



LCFF Budget Overview for Parents

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

CDS Code: 3768296000000

School Year: 2025-26

LEA contact information:

Dr. Ben Churchill

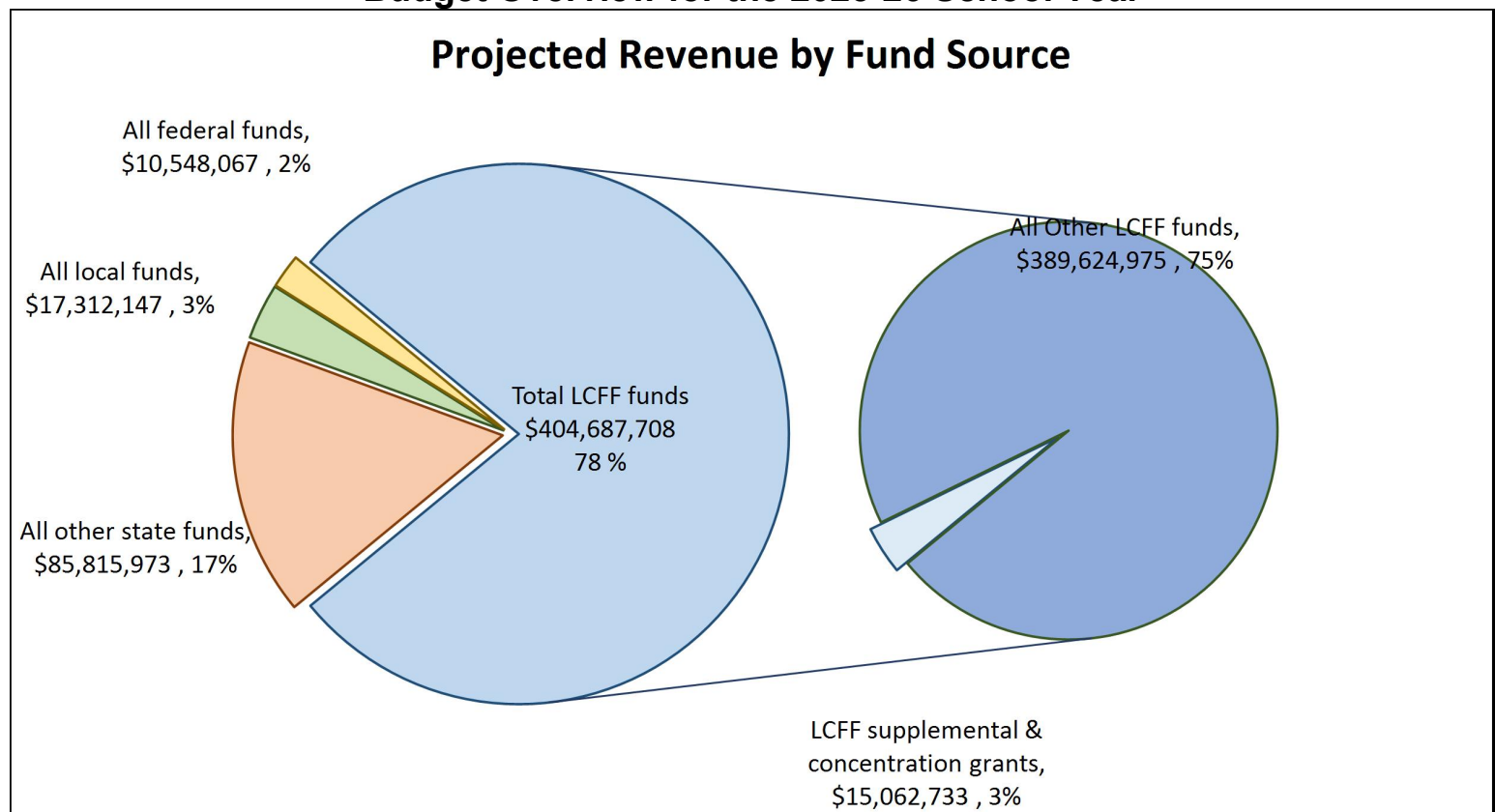
Superintendent

bchurchill@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 2025-26 School Year

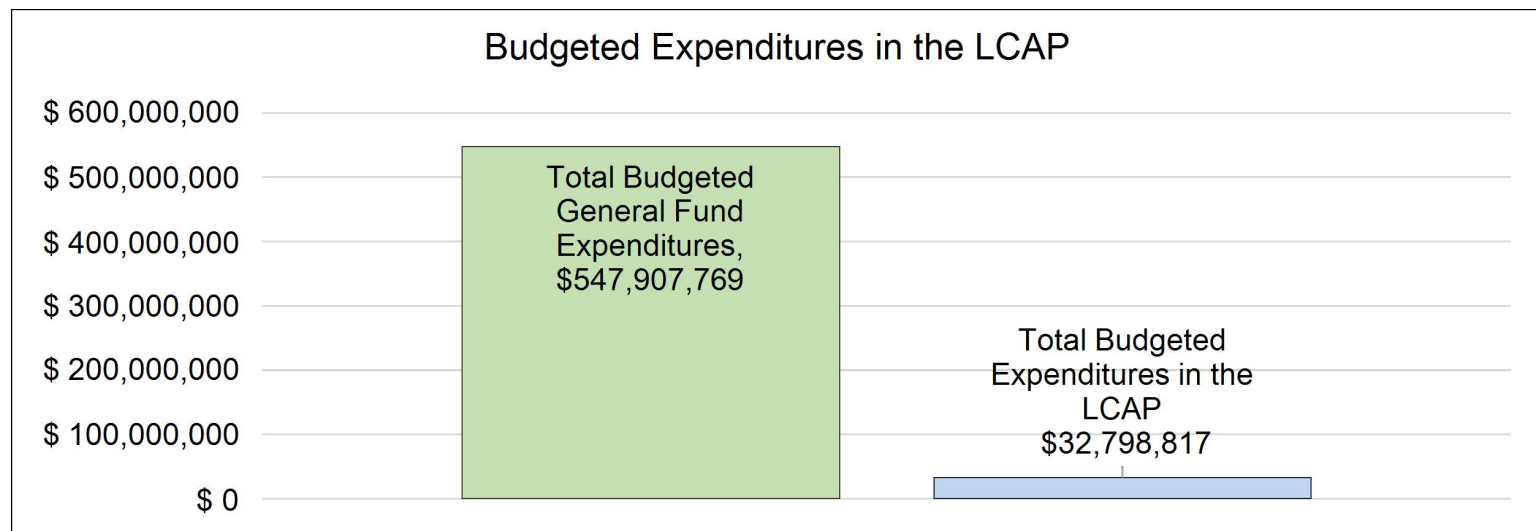


This chart shows the total general purpose revenue Poway Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Poway Unified School District is \$518,363,895, of which \$404,687,708 is Local Control Funding Formula (LCFF), \$85,815,973 is other state funds, \$17,312,147 is local funds, and \$10,548,067 is federal funds. Of the \$404,687,708 in LCFF Funds, \$15,062,733 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 2025-26. 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 \$547,907,769 for the 2025-26 school year. Of that amount, \$32,798,817 is tied to actions/services in the LCAP and \$515,108,952 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

