rate of 28.2% for the 2023 school year, met the eligibility criteria.

In order to support Abraxas to increase the graduation rate, site and district staff meet annually to analyze data to identify root causes and patterns for student success rates. Students historically arrive at Abraxas behind in credits needed to meet the graduation requirements for the Poway Unified School District, a-g eligibility, and are often in need of higher levels of social emotional support than can be provided at the comprehensive school sites. The needs assessments that are conducted result in evidence-based interventions and allocation of additional resources needed to support the students and staff focused on increasing the graduation rate.

Poway Unified administration reviews 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 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, absenteeism, and social emotional support.

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. Developing interventions and support is a continual process. The fact students arrive at Abraxas with gaps in their academic transcripts, specifically mathematics, is a district area for improvement. Poway Unified continues to work to improve mathematics pathways for students, including strengthening academic intervention courses for mathematics at all five high schools and professional learning for secondary teachers at all middle and high schools. Abraxas uses part of the CSI grant to fund an additional mathematics teacher to provide added support for students once they arrive at Abraxas.

Poway Unified district leadership supports 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.

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 the lower enrollment, Abraxas has 1 FTE counselor assigned, however a Mending Matters Social Worker has been assigned.

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. Abraxas has transitioned to competency based learning and grading practices for which staff have been trained. 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.

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 utilized by PUSD and Abraxas leadership team allow for continual monitoring of the effectiveness of interventions and student data. PUSD leadership works with the Abraxas administration and staff to analyze a credit monitoring system for individual students as well as student cohorts.

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, transcript analysis, 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 the 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 to identify trends and areas of concern. The Executive Director and Abraxas Principal meet periodically to review and analyze the data and 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 district support and CSI.

Abraxas has a combined four-and five-year graduation rate of 28.2% for the 2023 school year which is 40% below the minimum eligibility criteria for CSI. Plan effectiveness will be measured by an increase in graduation rate to 43% in 2024, 58% in 2025, 68% in 2026, and 70% in 2027 as measured on the CA Dashboard.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Poway Unified Teachers	Teachers provided input on LCAP development via ThoughtExchange with 1,022 teachers participating. Ongoing collaborative discussions also provided opportunities for feedback throughout the year.
Poway Unified Principals	Principals provided input on LCAP development via ThoughtExchange. Monthly coaching meetings are held with principals and site supervisors which foster ongoing discussions, providing feedback throughout the year. All site principals meet together once a month to discuss learning, initiatives, and needs which also inform LCAP development.
Poway Unified Administrators	Administrators provided input on LCAP development via ThoughtExchange with 55 administrators participating. Ongoing collaborative discussions also provided opportunities for feedback throughout the year.
Poway Unified School Personnel	School Personnel provided input on LCAP development via ThoughtExchange with 386 participating. Ongoing collaborative departmental discussions provide opportunities for engagement throughout the year.
Poway Unified Parents	Parents provided input on LCAP development via ThoughtExchange with 5,033 parents participating. Various educational partners representing specific student groups also provided feedback via ThoughtExchange. These groups included families of students identified as English learner, foster, low income, and students with disabilities to gather feedback to serve the unique needs of our

Educational Partner(s)	Process for Engagement
	<p>students. Districtwide, feedback from parents was also gathered through the Community Advisory Committee (representing students with disabilities), the District English Learner Advisory Committee, and District Advisory Committee as well as through our School Site Councils. Opportunities for further engagement was provided through our district Safety Summits and Equity Advisory Committees.</p> <p>Students experiencing homelessness participate in surveys to ascertain needs throughout the year, including July, October, and December 2023 and March of 2024. Families with a child in foster care were contacted at least three times a year to support any needs and to offer supports and provide feedback to inform our LCAP.</p>
Poway Unified Students	Students in Poway Unified provided input on LCAP development via ThoughtExchange through a separate, specific survey with 968 students participating. Students also provide feedback as members of School Site Councils, site based clubs and committees, through our Superintendent's Student Advisory Council, and as members of district committees.
Poway Unified Special Education Local Plan Area (SELPA)	The SELPA Director supported the LCAP development and provided additional feedback on the full draft Plan.
Poway Unified Bargaining Units	Bargaining Units provided input on LCAP development via ThoughtExchange with 860 members of our Teacher Union and 245 members of our classified Union participating. Throughout the year, ongoing collaborative discussions also provide opportunities for feedback which inform the development of our LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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 2023-24 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 1-16, 2024, 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 existing or additional school programs or specific supports should we prioritize to ensure our students' future success?"

When reviewing the feedback from our educational partners districtwide, three primary themes emerged. These themes included a need for "Specialized" Programs and Personalized Learning, Emotional Support, counseling and mental health, and the importance of curriculum and instruction:

"Specialized" Programs & Personalized Learning

The responses indicate a strong desire for increased support and expansion of equitable (across all campuses) physical education teachers as well as arts and music programs, with several respondents suggesting the use of Prop 28 funds for this purpose. There is also a call for the reintroduction of the GATE program to challenge high-achieving students from an early age. STEM-focused learning and real-world applications were also highlighted as important for preparing students for future careers as well as dedicated art and science teachers. Field trips were suggested as a way to provide students with real-world experiences and exposure to different cultures and industries.

Social-Emotional Support, Counseling, & Mental Health

The responses indicate a strong need for increased academic and social-emotional support in schools. Many respondents suggested more mental health support, and additional/full-time counseling staff to address students' mental health, SEL learning, and behavioral needs and providing more support for students who feel lonely. There were also suggestions for improving the student to counselor ratio and teaching students values and conflict resolution skills.

Curriculum & Instruction

The comments emphasized the importance of a solid foundation in math, reading, and writing, especially for struggling students. Several comments mentioned IMSE training for teachers. The importance of hands-on, high-quality science instruction as well as global language exposure was also mentioned. Other suggestions included providing more elective options, especially for middle schoolers.

Themes which rose for our families identified as English learner included facilities and the safety and security measures within educational settings. Another significant theme pertains to access to physical education (P.E.) and enhanced opportunities for sports participation, alongside a call for more outdoor play, experiential learning opportunities, and improved nutrition particularly at the elementary level. Finally, increased access to arts, PE, music, and STEM (Science, Technology, Engineering, and Mathematics), was expressed.

For those families who care for a child in foster care, themes emerged around socio-emotional well being, postsecondary readiness, and academics. Families emphasized the importance of providing access to counseling services and early intervention measures for students experiencing crises, with a focus on mental health. Another prevalent theme is centered on preparing students for college, career, and life beyond the educational system. Parents advocate for the inclusion of trade options and project-based learning approaches, providing students with real-life skills and experiences. A third notable theme pertains to student learning and homework support. Parents underscore the necessity of afterschool childcare and support services, and a strong desire for accessible homework help and tutoring programs.

Families experiencing homelessness shared themes which prioritized afterschool childcare and support as well as tutoring and homework help. Parents highlighted the importance of providing professional development opportunities for teachers to enhance their skills and continued support through Impact Teachers. Families also advocated for adequate supplies for teachers. Another prevalent theme centers on the availability of specialized programs. Parents express a desire for access to programs focusing on arts, music, and STEM.

When reviewing feedback from families who have a student with disabilities, areas of focus including appropriate staffing and ongoing education for teachers, as well as the need for additional Instructional Aides to support in the classroom. Prioritization of inclusive education and assistive technology to support the goals of Individual Education Plans and progress towards those goals was shared and the need for counselors to provide socio-emotional, behavior, and anti-bullying support.

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 staff and improved student access to counselors.

Goals and Actions

Goal

Goal #	Description	Type of 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 advance each and every student toward their greatest potential.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

With the intent to provide Safe and Inclusive Learning Environments for all PUSD students, baseline data was reviewed to support the following documented needs:

1. Remediation of areas which performed at the Red Level on our PUSD Dashboard for some of our school sites: Attendance Rates/ Chronic Absenteeism/ Suspension & Expulsion rates.
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) & Panorama 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. Physical facility assessments have identified areas of need to enhance the safety and security of schools and offices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>The percent of K-12 students attending school disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: Synergy/CALPADS</p>	<p>2022-23: Overall District attendance rate was 93.4%. Those student groups below the District average include:</p> <p>African American/Black American Indian/Alaskan Native Hispanic/Latino White Socioeconomically Disadvantaged English Learners Students with Disabilities Foster Youth Homeless Youth</p> <p>See Appendix (A) for disaggregated student group data.</p>			<p>2026-27: PUSD overall attendance rate will increase 3.1% to 96.5% and 5% for specific groups below the district average.</p>	
1.2	<p>The percentage of students who were absent 10% or more of the days that they were enrolled in the district disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p>	<p>2022-23: 15% of PUSD students were chronically absent from school. Those student groups below the District average include:</p> <p>African American/Black American Indian/Alaskan Hispanic/Latino Pacific Islander</p>			<p>2026-27: Overall Chronic Absenteeism rate will decrease by 5% with a 7% decrease for each student group below the 2022-23 average.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Synergy/ CALPADS	Socioeconomically Disadvantaged English Learners Students with Disabilities Foster Youth Homeless Youth See Appendix (B) for disaggregated student group data.				
1.3	Percentage of middle and high school cohort dropouts disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	2022-23: 2.1% of our senior cohort students dropped out of high school. Those student groups below the District average include: African American/Black Hispanic/Latino White Socioeconomically Disadvantaged English Learners Homeless Youth Students with Disabilities In 2022-23 the dropout rate for middle school students was 0.0%. See Appendix (C) for disaggregated student group data			2026-27: Percentage of senior cohort dropouts will decrease by 1% with a 2% decrease for each student group below the District average. The middle school dropout rate will remain at zero.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>Percent of students suspended disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: DataQuest</p>	<p>2022-23: The District student overall suspension rate was 1.5%. Those student groups below the District average include:</p> <p>African American/Black American Indian/Alaskan Hispanic/Latino Pacific Islander White Socioeconomically Disadvantaged English Learners Students with Disabilities Homeless Foster Youth</p> <p>See Appendix (D) for disaggregated student group data.</p>			<p>2026-27: The District overall suspension rate will decrease to .75%. Suspension rates for each student group above the current district average in 2022-23 will decrease by 3%.</p>	
1.5	<p>Percent of students expelled, disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p>	<p>2022-23: The District's overall expulsion rate was 0%.</p> <p>See Appendix (E) for disaggregated student group data.</p>			<p>2026-27: The District's overall expulsion rate will remain at 0%.</p> <p>See Appendix E for disaggregated</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest				student group data.	
1.6	<p>The percent of parents who Strongly Agree with the statement "This school is a safe place for my child" disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: California Healthy Kids Parent Survey, Winter 2022 administration.</p>	<p>Winter 2022: 39% of all parents Strongly Agree with the statement "This school is a safe place for my child".</p> <p>The student groups below the District average includes:</p> <p>Native Hawaiian or Pacific Islander</p> <p>See Appendix (F) for disaggregated student group data.</p>			2026-27: An overall increase of 2% of parents agreeing with the statement "This school is a safe place for my child". Those students below the District average in 2022 will increase by 4%.	
1.7	<p>The number of students indicating they had experienced bullying at each grade level, disaggregated by student groups, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities.</p>	<p>2022-23: In elementary school, 30% of students reported that they had been "been hit or pushed by someone who wasn't kidding around" and 30% had experienced 'mean rumors spread about you'. At the secondary level, middle schoolers reported 29.7% and</p>			2026-27: Decrease the percentage of students indicating experiences of bullying by 5%. Those students above the District average in 2022-23 will decrease by 7%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Healthy Kids Parent Survey, 2022-23 administration.	36.7%, and high schools 21.3% and 26.7%. See Appendix (G) for disaggregated student group data.				
1.8	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).	2023: All school sites continue to meet the 'Good Repair' standard. See Appendix (H).			2026-27: All school sites continue to meet the 'Good Repair' standard.	
1.9	Overall percentage rating from FIT of each school site with Good to Exemplary rating. Data Source: Facilities Inspection Tool (FIT)	2022-23: Overall percentage rating for Good to Exemplary was measured at 92% across the District. See Appendix (I) for ratings by systems inspected.			2026-27: Maintain at 92% or above, site safety ratings of Good to Exemplary as measured by annual Facilities Inspection Tool (FIT) reports.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	<p>School climate: The percentage of students reporting positive school connectedness and students reporting feeling safe at school or that school is safe.</p> <p>Data Source: CA Healthy Kids Survey (CHKS) data</p>	<p>2022-23:</p> <p>Students reporting positive school connectedness:</p> <p>Grade 5 = 78% Grade 7 = 65% Grade 9 = 66% Grade 11 = 63%</p> <p>Students who perceive school as safe or very safe:</p> <p>Grade 5 = 87% Grade 7 = 67% Grade 9 = 72% Grade 11 = 70%</p> <p>See Appendix (MM) for CHKS data.</p>			2026-27: An overall increase of 5% in the number of students at each grade level in reporting connectedness to school and that school is safe.	
1.11	<p>School Climate: The percentage of Staff who report healthy learning environments for students and a positive school climate for students and staff.</p> <p>Data Source: CA Healthy Kids Survey (CHKS) data</p>	<p>2022-23:</p> <p>The percentage of Staff who report healthy learning environments for students and a healthy working environment disaggregates to:</p> <p>This School (is a) . . .</p> <p>Supportive and Inviting Place for Students to</p>			2026-27: An overall increase of 3% in the number of staff at each reporting level (ES/ MS/ HS) reporting a healthy learning environment for students and staff.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Learn 98% Agree to Strongly Agree</p> <p>Promotes Academic Success for All Students: 95% Agree to Strongly Agree</p> <p>Safe Place for Students: 96% Agree to Strongly Agree</p> <p>Motivates Students to Learn: 97% Agree to Strongly Agree</p> <p>Supportive & Inviting place to work: 87% Agree to Strongly Agree</p> <p>Promotes Trust and Collegiality Among Staff: 82% Agree to Strongly Agree</p> <p>Is a Safe Place for Staff: 92% Agree to Strongly Agree</p> <p>See Appendix (NN) for CHKS data.</p>				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Counselors Secondary	Counseling support at the middle and high schools will provide additional focus on students requiring intervention. Counselors will serve as points of contact for students who are chronically absent, struggling academically, or who are experiencing behavioral challenges. Supplemental counseling services will be provided for students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and other student groups identified as priorities within the LCAP. Goal 1; Action 1	\$8,231,184.00	Yes
1.2	Mending Matters Social Worker Secondary	A full time social worker will be assigned to secondary schools to provide mental health and socioemotional support for students. Social workers will work with counseling and administrative teams to refer mental health services to students and families, identify academic interventions and	\$1,128,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports, and provide an additional resource for students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and other student groups identified as priorities within the LCAP. Goal 1; Action 2		
1.3	Caring Connections Counseling	Caring Connections (CC) Counselor will support students' social, emotional, and behavioral challenges, which affect academic performance and home life. The Caring Connections Counselor will extend support to families with students in foster care or experiencing homelessness, providing personalized family counseling sessions to address their specific needs.	\$328,294.00	Yes
1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Establish and maintain Multi-Tiered Systems of Supports (MTSS) Teams in each school to address the diverse academic, behavioral, and social-emotional needs of students.	\$978,092.00	Yes
1.5	Inclusive Practices and MTSS Support K-12	Teachers On Special Assignment (TOSAs) and Classified staff On Special Assignment (COSA) will support the expansion of inclusive practices and multi-tiered systems of support at the elementary and secondary levels.	\$328,474.00	Yes
1.6	Increased Counseling Support Elementary	Maintain our increased counseling support and services two days per week at each elementary. In addition, Student Support Assistants and Student Support Supervisors will be available to support students both academically and socio-emotionally.	\$5,758,758.00	Yes
1.7	Chronic Absenteeism Action Plan	In collaboration with Learning Support Services, Student Support Services, and the office of Attendance and Discipline a strategic plan will be created	\$311,366.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and implemented to reduce chronic absenteeism. The plan will include enhancing the process of identifying and supporting chronically absent students K-12.		
1.8	Campus Supervisors Middle School	Additional school campus supervisors will act as an enhanced support for students by serving as another trusted adult on campus as a point of connection and mentorship.	\$2,359,380.00	Yes
1.9	Families Experiencing Homeless Support	The Youth In Transition program will assist preschool through grade 12 students and families experiencing homelessness by providing support for school, referrals to community agencies, and additional resources as determined.	\$278,491.00	Yes
1.10	STEAM Participation	Provide opportunities for students to participate in Career Technical Education pathways in STEAM at the high schools as well as the integration into the middle school curriculum.	\$750,308.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

With the intent to Improve PUSD Systems, Structures & Programs which Lead to Increased Student Achievement & Learning Opportunities for all, baseline data was reviewed, supporting the following areas of need:

1. Achievement data and dashboard indicators performing in the Red Level demonstrate a need for ongoing staff development to increase student learning, particularly by addressing the needs of underperforming student groups.
2. 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 (2020-21 through 2022-23) 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.