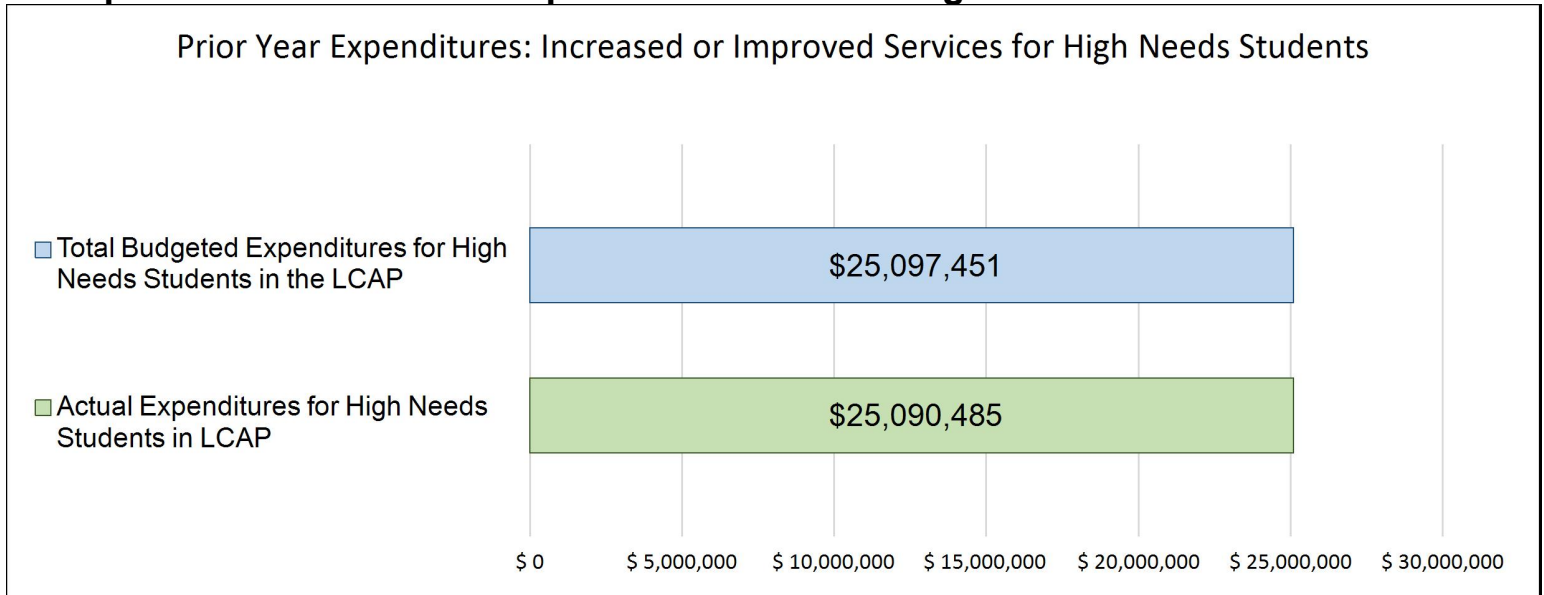
Expenditures not accounted for within the Local Control Accountability Plan (LCAP) include salaries and benefits for all teachers, administrators, site-based, and district personnel. Additionally, the General Fund Budget include allocations for program services such as Routine Restricted Maintenance (RRMA) and Special Education, site-based budget standard allocations, curriculum software licensing, insurance, utilities, and other operational expenses. These combined budget expenditures support the comprehensive functioning of the District.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Poway Unified School District is projecting it will receive \$15,062,733 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 \$23,241,741 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 2024-25



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 2024-25, Poway Unified School District's LCAP budgeted \$25,097,451 for planned actions to increase or improve services for high needs students. Poway Unified School District actually spent \$25,090,485 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$6,966 had the following impact on Poway Unified School District's ability to increase or improve services for high needs students:

The variance between the actual and budgeted expenditures for the 2024–25 school year does not affect the actions and services implemented to enhance support for high-needs students. The District remains committed to advancing its strategic vision to improve educational services for this student population.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Poway Unified School District	Dr. Ben Churchill Superintendent	bchurchill@powayusd.com 858-521-2800

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The vision of Poway Unified School District (PUSD) is to create the culture and conditions to empower world-class learners. This aspirational vision guides the district's commitment to supporting students in their pursuit of a wide range of post-secondary opportunities as they prepare for life beyond their PUSD experience. World-class learners are defined as students who use their minds well, demonstrating the ability to reason, synthesize, evaluate, design, innovate, and create. These learners take ownership of their education, develop agency and advocacy for themselves and others, and value learning as a service to humanity.

-Fink & Markholt (2011)

Located in northern San Diego County, California, Poway Unified spans approximately 100 square miles and serves both suburban areas of San Diego and the rural city of Poway. The district benefits from a community that places a strong emphasis on education. Parents and staff collaborate to fulfill the district's mission to inspire passion and prepare every student to thrive in college, career, and life by offering personalized, rich, and rigorous learning experiences. PUSD is further supported by robust community and business partnerships, which foster innovation and provide students with real-world learning opportunities. These collaborations help ensure that students graduate with the knowledge, skills, and mindset needed to succeed in the 21st century and beyond.

The district operates 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, 26 preschools, and various alternative programs. Of the district's schools, 25 are located in the city of San Diego, 11 in the city of Poway, and three in the unincorporated areas of San Diego County. PUSD serves approximately 35,000 K–12 students, making it the third largest school district in San Diego County.

The student population reflects the district's rich diversity: 1.7% African American, 0.1% American Indian/Alaskan Native, 24.8% Asian, 5.6% Filipino, 17.6% Hispanic, 0.2% Pacific Islander, 38.1% White, and 11.9% identifying as two or more races. Additionally, 15.4% of students are identified as Students with Disabilities, and 7.7% are classified as English Learners.

Poway Unified remains committed to its vision by continuously evolving its educational practices to meet the needs of all learners and ensure their readiness for a rapidly changing global society.

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 high quality instruction, cultures of belonging, and strengthening supports 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 Multi-Tiered Systems of Support (MTSS), 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 2024 California School Dashboard and local data:

On the 2024 California School Dashboard, PUSD's All Students group demonstrated strong overall performance, with all state indicators falling within the Blue (highest) or Green (second highest) performance levels. No indicators for the All Students group were identified in the Yellow, Orange, or Red performance levels.

Specific student groups within PUSD that received the lowest performance level (Red) on one or more state indicators on the 2024 California School Dashboard include Long-Term English Learners (LTELs) for English Language Arts and Foster Youth for Suspension Rate.

Elementary schools with one or more student groups performing at the lowest performance level (Red) on state indicators included the following sites:

Adobe Bluffs ES (1): Chronic Absenteeism - Students with Disabilities
Deer Canyon ES (1): Suspension Rates - Socioeconomically Disadvantaged
Garden Road ES (1): ELA - Students with Disabilities
Highland Ranch ES (1): Suspension Rate - Hispanic
Los Penasquitos ES (1): Chronic Absenteeism - Hispanic
Midland ES (1): Suspension Rate - Socioeconomically Disadvantaged
Rolling Hills ES (1): Chronic Absenteeism - Socioeconomically Disadvantaged
Sundance ES (1): Chronic Absenteeism - Students with Disabilities, Hispanic, Socioeconomically Disadvantaged
Sunset Hills ES (1): Chronic Absenteeism - Socioeconomically Disadvantaged

Turtleback ES (1): ELA - Students with Disabilities

Valley ES (2): ELA- Students with Disabilities, English Learners; Mathematics- Students with Disabilities, English Learners

Willow Grove ES (1): EL Progress - English Learners

Two elementary schools within PUSD have been identified for Targeted Support and Improvement (TSI), a one-year designation assigned by the California Department of Education based on the performance outcomes of one or more student groups. This identification, which applies to the 2025–26 school year, is based on two consecutive years (2023 and 2024) of performance data.

Sunset Hills Elementary: Chronic Absenteeism- Socioeconomically Disadvantaged

Sundance Elementary: Chronic Absenteeism - Hispanic

Middle schools with one or more student groups performing at the lowest performance level (Red) on state indicators included the following sites:

Bernardo Heights MS (3): Mathematics- African American; Chronic Absenteeism - African American; and Suspension - African American

Black Mountain MS (2): ELA and Math- Students with Disabilities

Meadowbrook MS (2): ELA- Students with Disabilities, Long Term English Learners, Students with Disabilities; and Mathematics- Students Experiencing Homelessness, Students with Disabilities

Oak Valley MS (2): ELA & Mathematics- Long Term English Learners

Twin Peaks MS (2): ELA - Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities; and Mathematics - Long Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities

High schools with one or more student groups performing at the lowest performance level (Red) on state indicators included the following sites:

Abraxas HS (2): Graduation Rate and College/Career All Students.

Mt. Carmel HS (2): ELA and Math- Students with Disabilities

Poway HS (3): ELA - Socioeconomically Disadvantaged, Students with Disabilities; Mathematics - Socioeconomically Disadvantaged, Students with Disabilities; Suspension Rate- Students Experiencing Homelessness, Students with Disabilities

Rancho Bernardo HS (2): Mathematics - Students Experiencing Homelessness; Suspension Rate- Students with Disabilities

Abraxas High School is the only school in PUSD identified for Comprehensive Support and Improvement (CSI), as the All Students group is in the Red performance level for both the Graduation Rate and College/Career Indicators. This designation reflects the need for intensive support based on overall performance. PUSD currently provides a high staff-to-student ratio at Abraxas to address the academic and social-emotional challenges faced by its student population. Additional staffing has been allocated through CSI resources, as detailed in the School Plan for Student Achievement (SPSA), to enhance academic interventions and provide expanded social-emotional support. With a significant percentage of students who are credit deficient and with social emotional needs, students at Abraxas benefit from the combined efforts of district support, CSI grant funds, and partnerships with community organizations.

Sundance Elementary School, identified for Targeted Support and Improvement (TSI) due to Chronic Absenteeism within its Hispanic student group, has implementing targeted interventions and support strategies to address identified needs as outlined in their Student Plan for Student Achievement (SPSA). The plan allocates resources to support the academic, social-emotional, and behavioral challenges faced by students at Sundance, maintaining staffing allocations, including student support services, classified, and certificated personnel. Students in

the Hispanic student group who are identified as Chronically Absent benefit from coordinated support provided by school staff, district personnel, and community partnerships.

Sunset Hills Elementary School, identified for Targeted Support and Improvement (TSI) due to Chronic Absenteeism within its Socioeconomically Disadvantaged student group, has implementing targeted interventions and support strategies to address identified areas of need as outline in the School Plan for Student Achievement (SPSA). The plan allocates resources to support the academic, social-emotional, and behavioral challenges faced by students at Sunset Hills, maintaining staffing allocations including student support services, classified, and certificated personnel. A higher percentage of students identified as Socioeconomically Disadvantaged continue to experience Chronic Absenteeism, and the students and their families benefit from coordinated support provided by school staff, district personnel, and community partnerships.

Schools without any student groups performing at the lowest performance level (Red) on state indicators included the following sites:
Elementary Schools: Canyon View, Chaparral, Creekside, Del Sur, Monterey Ridge, Morning Creek, Painted Rock, Park Village, Pomerado, Shoal Creek, Stone Ranch, Tierra Bonita, and Westwood.

TK-8 Schools: Design 39 Campus

Middle Schools: Mesa Verde

High Schools: Del Norte, Westview, and Poway to Palomar Middle College (PPMC)

*For the the California Dashboard Review as reported in the 2023-24 LCAP Annual Update see below.

District Wide Academic Performance Analysis:

Based on the 2024 California School Dashboard, PUSD students experienced a decrease of -3.4 points in English Language Arts (ELA) performance, placing the district in the Green performance tier. While no student groups demonstrated an increase, several maintained their performance levels, including Asian, Hispanic, and African American students. However, slight decreases were observed among Filipino students -5 points, students identifying as Two or More Races -5.6 points, English Learners -11.7 points, Students Experiencing Homelessness -13.1 points, students identified as socioeconomically disadvantaged -6.9 points, and students with disabilities -5.3 points.