5. 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	<p>Number of mis-assignments of teachers.</p> <p>Number of mis-assignments of teachers of English learner students.</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1- Basics Conditions at School-Teachers)</p>	<p>2022-23:</p> <p>(0%) mis-assignments of all teachers.</p> <p>(0%) mis-assignments of teachers of English learner students.</p> <p>See Appendix (H).</p>			<p>2026-27:</p> <p>0% mis-assignments of all teachers.</p> <p>0% mis-assignments of teachers of English learner students.</p>	
2.2	<p>Percentage of students with access standards-aligned instructional materials for use at school and at home.</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 1-Basics Conditions at School-Instructional Materials)</p>	<p>2022-23: Every student had access to standards-aligned instructional materials and textbooks for use at school and at home.</p> <p>See Appendix (I).</p>			<p>2026-27: Every student will have access to standards-aligned instructional materials and textbooks for use at school and at home.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	<p>Implementation of academic content and performance standards for all students, including how English learners will access the CCSS and ELD standards.</p> <p>Local Indicator 2 'Implementation of Academic Standards' 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.</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 2- Implementation of Academic Standards)</p>	<p>2023: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership received ratings ranging from 4 (Full Implementation) to 5 (Full Implementation And Sustainability).</p> <p>See Appendix (J).</p>			<p>2026-27: PUSD will earn the rating of 5 "Full Implementation and Sustainability" in the areas of Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership relative to the English Learner program.</p>	
2.4	<p>Percentage of certificated staff completing at least one Teaching and Learning Cooperative offerings.</p>	<p>2023: 62% of certificated staff completed at least one Teaching and Learning Cooperative offering.</p>			<p>2026-27: 70% of certificated staff completed at least one Teaching and Learning</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal data	See Appendix (K).			Cooperative offering.	
2.5	Percent of certificated employees participating in the regularly scheduled Teacher Professional Learning and effectiveness System (TPLES) evaluation process. Data Source: Internal Data (PSS)	2023:100% of certificated employees on a given evaluation cycle participated in the Teacher Professional Learning and Effectiveness System.			2026-27: 100% of certificated employees (on a given evaluation cycle) participated in the Teacher Professional Learning and Effectiveness System.	
2.6	Progress on the State Accountability Indicator for English proficiency by English Learner students. Data Source: California Dashboard	2023 Dashboard: 55.4% of EL students were reported to be making progress toward English language proficiency. See Appendix (L)			2026-27: The California Dashboard will report 60% of our EL students progressing towards English language proficiency.	
2.7	Reclassification rate of English Learner students. Data Source: DataQuest	2022-23: Reclassification rate for English Learners was 12.3%. See Appendix (L) .			2026-27: The reclassification rate of English learner students will increase by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	<p>Percentage of students identified as Long-Term English Learners will progress at least one English Language Performance Indicator (ELPI) by 2% each year.</p> <p>Data Source: 2023 Dashboard</p>	<p>2023 Dashboard: 51% of English language students progressed at least one ELPI level.</p> <p>See Appendix (L)</p>			2026-27: The percentage of students identified as Long-Term English Learners will progress at least one English Language Performance Indicator (ELPI) by 5% each year.	
2.9	<p>Percent of students completing the English Language Proficiency Assessments for California (ELPAC) summative assessment.</p> <p>Data Source: 2022-23 ELPAC</p>	<p>2022-23: 67% of EL students performed at the "Well Developed" or "Moderately Developed" performance levels.</p> <p>See Appendix (M)</p>			2026-27: The number of EL students will increase by 3% who performed at the "Well Developed" or "Moderately Well Developed" levels.	
2.10	<p>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 student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities.</p>	<p>Spring 2023: 74.63% of all students performed "At or Exceeding" standards in English.</p> <p>Those student groups below the District average include: American Indian/Alaskan Native Black or African American Hispanic/Latino White</p>			2026-27: The District average of students who perform "At or Exceeding" standards in ELA will increase by 3% and by 4% for each student group below the Spring 2023 average.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: DataQuest	<p>Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p> <p>See Appendix (N) for disaggregated student group data.</p>				
2.11	<p>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 student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: DataQuest</p>	<p>Spring 2023: 66.95% of all students performed "At or Exceeding" standards in Mathematics.</p> <p>Those student groups below the District average include: American Indian/Alaskan Native Black or African American Hispanic/Latino White</p> <p>Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p>			2026-27: 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 2023 average.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		See Appendix (O) for disaggregated student group data.				
2.12	Percent of students meeting a-g requirements disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: CALPADS	2022-23: The district percentage of students meeting a-g requirement was 71%. Those student groups below the District average include: Black or African American Hispanic/Latino Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth See Appendix (T) for disaggregated student group data.			2026-27: The percentage of all students meeting a-g requirements will increase by 7% from 2022-23; 8% for all student groups below the District average.	
2.13	Percent of graduates who scored 3 and above on an Advanced Placement (AP) test, disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status,	2022-23: 53% of graduates passed an AP exam with a score of 3 or higher. Those student groups below the District average include:			2026-27: 57% of all graduating students will pass an AP examination with a score of 3 or higher. Student groups below the District average	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and Students with Disabilities. Data Source: College Board and Internal Data.	Black or African American Filipino Hispanic/Latino White Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth See Appendix (W) for disaggregated student group data.			will increase by 6%.	
2.14	Graduating Seniors identified as "Prepared" for College and Career. Data Source: California Dashboard Local Indicator and Dataquest.	Class of 2023: 72% of graduating seniors were marked as "Prepared" for College and Career on the CA Dashboard. Local Indicator noted as Met. Data regarding specific student groups is included in Appendix (KK).			2026-27: The District will continue to meet this Local Indicator with an increase of 5% of our graduating seniors noted to be 'Prepared' for College and Career.	
2.15	Percentage of graduating high school students disaggregated by student groups, English Learner, Foster Youth, Homeless Youth,	2022-23: Student graduation rate (including 5th year seniors) was 95%.			2026-27: Increase the overall graduation rate of students to 97% and by 3% for student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: Dashboard/Dataquest</p>	<p>Those student groups below the District average include: Black or African American Hispanic/Latino Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p> <p>See Appendix (Z) for disaggregated student group data.</p>			below the District average in 2022-23.	
2.16	<p>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.</p>	<p>2022-23: LCFF Priority 7 narrative presented to PUSD governing board states 'Standard Met'. 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.</p> <p>See Appendix (AA) & (II).</p>			2026-27: 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; meeting the CA State Standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: State Board of Education Self-Reflection Tool (Local Indicator 7. Access to Broad Course of Study) as provided in Dashboard and Internal Source (SRC)					
2.17	Percent of graduates who completed at least one state defined CTE pathway disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: CALPADS	2022-23: 18% of graduates completed at least one CTE Course Completion pathway. Those student groups below the District average include: Black or African American Filipino Hispanic/Latino Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth Foster Youth See Appendix (BB) for disaggregated student group data.			2026-27: CTE Course Completion rates increase by 1% each year; 2% for each student group below the current district average.	
2.18	Percentage of pupils who have successfully	2022-23: 25% of PUSD graduates met UC/CSU			2026-27: 30% of PUSD graduates	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>completed both a-g requirements and CTE courses from at least one approved pathways disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: CALPADS</p>	<p>requirements AND completed at least one CTE pathway.</p> <p>Those student groups below the District average include: Black or African American Filipino Hispanic/Latino Two or More Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p> <p>See Appendix (LL) for disaggregated student group data.</p>			met UC/CSU requirements AND completed at least one CTE pathway.	
2.19	<p>Percentage of 3rd grade students achieving "At or Near Standard," or "Above Standard" on the Reading Claim of the English Language Arts CAASPP</p>	<p>We implemented a new foundational reading program, IMSE, in grades K-2 during the 2021-22 and 2022-23 school years.</p> <p>Third grade student performance in the Reading Claim area of the English Language Arts Spring 2023</p>			2026-27: Student performance in the Reading Claim area of the English Language Arts CAASPP will improve by 2% each year for third grade students with no more than 2% of third graders "Below Standard."	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>CAASPP was 92% of students performing "At or Near Standard," or "Above Standard."</p> <p>See Appendix (OO).</p>			<p>98% of all third graders will achieve "At or Near Standard" or "Above Standard" on the Reading Claim area of the English Language Arts CASSP.</p>	
2.20	<p>Percentage of grade 3-5 students achieving "Near, At, or Above Standard" on the Problem Solving and Modeling & Data Analysis Claim of the Mathematics CAASPP</p>	<p>We implemented a new problem-based mathematics program in grades K-5 during the 2023-24 school year.</p> <p>Grades 3-5 student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Spring 2023 Mathematics CAASPP:</p> <p>89.8% of grade 3 students performed "Near, At, or Above Standard"</p> <p>89.6% of grade 4 students performed "Near, At, or Above Standard"</p>			<p>2026-27: Student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Mathematics CAASPP will improve by 1-2% each year for grade 3-5 students with no more than 5% of grade 3-5 "Below Standard."</p> <p>95% of all grade 3-5 students will achieve "Near, At, or Above Standard" on Problem Solving and Modeling & Data Analysis Claim area of the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88% of grade 5 students performed "Near, At, or Above Standard" See Appendix (OO).			Mathematics CAASPP.	
2.21	Percentage of students achieving Met or Exceeding Science standards overall as measured by the CAST.	2022-23 61.2% Met or Exceeded Standards See Appendix (PP).			2026-27: Increase district wide percentage of students meeting or exceeding standards as measured by CAST to 66%.	
2.22	Pupils prepared for college by the Early Assessment Program (EAP). Data Source: Dataquest	Students CAASPP/EAP results are reported on the Student Score Report. Class of 2023: 80.82% of 2022-23 11th graders were noted to Meet or Exceed ELA standards and 65.2% of 2022-23 11th graders were noted to Meet or Exceed Math standards. Those student groups below the District average include: Black or African American Hispanic/Latino			2026-27: The District will improve on this indicator with an increase of 5% of our 11th grade students scores on ELA and Math standards reaching 'Meet or Exceed' Standards with an increase of 3%. Student groups below the District average will increase by 7% on both Math and ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth See Appendix (KK).				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intervention Support Secondary	Implement intervention support classes aimed at providing additional academic assistance to students who require extra support to meet grade-level standards. These classes will offer targeted instruction tailored to individual student needs, focusing on areas such as math, reading, and writing.	\$1,771,783.00	Yes
2.2	Co-Teaching and Inclusive Practices Support Secondary	Implement co-teaching support in the Least Restrictive Environment (LRE) to enhance inclusive practices and provide targeted instructional support for students with disabilities. Co-teaching pairs a general education teacher with a special education teacher to deliver instruction, accommodate diverse learning needs, and promote student engagement and success within the regular classroom setting.	\$1,040,786.00	Yes
2.3	Elementary Intervention Support and Planning	Implement dedicated collaboration time for elementary school teachers to support intervention efforts aimed at addressing the diverse academic needs of students. This collaboration time will provide opportunities for teachers to analyze student data, plan targeted interventions, share best practices, and coordinate resources effectively.	\$1,019,000.00	Yes
2.4	Equity and Inclusion Plan	Continue district-wide, site-based, and community actions focused on racial equity and inclusion to implement PUSD's comprehensive racial equity and inclusion plan which includes professional development, planning, and progress monitoring.	\$6,000.00	Yes
2.5	Professional Learning Leaders Elementary	Professional Learning Leaders (PLLs) at each elementary site to focus on intervention support for students with academic and social-emotional needs.	\$356,949.00	Yes
2.6	Site Intervention Support for English Learners	Supplemental interventions for students identified as English Learners (ELs) to address several critical needs within the LCAP.	\$362,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Advancement Via Individual Determination AVID	Advancement Via Individual Determination (AVID) support by providing AVID Tutors, membership for schools, and professional development for AVID teachers and non AVID teachers.	\$462,157.00	Yes
2.8	Advancement Via Individual Determination AVID Excel Middle School	Meadowbrook, Black Mountain and Twin Peaks Middle Schools will provide Advancement Via Individual Determination (AVID) Excel classes for English learners.	\$120,000.00	Yes
2.9	English Language Development	Support English learner students by integrating the California English Language Development (ELD) standards in classrooms with a focus on providing instructional assistants, staff development for teachers and assistants, and the integration of formative assessments to inform instruction for ELD students.	\$1,491,140.00	Yes
2.10	Family Learning Center	Provide support to students/parents new to the US whose primary language is other than English including tutoring, technology support, internet access, and primary language resources.	\$366,116.00	Yes
2.11	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.	\$196,501.00	Yes
2.12	Expanded Learning Structures	Expand Alternative learning opportunities to meet the needs of students by offering programs such as Connect Academy 6-8, and Poway Virtual Courses 9-12, further develop dual credit earning opportunities for high school students through the Intersegmental General Education Transfer Curriculum (IGETC) program at Palomar College and the implementation	\$1,844,411.00	No

Action #	Title	Description	Total Funds	Contributing
		of Poway to Palomar Middle College Pilot. Other alternative offerings include independent study, home education program (PHEP), dual enrollment courses, summer school, and after school credit recovery.		
2.13	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. A focus will be on targeted support for students who are approaching, prepared or not prepared on the CCI.	\$4,949,633.00	No
2.14	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).	\$159,469.00	No
2.23				

Goals and Actions

Goal

Goal #	Description	Type of 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. LCFF Priority 3.Parent Involvement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

With the intent to Foster and Maintain Positive Relationships with Parents & Community, baseline data was reviewed to create goals to support the following areas of understanding:

- The Importance of parents as partners in the educational experience of our students. Thus, we seek their input and involvement at district and site levels.
- Identification of opportunities for growth in parent engagement with the last administration of our California Healthy Kids Survey Parent Survey which reported:
 - * 85% 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"
 - * 67% of parents agreed with the statement "School actively seeks the input of parents before making important decisions"
- 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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	The percent of parents who agree or strongly agree with the statement	2023: 49% of parents agree, and 38% strongly agree with the			2026-27: The percentage of parents who agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>"The school encourages me to be an active partner with this school".</p> <p>Disaggregated data is available only for the Indicator Strongly Agree. Therefore Strongly Agree values are identified for All Parents and disaggregated student groups.</p> <p>Data Source: California Healthy Kids Parent Survey (CHKS), 2022-23 administration.</p>	<p>statement "The school encourages me to be an active partner with the school".</p> <p>Those student groups below the District average who strongly agree include:</p> <p>Native Hawaiian or Pacific Islander</p> <p>See Appendix (CC) for disaggregated data.</p>			<p>or strongly agree with the statement "The school encourages me to be an active partner with this school" will increase by 5%.</p>	
3.2	<p>The percent of parents who agree or strongly agree with the statement "School actively seeks the input of parents before making important decisions".</p> <p>Disaggregated data is available only for the Key Indicator strongly agree. Therefore strongly agree values are identified for All Parents and disaggregated student groups.</p>	<p>2023: 43% of parents agree, and 24% strongly agree with the statement "School actively seeks the input of parents before making important decisions".</p> <p>Those student groups below the District average who strongly agree include:</p> <p>White Two or more ethnicities</p>			<p>2026-27: The percentage of parents who agree or strongly agree with the statement "School allows input and welcomes parent's contributions" will increase by 3%.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Healthy Kids Parent Survey, 2022-23 administration.	See Appendix (EE) for disaggregated data.				
3.3	<p>The percent of parents who agree or strongly agree with the statement "Parents feel welcome to participate at this school".</p> <p>Disaggregated data is available only for the Indicator Strongly Agree. Therefore Strongly Agree values are identified for All Parents and disaggregated student groups.</p> <p>Data Source: California Healthy Kids Parent Survey, 2022-23 administration.</p>	<p>2023: 48% of parents agree, and 37% strongly agree with the statement "Parents feel welcome to participate at this school"</p> <p>Those student groups below the District average who strongly agree include:</p> <ul style="list-style-type: none"> Black or African American Hispanic or Latino Two or more ethnicities White Students with Disabilities <p>See Appendix (FF) for disaggregated data.</p>			2026-27: The percentage of parents who agree or strongly agree with the statement "Parents feel welcome to participate at this school" will increase by 3%.	
3.4	<p>Number of events for parents of unduplicated students and students with exceptional needs.</p> <p>Data Source: Internal data.</p>	<p>2022-23: 207 events took place for parents of unduplicated students and students with exceptional needs. This includes 77 for English learner families, 21 for Foster, 35 for homeless</p>			2026-27: The number of events for parents of unduplicated students and students with exceptional needs to increase by 4%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families, and 64 for students with disabilities. See Appendix (GG).				
3.5	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).	2022-23: the ratings for all 3 metrics: *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making were found to be in Full Implementation (4). See Appendix (HH)			2026-27: The ratings for these 3 metrics: *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making will continue to be in the 4-5 range: (4 = Full Implementation) (5= Full with Sustainability).	
3.6	Parent School Connectedness will be measured by a LEA determined survey and deployed in the 2024-25 school year to establish a baseline.	Baseline will be determined in 2024-25 schoolyear.			2026-27: Once baseline is determined, metrics will be added.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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	College Partnerships	Continue partnerships with local community colleges and public universities to increase pathways and educational opportunities for students in order to enhance all forms of early college credit, particularly for those students who are underrepresented in post secondary education.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Education	<p>In collaboration with Poway Adult School, the Caring Connections Center will provide Parent Education courses to provide strategies to TK-12 families in order to support the academic and social-emotional needs of students in both English and Spanish.</p> <p>Special Education department will provide information to the Community Advisory Committee (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.</p>	\$0.00	No
3.4	Parent Engagement	Create activities, spaces and opportunities to connect with parents as partners in their children's education. These opportunities include information through 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.	\$108,309.00	No
3.5	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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$0	\$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
0.000%	0.000%	\$0.00	0.000%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Intervention Counselors Secondary</p> <p>Need: Counseling support at the middle and high schools will provide additional focus on students requiring intervention. Counselors will serve as points of contact for students who are chronically absent, struggling academically, or who are experiencing behavioral challenges.</p>	Intervention counselors serve as site points of contact for our Foster Youth, English Learners, and Students Experiencing Homelessness. In addition, intervention counselors are critical in the follow up with students who are chronically absent, struggling academically, or who are exhibiting behavioral challenges. This action is designed to address the identified needs by providing intervention counseling support at the middle and high schools, providing additional assistance to	Action 1.1 will be monitored by the following metrics: chronic absenteeism, suspension rates, graduation, and CCI at the high schools. Local counseling data for targeted student groups will also be used.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Supplemental counseling services will be provided for students identified as Foster Youth, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and other student groups identified as priorities within the LCAP. Goal 1; Action 1</p> <p>Scope: LEA-wide</p>	<p>students in need of intervention, and providing a point of contact for specific student groups. These counselors play a crucial role as primary contacts for foster youth, English Learners, students with disabilities, and students experiencing homelessness as well as other students within the school. High schools will receive a .5 counselor and middle schools a 1.5 counselor.</p>	
<p>1.2</p>	<p>Action: Mending Matters Social Worker Secondary</p> <p>Need: Foster youth, English learners, students with disabilities, African American, Filipino, Asian, White, students identified as having more than one race, and those experiencing homelessness face higher rates of chronic absenteeism, suspension, and challenges in graduating. Among the student groups in PUSD, those experiencing homelessness and students with disabilities exhibit the lowest performance levels in terms of graduation rate on the 2023 Dashboard. Additionally, African American and foster youth students show lower performance in suspension rates. These groups also demonstrate lower performance rates on the CCI as documented on the CA Dashboard.</p> <p>Scope:</p>	<p>Providing Mending Matters Case Managers at the secondary schools addresses the identified needs by increasing mental health services to both students identified as priorities in the LCAP and all students in general. The additional support aims to address issues such as academic struggles, socio-emotional challenges, and behavioral concerns that may hinder student success including but not limited to attendance, meeting graduation requirements, and suspension. Providing support at a school-wide level ensures that no student falls through the cracks and that all individuals have equal access to resources and assistance tailored to their specific needs.</p>	<p>The metrics used to measure the effectiveness of Action 1.2 will include chronic absenteeism, attendance, suspension, graduation, and other academic performance indicators among unduplicated student groups. Socio-emotional well-being metrics will include surveys, interviews, or other qualitative measures.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	<p>Action: Caring Connections Counseling</p> <p>Need: Within PUSD, there are high rates of chronic absenteeism for Foster youth, English learners, students with disabilities, African American, Filipino, Asian, White, students identified as having more than one race, and those experiencing homelessness.</p> <p>Scope: LEA-wide</p>	<p>Acknowledging the crucial role in addressing social, emotional, and behavioral obstacles impacting students' academic and home life achievements, the Bilingual Caring Connections Counselor serves as a dependable ally for English Learner students. Moreover, the counselor actively reaches out to families facing homelessness and students in foster care. Referrals to the Caring Connections Center (CCC) come from various channels including school counselors, teachers, administrators, and self-referrals from students spanning grades TK-12. The Bilingual Caring Connections Counselor delivers assistance to both parents and students through either in-person or Zoom Family Conferences. These sessions entail crafting action plans with parents and students to bolster their success, alongside providing access to pertinent community resources and therapist referrals. Additionally, the CCC counselor extends support to students in foster care and those experiencing homelessness. Leveraging the Family Learning Center situated within the Caring Connections hub, the counselor can effectively cater to English learners and newly arrived students. It is anticipated that families will have access to mental health support and be connected with external agencies as deemed necessary.</p> <p>Goal 1, Action 3</p>	<p>Action 1.3 will be monitored by the following metrics: chronic absenteeism, suspension data, and local metrics for targeted student groups.</p>
1.4	<p>Action: Multi-Tiered Systems of Supports (MTSS) Teams:</p> <p>Need:</p>	<p>Each school will begin to establish MTSS Teams comprising administrators, teachers, counselors, special education staff, and other relevant stakeholders. These teams will be responsible for developing, implementing, and monitoring the</p>	<p>Regular evaluations will be conducted to assess the effectiveness of MTSS implementation in improving student</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>There are multiple schools with student groups in the Red and Orange Tier related to Chronic Absenteeism, Suspension, and other local data areas of need. Of the 26 elementary schools, 17 have student groups identified in the Red tier for either chronic absenteeism (17) an/or suspensions (3). Of the 6 middle schools, 5 have student groups identified in the Red tier for chronic absenteeism. These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, White, and those experiencing homelessness.</p> <p>Scope: LEA-wide</p>	<p>MTSS framework to support all students' needs. MTSS Teams will receive ongoing training and professional development to enhance their understanding of MTSS principles, data analysis, evidence-based interventions, and collaboration strategies. Training sessions will be provided by district-level MTSS experts, external consultants, and professional learning communities. MTSS Teams will utilize a data-driven approach to identify students' academic, behavioral, and social-emotional needs, monitor their progress, and make informed decisions about appropriate interventions and supports at each tier of the MTSS framework. MTSS Teams will develop and implement tiered interventions and supports tailored to meet the diverse needs of students. These interventions may include differentiated instruction, small-group interventions, individualized support plans, and referrals to specialized services. A full time Tech Trainer will be available to support the MTSS teams.</p> <p>MTSS Teams will foster a culture of collaboration and communication among school staff, parents, and community partners to ensure a coordinated approach to supporting student success. Regular meetings, data sharing, and progress monitoring will facilitate effective collaboration and alignment of efforts. MTSS Teams will engage in a collaborative model for decision making. The model PUSD uses is an inquiry model which includes steps that identify a problem, collect data to understand it, identify ways to respond, identify appropriate practices, try them, and progress monitor for success. Feedback from stakeholders,</p>	<p>outcomes and closing achievement gaps. Evaluation findings will inform adjustments to the MTSS framework and support continuous improvement efforts. Action 1.4 will be monitored by the following metrics: chronic absenteeism, suspension rates, and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, African American, Hispanic, and those experiencing homelessness.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		analysis of outcomes data, and benchmark assessments will inform adjustments and refinements to the MTSS framework. PUSD will work on building out its Tier 1 structures initially followed by the adjustment of additional Tiers as needed.	
1.5	<p>Action: Inclusive Practices and MTSS Support K-12</p> <p>Need: Foster youth, English learners, students with disabilities, African American, Hispanic, and those experiencing homelessness face higher rates of chronic absenteeism, suspension, and challenges in graduating. Among the student groups in PUSD, those experiencing homelessness and students with disabilities exhibit the lowest performance levels in terms of graduation rate on the 2023 Dashboard. Additionally, African American and foster youth students have the highest rate of suspension district wide.</p> <p>Scope: LEA-wide</p>	TOSAs and COSAa will provide professional development related to Universal Design for Learning and Multi-Tiered Systems of Supports in order to ensure rigorous academic instruction and social experiences in the least restrictive environment for students in LCAP identified priority groups. It is being provided LEA wide due to the need for comprehensive professional development and system wide support.	Action 1.6 will be monitored by the following metrics: chronic absenteeism, suspension rates, and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, African American, Hispanic, and those experiencing homelessness.
1.6	<p>Action: Increased Counseling Support Elementary</p> <p>Need: Of the 26 elementary schools, 17 have student groups identified in the Red tier for either chronic absenteeism (17) an/or suspensions</p>	Elementary Counseling positions are essential in supporting English learners, Foster Youth, socioeconomically disadvantaged, and students experiencing homelessness. Having counselors available five days a week at the elementary schools provides consistency and equal access to services. In order to reduce chronic absenteeism,	Action 1.6 will be monitored by the following metrics: chronic absenteeism, suspension rates, and local data for targeted student groups including but not limited to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(3). These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p> <p>Scope: LEA-wide</p>	<p>counselors will check in regularly with students who are absent, create contact logs, and conduct home visits when appropriate.</p>	<p>Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p>
<p>1.7</p>	<p>Action: Chronic Absenteeism Action Plan</p> <p>Need: Of the 26 elementary schools, 17 have student groups identified in the Red tier for chronic absenteeism. Of the 6 middle schools, 5 have student groups identified in the Red tier for chronic absenteeism. These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p> <p>Scope: LEA-wide</p>	<p>The plan will involve enhancing the process of identifying and supporting chronically absent students. This may include implementing early warning systems to identify students at risk of chronic absenteeism, providing targeted interventions and supports to address underlying barriers to attendance, and fostering collaboration between school staff, students, families, and community partners to create a supportive environment conducive to regular attendance. By providing the action on a district basis, the initiative acknowledges the pervasive nature of chronic absenteeism and the need for a coordinated, system-wide response. By implementing the action universally it ensures all students have access to the support and resources needed to overcome barriers to attendance and ultimately improve their academic success and well-being.</p>	<p>Action 1.8 will be monitored by the following metrics: chronic absenteeism, suspension and local data for targeted student groups including but not limited to Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p>
<p>1.8</p>	<p>Action: Campus Supervisors Middle School</p> <p>Need: All 6 middle schools have student groups identified in the Red tier. 4 have student groups identified in the Red tier for chronic</p>	<p>Campus Supervisors increase safety on school 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 will be able to note needs of students who are socioeconomically</p>	<p>Action 1.9 will be monitored by the following metrics: chronic absenteeism, suspension and local data for targeted student groups including but not limited to students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>absenteeism and 3 for suspension. These student groups include students with disabilities, socioeconomically disadvantaged, Hispanic, white and those experiencing homelessness.</p> <p>Scope: Schoolwide</p>	<p>disadvantaged, students with disabilities, and students experiencing homelessness and communicate those needs to staff to meet those needs. In addition, having a trusted adult who is able to connect with students and mentor them will increase a sense of belonging as well as reduce behavioral issues and potential incidents that result in suspension.</p>	<p>with disabilities, socioeconomically disadvantaged, Hispanic, and those experiencing homelessness.</p>
<p>1.10</p>	<p>Action: STEAM Participation</p> <p>Need: Although there were no student groups identified in the Red tier in the CCI (College and Career Indicator) on the CA Dashboard, students with disabilities, homeless, English learners, and African American students were in the Orange tier. Socioeconomically disadvantaged students were identified in the Yellow tier.</p> <p>Scope: Schoolwide</p>	<p>PUSD, in partnership with local colleges, businesses, and industries, will 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, adding coding classes, and increasing exposure to CTE and STEAM at the middle schools.</p>	<p>Action 1.15 will be monitored by the following metrics: College and Career Indicator and graduation for targeted student groups including but not limited to English learners, students with disabilities, socioeconomically disadvantaged, African American, and homeless.</p>
<p>2.1</p>	<p>Action: Intervention Support Secondary</p> <p>Need: As a district, PUSD has two student groups in the Red tier for graduation, those being Students with Disabilities and Homeless. Abraxas has two areas where All students are in the Red which are CCI and graduation.</p>	<p>Implementing intervention support classes at the middle and high schools help address the need for additional academic assistance for students who require extra support to meet grade-level standards. This need is prevalent across PUSD, as there are students at various grade levels who struggle with mastering academic skills. By providing intervention support classes on a schoolwide basis, this action addresses the</p>	<p>Action 2.1 will be monitored by the following metrics: College and Career Indicator, graduation rates, CAASPP, and CCI for targeted student groups including but not limited to English learners, students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Abraxas also has White, Hispanic and Students with Disabilities in the Red Tier for Graduation. Two high schools have students with disabilities in the Red tier for ELA and Mathematics. Poway also has English Learners in the Red tier for ELA. Three of the six middle schools have students in the Red tier for Math and/or ELA for students with disabilities. One middle school has African American in the Red tier for Mathematics.</p> <p>Scope: Schoolwide</p>	<p>diverse academic needs of students while promoting equity, early intervention, comprehensive support, and data-driven decision making. The need for Mathematical intervention at secondary specifically addresses the one of the primary reasons for students being credit deficient, transferring to Abraxas and not graduating with the cohort.</p>	<p>with disabilities, socioeconomically disadvantaged, African American, and homeless.</p>
<p>2.2</p>	<p>Action: Co-Teaching and Inclusive Practices Support Secondary</p> <p>Need: As a district, students with disabilities are in the Red tier for graduation and Low for the CCI. Two high schools have students with disabilities in the Red tier for ELA and Mathematics. Three of the six middle schools have students in the Red tier for Math and/or ELA for students with disabilities.</p> <p>Scope: Schoolwide</p>	<p>The action of implementing co-teaching support in the Least Restrictive Environment (LRE) addresses several critical needs for students with disabilities. Co-teaching promotes inclusive education practices by fostering an environment where students with disabilities can learn alongside their peers without disabilities in the general education classroom. Co-teaching allows students with disabilities to access the core curriculum within the general education classroom, ensuring they have the same opportunities to learn and engage with grade-level content as their peers. This addresses the need for equitable access to educational resources and experiences. By providing targeted support and accommodations within the regular classroom setting, co-teaching addresses the need for personalized and responsive instruction for students with disabilities. Implementing co-teaching on a school wide basis encourages collaboration between general education and</p>	<p>Action 2.2 will be monitored by the following metrics: Percentage of students with disabilities who are included in general education classrooms with co-teaching support compared to the total number of students with disabilities, student engagement levels in co-taught classrooms through surveys, and other local data. Track academic progress over time including graduation rates, CCI, and CAASPP.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		special education teachers. This collaborative approach promotes professional growth, shared expertise, and the exchange of best practices, ultimately enhancing the quality of instruction and support provided to all students.	
2.3	<p>Action: Elementary Intervention Support and Planning</p> <p>Need: As a district, there are no student groups in the Red tier for ELA or Mathematics as reported on the CA Dashboard. There are however student groups in the Orange tier (African American, homeless, and students with disabilities) and the Yellow tier (socioeconomically disadvantaged) for ELA. The same is true for Mathematics. Student groups in the Orange tier for Mathematics include African American and students with disabilities. Student groups in the Yellow tier include Hispanic, homeless, and socioeconomically disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>Many elementary students require additional academic support to achieve grade-level proficiency in core subjects such as reading, math, and writing. As a result, there is a need for greater collaboration among elementary school teachers to effectively address the diverse learning needs of students and share resources and best practices. Currently, there is limited time allocated for teachers to come together and strategize on how to best support students who require additional academic assistance. By providing dedicated collaboration time for elementary school teachers, they are able to address identified needs and ensure that all students receive the support they need to succeed academically. During collaboration time, teachers will review student data including assessments, progress reports, and formative assessments, plan Interventions for students identified as needing extra support, coordinate the use of instructional materials, and monitor student progress during intervention periods. By providing this dedicated collaboration time for elementary school teachers, the action aims to enhance the effectiveness of intervention efforts and improve student outcomes. Collaboration among teachers fosters a collaborative culture focused on meeting the diverse academic needs of all students and promotes a shared responsibility for student success. A Mandarin Teacher on Special</p>	<p>Action 2.3 will be monitored by the following metrics: CAASPP for student groups including but not limited to English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, Foster youth and homeless. Local metrics will also be used for grades K-5.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Assignment (TOSA) will be provided for Adobe Bluffs elementary school to support this effort.	
2.4	<p>Action: Equity and Inclusion Plan</p> <p>Need: A Racial Equity and Inclusion plan was created based on the feedback from students, parents and other members of the PUSD community. Part of the plan was to address specific areas of concern related to racism, disproportionality, and students' sense of belonging and connection at their schools. In addition, students with disabilities and homeless were in the Red tier and African American, English learners, Hispanic, and students identified as socioeconomically disadvantaged in the Orange tier for graduation as reported on the CA Dashboard.</p> <p>Scope: LEA-wide</p>	<p>The racial equity and inclusion plan, created by students, staff, and community partners, was board-approved as a multi-year initiative to ensure that PUSD continues to fulfill its commitment to “to empower student success by ensuring safe, inclusive, innovative, and equitable learning environments for every person, regardless of the color of their skin or ethnicity” and requires continual reflection and action. Implement restorative system practices at every site. Actions include, but are not limited to providing anti-bias training for every certificated member in PUSD, accompanied by self-assessment markers demonstrating growth. Offering anti-bias training for groups of classified members, with self-assessment markers indicating growth. Enhancing data collection on discriminatory incidents as shown by Synergy. Each of the four action areas addresses the complexity of the problem and has the potential to impact every student, staff member, and community member in PUSD.</p> <ol style="list-style-type: none"> 1. Fostering Relational Trust through engagement with BIPOC families, courageous conversations, feedback culture initiatives, and network support for student culture/identity clubs. 2. Professional Learning for Staff, including mirror work, anti-bias training, and protocols and practices for disrupting microaggressions. 3. Educational Improvements by increasing the use of responsive curricula and promoting student agency regarding belonging. 4. Systems Improvements, marked by quantifiable results in diverse staff hiring and retention, building 	<p>Metrics for action 2.4 will include: Panorama survey data for disaggregated, historically underserved groups, California Healthy Kids Survey for disaggregated, historically underserved groups, suspension rates with a focus on African-American students, and any additional metrics embedded in the racial equity and inclusion plan, which is a work in progress.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		restorative systems, ensuring data transparency, and conducting culturally responsive organizational assessments and actions.	
2.5	<p>Action: Professional Learning Leaders Elementary</p> <p>Need: As a district, there are no student groups in the Red tier for ELA or Mathematics as reported on the CA Dashboard. There are however student groups in the Orange tier (African American, homeless, and students with disabilities) and the Yellow tier (socioeconomically disadvantaged) for ELA. The same is true for Mathematics. Students groups in the Orange tier for Mathematics include African American and students with disabilities. Student groups in the Yellow tier include Hispanic, homeless, and socioeconomically disadvantaged.</p> <p>Scope: Schoolwide</p>	This action is designed to address the identified needs by equipping PLLs with the tools and resources necessary to support students across various domains. By advocating for the use of the RTI Console, integrating technology and thinking routines, and providing professional learning opportunities to educators, PLLs aim to address the academic and socio-emotional needs of English learners, socioeconomically disadvantaged, foster youth, and students experiencing homelessness. Implementing these initiatives on a school-wide basis ensures that all students, particularly those from historically underserved backgrounds, have access to the support they need to thrive academically and emotionally. By embedding PLLs within each site and assigning them specific roles related to student interventions, technology integration, and teacher professional growth, schools can provide targeted and comprehensive support to meet the diverse needs of their student population. This approach acknowledges the systemic nature of the challenges faced by unduplicated students and underscores the commitment to fostering an inclusive and supportive learning environment for all.	Action 2.5 will be monitored by the following metrics: CAASPP Scores monitoring changes in CAASPP scores for student groups, including English learners, students with disabilities, socioeconomically disadvantaged students, African American students, Hispanic students, foster youth, and homeless students. Local Indicators to assess progress related to student performance, such as attendance rates, graduation rates, and college/career readiness, tracking participation rates and feedback from teacher professional development sessions led by PLLs, and survey data to measure outcomes and school climate.
2.7	<p>Action: Advancement Via Individual Determination AVID</p> <p>Need:</p>	AVID Tutors are trained to provide academic support to students, particularly those from underrepresented backgrounds or facing challenges in their education. These tutors offer personalized assistance, helping students	Action 2.8 will be monitored by the following metrics: Graduation rates and CCI performance levels will be used as well