Notably, Long-Term English Learners (LTELs), a newly added student group on the Dashboard this year, were the only group identified in the Red performance tier districtwide. At the school level, specific student groups in the Red tier for ELA were identified at Garden Road, Valley, and Turtleback elementary schools; Black Mountain, Meadowbrook, Oak Valley, and Twin Peaks middle schools; and Abraxas, Mt. Carmel, and Poway high schools. The LTEL student group consistently appeared in the Red tier across middle and high schools, highlighting an area of need for targeted support and intervention.

PUSD experienced a slight overall decrease of -2.7 points in Mathematics performance. Despite this decline, All students remained in the Blue performance tier, indicating high achievement. The most significant improvement was observed among Long-Term English Learners (LTELs), who increased by +13.3 points. Conversely, several student groups experienced slight declines: Filipino students decreased by -7.8 points, White students by -6.7 points, Hispanic students by -3.5 points, Students Experiencing Homelessness by -4.3 points, and English Learners by -8.2 points. All other student groups maintained their performance levels, and no student groups were identified in the Red tier districtwide.

At the school level, Valley Elementary School was the only elementary school with student groups in the Red tier for Mathematics. Among middle schools, Bernardo Heights, Black Mountain, Meadowbrook, Oak Valley, and Twin Peaks had student groups in the Red tier. At the high school level, Abraxas, Mt. Carmel, Poway, and Rancho Bernardo had specific student groups in the Red tier for Mathematics.

English Learners demonstrated continued growth in English language proficiency, with 57.9% making progress overall; an increase of +2.5% from the previous year. The percentage of students progressing at least one level on the English Learner Progress Indicator (ELPI) rose from 43.6% in 2022 to 51.6% in 2023, and further to 54.6% in 2024. Additionally, there was a -2.5% decrease in the number of students who dropped at least one ELPI level compared to the prior year. The percentage of students maintaining ELPI Level 4 remained consistent with the previous year. On the Summative Alternative ELPAC assessment, 36.1% of students showed progress, an increase from 27.1% in the prior year, indicating positive trends in language development among students with the most significant learning needs.

High school seniors overall were in the Blue performance tier on the California Dashboard College and Career Indicator (CCI) with 74.3% classified as College and Career Prepared compared to the statewide rate of 45.3%. This represents a +2% increase from the previous year. No student groups in the district were identified in the Red performance tier. English learners, Students Experiencing Homelessness, and long-term English learners (LTEs) were in the Orange tier, while students identified as socioeconomically disadvantaged and students with disabilities were placed in the Yellow tier. From the 2024 graduation cohort, 10% of students were classified as Approaching Prepared, and 15.7% were considered Not Prepared, indicating continued areas for growth and targeted support for specific student groups.

Three Intervention Teachers on Special Assignment (TOSAs) collaborated directly with site teachers, counselors, and administrators to implement and document interventions. Utilizing data from the district's Response to Intervention (RtI) console, these TOSAs engaged in individual and site-based Care Team Meetings, providing tailored support to educators to address students' academic and behavioral needs. Additionally, PUSD allocated two full-time Math TOSAs to support elementary and secondary teachers in enhancing mathematical practices and ensuring equitable access to math instruction. A full-time Humanities TOSA assisted with secondary curriculum adoptions, ensuring alignment with state standards and supporting teachers in implementing new instructional materials effectively.

Learning Support Services partnered with IMSE to provide an intensive five-day professional learning workshop for every K-2 teacher in foundational reading 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.

PUSD has undertaken comprehensive initiatives to enhance the student experience at both the high school and middle school levels, focusing on Equity, Positive Behavioral Interventions and Support (PBIS), Restorative Practice, and High Quality Instruction. At the high school level, efforts have been directed towards strengthening site equity teams, increasing representation in literature and curriculum, and providing professional development on microaggressions and macroaggressions. To support students facing challenges in mathematics, Math Acceleration (Math Accel) classes have been introduced at the high schools. Additionally, the district has expanded its curriculum to include Ethnic Studies and Ethnic Literature electives and Dual Immersion college classes. Middle schools have been working with the ASPIRE Network and the San Diego County Office of Education to strengthen their equity teams and create school wide initiatives in service of their students.

In both middle and high schools, PUSD has emphasized increasing the Least Restrictive Environment (LRE) for students with disabilities by expanding co-taught classes and offering staff development. The addition of Unified PE at the high schools has also created more inclusive opportunities for students to support and have meaningful interactions with one another. To further support English Language Learners, PUSD has increased opportunities for language development, ensuring that students receive daily, level-appropriate English Language Development (ELD) instruction from credentialed teachers. Two district level TOSAs support the ELD coordinators at each site and provide ongoing professional development for all teachers.

Over the past few summers, high schools have implemented the Summer Bridges program to support students who were previously disengaged or disconnected during middle school. The program is designed to ease the transition into high school by fostering positive relationships, building connections with staff and peers, and equipping students with the academic and social-emotional skills necessary for success in ninth grade. Participants in the Bridges program earn elective credits, engage with peers and upperclassman student leaders, and build confidence in navigating the expectations of high school before the academic year begins. The program has been successful in preparing incoming students and will continue in the upcoming summer to further support this critical transition.

In addition to Summer Bridges, PUSD maintained its high school summer school offerings to include credit recovery opportunities for students who were unsuccessful in courses during the regular academic year. Targeted summer sessions were also provided for English Learner students through the Summer Language Academy, offering specialized instruction to meet their unique language development needs. Furthermore, students with disabilities who qualify for Extended School Year (ESY) services receive tailored support during summer months to ensure continuity in their learning and services.

PUSD achieved either "Full Implementation" or "Full Implementation and Sustainability" ratings across key areas of academic standards implementation. These areas include Professional Development, Instructional Materials, Policy and Program Support, Implementation of Standards, and Engagement of School Leadership. These ratings reflect PUSD's ongoing commitment to providing high-quality, standards-aligned instruction and ensuring that all students have access to the resources and support necessary for academic success. The district continues to prioritize professional learning opportunities for educators, the adoption of instructional materials aligned with state standards, and the development of policies and programs that support effective teaching and learning practices.

The Poway Professional Assistance Program (PPAP) serves as a cornerstone of PUSD's commitment to fostering the growth and development of new educators. This two-year, individualized, job-embedded induction program provides first- and second-year teachers with comprehensive support through experienced Teacher Consultants. Consultants offer weekly classroom observations, reflective feedback, curriculum support, model lessons, and coaching. Their role also encompasses conducting formal evaluations, ensuring that new teachers receive consistent and constructive guidance aligned with the Poway Continuum of Teaching Standards. This past year, PPAP consultants actively participated in district-wide professional development alongside site and district administrators, focusing on the frameworks of High-Quality Instruction and Belonging. This collaborative approach has unified efforts across the district, ensuring that all are aligned in their strategies to support teaching and learning effectively.

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 which increased in 2023-2024 to 1,994 participants. 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.

In addition to the development of TLC learning pathways, the Professional Learning Advisory Board has engaged in researching strategies to strengthen systems for documenting the impact of TLC professional learning. Several times each year, the Board reviews facilitator summaries, which include evidence collected by participants demonstrating the positive effects of their new learning on student achievement. Efforts will continue to focus on refining these practices and increasing the visibility of this evidence across the district.

Teachers utilize Canvas, the district-adopted learning management system (LMS), as a centralized platform to organize instructional materials, assign and collect student work, and administer assessments using integrated grading and feedback tools. Canvas supports personalized learning, accessibility, and differentiated instruction through its alignment with PUSD's adopted curriculum and various educational applications. Elementary students benefit from access to teacher-curated instructional videos and a built-in email feature that facilitates communication with their teachers. The platform enhances teaching and learning by providing real-time data and analytics to inform instruction and monitor student progress, while also promoting consistent communication and collaboration among students, teachers, and families.

Canvas also strengthens the home-school connection by offering a parent portal that provides families with visibility into student performance, upcoming assignments, and classroom communications. To support effective implementation, PUSD's Technology and Innovation Coaches provide a self-paced "Growing with Canvas" course, along with ongoing professional learning opportunities such as webinars, site-based training, and individualized support. Families can access additional resources and guidance on using the Canvas Parent Portal through the district's Family Academy webpage.

PUSD has implemented two Dual Language Immersion programs; one in Mandarin Chinese and the other in Spanish, reflecting its commitment to fostering bilingualism, biliteracy, and cross-cultural understanding. The Mandarin Immersion Program commenced at Adobe Bluffs Elementary School in the 2018–19 academic year with a single kindergarten class. Since then, it has expanded to encompass grades K–5, providing students with a balanced 50/50 instructional model in both English and Mandarin. The program's growth continues into secondary education, with Mandarin language courses now offered at Black Mountain Middle School and Westview High School, ensuring a coherent and continuous language learning pathway. Similarly, Valley Elementary School hosts a well-established Spanish Dual Language Immersion Program, operating under a 90/10 model that gradually increases English instruction as students progress through the grades. Graduates of this program have the opportunity to continue their bilingual education at Meadowbrook Middle School, where they engage in content-area instruction, such as Social Studies, delivered in Spanish.

PUSD began to offer additional Career Technical Education Pathways at the middle and high schools over the 2024-2025 school year. Those additional pathways include Agricultural Science at Twin Peaks MS; Biotechnology at Westview HS; Business and Finance at Meadowbrook MS, Poway HS, and Poway to Palomar Middle College HS; Design, Visual and Media Arts at Black Mountain MS, Oak Valley MS, and Twin Peaks MS; Health Science and Medical Technologies at Twin Peaks MS; Hospitality and Tourism at Poway HS; Marketing, Sales and Service at Del Norte HS; and Production and Managerial Arts at Bernardo Heights MS, Mesa Verde MS, and Abraxas HS.

Academic Engagement:

PUSD implemented a multifaceted strategy to enhance student attendance and reduce chronic absenteeism, resulting in a significant decrease in the district's chronic absenteeism rate from 15.7% in 2022 to 9.9% in 2024. Key contributing initiatives included the integration of attendance improvement goals and strategies into each school's School Plan for Student Achievement, utilization of TOSAs across elementary, middle, and high school levels to provide dedicated support for attendance initiatives, focusing professional development on high quality instruction coupled with creating cultures of belonging, and providing additional counseling resources throughout the district to address the social-emotional factors influencing student attendance.

Elementary schools with specific student groups in the Red tier for chronic absenteeism include: Adobe Bluffs, Los Penasquitos, Rolling Hills, Sundance, and Sunset Hills. Bernardo Heights is the only middle school to have a student group in the Red tier for chronic absenteeism. Chronic Absenteeism is not reported on the California Dashboard for high schools, however each high school monitors and tracks their students who are chronically absent.

In response to the 2024 California School Dashboard identifying specific student groups in the Red performance tier for chronic absenteeism, site leaders will incorporate targeted goals and actions within their School Plan for Student Achievement (SPSA). Expanded counseling services at the elementary and middle schools will continue to be provided to support student attendance. As part of a broader district reorganization, additional support will be provided to the Attendance and Discipline Office, and a newly appointed Executive Director of Learning Support Services will focus on strengthening the Multi-Tiered System of Supports (MTSS) at both the site and district levels. These coordinated efforts are specifically designed to improve attendance and reduce chronic absenteeism among the identified student groups.

The graduation rate for seniors in PUSD increased from 93% in 2023 to 94.6% in 2024, with no student groups identified in the Red or Orange performance tiers. Notable gains were observed among several student groups: English Learners increased by +4.8%, Students Experiencing Homelessness by +5.1%, and students with disabilities by +7.8%. Additionally, graduation rates improved for African American students by +8.6%, Hispanic students by +4.9%, and White students by +2.1%. The most significant increase was among Long-Term English Learners (LTEL), who improved by +10%.

To support continued progress, additional counseling services were provided at all school sites, funded through LCFF supplemental funds. Students with disabilities remain a key focus for the district, as reflected in the expanded professional development on inclusive practices, increased availability of co-taught and collaborative courses at the secondary level, enhanced access to Career Technical Education (CTE) pathways, and the implementation of an alternative diploma pathway.

Based on a review of internal data, students in PUSD have access to a broad course of study, earning the designation of "Standard Met." At the elementary level, students are provided with access to the core academic curriculum along with enrichment opportunities in Physical Education, Visual and Performing Arts, STEM, and coding. Students with identified needs receive targeted support at both the site and district level to ensure equitable access to these offerings. At the middle and high school levels, students are enrolled in a wide range of academic courses, with open access to grade-level curriculum.

High school students have the opportunity to participate in a variety of rigorous academic programs, including college-preparatory courses, Advanced Placement (AP) offerings, and Career Technical Education (CTE) pathways. In the 2023–24 school year, 75% of seniors met the UC/CSU A-G requirements, representing a +4% increase from the previous year. Additionally, 76% of graduates completed at least one AP

course with a grade of C or higher, and the percentage of students scoring a 3 or higher on an AP exam rose from 55% to 60%. Career Technical Education pathway completion continues to increase across the district, with notable gains in enrollment and completion among historically underrepresented student groups, including African American, Filipino, and Students Experiencing Homelessness.