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>As a district, students experiencing homelessness are in the Red tier for graduation. Although not in the Red tier, many student groups are in the Orange tier for graduation as reported on the CA Dashboard including African American, Hispanic, English Learners, and those identified as socioeconomically disadvantaged. Similar trends exist on the College and Career Indicator (CCI) with no student groups in the Very Low performance level, and African American, English Learners, Homeless and Students with Disabilities in the Low performance level. Local measures, such as UC/CSU a-g completion, indicate 21% of English learners, 59% of African American, 61% of Hispanic, 45% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities completed a-g coursework in 2023 compared to a district wide 71% completion rate.</p> <p>Scope: Schoolwide</p>	<p>navigate difficult subjects, develop study skills, and build confidence in their academic abilities. When a school becomes a member of the AVID program, it gains access to a wealth of resources, including curriculum materials, training modules, and ongoing support from the AVID organization. This membership allows schools to implement proven strategies for academic success, such as inquiry-based learning, collaborative study groups, and college readiness workshops. Providing professional development opportunities for both AVID and non-AVID teachers ensures all educators are equipped with the knowledge and skills necessary to support student success. AVID training sessions introduce teachers to research-based instructional strategies, such as Cornell note-taking, Socratic seminars, and writing-to-learn activities, which have been shown to improve student engagement and academic performance. By addressing the needs of diverse learners and promoting academic excellence for all, AVID plays a crucial role in narrowing the achievement gap and promoting educational equity. This action is primarily focused on middle and high schools, all of which have AVID programs.</p>	<p>as local Indicators to assess progress related to participation in and successful completion of UC/CSU a-g courses, and survey data.</p>
<p>2.9</p>	<p>Action: English Language Development</p> <p>Need: Students identified as English Learners maintained at 55.4% making progress towards English Language proficiency. The percentage of students who progressed at least one ELPI level increased from 43.6% in 2022 to 51.6% in 2023. There was a decrease</p>	<p>By integrating the California ELD standards into classroom instruction, educators can provide targeted language development support for English learner students. These standards outline the language skills and proficiency levels that students should attain at each grade level, guiding teachers in effectively scaffolding instruction to support language acquisition. Providing instructional assistants and staff development for teachers and assistants ensures that educators</p>	<p>Action 2.11 will be monitored by the following metrics: Summative ELPAC Scores, progression through ELPI levels, CAASPP Scores monitoring changes in CAASPP scores for English learners, and local indicators to assess</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>of students by 2.2% compared to the previous year of students who decreased at least one ELPI level and an even larger decrease in the percentage of students who maintained ELPI at level 4. On the Summative Alternative ELPAC assessment, 27.1% progressed. English learners continue to perform at a disproportionate rate as the overall percentages in multiple measures reported in the LCAP. Highland Ranch, Stone Ranch, and Valley Elementary schools were in the Red Tier for English Learner Progress.</p> <p>Scope: Schoolwide</p>	<p>have the necessary resources and training to effectively implement ELD standards-based instruction. The integration of formative assessments allows educators to continuously monitor the progress of English learner students and tailor instruction to meet their individual needs. By regularly assessing student understanding and language proficiency, teachers can identify areas of strength and areas needing improvement, adjusting instruction accordingly to support English learner students' progress. Providing this support district wide and for specific schools in the Red Tier ensures consistency and equity in serving English learner students across the district. It ensures that educators have access to the necessary resources, training, and support to effectively implement ELD standards-based instruction and provide targeted support for English learner students. Additionally, by implementing these practices district-wide, PUSD can create a cohesive approach to supporting English learner students' language development and academic success, ultimately improving outcomes for this student population across the district and the identified elementary schools above.</p>	<p>progress related to student performance and language acquisition.</p>
<p>2.10</p>	<p>Action: Family Learning Center</p> <p>Need: Each year there are a number of families who move into the district and require additional support and services. Many of the families</p>	<p>Establishing a Family Learning Center to provide support to students and parents new to the US, whose primary language is other than English, addresses several identified needs. New students and parents who are adjusting to life in the US may face language barriers that impact their academic success. By offering tutoring and resources in their primary language, the Family</p>	<p>Action 2.12 will be monitored by the following metrics: Parent surveys from those who utilize the Family Learning Center, and the level of parental engagement by tracking attendance at Family</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>lack resources and access to essential services in order to support their students.</p> <p>Scope: LEA-wide</p>	<p>Learning Center can provide targeted academic support to help these students overcome language challenges and succeed in school. Many immigrant families may lack access to technology or may not be familiar with how to use it effectively. Providing technology support and internet access at the Family Learning Center ensures that students and parents have the tools they need to engage in remote learning, access educational resources, and communicate with teachers and school staff. The Family Learning Center will serve as a hub for cultural and community connection, providing a welcoming environment where families can access resources, connect with other families facing similar challenges, and build a sense of belonging in their new community. By providing support services tailored to parents, such as language resources and tutoring, the Family Learning Center empowers parents to take an active role in supporting their children's academic journey. This can strengthen the parent-school partnership and contribute to improved student outcomes.</p> <p>Providing the Family Learning Center on a district-wide basis ensures that all students and families across the district have access to these essential support services, regardless of their school or neighborhood. Additionally, by centralizing these services in a district-wide Family Learning Center, the district can streamline resources, leverage economies of scale, and provide consistent support to all immigrant families across the district.</p>	<p>Learning Center events, workshops, and meetings.</p>
2.11	<p>Action: Bilingual Parent Liaisons</p>	<p>Spanish-speaking Bilingual Parent Liaisons bridge communication gaps between school staff and</p>	<p>Action 2.13 will be monitored by the following</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: As a district, 8.4% of the student population is designated as English Learners. At some of the schools, the vast majority of English learners come from Spanish Speaking homes. Poway High School for example has 30.7% of their student population who identifies as Hispanic. The schools that feed into Poway High include Twin Peaks and Meadowbrook Middle School, Midland, Pomerado, and Valley Elementary schools; all who have higher numbers of Spanish speaking families.</p> <p>Scope: Schoolwide</p>	<p>Spanish-speaking parents. They facilitate effective communication by translating important documents, interpreting during meetings and events, and conveying information in a culturally sensitive manner. Bilingual Parent Liaisons effectively communicate with Spanish-speaking parents, schools can encourage greater parental involvement. Liaisons help parents understand school policies, programs, and resources, thereby empowering them to actively participate in their children's education through volunteering, attending workshops, and engaging with teachers. Those fluent in Spanish possess cultural knowledge and understanding that can enhance interactions with Spanish-speaking families. They assist school staff navigate cultural nuances, traditions, and values, fostering a more inclusive and welcoming environment for all families. The Bilingual Parent Liaison provides valuable support to Spanish-speaking families in navigating the educational system and advocating for their children's academic success. They offer guidance on accessing academic support services, understanding grading and assessment practices, and promoting positive learning habits at home. They also strengthen ties between the school and the broader community.</p> <p>Providing Spanish-speaking Bilingual Parent Liaisons on a school-wide basis ensures that all Spanish-speaking families within the school community have access to language support and resources. Additionally, having Bilingual Parent Liaisons available to all families promotes consistency in communication and support</p>	<p>metrics: Parent surveys from those who utilize the Bilingual Parent Liaisons, measuring the level of parental engagement by tracking attendance at school events and meetings, and other local district metrics.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		services, regardless of the grade level or specific needs of individual students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Families Experiencing Homeless Support</p> <p>Need: The graduation rate for students experiencing homelessness in PUSD was 64.3% as reported on the California Dashboard compared to 93% for all students placing them in the Red tier for the district. In addition, Abraxas High School is in the Red tier for suspensions, and Valley Elementary and Twin Peaks Middle School are in the Red tier for chronic absenteeism. Twin Peaks is also in the Red tier for suspensions.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The Youth In Transition program, spearheaded by the District Homeless Liaison, is crafted to directly address the identified needs of preschool through Grade 12 students and families experiencing homelessness. By offering a comprehensive range of support services, including assistance with school-related issues, referrals to community agencies, and provision of additional resources as necessary, the program aims to mitigate the challenges faced by homeless students and families. Implementing the program on a school-wide basis ensures that all students and families within the school community who are experiencing homelessness have equitable access to the support they require. Homelessness can have profound and wide-ranging effects on a student's academic performance, socio-emotional well-being, and overall stability. Therefore, providing support on a school-wide basis acknowledges the systemic nature of homelessness and the need for a coordinated response that encompasses the entire school community.</p>	<p>Action 1.11 will be monitored by the following metrics: chronic absenteeism, suspension, graduation, and local data for students experiencing homelessness.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.6</p>	<p>Action: Site Intervention Support for English Learners</p> <p>Need: English learners face challenges in acquiring English language proficiency and achieving academic success due to language barriers, cultural differences, and varying levels of educational background. These students may require additional support and resources to accelerate their language development and academic progress, ensuring equitable access to educational opportunities. The percentage of EL students in 2023 who progressed on the Summative Alternative ELPAC district wide was 58.3%. The percentage of EL students in 2023 who did not progress on the summative alternate ELPAC was 27.1%. 14.6% maintained.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Supplemental interventions such as tutoring, intervention software, and additional teacher hours are specifically designed to meet the unique needs of English Learners (ELs), providing support in language acquisition, literacy development, and content-area instruction to help ELs build foundational skills and succeed academically. Differentiated Instruction will offer opportunities for tailored instruction aligned with individual ELs' language proficiency levels and learning needs, including one-on-one tutoring, small group instruction, and technology-based interventions. Teacher capacity building will enable educators to dedicate more time to meeting ELs' needs through individualized instruction, language assessments, collaboration on instructional strategies, and progress monitoring. Overall, providing supplemental interventions for English learners ensures equitable access to targeted support services, promotes consistency and coherence in service delivery, maximizes scalability and impact, and fosters professional collaboration to address the diverse needs of ELs effectively. Indirect costs and administrative support for the district's LCAP will also be part of this action and service.</p>	<p>Action 2.7 will be monitored by the following metrics: ELPAC test scores and feedback provided by students and families of English learners.</p>
<p>2.8</p>	<p>Action: Advancement Via Individual Determination AVID Excel Middle School</p> <p>Need: Although not in the Red tier, English learners are in the Low tier (Orange) as reported on the CCI and Orange tier for graduation as reported on the CA Dashboard. In addition, local measures, such as UC/CSU a-g completion,</p>	<p>AVID Excel will provide specialized support for English learners, focusing on language development alongside content knowledge. This can include designated ELD instruction, language-rich curriculum materials, and targeted interventions for language acquisition. AVID Excel can embed a strong college and career readiness component into its program, providing English learners with exposure to various post-secondary pathways, and career exploration opportunities</p>	<p>Action 2.9 will be monitored by the following metrics: Growth in CAASPP Scores, ELPI and iReady results. Local Indicators to assess progress related to student performance include attendance rates and survey data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>indicate 21% of English learners completed a-g coursework in 2023 compared to a district wide 71% completion rate and 55% of English learners took three years of math in high school compared to 88% overall.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>helping to motivate students and provide a clear trajectory for their academic and professional futures. AVID Excel teachers can regularly analyze data on student performance and progress to identify areas of need and inform instructional planning and interventions. By closely monitoring student outcomes, educators can adjust strategies and interventions to ensure they are effectively meeting the needs of English learners.</p>	

For any limited 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, as applicable.

Not Applicable.

Additional Concentration Grant Funding

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	375,104,694	0	0.000%	0.000%	0.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$29,640,021.00	\$4,198,574.00	\$126,000.00	\$743,082.00	\$34,707,677.00	\$32,357,502.00	\$2,350,175.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention Counselors Secondary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle and High School		\$8,231,184.00	\$0.00	\$8,231,184.00				\$8,231,184.00	
1	1.2	Mending Matters Social Worker Secondary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School		\$0.00	\$1,128,000.00	\$1,128,000.00				\$1,128,000.00	
1	1.3	Caring Connections Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$328,294.00	\$0.00	\$328,294.00				\$328,294.00	
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$978,092.00	\$0.00	\$259,317.00	\$522,550.00		\$196,225.00	\$978,092.00	
1	1.5	Inclusive Practices and MTSS Support K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$328,474.00	\$0.00	\$328,474.00				\$328,474.00	
1	1.6	Increased Counseling Support Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools		\$5,758,758.00	\$0.00	\$5,758,758.00				\$5,758,758.00	
1	1.7	Chronic Absenteeism Action Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$311,366.00	\$0.00	\$311,366.00				\$311,366.00	
1	1.8	Campus Supervisors Middle School	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Design		\$2,359,380.00	\$0.00	\$2,327,522.00	\$31,858.00			\$2,359,380.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income	39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks									
1	1.9	Families Experiencing Homeless Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$278,491.00	\$0.00	\$278,491.00				\$278,491.00	
1	1.10	STEAM Participation	English Learners Low Income	Yes	School wide	English Learners Low Income	Grades 6-12		\$750,308.00	\$0.00	\$471,726.00	\$124,414.00	\$126,000.00	\$28,168.00	\$750,308.00	
2	2.1	Intervention Support Secondary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley MS, Bernardo Heights MS, Mesa Verde MS, Meadowbrook MS, Twin Peak MS, Black Mt. MS, Poway HS, Rancho Bernardo HS, Mt. Carmel HS, Westview HS, Del Norte HS		\$1,771,783.00	\$0.00	\$771,783.00	\$1,000,000.00			\$1,771,783.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Middle and High School		\$1,040,786.00	\$0.00	\$1,040,786.00				\$1,040,786.00	
2	2.3	Elementary Intervention Support and Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools		\$1,004,000.00	\$15,000.00	\$1,019,000.00				\$1,019,000.00	
2	2.4	Equity and Inclusion Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
2	2.5	Professional Learning Leaders Elementary	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Elementary Schools		\$290,949.00	\$66,000.00	\$356,949.00				\$356,949.00	
2	2.6	Site Intervention Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$298,184.00	\$64,392.00	\$362,576.00				\$362,576.00	
2	2.7	Advancement Via Individual Determination AVID	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Grades 6-12		\$231,957.00	\$230,200.00	\$398,838.00			\$63,319.00	\$462,157.00	
2	2.8	Advancement Via Individual Determination AVID Excel Middle School	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Meadowbrook, Black Mt. and Twin Peaks Middle Schools		\$80,000.00	\$40,000.00	\$120,000.00				\$120,000.00	
2	2.9	English Language Development	English Learners	Yes	School wide	English Learners	All Schools		\$1,491,140.00	\$0.00	\$1,130,489.00			\$360,651.00	\$1,491,140.00	
2	2.10	Family Learning Center	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Caring Connections Center		\$294,923.00	\$71,193.00	\$271,397.00			\$94,719.00	\$366,116.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Bilingual Parent Liaisons	English Learners	Yes	School wide	English Learners	Specific Schools: Midland ES, Pomerado ES, Valley ES, Meadowbrook MS, Twin Peaks MS, Poway High, Family Learning Center, and Caring Connections Center		\$196,501.00	\$0.00	\$196,501.00				\$196,501.00	
2	2.12	Expanded Learning Structures	All	No					\$1,742,541.00	\$101,870.00	\$1,759,352.00	\$85,059.00			\$1,844,411.00	
2	2.13	Career Technical Education Pathways	All	No			All Schools		\$4,316,613.00	\$633,020.00	\$2,674,409.00	\$2,275,224.00			\$4,949,633.00	
2	2.14	Least Restrictive Environment	Students with Disabilities	No			All Schools		\$159,469.00	\$0.00		\$159,469.00			\$159,469.00	
3	3.1	Two-Way Communication	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	College Partnerships	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Parent Education	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Parent Engagement	All	No			All Schools		\$108,309.00	\$0.00	\$108,309.00				\$108,309.00	
3	3.5	Community Partnerships	All	No			All Schools		\$0.00	\$500.00	\$500.00				\$500.00	

2024-25 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
375,104,694	0	0.000%	0.000%	0.000%	\$25,097,451.00	0.000%	6.691 %	Total:	\$25,097,451.00
								LEA-wide Total:	\$17,641,790.00
								Limited Total:	\$761,067.00
								Schoolwide Total:	\$6,694,594.00

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 Secondary	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle and High School	\$8,231,184.00	
1	1.2	Mending Matters Social Worker Secondary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School	\$1,128,000.00	
1	1.3	Caring Connections Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,294.00	
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$259,317.00	
1	1.5	Inclusive Practices and MTSS Support K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$328,474.00	
1	1.6	Increased Counseling Support Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools	\$5,758,758.00	

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	Chronic Absenteeism Action Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$311,366.00	
1	1.8	Campus Supervisors Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Design 39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks	\$2,327,522.00	
1	1.9	Families Experiencing Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$278,491.00	
1	1.10	STEAM Participation	Yes	Schoolwide	English Learners Low Income	Grades 6-12	\$471,726.00	
2	2.1	Intervention Support Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oak Valley MS, Bernardo Heights MS, Mesa Verde MS, Meadowbrook MS, Twin Peak MS, Black Mt. MS, Poway HS, Rancho Bernardo HS, Mt. Carmel HS, Westview HS, Del Norte HS	\$771,783.00	
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle and High School	\$1,040,786.00	
2	2.3	Elementary Intervention Support and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools	\$1,019,000.00	
2	2.4	Equity and Inclusion Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
2	2.5	Professional Learning Leaders Elementary	Yes	Schoolwide	English Learners Foster Youth	Elementary Schools	\$356,949.00	

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 (%)
					Low Income			
2	2.6	Site Intervention Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$362,576.00	
2	2.7	Advancement Via Individual Determination AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12	\$398,838.00	
2	2.8	Advancement Via Individual Determination AVID Excel Middle School	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Meadowbrook, Black Mt. and Twin Peaks Middle Schools	\$120,000.00	
2	2.9	English Language Development	Yes	Schoolwide	English Learners	All Schools	\$1,130,489.00	
2	2.10	Family Learning Center	Yes	LEA-wide	English Learners Low Income	Specific Schools: Caring Connections Center	\$271,397.00	
2	2.11	Bilingual Parent Liaisons	Yes	Schoolwide	English Learners	Specific Schools: Midland ES, Pomerado ES, Valley ES, Meadowbrook MS, Twin Peaks MS, Poway High, Family Learning Center, and Caring Connections Center	\$196,501.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$69,205,028.00	\$66,455,171.00

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	\$8,865,744.00	\$8,647,161
1	1.2	SEL Professional Learning	Yes	\$20,800.00	\$23,310
1	1.3	Caring Connections Counseling	Yes	\$180,901.00	\$180,472
1	1.4	SEL Support of Foster Youth	No	\$46,000.00	\$40,438
1	1.5	Equity Teams	Yes	\$95,000.00	\$83,500
1	1.6	Inclusive Practices	Yes	\$305,717.00	\$296,739
1	1.7	Increased Counseling Support	Yes	\$5,302,833.00	\$5,100,015
1	1.8	Chronic Absenteeism	Yes	\$307,786.00	\$303,406
1	1.9	Campus Supervisors	Yes	\$2,258,900.00	\$1,976,666
1	1.10	Dropout Prevention	Yes	\$972,891.00	\$910,878

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	\$88,171.00	\$82,958
1	1.12	Maintain Custodial Support	No	\$11,413,015.00	\$10,579,159
1	1.13	Capital Projects - 2021-22	No	\$5,064,042.00	\$4,753,729
1	1.14	Dual Immersion Programs	Yes	\$3,867,840.00	\$3,554,321
1	1.15	STEAM Participation	No	\$0.00	\$0
1	1.16	Student Voice	No	\$0.00	\$0
1	1.17	Transportation Support	No	\$33,443.00	\$33,443
2	2.1	Teacher Ratio	No	\$0.00	\$0
2	2.2	Poway Professional Assistance Program (PPAP)	No	\$1,654,523.00	\$1,714,115
2	2.3	Standards Aligned Materials	No	\$2,298,172.00	\$2,012,147
2	2.4	X-Ploration Program	Yes	\$3,091,299.00	\$3,291,417
2	2.5	Professional Learning Leaders	Yes	\$2,044,038.00	\$2,221,294
2	2.6	Teaching and Learning TOSAs	Yes	\$497,401.00	\$497,843
2	2.7	Site Intervention Support	Yes	\$3,546,317.00	\$3,925,120

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	2.8	Advancement Via Individual Determination (AVID)	Yes	\$357,414.00	\$363,961
2	2.9	Title I Support	No	\$1,154,000.00	\$1,091,956
2	2.10	After School Education and Safety Program (ASES)	No	\$2,059,807.00	\$2,059,807
2	2.11	English Language Development	Yes	\$1,479,269.00	\$1,301,809
2	2.12	Family Learning Center	Yes	\$463,961.00	\$375,517
2	2.13	Bilingual Parent Liaisons	Yes	\$226,347.00	\$193,974
2	2.14	Expanded Learning Structures	No	\$2,840,811.00	\$2,575,529
2	2.15	Voyager and Elevate Program	No	\$962,576.00	\$848,255
2	2.16	Career Technical Education Pathways	No	\$6,472,091.00	\$6,188,892
2	2.17	Advanced Placement	No	\$5,678.00	\$5,678
2	2.18	Least Restrictive Environment	No	\$251,971.00	\$254,524
2	2.19	Special Education Collaboration	No	\$45,746.00	\$33,188
2	2.20	Teacher Learning Cooperative	Yes	\$295,478.00	\$300,038

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	2.21	Classified Learning Collaborative	No	\$100,020.00	\$99,070
2	2.22	Canvas	No	\$240,318.00	\$240,318
2	2.23	Special Education Intern Program	No	\$186,637.00	\$186,728
3	3.1	Two-Way Communication	No	\$0.00	\$0
3	3.2	Palomar College Partnership	No	\$0.00	\$0
3	3.3	Parent Education	No	\$0.00	\$0
3	3.4	Parent Academy	No	\$0.00	\$0
3	3.5	Parent Engagement	No	\$102,371.00	\$100,985
3	3.6	Community Partnerships	No	\$500.00	\$486
3	3.7	Equity and Inclusion	No	\$5,200.00	\$6,325

2023-24 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)
\$15,546,288	\$28,233,534.00	\$28,241,748.00	(\$8,214.00)	0.000%	0.000%	0.000%

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	\$8,865,744.00	\$8,647,161		
1	1.2	SEL Professional Learning	Yes	\$800.00	\$882		
1	1.3	Caring Connections Counseling	Yes	\$180,901.00	\$180,472		
1	1.5	Equity Teams	Yes	\$95,000.00	\$83,500		
1	1.6	Inclusive Practices	Yes	\$305,717.00	\$296,739		
1	1.7	Increased Counseling Support	Yes	\$2,913,391.00	\$2,865,355		
1	1.8	Chronic Absenteeism	Yes	\$307,786.00	\$303,406		
1	1.9	Campus Supervisors	Yes	\$1,962,651.00	\$1,948,503		
1	1.10	Dropout Prevention	Yes	\$256,625.00	\$256,617		
1	1.11	Support of Homeless Families	Yes	\$88,171.00	\$82,958		
1	1.14	Dual Immersion Programs	Yes	\$3,603,860.00	\$3,309,838		
2	2.4	X-Ploration Program	Yes	\$1,619,572.00	\$1,820,850		

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	2.5	Professional Learning Leaders	Yes	\$2,044,038.00	\$2,221,294		
2	2.6	Teaching and Learning TOSAs	Yes	\$497,401.00	\$497,843		
2	2.7	Site Intervention Support	Yes	\$3,546,317.00	\$3,925,120		
2	2.8	Advancement Via Individual Determination (AVID)	Yes	\$319,595.00	\$297,228		
2	2.11	English Language Development	Yes	\$1,016,723.00	\$906,084		
2	2.12	Family Learning Center	Yes	\$273,961.00	\$277,480		
2	2.13	Bilingual Parent Liaisons	Yes	\$110,898.00	\$96,035		
2	2.20	Teacher Learning Cooperative	Yes	\$224,383.00	\$224,383		

2023-24 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)
\$378,992,860	\$15,546,288	0	4.102%	\$28,241,748.00	0.000%	7.452%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

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

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA’s 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 plus 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
November 2023

Appendix A

**Poway Unified School District
Local Control Accountability Plan (LCAP)
Attendance Rate**

	2020-2021	2021-2022		2022-2023	
	%	%	Delta	%	Delta
PUSD	97.5%	93.6%	-3.9%	93.4%	-0.2%
	0%	0%	0%	0%	0%
African American or Black	95.8%	90.6%	-5.2%	91.3%	0.7%
American Indian or Alaskan Native	96.9%	93%	-3.9%	88.6%	-4.4%
Asian	99%	96.2%	-2.8%	96%	-0.2%
Filipino	98.5%	94.9%	-3.6%	95.1%	0.2%
Hispanic or Latino	95.8%	91%	-4.8%	91%	0%
Pacific Islander	96.7%	94.5%	-2.2%	93.7%	-0.8%
Two or More Races	97.4%	93.4%	-4%	93.2%	-0.2%
Undeclared	92.7%	84%	-8.7%	96.5%	12.5%
White (not of Hispanic origin)	97.5%	93.6%	-3.9%	93.5%	-0.1%
Socioeconomically Disadvantaged	95.9%	91.5%	-4.4%	91.6%	0.1%
English Learners	96.5%	92.5%	-4%	92.6%	0.1%
Students with Disabilities	95.8%	90.4%	-5.4%	90.5%	0.1%
Foster Youth	89.4%	84.1%	-5.3%	91%	6.9%
Homeless Youth	92.2%	90%	-2.2%	90.3%	0.3%

Data Source - Svnervq/CALPADS
Last Update - 1/2024

Appendix C

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

	2020-2021			2021-22				2022-23			
	# Cohort Students	Cohort Dropouts		# Cohort Students	Cohort Dropouts		Delta	# Cohort Students	Cohort Dropouts		Delta
		#	%		#	%			#	%	
All Students	2847	38	1.0%	2893	93	3.2%	2.2%	2910	60	2.1%	-1.1%
African American	59	0	0.0%	75	3	4.0%	4.0%	56	4	7.1%	3.1%
Asian	578	4	0.0%	622	10	1.6%	1.6%	611	3	0.5%	-1.1%
Filipino	201	2	1.0%	170	1	0.6%	-0.4%	190	1	0.5%	-0.1%
Hispanic or Latino of Any Race	514	15	2.0%	519	18	3.5%	1.5%	562	15	2.7%	-0.8%
Multiple	288	4	1.0%	292	15	5.1%	4.1%	310	5	1.6%	-3.5%
Pacific Islander	0	0	0%	11	2	18.2%	18.2%	0	0	0%	0%
White	1194	13	1.0%	1200	44	3.7%	2.7%	1167	31	2.7%	-1.0%
Socioeconomically Disadvantaged	703	21	3.0%	746	43	5.8%	2.8%	696	31	4.5%	-1.3%
English Learners	160	8	5.0%	189	11	5.8%	0.8%	132	10	7.6%	1.8%
Homeless Youth	67	4	6.0%	79	4	5.1%	-0.9%	91	13	14.3%	9.2%
Students with Disabilities	362	13	3.0%	404	34	8.4%	5.4%	319	13	4.1%	-4.3%

Data Source - DataQuest
Last Update - 1/2024

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 Isindr	7	0	0%
White	1108	0	0%
Multiple	326	0	0%
Missing	6	0	0%

Data Source -CALPADS

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

	2021-2022*		
	# of students Dropout	Grade 8 Enroll	%
All Students	1	2726	∞

Total

2022-2023**		
# of students Dropout	Grade 8 Enroll	%
0	2726	0

****This year's dropout count is displayed statically, since there are no dropouts for current school year.****

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

Appendix D

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

	2020-2021			2021-2022				2022-2023			
	Cumulative Enrollment	Suspensions		Cumulative Enrollment	Suspensions		Delta	Cumulative Enrollment	Suspensions		Delta
		#	%		#	%			#	%	
Total Enrollment	36545	66	0.2%	36171	431	1.2%	1%	35817	533	1.5%	0.3%
African American	659	6	0.9%	639	20	3.1%	2.2%	642	35	5.5%	2.4%
American Indian or Alaska Native	41	0	0%	44	2	4.5%	4.5%	46	2	4.3%	-0.2%
Asian	8190	5	0.1%	8475	38	0.4%	0.3%	8673	33	0.4%	0%
Filipino	2131	0	0%	2038	18	0.9%	0.9%	2033	21	1%	0.1%
Hispanic or Latino	6426	17	0.3%	6445	143	2.2%	1.9%	6377	164	2.6%	0.4%
Not Reported	26	0	0%	11	0	0%	0%	0	0	0%	0%
Pacific Islander	85	0	0%	66	1	1.5%	1.5%	62	3	4.8%	3.3%
Two or More Races	4248	9	0.2%	4237	53	1.3%	1.1%	4199	58	1.4%	0.1%
White	14739	29	0.2%	14216	156	1.1%	0.9%	13781	217	1.6%	0.5%
English Learners	3068	9	0.3%	3316	42	1.3%	1%	3257	60	1.8%	0.5%
Socioeconomically Disadvantaged	6056	25	0.4%	6025	154	2.6%	2.2%	6292	223	3.5%	0.9%
Students with Disabilities	5433	39	0.7%	5561	164	2.9%	2.2%	5764	222	3.9%	1%
Homeless	865	2	0.2%	719	25	3.5%	3.3%	718	33	4.6%	1.1%
Foster	24	0	0%	25	3	12%	12%	28	5	17.9%	5.9%

Data source - DataQuest
 Latest Update - 3/2024

Appendix E

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

	2020-2021			2021-2022			2022-2023				
	Cumulative Enrollment	Expulsions		Cumulative Enrollment	Expulsions		Delta	Cumulative Enrollment	Expulsions		Delta
		#	%		#	%			#	%	
Total Enrollment	36545	1	0%	36171	11	0%	0%	35817		0%	0%
African American			0%			0%	0%	642		0%	0%
American Indian or Alaska Native			0%			0%	0%	46		0%	0%
Asian			0%			0%	0%	8673		0%	0%
Filipino			0%			0%	0%	2033		0%	0%
Hispanic or Latino			0%	6445	6	0.1%	0%	6377		0%	-0.1%
Pacific Islander			0%			0%	0%	62		0%	0%
Two or More Races			0%			0%	0%	4199		0%	0%
White	14739	1	0%	14216	5	0%	0%	13781		0%	0%
English Learners			0%	3316	2	0.1%	0%	3257		0%	-0.1%
Socioeconomically Disadvantaged			0%	6025	6	0.1%	0%	6292		0%	-0.1%
Students with Disabilities			0%	5561	7	0.1%	0%	5764		0%	-0.1%
Homeless			0%	719	1	0.1%	0%	718		0%	-0.1%
Foster			0%			0%	0%	28		0%	0%
Male			0%			0%	0%	18665		0%	0%
Female			0%			0%	0%	17107		0%	0%

Data Source - DataQuest
Latest Update - 3/2024

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

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
This school is a safe place for my child

Key Indicator: Average percent of respondents reporting Strongly Agree

2022-23	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American (not Hispanic)	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	Not applicable, not sure, or decline to answer	Two or more races/ethnicities	White (not Hispanic)	English Learners	Students with Disabilities
#	5513	8	1327	58	252	385	12	443	595	2419	150	701
%	39%	50%	41%	40%	52%	44%	33%	26%	39%	39%	54%	41%
Delta	-12%	-5%	-10%	-7%	3%	-8%	-31%	-10%	-12%	-15%	-8%	-15%

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									
	2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023			2018-2019		2020-2021			2022-2023						
1. Elementary Schools																												
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

2. Middle Schools	0 times									1 time						2 to 3 times						4 or more times													
	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

3. High Schools	0 times									1 time						2 to 3 times						4 or more times										
	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

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

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

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

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

Table A6.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness[®] (In-School Only)	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	78
School connectedness[®] (Remote Only)	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	
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

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 safe ^Φ	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.

^ΦIn-School and Hybrid Models only.

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 ^{‡#} <i>(In-School Only)</i>	65	66	63	65	A6.8
School connectedness ^{‡ψ} <i>(Remote Only)</i>	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.*

^ψ*The 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.

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

Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities	2019	2021	2022	2023
Mis-Assignments (0 EL) of Teachers of English Learners (not on 2021-22 Dashboard)	0	0	N/A	N/A
Teacher Mis-Assignments and Vacant Teacher Positions (added for 2021-22 to Dashboard)	N/A	N/A	4	N/A

Appropriately Assigned Teachers 2023

Name LEA	Total Teaching Full-Time Equivalent (FTE) 1,540.59	Clear (%f teaching FTE) 85%	Comparison to Statewide Average Above
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State Board of Education Self-Reflection Tool - Local Indicator 1 – Basics: Instructional Materials

Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities	2019	2021	2022	2023
Percent of Students without Access to their Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	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	2023
Instances Where Facilities Do Not Meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0	0	0	0

Appendix I

**Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Facilities Inspection Result**

Total Number of Schools: 39	2020-2021			2021-2022			2022-2023		
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 (100%)	0 (0%)	0 (0%)
Interior: Interior Surfaces	26 (66%)	12 (31%)	1 (3%)	37 (94%)	1 (3%)	1 (3%)	37 (97%)	0 (0%)	1 (3%)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	39 (100%)	0	0	39 (100%)	0	0	38 (100%)	0 (0%)	0 (0%)
Electrical: Electrical	38 (97%)	1 (3%)	0	39 (100%)	0	0	38 (100%)	0 (0%)	0 (0%)
Restroom/Fountains: Restrooms, Sinks/Fountains	34 (87%)	4 (10%)	1 (3%)	37 (94%)	1 (3%)	1 (3%)	37 (97%)	1 (3%)	0 (0%)
Safety: Fire Safety, Hazardous Materials	38 (97%)	1 (3%)	0	39 (100%)	0	0	38 (100%)	0 (0%)	0 (0%)
Structural: Structural Damage, Roofs	24 (62%)	2 (5%)	13 (33%)	29 (74%)	2 (5%)	8 (21%)	34 (89%)	0 (0%)	4 (11%)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	23 (59%)	9 (23%)	7 (18%)	36 (92%)	2 (5%)	1 (3%)	37 (97%)	1 (3%)	0 (0%)

	2020-2021			2021-2022			2022-2023			
	EXEMPLARY	GOOD	FAIR	EXEMPLARY	GOOD	FAIR	EXEMPLARY	GOOD	FAIR	POOR
Overall Rating From FIT:	5 (13%)	28 (72%)	6 (15%)	19 (49%)	18 (46%)	2 (5%)	32 (84%)	3 (8%)	2 (5%)	1 (3%)

Appendix J

Local Indicator 2- Implementation of Academic Standards	2021	2022	2023
Professional Development			
English Language Arts – Common Core State Standards for English Language Arts	4	5	5
Mathematics – Common Core State Standards for Mathematics	5	5	5
History - Social Science	2	4	4
English Language Development (Aligned to English Language Arts Standards)	4	4	4
Next Generation Science Standards	4	4	4
Instructional Materials			
English Language Arts – Common Core State Standards for English Language Arts	3	4	4
Mathematics – Common Core State Standards for Mathematics	5	5	5
History - Social Science	2	4	5
English Language Development (Aligned to English Language Arts Standards)	4	4	4
Next Generation Science Standards	4	4	5
Policy & Program Support			
English Language Arts – Common Core State Standards for English Language Arts	4	4	4
Mathematics – Common Core State Standards for Mathematics	5	4	4
History - Social Science	2	4	4
English Language Development (Aligned to English Language Arts Standards)	4	4	4
Next Generation Science Standards	4	4	4
Implementation of Standards			
Career Technical Education	5	5	5
Physical Education Model Content Standards	4	5	5
World Language	5	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	2022-23
	#	#	#	#	#
Unduplicated Participants that Completed a TLC	1015	1158	406	379	1146
Total # of TLC Eligible Participants	1753	1783	1782	1830	1845
Participation %	57.90%	64.95%	22.78%	20.71%	62.11%

Appendix L

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

	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
No new data available

[DataQuest Home](#) / [Enrollment Report](#)

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

Poway Unified Report (37-68296)

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	2,923	74.9%	8.9%	15.6%	0.0%	0.6%
01	2,457	72.9%	11.6%	15.2%	0.2%	0.1%
02	2,523	70.7%	12.9%	15.5%	0.8%	0.1%
03	2,562	71.2%	10.4%	14.4%	4.0%	0.1%
04	2,525	69.6%	7.8%	14.1%	8.3%	0.1%
05	2,649	70.0%	7.7%	9.9%	12.4%	0.0%
06	2,580	71.7%	7.9%	7.1%	13.3%	0.0%
07	2,591	70.2%	8.4%	6.4%	14.9%	0.0%
08	2,726	69.3%	8.1%	4.2%	18.3%	0.0%
09	2,811	67.6%	8.9%	3.8%	19.7%	0.0%
10	2,948	68.3%	8.7%	3.5%	19.5%	0.0%
11	2,886	67.9%	8.5%	3.2%	20.3%	0.0%
12	3,011	66.2%	8.9%	3.2%	21.8%	0.0%

Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Poway Unified	35,192	70.0%	9.1%	8.7%	12.1%	0.1%

Appendix L (cont)

2022-23

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
KN	3,031	72.8%	9.2%	17.8%	0.0%	0.2%
01	2,408	73.8%	10.2%	14.9%	1.1%	0.0%
02	2,508	72.2%	11.8%	11.6%	4.5%	0.0%
03	2,550	69.5%	13.1%	12.8%	4.6%	0.0%
04	2,613	70.3%	10.8%	9.8%	9.1%	0.0%
05	2,558	68.6%	8.7%	9.3%	13.5%	0.0%
06	2,603	68.7%	8.1%	8.8%	14.4%	0.1%
07	2,564	70.4%	8.7%	6.4%	14.4%	0.0%
08	2,562	69.2%	9.2%	5.7%	16.0%	0.0%
09	2,762	68.8%	8.6%	4.2%	18.4%	0.0%
10	2,805	67.1%	9.3%	3.0%	20.7%	0.0%
11	2,908	67.8%	9.1%	2.9%	20.1%	0.0%
12	3,028	67.9%	8.5%	3.0%	20.6%	0.0%

Report Totals

Name	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
Poway Unified	34,900	69.7%	9.6%	8.4%	12.3%	0.0%

Enrollment by English Language Acquisition Status (ELAS)

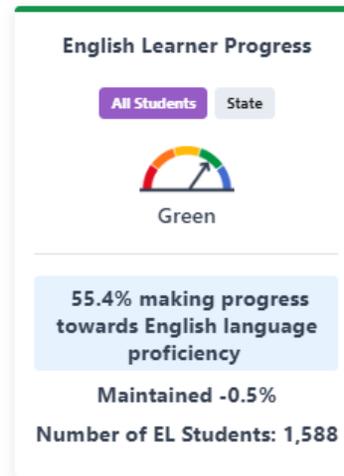
Year	District	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
2018-2019	Poway Unified	36,450	70.0%	7.9%	11.1%	11.0%	0.0%
2019-2020	Poway Unified	36,586	70.0%	8.4%	9.3%	12.3%	0.0%
2020-2021	Poway 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%
2022-2023	Poway Unified	34,900	69.7%	9.6%	8.4%	12.3%	0.0%

Source: Dataquest

English Learner Progress Indicator

All English Learner Students

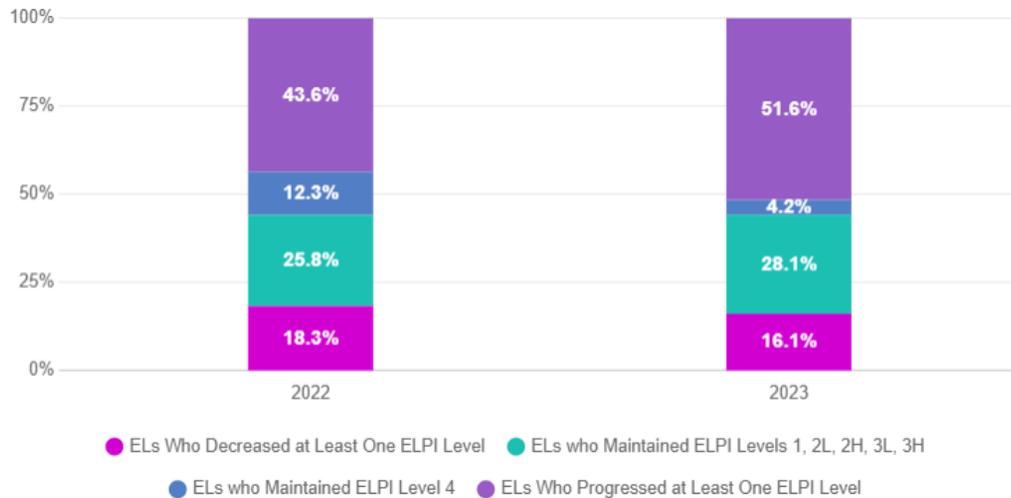
Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



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	10	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	1485	1527	1550	1535	1558	1566	1573	1575	1582	1584	

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

Appendix M (cont)

Poway Unified School District

ELPAC 2022-2023

Overall Performance Level	KN	1	2	3	4	5	6	7	8	9	10	11	12	All Grades
Well Developed	857 38.12%	171 16.63%	241 23.35%	246 23.45%	243 28.32%	256 37.32%	198 30.70%	200 35.78%	144 36.27%	54 18.37%	85 37.44%	50 17.73%	28 21.71%	2773 29.39%
Moderately Developed	714 31.76%	445 43.29%	494 47.87%	398 37.94%	352 41.03%	241 35.13%	243 37.70%	181 32.38%	125 31.49%	135 45.92%	77 33.92%	115 40.78%	43 33.33%	3563 37.77%
Somewhat Developed	546 24.29%	275 26.75%	190 18.41%	258 24.59%	148 17.25%	123 17.93%	103 15.97%	110 19.68%	72 18.14%	81 27.55%	21 9.25%	67 23.76%	36 27.91%	2030 21.52%
Beginning	131 5.83%	137 13.33%	107 10.37%	147 14.01%	115 13.40%	66 9.62%	101 15.66%	68 12.16%	56 14.11%	24 8.16%	44 19.38%	50 17.73%	22 17.05%	1068 11.32%
Total	2248	1028	1032	1049	858	686	645	559	397	294	227	282	129	9434