Conditions and Climate:

Overall, the district wide suspension rate increased by +0.1% in 2024 compared to the 2023 school year. Despite this slight increase, PUSD advanced from the Yellow to the Green tier on the California School Dashboard for suspensions. Additionally, there were no expulsions recorded during the 2023–24 school year. Students identified as Foster Youth remain in the Red tier districtwide for suspensions. School sites with specific student groups identified in the Red tier for suspensions include Deer Canyon Elementary, Highland Ranch Elementary, Midland Elementary, and Poway High School.

PUSD has implemented several coordinated efforts to reduce suspensions, including increased counseling support at school sites, strengthened implementation of restorative practices, and the consistent use of alternative means of correction to address student behavior. Students are also provided access to the Caring Connections Center (CCC), where they can meet with trained counselors to address behavioral challenges and receive referrals to additional support services as needed. Social Workers have been assigned to secondary schools, and counseling services have been expanded across all grade levels. As part of a broader district reorganization, additional support will be provided to the Attendance and Discipline Office. Furthermore, a newly designated Executive Director of Learning Support Services will focus on strengthening Multi-Tiered System of Supports (MTSS) structures at both the site and district levels. These efforts are intended to decrease suspensions, particularly among student groups identified most at risk.

In response to specific student groups in the Red performance tier for suspensions, site administrators will include targeted goals and actions within their School Plan for Student Achievement (SPSA) to address this area of need. Expanded counseling services, funded through supplemental resources, will continue to support students at the elementary and middle schools.

For the state indicator measuring Teachers, Instructional Materials, and Facilities, PUSD received a "Standard Met" designation. The district also received a "Standard Met" designation for Parent and Family Engagement, with nine criteria rated at Full Implementation, two at Full Implementation and Sustainability, and one at Initial Implementation. Additionally, PUSD met the standard for the Local Climate Survey indicator, based on data collected through the California Healthy Kids Survey, as well as the district-administered PASS and Pandora surveys.

Specific Student Groups in the Red Tiers:

PUSD has prioritized efforts to support English Learner (EL) progress at both the elementary and secondary levels. At the elementary level, school sites have developed specific goals within their School Plan for Student Achievement (SPSA) focused on ELPAC performance and reclassification outcomes. Site-based English Learner Coordinators facilitated professional learning for staff on Designated English Language Development (ELD), ensuring consistent messaging and implementation across the district. This professional development was aligned with the district-adopted Benchmark curriculum and incorporated the use of embedded tools for both Designated and Integrated ELD instruction.

In response to Long-Term English Learners (LTELs) being identified in the Red performance tier for English Language Arts, additional staffing (FTEs) was allocated to schools to ensure ELD courses could be included within the master schedule. This ensures LTELs receive targeted Designated ELD instruction while maintaining access to core academic content. Each secondary site has an ELD Coordinator with partial release time to support instructional staff in the implementation of Integrated ELD strategies and effective practices for LTELs. Coordinators also assist with site-level goal setting and identifying instructional needs. Designated ELD teachers participated in targeted training focused on understanding the ELD standards, developing language and content objectives, and initiating the development of progress monitoring tools to track student growth.

Progress has been made in supporting students experiencing homelessness, resulting in this student group moving from the Red to the Orange performance tier in the areas of Chronic Absenteeism, Graduation Rate, and Suspension Rate. To sustain and build upon this progress, a Youth in Transition (YIT) Coordinator and Office Specialist will continue to conduct regular attendance audits and engage in outreach to families. These outreach efforts focus on the importance of school attendance while identifying and addressing barriers that may prevent consistent participation. Once barriers are identified, the YIT team collaborates with students and families to provide targeted support and remove obstacles to attendance. To further improve graduation outcomes, a dedicated high school counselor was added this past year to provide specialized support for students experiencing homelessness. This role includes monitoring academic progress, coordinating tutoring services, guiding course selection, offering socio-emotional support, and conducting regular check-ins to ensure students remain on track for graduation, barriers to education are addressed, and needs are met.

Intentional outreach to families of students identified as Foster Youth with a focus on supporting both academic and mental health needs was a priority this past year. Services provided included tutoring, school supplies, transportation support, and access to counseling. As a result of these efforts, the chronic absenteeism rate for Foster Youth decreased from 36.8% in 2022–23 to 33.3% in 2023–24. These supports will continue to be implemented along with the targeted actions and strategies that contributed to this improvement in order to further reduce the disproportionate rates of chronic absenteeism among this student group.

Despite this progress, the suspension rate for Foster Youth increased from 17.9% in 2023 to 20.6% in 2024, maintaining their placement in the Red performance tier on the California School Dashboard. In response, PUSD will continue to prioritize the implementation of Restorative Practices and Other Means of Correction to address student behavior in a more supportive and proactive manner. The YIT counselor will broaden scope of services to include students in foster care. Additionally, professional development focused on High-Quality Instruction and Cultures of Belonging will remain a districtwide priority. Site and district leaders will conduct internal audits to identify campuses with disproportionate suspension rates among Foster Youth and provide differentiated support to address identified areas of need.

To strengthen support for Students with Disabilities, PUSD has prioritized Inclusive Practices and Universal Design for Learning (UDL) training across all grade levels preschool through 12th grade. During the 2024–25 school year, UDL was identified as a focus for elementary Professional Learning Leaders (PLLs). This initiative was supported by Teachers on Special Assignment (TOSAs) and instructional coaches from elementary curriculum, English Learner support, Inclusive Practices, and Technology and Innovation departments. Elementary PLLs participated in six professional learning sessions centered on the three core principles of UDL and how to apply them to the newly adopted math curriculum and English Language Arts instruction. This included the development and implementation of UDL-aligned lessons, which were also shared at each school site by the PLLs.

At the secondary level, the English Learner Coordinator and Inclusive Practices TOSAs developed districtwide professional learning modules designed for principals to facilitate with high school staff during designated professional growth time. Additionally, all secondary principals received UDL-focused professional development at the start of the school year.

Special Education Directors and a Program Specialist II from PUSD participated in the California Collaborative for Educational Excellence (CCEE) Learning Network with a focus on Universal Design for Learning (UDL). In alignment with this initiative, all preschool team members, including general education teachers, education specialists, and both general and special education instructional assistants, across all preschool program types engaged in targeted UDL training provided by Preschool Inclusive Practices Teachers on Special Assignment (TOSAs).

To support site-based implementation, administrators and teachers across the district have proactively sought individualized coaching from TOSAs to refine universally designed lessons and inclusive instructional practices. At Twin Peaks Middle School, elective teachers participated in UDL professional learning sessions that included collaborative opportunities to analyze and revise lesson plans, supported by the Middle School RTI TOSA, Inclusion Specialist, and Program Specialist II. Del Norte High School science teachers are scheduled to engage in this same professional learning model during the 2024–25 school year. Additionally, the district continued its teacher learning community (TLC) series titled Rock the Room for a second year, providing education specialists with focused instructional support and professional development in UDL strategies.

At the preschool level, PUSD has implemented a fully inclusive model in which all students who would have previously been served in Non-Severely Handicapped (NSH) preschool special day classes are now integrated into co-taught general education preschool classrooms alongside their general education peers. For the 2024–25 school year, the number of co-taught preschool classes increased from five to six, expanding access for students with disabilities from 25 to 48 seats. This inclusive program is projected to expand further in 2025–26, with additional support and targeted coaching provided for co-teaching teams.

To support inclusive practices, the district prioritized the implementation of Universal Design for Learning (UDL) throughout preschool classrooms during the 2024–25 school year. This included three professional learning days and monthly staff meetings involving both general education and special education preschool teachers, with a focus on supporting student behavior and developmentally appropriate, play-based learning environments. In addition, the district adopted a comprehensive preschool curriculum, marking the first time in district history that all preschool classes—both general education and special education—will implement a unified curriculum. A cohort of early adopters began implementation in spring, with full districtwide adoption scheduled for fall 2025.

At the secondary level, Poway Unified continues to expand access to inclusive general education settings through a continuum of scaffolded supports. These include collaborative general education classrooms supported by Instructional Assistants and Co-Taught classes led by both a General Education teacher and an Education Specialist. These models are designed to meet the diverse academic and behavioral needs of students receiving Specialized Academic Instruction (SAI) within the general education environment.

Other Local Indicators:

A-G courses represent a sequence of high school classes that students must successfully complete to be eligible for admission to the California State University and University of California systems. In the 2023–24 school year, the percentage of graduating seniors in PUSD

meeting A-G requirements increased by 4%, with 75% of seniors qualifying for college admission. While overall progress was made, disparities remain among specific student groups.

African American students demonstrated a 2% increase in A-G completion, reaching 61%. However, Hispanic or Latino students experienced a 2% decrease, bringing their rate to 59%. English Learner students declined by 3%, with only 18% meeting A-G requirements, and Students with Disabilities remained at 24%, showing no change from the previous year. The most significant decrease occurred among students experiencing homelessness, whose A-G completion rate dropped by 21%, resulting in a 40% completion rate. In response, high schools collaborated with the San Diego County Office of Education over the past year to identify and address barriers to A-G completion. Efforts include increasing support specifically in the area of math, expanding co-taught classes into higher levels of mathematics, electives and Languages Other Than English, and developing more student-centered master schedules to increase equitable access to A-G coursework for all student groups.

An analysis of 2024 graduates who earned a grade of C or higher in at least one Advanced Placement (AP) course indicates that the district maintained an overall participation and success rate similar to the previous year, while continuing to observe disproportionate outcomes among specific student groups. In 2024, 76% of graduates completed at least one AP course with a grade of C or better. Among individual student groups, African American students showed a 9% increase, reaching 61%, while Hispanic or Latino students experienced a 4% decrease, also at 61%. The rate for students identified as socioeconomically disadvantaged remained unchanged at 44%. English Learners saw a 17% increase to 35%, while students with disabilities declined by 4% to 18%.

Similarly, the percentage of graduates who scored a 3 or higher on at least one AP exam rose by 7% districtwide, reaching 60% in 2024. Despite this overall gain, disproportionality among student groups persists. African American students improved by 12%, reaching 37%; Hispanic or Latino students increased by 5% to 43%; English Learners improved by 5% to 16%; and students experiencing homelessness increased by 9% to 30%. However, students identified as Socioeconomically Disadvantaged declined by 6%, falling to 23%, while Students with Disabilities increased by 5% to 10%.

In 2024, 85% of PUSD graduates completed three or more years of mathematics, reflecting strong overall performance in this area. However, subgroup data reveal persistent disparities in completion rates. Specifically, 76% of Black or African American students, 72% of Hispanic or Latino students, and 70% of students identified as Socioeconomically Disadvantaged met this benchmark. Among English Learners, 57% completed three or more years of math, while 50% of Students with Disabilities and 61% of students experiencing homelessness reached this goal. During the Spring 2025, a group of math leaders from each high school campus came together with District curriculum leaders to review data and determine next steps for implementation in 2025-2026 to improve math achievement, particularly with student groups who have been historically underrepresented.

In 2024, 35% of graduating seniors successfully completed a Career Technical Education Pathway reflecting a +2.3% increase from the previous year. While most student groups demonstrated completion rates ranging between 25% and 46%, PUSD did not achieve those results with all student groups. There is work to do to increase the pathway completion rates for English Learners, African American students, and students with disabilities. Schools continue to implement strategies to promote and support Career Technical Education Pathway completion, including the designation of a site-based Career Technical Education counselor at each high school and continuing the district's pathway completion recognition program. These identified staff play a critical role in guiding students through pathway selection, enrollment, and completion to ensure equitable access to college and career readiness opportunities.

Over the past three years, PUSD has seen a significant reduction in the number of student dropouts. In 2021–22, 93 students were identified as dropouts; in 2022–23, that number decreased to 60; and in 2023–24, only 28 students were reported as dropouts. This reflects a 2.2% decrease in the overall dropout rate. Among the 28 students who dropped out in 2023–24, demographic representation included: 1 African American student (0.8%), 9 Hispanic or Latino students (1.6%), 4 Asian students (0.6%), 1 Filipino student (0.6%), 3 students identifying as Two or More Races (0.9%), 0 Pacific Islander students, and 10 White students (0.9%). When disaggregated by program group, 20 students (2.9%) were identified as Socioeconomically Disadvantaged, 3 students (3.7%) were experiencing homelessness, and 10 students (2.4%) were Students with Disabilities. The highest proportional dropout rate was among English Learners, with 10 students dropping out, representing 7% of that student group.

Conclusion:

Poway Unified School District remains committed to its overarching focus on Creating Culture and Conditions to Empower World-Class Learners. This commitment calls on all educational partners to foster conditions that support each and every student in reaching their fullest potential, while also cultivating a culture in which students feel safe, valued, and able to thrive. Guided by a comprehensive analysis of California School Dashboard indicators and internal district data, PUSD has identified the following three LCAP 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 advance each and every student toward their greatest potential.