Mean Scale Score	KN	1	2	3	4	5	6	7	8	9	10	11	12
Students Tested	2248	1028	1032	1049	858	686	645	559	397	294	227	282	129
Overall	1457	1430	1470	1480	1489	1506	1507	1529	1550	1564	1568	1546	1516
Oral Language	1466	1470	1492	1504	1524	1539	1538	1558	1572	1564	1586	1557	1567
Written Language	1475	1461	1489	1488	1516	1541	1541	1546	1554	1562	1571	1562	1560

Data Source - ELPAC
Last Update - 4/2/2024

Appendix N

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

English Language Arts/Literacy	2018-19	2021-2022			2022-2023			Delta
	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	
All Students	76.02%	17524	13304	75.92%	17523	13077	74.63%	-1.29%
American Indian or Alaska Native	77.27%	18	12	66.67%	15	10	66.67%	0%
Asian	87.67%	4213	3750	89.01%	4428	3854	87.04%	-1.97%
Black or African American	54.01%	279	151	54.12%	282	136	48.23%	-5.89%
Filipin	78.35%	989	782	79.05%	954	751	78.72%	-0.33%
Hispanic or Latino	59.09%	2998	1741	58.06%	2961	1691	57.10%	-0.96%
Native Hawaiian or Pacific Islander	68.75%	30	21	70.00%	24	20	83.33%	13.33%
Two or More Races	78.68%	2097	1655	78.91%	2113	1650	78.09%	-0.82%
White	76.43%	6900	5192	75.25%	6746	4966	73.61%	-1.64%
Socioeconomically Disadvantaged	54.79%	2620	1380	52.69%	2752	1440	52.34%	-0.35%
English Learner	29.27%	1085	314	28.90%	979	237	24.21%	-4.69%
Students with Disabilities	34.44%	2197	807	36.71%	2344	890	37.96%	1.25%
Homeless Youth	40.14%	310	152	49.19%	316	159	50.32%	1.13%

Data source- dataquest
Latest Update -11/2023

* 10 or below are not calculated for privacy

Data source: Dataquest

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

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

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
		#	%		#	%		#	%
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%

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**

Mathematics	2018-19	2021-2022			2022-2023			Delta
	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	
All Students	70.02%	17508	11541	65.92%	17548	11748	66.95%	1.03%
American Indian or Alaska Native	52.17%	18	9	50.00%	14	8	57.14%	7.14%
Asian	87.75%	4224	3632	85.98%	4434	3870	87.28%	1.3%
Black or African American	43.03%	279	97	34.77%	282	88	31.21%	-3.56%
Filipino	70.02%	982	621	63.20%	956	648	67.78%	4.58%
Hispanic or Latino	48.31%	3006	1315	43.76%	2966	1290	43.48%	-0.28%
Native Hawaiian or Pacific Islander	53.13%	29	18	62.07%	24	18	75.00%	12.93%
Two or More Races	72.68%	2095	1377	65.73%	2109	1425	67.57%	1.84%
White	69.80%	6875	4472	65.05%	6763	4400	65.06%	0.01%
Socioeconomically Disadvantaged	44.95%	2612	1042	39.91%	2767	1118	40.41%	0.5%
English Learner	31.77%	1111	316	28.44%	1040	294	28.30%	-0.14%
Students with Disabilities	29.09%	2196	699	31.83%	2339	761	32.55%	0.72%
Homeless Youth	31.98%	310	118	38.06%	319	118	36.99%	-1.07%

Data source- dataquest
Latest Update -11/2023

* 10 or below are not calculated for privacy

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

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

	Mathematics								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
		#	%		#	%		#	%
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%

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

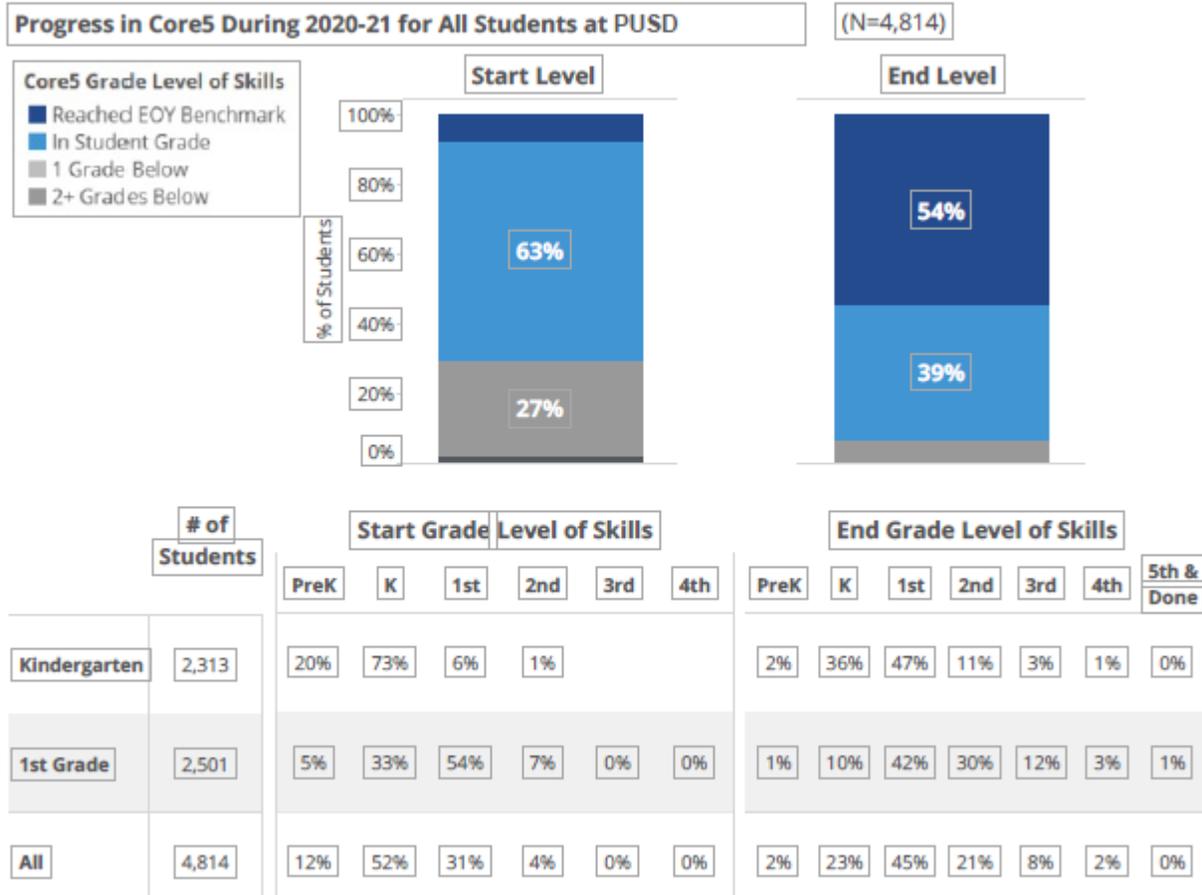
Appendix P

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

	2020-2021			2021-2022			2022-2023		
	Below GLM	In GLM	Above GLM	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%	2.36%	62.88%	34.76%
African-American	39.68%	53.97%	6.35%	25.00%	64.29%	10.71%		85.71%	14.29%
Asian	19.45%	66.23%	14.32%	12.03%	73.44%	14.53%	0.88%	55.26%	43.86%
Hispanic	39.87%	54.03%	6.10%	24.32%	65.41%	10.27%	1.41%	69.01%	29.58%
Caucasian	26.36%	65.26%	8.38%	15.49%	72.65%	11.85%	3.70%	62.35%	33.95%
Filipino	28.70%	61.88%	9.42%	20.80%	65.60%	13.60%		56.52%	43.48%
Other	24.89%	64.41%	10.70%	15.42%	71.95%	12.63%	3.37%	68.54%	28.09%
English Learners	45.96%	49.65%	4.39%	30.39%	65.20%	4.41%		85.00%	15.00%
Socioeconomically Disadvantaged	44.74%	51.32%	3.95%	35.71%	57.14%	7.14%		50.00%	50.00%
Students with Disabilities	45.98%	49.04%	4.98%	32.28%	60.32%	7.41%	8.16%	74.49%	17.35%
Homeless Youth	41.75%	48.54%	9.71%	28.57%	55.36%	16.07%		46.15%	53.85%
Foster Youth	100.00%								

Appendix P (cont)

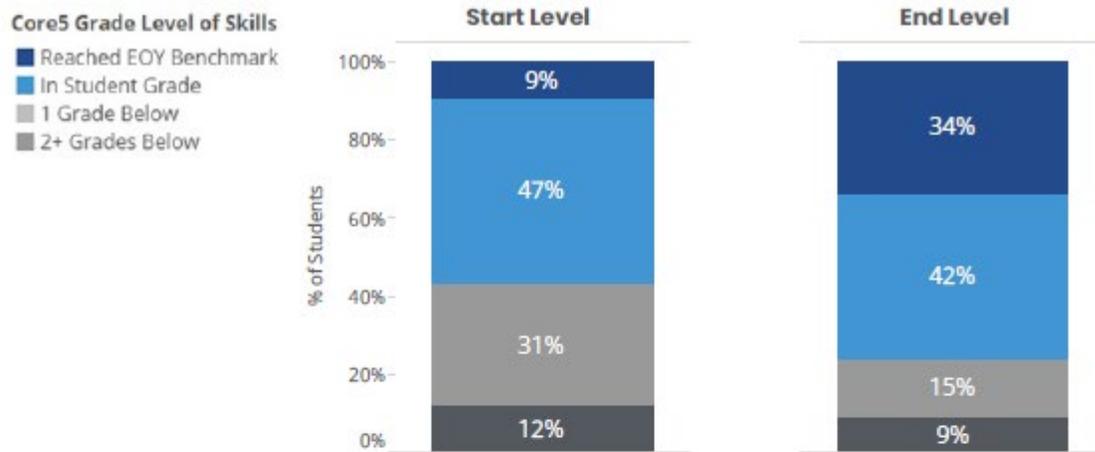
Core5 Usage and Progress Report



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.



	# of Students	Start Grade Level of Skills								End Grade Level of Skills							
		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.

Core5 Usage and Progress Report

Student Usage

Students receive Core5 usage targets each month—ranging from 20-80 minutes per week—based on their individualized performance. Students who met usage logged at least 20 weeks of use in Core5 and met their usage target at least 50% of those weeks. If students reach their end-of-year benchmark, they are also considered to have met usage. Students with partial years of use logged less than 20 weeks of use during the reporting period, regardless of their weekly usage. The table below reports students' usage across grade levels.

Grade	# of Students	% Met Usage	%Did not Meet Usage	% Partial Year
Pre K	641	50	0	50
K	2254	41	27	32
1 st	2425	40	44	17

Student Progress

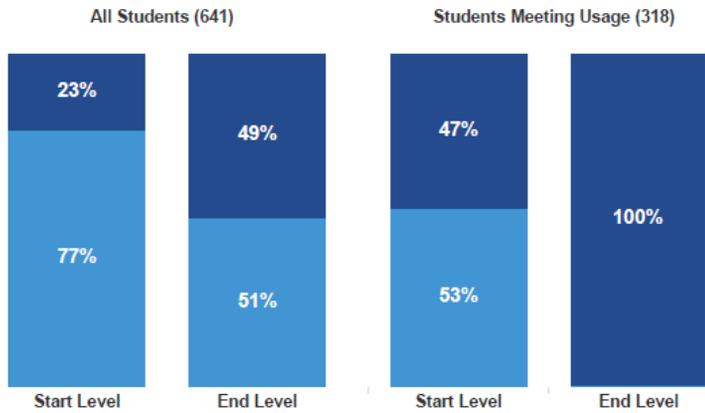
In Core5, students work through levels of material that are considered below, at, or above their grade level. Students reach their end-of-year, grade-level benchmark by completing all activities up to and including the Core5 skills corresponding to their grade level. The visualization below compares the grade-level progress of all students with students who met usage. Graph labels may not add up to 100% due to rounding.

Level of Skills

-  Above Student Grade
-  In Student Grade
-  1 Below
-  2+ Below

Appendix P (cont)

Pre-K



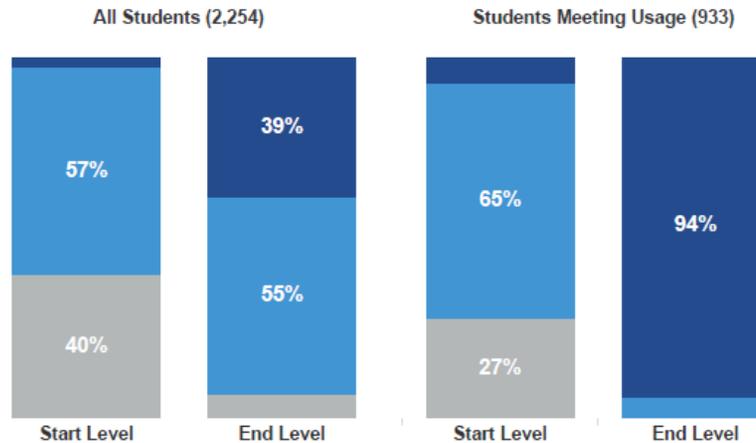
Spotlight on Success

During the 2022-2023 school year, **57%** of students who met usage and **28%** of all students advanced at least **one grade level of material**.

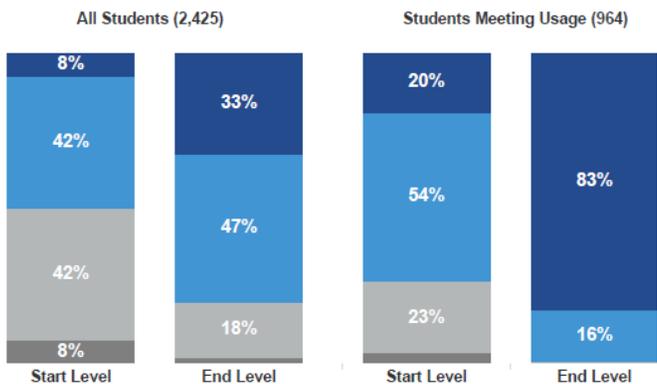
Kindergarten

Spotlight on Success

During the 2022-2023 school year, **91%** of students who met usage and **59%** of all students advanced at least **one grade level of material**.



First Grade:



Spotlight on Success

During the 2022-2023 school year, **83%** of students who met usage and **56%** of all students advanced at least **one grade level of material**.

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 Balanced
2022-2023**

	Reading					Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
PUSD	6061	9.98%	23.97%	13.13%	52.91%	6764	13.26%	38.36%	9.62%	38.75%
African-American	105	21.90%	36.19%	16.19%	25.71%	113	37.17%	40.71%	7.08%	15.04%
Asian	1468	5.59%	16.83%	9.60%	67.98%	1493	4.82%	23.71%	8.77%	62.69%
Caucasian	2060	8.01%	24.95%	15.39%	51.65%	2484	10.67%	43.16%	11.27%	34.90%
Filipino	254	5.91%	27.17%	15.35%	51.57%	254	9.06%	43.31%	12.99%	34.65%
Hispanic	1149	21.32%	30.81%	11.92%	35.94%	1266	30.09%	44.47%	6.95%	18.48%
Other	1025	7.32%	22.54%	14.15%	56.00%	1154	9.88%	38.99%	9.62%	41.51%
English Learners	421	43.94%	47.51%	5.23%	3.33%	408	44.61%	43.87%	4.66%	6.86%
Students with Disabilities	1075	36.28%	33.02%	10.88%	19.81%	1169	41.32%	40.03%	4.45%	14.20%
Socioeconomically Disadvantaged	92	48.91%	38.04%	4.35%	8.70%	110	62.73%	34.55%		2.73%
Homeless Youth	146	30.14%	31.51%	13.01%	25.34%	159	37.74%	42.77%	5.03%	14.47%
Foster Youth	3		66.67%		33.33%	5	20.00%	60.00%	20.00%	

Appendix Q (cont)

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

Grade 2	Reading									Math								
	Fall			Winter			Spring			Fall			Winter			Spring		
	Tested	Met or Exceeded Standards	%	Tested	Met or Exceeded Standards	%	Tested	Met or Exceeded Standards	%	Tested	Met or Exceeded Standards	%	Tested	Met or Exceeded Standards	%	Tested	Met or Exceeded Standards	%
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 Q (cont)

**Poway Unified School District
iReady Correlation to Smarter Balance Proficiency by Grade Level
2022-2023**

	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	#	%															
All Students	2426	895	36.9%	2423	1463	60.4%	2412	1792	74.3%	2450	335	13.7%	2490	848	34.1%	2477	1387	56.0%
African-American	33	9	27.3%	33	16	48.5%	31	19	61.3%	34	2	5.9%	37	8	21.6%	36	11	30.6%
Asian	647	342	52.9%	661	503	76.1%	658	565	85.9%	648	159	24.5%	658	327	49.7%	658	461	70.1%
Caucasian	816	251	30.8%	813	459	56.5%	813	598	73.6%	817	89	10.9%	822	267	32.5%	818	472	57.7%
Filipino	118	47	39.8%	117	67	57.3%	118	89	75.4%	118	6	5.1%	120	37	30.8%	119	57	47.9%
Hispanic	378	85	22.5%	364	157	43.1%	358	200	55.9%	396	19	4.8%	407	64	15.7%	406	132	32.5%
Other	434	161	37.1%	435	261	60.0%	434	321	74.0%	437	60	13.7%	446	145	32.5%	440	254	57.7%
English Learners	174	5	2.9%	183	22	12.0%	179	53	29.6%	180	3	1.7%	193	7	3.6%	196	32	16.3%
Students with Disabilities	391	60	15.3%	388	109	28.1%	385	152	39.5%	398	28	7.0%	396	72	18.2%	399	117	29.3%
Socioeconomically Disadvantaged	11			10	1	10.0%	9			12			13			12		
Homeless Youth	50	10	20.0%	52	20	38.5%	51	29	56.9%	52	2	3.8%	56	4	7.1%	55	18	32.7%

*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				
	2020-2021	2021-2022		2022-2023		2020-2021	2021-2022		2022-2023	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff
PUSD	2.950	3.002	0.052	3.245	0.243	3.015	3.069	0.054	3.320	0.252
Am Indian/Alskn Nat	2.917	2.690	- 0.226			2.917	2.704	- 0.212		
Asian	3.326	3.401	0.075	3.683	0.282	3.354	3.451	0.097	3.756	0.305
Black/African Am	2.626	2.435	- 0.191	2.841	0.406	2.664	2.513	- 0.151	3.152	0.638
Filipino	2.961	2.979	0.018	3.353	0.374	3.030	3.049	0.019	3.385	0.336
Hispanic	2.630	2.611	- 0.020	2.811	0.201	2.704	2.718	0.014	2.896	0.179
Missing		2.808		3.857	1.049		2.808		3.857	1.049
Multiple	2.809	2.961	0.152	3.203	0.243	2.900	3.021	0.122	3.266	0.245
Nat Hwiin/Othr Pac Islndr	2.661	2.757	0.096	3.094	0.337	2.769	2.757	- 0.012	3.094	0.337
White	2.937	3.029	0.092	3.248	0.220	2.999	3.070	0.071	3.295	0.225
English Learner	2.147	2.069	- 0.078	2.427	0.357	2.125	2.183	0.057	2.378	0.195
Students with Disabilities	2.028	1.875	- 0.153	2.268	0.393	2.192	2.087	- 0.105	2.445	0.358
SocioEconomic Disadvantaged	2.447	2.462	0.015	2.616	0.154	2.523	2.559	0.036	2.745	0.187
Foster Youth	0.600	1.540	0.940			0.600	1.617	1.017		
Homeless Youth	2.318	2.178	- 0.140	2.199	0.021	2.363	2.385	0.022	2.416	0.031

Data Source - CALPADS and Synergy
Last Update - 4/17/2024

Appendix S

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

	Graduation Course					A-G Course				
	2020-2021	2021-2022		2022-2023		2020-2021	2021-2022		2022-2023	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff
PUSD	2.986	3.023	0.037	3.072	0.049	3.023	2.999	-0.024	3.296	0.297
Am Indian/Alskn Nat	3.331	2.805	-0.526	0.733	- 2.072	3.257	3.059	-0.199		
Asian	3.531	3.507	-0.024	3.607	0.100	3.565	3.501	-0.064	3.860	0.360
Black/African Am	2.483	2.265	-0.219	2.656	0.392	2.350	2.159	-0.191	2.919	0.760
Filipino	3.035	3.051	0.015	3.140	0.089	3.071	3.028	-0.043	3.347	0.319
Hispanic	2.467	2.561	0.094	2.556	- 0.005	2.413	2.487	0.074	2.706	0.218
Missing		2.430		3.990	1.560		2.061		4.250	2.189
Multiple	2.871	2.997	0.126	3.048	0.052	2.937	2.954	0.018	3.244	0.290
Nat Hwiin/Othr Pac Islndr	2.674	2.835	0.161	3.291	0.456	2.717	2.778	0.061	3.339	0.561
White	2.924	2.982	0.058	3.011	0.029	2.930	2.928	-0.001	3.191	0.262
English Learner	1.786	1.874	0.087	1.768	- 0.106	1.714	1.710	-0.004	1.864	0.154
Students with Disabilities	2.118	2.110	-0.008	2.198	0.088	2.104	1.969	-0.135	2.399	0.430
SocioEconomic Disadvantaged	2.399	2.384	-0.015	2.414	0.030	2.380	2.306	-0.074	2.585	0.279
Foster Youth	0.559	0.957	0.398			0.500	0.286	-0.214		
Homeless Youth	2.162	2.215	0.054	2.039	- 0.176	2.208	2.199	-0.009	2.271	0.072

Data Source - CALPADS and Synergy
Last Update - 4/17/2024

Appendix T

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

	2019-2020			2020-2021				2021-2022				2022-2023			
	# Graduate s	# Meetin g A-G Req	% Meetin g A-G Req	# Graduate s	# Meetin g A-G Req	% Meetin g A-G Req	Delt a	# Graduate s	# Meetin g A-G Req	% Meetin g A-G Req	Delt a	# Graduate s	# Meetin g A-G Req	% Meetin g A-G Req	Delt a
PUSD	2,674	2,078	78%	2,670	2,062	77%	-1%	2,685	2,029	76%	-1%	2,696	1,909	71%	-5%
African American or Black	51	36	71%	53	34	64%	-7%	65	36	55%	-9%	44	26	59%	4%
American Indian or Alaskan Native	4	*	*	3	*	*	*	3	*	*	*	4	*	*	*
Asian	519	457	88%	547	494	90%	2%	588	514	87%	-3%	590	446	76%	-11%
Filipino	176	131	74%	176	133	76%	2%	147	121	82%	6%	167	126	75%	-7%
Hispanic or Latino	419	269	64%	468	297	63%	-1%	455	280	62%	-1%	479	294	61%	-1%
Pacific Islander	14	12	86%	11	9	82%	-4%	9	*	*	*	7	*	*	*
Two or More Races	324	272	84%	359	281	78%	-6%	404	307	76%	-2%	412	291	71%	-5%
Undeclared	54	43	80%		*	*	*	1	*	*	*		*	*	*
White (not of Hispanic origin)	1,113	857	77%	1,053	813	77%	0%	1,013	763	75%	-2%	993	718	72%	-3%
Socioeconomically Disadvantaged	32	16	50%	40	18	45%	-5%	397	201	51%	6%	31	14	45%	-6%
English Learners	61	15	25%	45	13	29%	4%	36	6	17%	-12%	33	7	21%	4%
Students with Disabilities	221	50	23%	248	72	29%	6%	262	59	23%	-6%	197	47	24%	1%
Homeless Youth	33	14	42%	21	11	52%	10%	56	22	39%	-13%	54	33	61%	22%
Foster Youth	1	*	*		*	*	*	1	*	*	*		*	*	*

Data source - CALPADS & Synergy
 Latest Update - 10/2023

**12th Grade Graduates
that have taken 3 Years of Math**

	2021-2022		2022-2023	
	Grad	3Yrs Math	Grad	3Yrs Math
Graduates	2854	2502 88%	2849	2512 88%

Am Indian/Alskn Nat	3	*	4	*
Asian	615	598 97%	625	599 96%
Black/African Am	71	57 80%	50	35 70%
Filipino	175	153 87%	197	180 91%
Hispanic	508	403 79%	539	430 80%
Multiple	283	246 87%	306	268 88%
Nat Hwiin/Othr Pac Islndr	8	*	8	*
White	1189	1032 87%	1118	989 88%

English Learners	59	34 58%	53	29 55%
Socioeconomically Disadvantaged	461	334 72%	482	363 75%
Students with Disabilities	384	213 55%	299	164 55%
Homeless Youth	41	26 63%	96	68 71%
Foster Youth	1	*	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				2022 - 2023			
	# 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	# 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%	2,718	2101	77%	1%
African American or Black	51	35	69%	53	30	57%	-12%	66	38	58%	1%	44	23	52%	-6%
American Indian or Alaskan Native	4	*	*	3	*	*	*	3	*	*	*	4	*	*	*
Asian	519	478	92%	552	508	92%	0%	591	537	91%	-1%	594	547	92%	1%
Filipino	176	134	76%	174	131	75%	-1%	147	113	77%	2%	167	128	77%	0%
Hispanic or Latino	419	288	69%	467	305	65%	-4%	458	294	64%	-1%	490	317	65%	1%
Pacific Islander	14	11	79%	11	7	64%	-15%	9	*	*	*	7	*	*	*
Two or More Races	324	245	76%	357	283	79%	3%	407	311	76%	-3%	412	329	80%	4%
Undeclared	54	45	83%		*	*	*	1	*	*	*		*	*	*
White (not of Hispanic origin)	1,113	834	75%	1,050	758	72%	-3%	1,015	739	73%	1%	1,000	749	75%	2%
English Learners	61	18	30%	46	9	20%	-10%	38	7	18%	-2%	38	7	18%	0%
Socioeconomically Disadvantaged	32	19	59%	38	24	63%	4%	403	240	60%	-3%	34	15	44%	-16%
Students with Disabilities	221	43	19%	249	47	19%	0%	269	45	17%	-2%	208	45	22%	5%
Homeless Youth	33	17	52%		*	*	*		*	*	*		*	*	*
Foster Youth	2	*	*		*	*	*		*	*	*		*	*	*

Data Source - CALPADS & Synergy
 Latest Update - 01/2024

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				2022 - 2023			
	# Grads	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Grads	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Grads	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Grads	# 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%	2,718	1432	53%	-1%
African American or Black	51	27	53%	55	22	40%	-13%	66	20	30%	-10%	44	11	25%	-5%
American Indian or Alaskan Native	4	*	*	3	*	*	*	3	*	*	*	4	*	*	*
Asian	519	419	81%	555	453	82%	1%	591	469	79%	-3%	594	458	77%	-2%
Filipino	176	91	52%	176	91	52%	0%	147	74	50%	-2%	167	74	44%	-6%
Hispanic or Latino	419	210	50%	481	224	47%	-3%	458	180	39%	-8%	490	184	38%	-1%
Pacific Islander	14	8	57%	11	3	27%	-30%	9	*	*	*	7	*	*	*
Two or More Races	324	179	55%	363	215	59%	4%	407	225	55%	-4%	412	217	53%	-2%
Undeclared	54	39	72%	0	*	*	*	1	*	*	*	0	*	*	*
White (not of Hispanic origin)	1,113	605	54%	1,061	560	53%	-1%	1,015	489	48%	-5%	1,000	485	49%	1%
Socioeconomically Disadvantaged	32	17	53%	43	20	47%	-6%	403	143	35%	-12%	34	10	29%	-6%
English Learners	61	11	18%	53	6	11%	-7%	38	4	11%	0%	38	4	11%	0%
Students with Disabilities	221	28	13%	266	24	9%	-4%	269	26	10%	1%	208	11	5%	-5%
Homeless Youth	211	43	20%	54	14	26%	6%	57	13	23%	-3%	58	12	21%	-2%
Foster Youth	6	*	*	1	*	*	*	1	*	*	*	0	*	*	*

Data Source - CollegeBoard,
 CALPADS & Synergy
 Last Update - 01/2024

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

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		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	#		%	#		%	#		%	
Grade 11	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

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).

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)

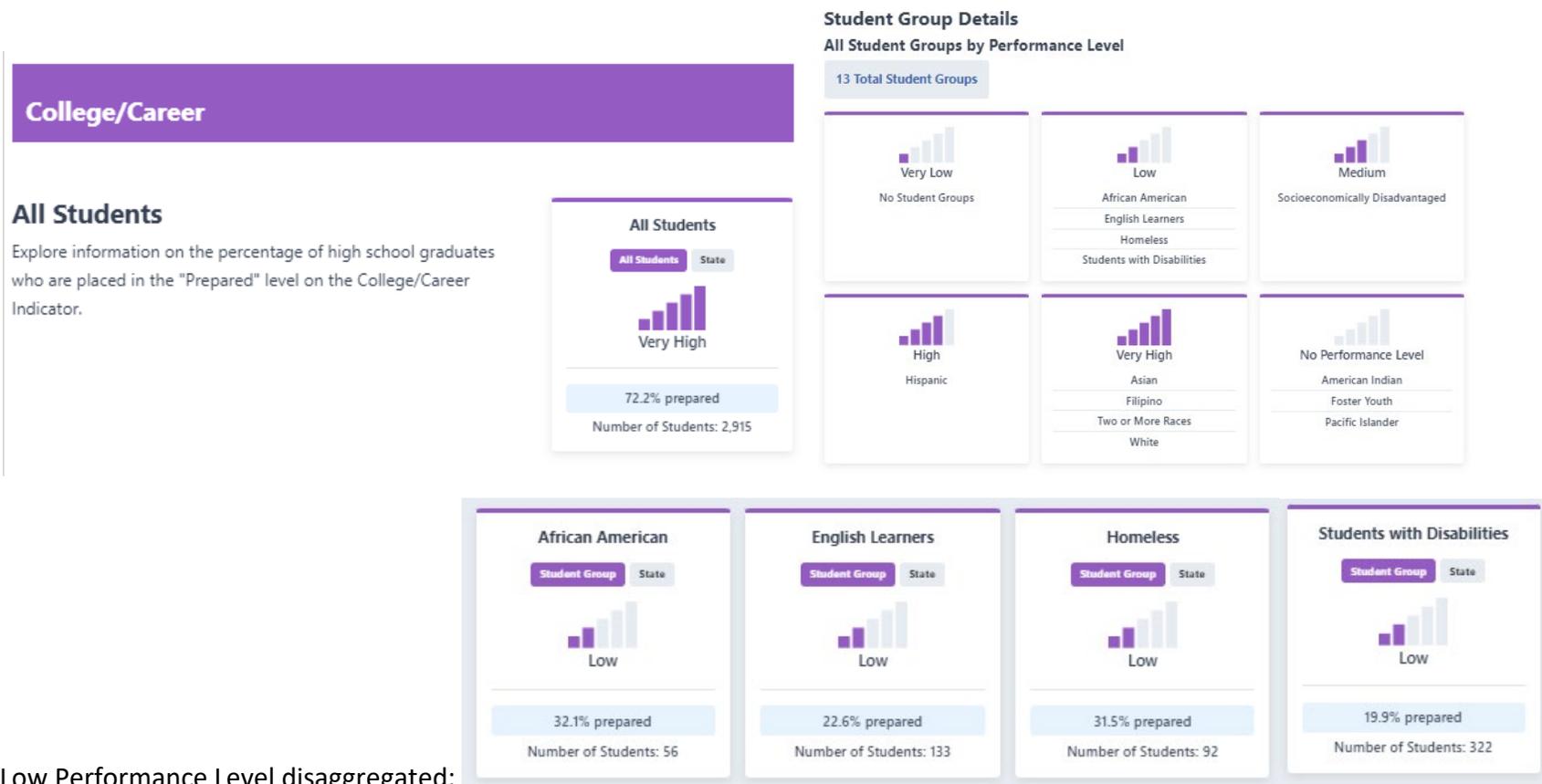
Completed at Least One CTE Pathway AND a-g Requirements – Number and Percentage of All Students in the Combined Graduation Rate

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

2022-2023 College/Career Readiness



Appendix Z

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

	2020-2021					2021-2022						2022-2023					
	4th Year Graduate		5th Year Graduate		% Grads	4th Year Graduate		5th Year Graduate		% Grads	Delta	4th Year Graduate		5th Year Graduate		% Grads	Delta
	#	%	#	%		#	%	#	%			#	%	#	%		
PUSD	2662	94.7%	20	0.7%	95.4%	2692	95.5%	5	0.2%	95.7%	0.3%	2711	94.7%	7	0.2%	95%	-0.7%
African American or Black	53	88.3%	0	*	88.3%	66	91.7%	0	*	91.7%	3.4%	44	84.6%	0	*	84.6%	-7.1%
American Indian or Alaskan Native	3	*	0	*	*	3	*	0	*	*	*	4	*	0	*	*	*
Asian	545	95.6%	6	1.1%	96.7%	589	96.7%	2	0.3%	97%	0.3%	593	96.6%	1	0.2%	96.7%	-0.3%
Filipino	176	96.7%	0	*	96.7%	147	96.7%	0	*	96.7%	0%	167	98.8%	0	*	98.8%	2.1%
Hispanic or Latino	466	90.7%	7	1.4%	92%	456	91.9%	2	0.4%	92.3%	0.3%	486	88.5%	4	0.7%	89.3%	-3%
Pacific Islander	10	90.9%	1	9.1%	100%	9	*	0	*	*	*	7	*	0	*	*	*
Two or More Races	358	94.5%	1	0.3%	94.7%	406	97.4%	1	0.2%	97.6%	2.9%	412	97.6%	0	*	97.6%	0%
Undeclared	0	*	0	*	*	1	*	0	*	*	*	0	*	0	*	*	*
White (not of Hispanic origin)	1051	96.2%	5	0.5%	96.7%	1015	95.9%	0	*	95.9%	-0.8%	998	95.6%	2	0.2%	95.8%	-0.1%
English Learners	43	61.4%	6	8.6%	70%	37	62.7%	1	1.7%	64.4%	-5.6%	36	55.4%	2	3.1%	58.5%	-5.9%
Socioeconomically Disadvantaged	537	90.3%	4	0.7%	90.9%	570	92.2%	5	0.8%	93%	2.1%	587	88.1%	4	0.6%	88.7%	-4.3%
Students with Disabilities	248	77.7%	4	1.3%	79%	266	77.6%	3	0.9%	78.4%	-0.6%	205	68.1%	3	1%	69.1%	-9.3%
Homeless Youth	20	57.1%	3	8.6%	65.7%	57	85.1%	0	*	85.1%	19.4%	56	69.1%	2	2.5%	71.6%	-13.5%

Data Source - CALPADS & Synergy
Last Update - 02/2024

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.	<p>In our elementary schools all students have access to core academic curriculum as well as the opportunity to participate in the X-Ploration program.</p> <p>At the middle and high school levels, PUSD offers courses in all of the academic areas. Students have open access to grade-level courses.</p> <p>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.</p>	We strive for continuous improvement regarding <u>access</u> 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.	<p>Career Technical Education:</p> <p>*Since 2017, we have increased the number of students served in CTE courses by over 25% (<i>CTE Courses by School.pdf</i>)</p> <p>*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. (<i>CTE Trends-Pathway Completion.pdf</i>)</p> <p>*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.</p>

Appendix AA (cont)

<p>2022</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Appendix AA (cont)

<p>2023</p>	<p>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.</p>	<p>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 2021-2022 to the 2022-2023 school year, we increased the number of enrollments in CTE courses by over 2.3% (from 8113 in 2021-2022 to 8298 in 2022-23). Pathway Completion increased by over 14% in the same time period (from 1295 to 1476). The number of CTE course offerings at Middle and High Schools also experienced a slight increase over the past year (increased by 1.97%). 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.</p>	<p>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. Another barrier is that there are sometimes misunderstandings about the way that course progression works and students may not enroll in a course based on that misinformation.</p>	<p>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. We increased the number of counselors to work with students - this will help remove or reduce barriers related to misinformation about courses. 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. Three years ago, we 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.</p>
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Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Grads who Completed at Least One State Defined CTE Pathway

Student Group	2020-2021		2021-2022			2022-2023		
	#	%	#	%	Delta	#	%	Delta
PUSD	942	17%	1,214	23%	6%	999	18%	-5%
Am Indian/Alskn Nat	0	0%	1	*	*	2	*	*
Asian	213	19%	332	30%	11%	281	25%	-5%
Black/African Am	13	8%	28	13%	5%	12	10%	-3%
Filipino	78	16%	55	16%	0%	62	16%	0%
Hispanic	162	13%	162	14%	1%	164	11%	-3%
Missing	0	0%	0	0%	0%	0	0%	0%
Multiple	89	19%	107	22%	3%	101	19%	-3%
Nat Hwiin/Othr Pac Islndr	7	*	2	*	*	5	*	*
White	380	18%	527	27%	9%	337	18%	-9%
English Learners	16	9%	25	9%	0%	15	5%	-4%
Socioeconomically Disadvantaged	298	14%	385	17%	3%	321	12%	-5%
Students with Disabilities	85	12%	129	14%	2%	94	12%	-2%
Homeless Youth	54	8%	148	19%	11%	105	9%	-10%
Foster Youth	0	0%	0	0%	0%	0	0%	0%

Data Source - CALPADS
 Last Update - 01/2024

* 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%

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
School encourages me to be an active partner

Key Indicator: Average percent of respondents reporting Strongly Agree

	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American (not Hispanic)	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	Not applicable, not sure, or decline to answer	Two or more races/ethnicities	White (not Hispanic)	English Learners	Students with Disabilities
2022-23												
#	5508	8	1324	58	252	384	12	441	593	2420	149	702
%	38%	63%	38%	38%	52%	40%	33%	27%	40%	39%	48%	38%
Delta	0%	+34%	+2%	+4%	+6%	-3%	-11%	+2%	+2%	-1%	0%	-8%

Data Source - CHKS
 Last Update – 4/2024

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 or 2022-2023

**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

Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
School actively seeks the input of parents before making important decisions

Key Indicator: Average percent of respondents reporting Strongly Agree

	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American (not Hispanic)	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	Not applicable, not sure, or decline to answer	Two or more races/ethnicities	White (not Hispanic)	English Learners	Students with Disabilities
2022-23												
#	5502	8	1320	58	252	385	12	443	593	2416	148	703
%	24%	38%	27%	26%	37%	31%	25%	14%	21%	23%	38%	27%
Delta	-7%	+3%	-4%	-1%	-5%	-8%	-13%	+4%	-9%	-7%	-7%	-10%

Data Source - CHKS
 Last Update – 4/2024

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

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

Parents feel welcome to participate at this school

Key Indicator: Average percent of respondents reporting Strongly Agree

	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American (not Hispanic)	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander	Not applicable, not sure, or decline to answer	Two or more races/ethnicities	White (not Hispanic)	English Learners	Students with Disabilities
2022-23												
#	5466	7	1306	59	250	59	384	440	587	2406	149	696
%	37%	57%	39%	32%	50%	32%	43%	26%	36%	35%	51%	35%
Delta	-3%	+29%	-1%	+7%	+10%	-6%	+5%	+4%	0%	-3%	+6%	-2%

Data Source - CHKS
Last Update – 4/2024

Appendix GG

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

	EL					Foster				
Events	2019-20	2020-21	2021-22	2022-23	Delta	2018-19	2019-20	2020-21	2022-23	Delta
<i>Elementary</i>	30	19	47	57	+10	6	4	3	14	+11
<i>Middle</i>	15	20	12	13	+1	4	7	3	0	-3
<i>High</i>	16	7	9	16	+7	4	3	5	7	+2
<i>District</i>	5	7	4	1	-3	2	5	2	0	-2
Overall:	66	53	64	77	+13	14	16	13	21	+8

	Homeless					SWD					All				
Events	2019-20	2020-21	2021-22	2022-23	Delta	2019-20	2020-21	2021-22	2022-23	Delta	2019-20	2020-21	2021-22	2022-23	Delta
<i>Elementary</i>	6	2	3	15	+12	27	8	14	13	-1	69	33	67	99	+32
<i>Middle</i>	4	5	3	2	-1	10	12	8	15	+7	33	44	26	30	+4
<i>High</i>	4	3	2	9	+7	10	9	10	14	+4	34	22	26	46	+20
<i>District</i>	4	11	21	9	-12	9	0	17	22	+5	20	23	44	32	-12
Overall:	12	18	29	35	+6	56	29	49	64	+15	183	122	163	207	+44

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- Full Implementation
Rate the LEA’s progress in creating welcoming environments for all families in the community.	3- Initial Implementation
Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4- Full Implementation
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- Full Implementation
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- Initial Implementation
Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4- Full Implementation
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- Full Implementation And Sustainability
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- Full Implementation And Sustainability
Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and 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.
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- Full Implementation
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4- Full Implementation
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- Full Implementation
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- Initial Implementation

Appendix HH (cont)

<p>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.</p>	<p>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.</p>
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2021

2021	
<p>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.</p>	<p>4- Full Implementation</p>
<p>Rate the LEA's progress in creating welcoming environments for all families in the community.</p>	<p>4- Full Implementation</p>
<p>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p>	<p>3- Initial Implementation</p>
<p>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.</p>	<p>4- Full Implementation</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>4- Full Implementation</p>
<p>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.</p>	<p>4- Full Implementation</p>
<p>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.</p>	<p>5- Full Implementation And Sustainability</p>
<p>Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p>	<p>5- Full Implementation And Sustainability</p>
<p>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.</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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.
<p>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.</p>	<p>4- Full Implementation</p>

Appendix HH (cont)

Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4- Full Implementation
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- Full Implementation
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.	4- Full Implementation
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

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- Full Implementation
Rate the LEA's progress in creating welcoming environments for all families in the community.	4- Full Implementation
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4- Full Implementation
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- Full Implementation
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.
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- Full Implementation And Sustainability
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4- Full Implementation
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- Full Implementation And Sustainability
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- Full Implementation And Sustainability
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. <ul style="list-style-type: none"> ● We have equity teams at every school site. ● Our Caring Connections Center offers a large variety of parent workshops to provide information and resources.

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- Full Implementation
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4- Full Implementation
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- Full Implementation
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.	4- Full Implementation
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.

2023

2023	
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- Full Implementation
Rate the LEA's progress in creating welcoming environments for all families in the community.	4- Full Implementation
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4- Full Implementation
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- Full Implementation
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 values and encourages parent input and participation. In order to garner parent viewpoints concerning our schools and district, we utilize the results of the WestEd 2022 District Parent Perception Survey that was developed to align with the Student California Healthy Kids Survey to yield a comparative analysis of parent and student perspectives. 87% of responding parents agreed that Poway Unified encourages parents to be an active partner in their child's education. 85% of parent respondents agreed that their school welcomes their participation. In February of 2023, we continued the use of ThoughtExchange - 8,870 adults (79% of those adults were parents) and 4424 students shared comments, ideas, and opinions. The results guide the establishment of goals and priorities as reflected in the LCAP reports, which shape the district's goals and guide our budgeting priorities for the school year.
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- Full Implementation
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4- Full Implementation
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- Full Implementation And Sustainability
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- Full Implementation And Sustainability

Appendix HH (cont)

<p>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.</p>	<p>The Poway Unified School District actively engages our students and their families with strategies and programs to build relationships. We pride ourselves in establishing welcoming school environments and positive school climates. Each site encourages parents to be active partners in their child's education. Parent volunteers can be seen regularly at our sites, supporting the school in various ways. Our district and individual school sites share specific school-related information via various sources, including emails, social media, school and district websites, principal chats, and calls to home. We welcome feedback from our families and utilize the ThoughtExchange platform yearly as a means to share thoughts and prioritize the thoughts most important to them. In our professional development work with our staff, we will continue to create strategies that staff can utilize to enhance their interactions with families. We have a robust Response to Intervention program, which includes student Success Strategies teams that involve the parents throughout the process of identifying needs and action plans for individual students. The Caring Connections Center offers support for our families districtwide. This resource includes access to a counselor to develop family action plans and a large variety of parent workshops to provide information and resources. Those parent education offerings are often produced from feedback from our parent community. The Caring Connections Center also serves as the home to our Youth in Transition homeless program, which assists students and their families with needs to support their educational experience. Due to the case management approach, families in the program develop relationships with staff at the Center and school site of attendance. Finally, our families identified as newly immigrated to the United States share their experiences and find support at the Center's Family Learning Center. Our District continues a Parent Ambassador program, established during the 2021-22 school year, to strengthen the bridge between the school and the parents of students in special education.</p>
<p>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.</p>	<p>4- Full Implementation</p>
<p>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>	<p>4- Full Implementation</p>
<p>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.</p>	<p>4- Full Implementation</p>
<p>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.</p>	<p>4- Full Implementation</p>
<p>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.</p>	<p>Seeking parent input from families is highly valued and supported in our district and at our sites and is an important area we continue to refine. Parents have opportunities to serve on site-level advisory committees such as the School Site Council, Safety Committee, and the English Learner Advisory Committee. Engaging our parents as partners is important to our district. Each year, as part of our Local Control Accountability Plan (LCAP) process, we seek input through the ThoughtExchange platform. Here, parents, students, staff, and community members share their thoughts and ideas on our district goals and initiatives. This feedback informs those actions and services outlined in our LCAP. At the district level, you will find our parents involved in the Community Advisory Committee, District Advisory Committee, District English Learner Advisory Committee, Equity Advisory Committee (established in 2021-22), and Inclusive Practices Advisory. Based on input from parents, a new program was developed during 2021-22 school year - the Special Education Parent Ambassador program.</p>

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 Participation Rate	95%	96%	94%	95%	96%

*Data Source: Poway Unified School District Student Report Center

Appendix II (cont)

2022-23 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	98.20%	98.20%	100.00%	100.00%	100.00%
American Indian or Alaskan Native	80.00%	80.00%	80.00%	80.00%	80.00%
Asian	97.80%	97.30%	96.20%	94.30%	95.90%
Filipino	100.00%	100.00%	97.70%	97.70%	97.70%
Hispanic or Latino	97.90%	97.70%	96.10%	96.50%	97.90%
Pacific Islander	100.00%	100.00%	100.00%	100.00%	100.00%
Two or More Races	96.40%	97.90%	96.70%	96.40%	97.40%
White (not of Hispanic origin)	95.70%	96.20%	94.40%	95.60%	95.30%
District Overall Grade 5	97.00%	97.20%	95.80%	95.80%	96.40%
Grade 7					
African American or Black	85.70%	92.90%	92.90%	95.20%	88.10%
American Indian or Alaskan Native	66.70%	66.70%	66.70%	66.70%	66.70%
Asian	97.00%	97.90%	97.50%	95.40%	96.50%
Filipino	96.90%	94.60%	96.90%	95.30%	95.30%
Hispanic or Latino	95.40%	96.20%	96.20%	93.40%	93.10%
Pacific Islander	100.00%	100.00%	100.00%	100.00%	100.00%
Two or More Races	97.10%	97.80%	97.80%	96.10%	96.80%
White (not of Hispanic origin)	96.30%	96.70%	96.80%	95.20%	95.40%
District Overall Grade 7	96.30%	96.90%	96.90%	95.10%	95.40%
Grade 9					
African American or Black	96.40%	96.40%	96.40%	96.40%	96.40%
American Indian or Alaskan Native	83.30%	83.30%	83.30%	83.30%	83.30%
Asian	95.60%	95.80%	95.90%	95.90%	96.60%
Filipino	97.10%	96.40%	97.10%	97.10%	97.10%
Hispanic or Latino	91.90%	92.10%	92.50%	91.60%	93.10%
Pacific Islander	100.00%	100.00%	100.00%	100.00%	100.00%
Two or More Races	93.80%	93.30%	93.80%	93.60%	94.00%
White (not of Hispanic origin)	94.20%	94.40%	94.70%	94.60%	94.60%
District Overall Grade 9	94.20%	94.20%	94.60%	94.40%	94.80%
PUSD Overall Participation Rate	95.80%	96.10%	95.70%	95.10%	95.50%

Sourced from Internal Data Base

Student Learning Environment 2020-2021

Table A5.2

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting "Strongly agree"</i>	55	64	40	47	74
<i>This school...</i>					
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
Poway Unified

2020-21

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CSSS Report - Section A: Core

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 (<i>In-School and Hybrid Only</i>)					
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.

Staff Working Environment 2020-2021

Table A5.4

Staff Working Environment Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting "Strongly agree"</i>	40	46	29	37	72
<i>This school...</i>					
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. <i>(In-School and Hybrid Only)</i>					
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... 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.

⁰Item not included in the scale.

Student Learning Environment 2022-2023

Table A6.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting "Strongly agree"</i>	47	56	32	42	79
<i>This school...</i>					
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.

Table A6.2
Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
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.

Staff Working Environment 2022-2023

Table A6.4
Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting "Strongly agree"</i>	36	39	28	33	59
<i>This school...</i>					
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.

Appendix KK

**Smarter Balanced Summative Assessments
English Language Arts/Literacy and Mathematics
Disaggregated Eleventh Grade Students**

	2021-22 English Language Arts	2022-23 English Language Arts	Delta		2021-22 Mathematics	2022-23 Mathematics	Delta
All PUSD	80.53%	80.82%	+0.29%		64.63%	65.20%	+0.57%
American Indian or Alaskan Native	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%
Asian	92.50%	90.45%	-2.05%		85.74%	88.03%	+2.29
Black or African American	63.42%	70.46%	+7.04%		25.00%	39.53%	+14.53%
Filipino	85.05%	87.20%	+2.15%		69.82%	69.94%	+0.12%
Hispanic or Latino	64.68%	65.99%	+1.31%		41.46%	41.84%	+0.38%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%
White	80.3%	79.98%	-0.32%		64.74%	63.92%	-0.82%
Two or More	84.21%	86.66%	+2.45%		62.60%	63.29%	+0.69%
Students with Disabilities	40.71%	39.50%	-0.73%		18.46%	19.06%	+0.60%
Socioeconomically Disadvantaged	63.84%	61.04%	-2.80%		40.00%	40.40%	+0.40%
English Learner (enrolled 12 months or more)	18.18%	23.71%	+5.53%		8.93%	19.52%	+10.62%
Homeless	50.00%	54.17%	+4.17%		34.04%	29.17%	-4.87%
Foster	0.00%	0.00%	0.00%		0.00%	0.00%	0.00%

Source: Dataquest
5/20/2024

**Met UC/CSU Requirements AND Completed at Least One 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.
(Baseline)

ALL	2022-2023 Combined Rate Total	2022-2023 Combined Rate Percent
All Students	735	25.00%
African American	5	8.80%
American Indian	*	*
Asian	217	35.20%
Filipino	41	21.60%
Hispanic	99	17.20%
Pacific Islander	*	*
White	293	24.90%
Two or More Races	76	24.40%
English Learners	11	7.70%
Socio-economically Disadvantaged	98	13.70%
Students with Disabilities	25	7.60%
Foster Students	*	*
Homeless Students	9	9.20%

Source: CA Dashboard
5/20/2024

Appendix MM

School Climate – Student Perception

Student Group	2022-2023 5 th Grade	2022-2023 7 th Grade	2022-2023 9 th Grade	2022-2023 11 th Grade
Percent of students reporting positive school connectedness:	78%	65%	66%	63%
Percent of students who perceive school as safe or very safe:	87%	67%	72%	70%

Source: California Healthy Kids Survey

Date: 5/20/2024

School Climate – Staff Perception

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

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

Appendix NN (cont)

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

Source: California Healthy Kids Survey
Date: 5/20/2024

Reading Claim of the English Language Arts CAASSP

Poway Unified School District
Grade 3
2022-2023

	No Students	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
	Tested	#	%	#	%	#	%	#	%
English Language Arts/Literacy									
Achievement Level	2476	279	11.27%	386	15.59%	606	24.47%	1205	48.67%

Claims	Below Standard		At or Near Standard		Above Standard	
	#	%	#	%	#	%
Reading	198	8.00%	1359	54.89%	919	37.12%
Writing	304	12.28%	1293	52.24%	878	35.47%
Listening	196	7.92%	1709	69.04%	570	23.04%
Research/Inquiry	213	8.60%	1471	59.41%	792	31.99%

Problem Solving and Modeling & Data Analysis Claim of the Mathematics CASSP

Area Performance Level	2022-2023 Grade 3	2022-2023 Grade 4	2022-2023 Grade 5
Above Standard	48.26%	43.82%	39.93%
Near Standard	41.56%	45.78%	48.04%
Below Standard	10.19%	10.40%	12.03%

Source: California Assessment of Student Performance and Progress

Date: 5/20/2024

**California Science Test (CAST)
Overall Achievement**

Reporting Categories	Grade 5	Grade 8	Grade 12	All High School	All Grades
Number of Students Enrolled	2,547	2,554	2,738	2,738	7,839
Number of Students Tested	2,504	2,419	2,312	2,312	7,235
Number of Students with Scores	2,504	2,417	2,311	2,311	7,232
Mean Scale Score	218.3	417.9	616.3	616.3	N/A
Standard Exceeded (Level 4)	30.59%	29.42%	23.02%	23.02%	27.78%
Standard Met (Level 3)	33.47%	32.11%	34.75%	34.75%	33.42%
Standard Nearly Met (Level 2)	32.43%	32.97%	37.17%	37.17%	34.13%
Standard Not Met (Level 1)	3.51%	5.50%	5.06%	5.06%	4.67%

Source: California Assessment of Student Performance and Progress

Date: 5/20/2024

**Smarter Balanced Summative Assessments
English Language Arts/Literacy Results
Grades 3 – 8, 11**

2022-23 ENGLISH LANGUAGE ARTS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
All Students	73.14%	74.96%	76.38%	70.43%	74.27%	72.02%	80.82%	74.63%
American Indian or Alaska Native	*	*	*	*	*	*	*	66.67%
Asian	82.77%	86.99%	89.24%	86.01%	88.01%	86.27%	90.45%	87.04%
Black or African American	45.45%	42.42%	45.28%	26.09%	60.00%	50.00%	70.46%	48.23%
Filipino	70.34%	73.92%	82.39%	76.79%	73.03%	83.58%	87.20%	78.72%
Hispanic or Latino	52.98%	57.14%	58.13%	56.26%	59.16%	48.96%	65.99%	57.10%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	83.33%
Two or More Races	81.85%	77.78%	75.97%	71.57%	77.32%	74.92%	86.66%	78.09%
White	73.78%	75.02%	76.52%	67.26%	71.21%	71.48%	79.98%	73.60%
Socioeconomically Disadvantaged	52.25%	53.76%	51.84%	47.04%	49.10%	51.11%	61.04%	52.34%
English Learner (12 months)	32.09%	37.97%	25.18%	14.62%	13.80%	7.14%	23.81%	24.76%
Students with Disabilities	45.03%	42.19%	45.04%	30.75%	31.79%	25.26%	39.50%	37.96%
Homeless Youth	47.73%	49.02%	58.14%	45.10%	48.78%	50.00%	54.17%	50.31%

Data source- dataquest
 Latest Update - 05/2024
 * 10 or below are not calculated for privacy

**Smarter Balanced Summative Assessments
Mathematics Results
Grades 3 – 8, 11**

2022-23	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
All Students	75.66%	74.40%	69.30%	61.37%	61.65%	60.73%	65.20%	66.95%
American Indian or Alaska Native	*	*	*	*	*	*	*	57.15%
Asian	90.90%	88.77%	89.27%	84.90%	84.26%	84.33%	88.03%	87.28%
Black or African American	36.36%	39.39%	37.74%	14.89%	20.00%	31.58%	39.53%	31.20%
Filipino	74.79%	78.45%	68.55%	56.25%	60.53%	66.67%	69.94%	67.78%
Hispanic or Latino	49.52%	51.02%	48.40%	41.22%	38.29%	33.56%	41.84%	43.48%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	75.00%
Two or More Races	79.53%	77.71%	68.33%	61.89%	59.52%	61.72%	63.29%	67.57%
White	76.62%	74.71%	67.22%	57.26%	58.70%	57.59%	63.92%	65.06%
Socioeconomically Disadvantaged	51.87%	48.56%	40.41%	35.54%	30.77%	34.08%	40.40%	40.41%
English Learner (12 months)	43.06%	31.72%	25.18%	18.32%	13.55%	12.05%	19.52%	26.79%
Students with Disabilities	48.38%	43.78%	35.68%	28.09%	22.70%	18.15%	19.06%	32.55%
Homeless Youth	36.37%	52.00%	45.45%	32.69%	31.81%	29.73%	29.17%	36.99%

Data source- dataquest

Latest Update - 05/2024

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Appendix RR

College/Career Preparedness Level

	Prepared for College/Career Rating	Prepared for College/Career Percentage
All PUSD Graduates	Very High	72.20%
American Indian or Alaskan Native	*_	*
Asian	Very High	89.40%
Black or African American	Low	32.1
Filipino	Very High	76.30%
Hispanic or Latino	High	55.20%
Native Hawaiian or Pacific Islander	*	*
White	Very High	72.70%
Two or More	Very High	72.60%
Students with Disabilities	Low	19.90%
Socioeconomically Disadvantaged	Medium	50.80%
English Learner (enrolled 12 months or more)	Low	22.60%
Homeless	Low	31.50%
Foster	*	*

Source: California Dashboard
5/20/2024