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.

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 elements across all three goals include focused intervention support, enhanced social-emotional services, and the development of inclusive and supportive learning environments. 4/19/2025 DL

The district's three-year plan emphasizes further development of the Multi-Tiered System of Supports (MTSS) framework, with a strong focus on aligning professional learning to high-quality Tier 1 instruction and fostering cultures of belonging (Goal 1, A/S 4).

To continue to address the mental health needs of students, PUSD will maintain counseling services at the elementary and middle school levels, and intervention counselors to develop and implement intervention plans for students in need of additional academic support (Goal 1, A/S 1 & 6). Full-time social workers currently serve at the middle and comprehensive high schools, while Abraxas High School and Alternative Programs share one full-time social worker (Goal 1, A/S 2). Ongoing professional development in Positive Behavior Interventions and Supports (PBIS), suicide prevention, and restorative practices continues to support staff in fostering safe and supportive learning environments (Goal 1, A/S 4).

To support students not meeting proficiency in core subject areas, academic tutoring will continue to be available before and after school across all grade levels. At the middle and high school levels, students will also have the opportunity to enroll in targeted intervention courses designed to address academic skill gaps and promote success. (Goal 2, A/S 1 & 3) Inclusive practices will continue to be a priority in terms of providing student access to the least restrictive environment along with training for staff (Goal 2, A/S 2, 3, & 14). English Language Learners, including LTELs, will continue to be a priority by providing them with designated ELD instruction along with staff development for teachers to support academic and language growth (Goal 2, A/S 6, 8, & 9)

PUSD has maintained strong partnerships with families and the broader community, valuing their input as essential to shaping educational experiences. Two-way communication is facilitated through multiple platforms, ensuring that educational partner feedback is both received and acted upon. For example, in response to concerns raised about safety, PUSD has put on a series of Safety Community Forums addressing topics like Substance Abuse and Fentanyl, Mental Health and Suicide Prevention, and Social Media to name a few (Goal 3, A/S 3).

The PUSD Local Control and Accountability Plan (LCAP) reflects a thoughtful analysis of student data, meaningful engagement with diverse community voices, and a shared commitment to creating the culture and conditions that empower all students to thrive as world-class learners.

*California Dashboard Review as reported in the 2023-24 LCAP Annual Update:

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.

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.

Schools that maintain a combined graduation rate below 68% over three consecutive years qualify for CSI–Low Graduation Rate. Abraxas, with a combined four-and five-year graduation rate of 28.2% for the 2023 school year and 42.5% for the 2024 school year meets the eligibility criteria. Although there was a 14.3% increase in the graduation rate, Abraxas still falls below the 68% over three consecutive years.

To support Abraxas in increasing its graduation rate, site and district staff meet annually to analyze data and identify root causes and patterns affecting student success. Many students arrive at Abraxas credit-deficient and not on track to meet PUSD graduation or a-g requirements. They also often require more intensive social-emotional support than what is available at comprehensive school sites. PUSD conducts regular collaborative analyses of current resources and student needs at Abraxas High School. This process, involving district administration and the site team, focuses on identifying specific needs and developing targeted plans to address them, particularly in the areas of social-emotional support, attendance, and students' progress toward meeting both state and district graduation requirements. Needs assessments guide the implementation of evidence-based interventions and the allocation of additional resources to support students and staff in improving graduation outcomes.

Abraxas provides intensive, individualized support to help students progress toward their post-secondary goals. A key focus has been the implementation of a Competency-Based Education model, supported by a flexible Learning Management System (LMS) that allows for personalized learning and credit recovery. To further strengthen this approach, additional counseling services have been integrated into the Local Control and Accountability Plan (LCAP), and resources have been allocated in the Single Plan for Student Achievement (SPSA) to support these efforts.

Comprehensive Support and Improvement (CSI) funds are used to enhance math interventions, expand use of the LMS, and provide counseling services that address social-emotional needs and improve attendance. An additional .5 FTE is being allocated to provide expanded support for students who are chronically absent. Currently, the 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 and a Mending Matters Social Worker. CSI funds are used to add additional counseling services, (1 FTE) while supporting the district's LCAP Goals 1 and 2 and meeting the diverse needs of the student population.

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 used by Poway Unified School District (PUSD) and the Abraxas leadership team enable ongoing monitoring of intervention effectiveness and student progress. PUSD leadership collaborates closely with Abraxas administration and staff to analyze credit accumulation at both the individual student level and across student cohorts.

PUSD continues to support the site through the use of a multiple measures data system to evaluate student academic performance and social-emotional well-being as part of the Continuous School Improvement (CSI) plan. Data sources reviewed include results from the California Assessment of Student Performance and Progress (CAASPP), local assessments housed in Headrush, transcript analysis, attendance data, and school culture and climate data. Locally gathered inputs such as the California Healthy Kids Survey, student and staff perception surveys, student interviews, and classroom equity walkthroughs are also analyzed. These data sets inform decisions on the effectiveness of current supports and the locally selected, evidence-based interventions outlined in the CSI plan.

To track student engagement, the district continues to assist the site in monitoring attendance, behavior, and student transiency. This process supports ongoing student growth and ensures alignment with the goals of the CSI plan.

Throughout the year, the principal and leadership team meet regularly to disaggregate graduation data, identify trends, and address areas of concern. Additionally, the Executive Director in Learning Support Services and Abraxas Principal meet periodically to review this data and determine the need for further support. Notably, students designated as English Language Learners have shown improvement in graduation completion rates in recent years, a result of enhanced academic and counseling support made possible through district resources and CSI funding.

Abraxas has a combined four-and five-year graduation rate of 42.5% for the 2024 school year which is 25.5% below the minimum eligibility criteria for CSI. Plan effectiveness will be measured by an increase in graduation rate to 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	Certificated teachers contributed to the development of the LCAP through participation in the districtwide ThoughtExchange, with 1,066 teachers providing input. In addition to this formal feedback process, ongoing collaborative discussions held throughout the year have offered further opportunities for teachers to share insights and perspectives that inform the continuous improvement of the LCAP.
Poway Unified Principals	Principals contributed to the development of the LCAP through participation in the districtwide ThoughtExchange survey. In addition, monthly coaching meetings with principals and site supervisors provide a structured forum for ongoing dialogue, enabling the exchange of feedback and insights throughout the year. All site principals also convene monthly to engage in collaborative discussions focused on instructional priorities, district initiatives, and emerging site needs. These regular meetings serve as a key source of input that informs the continuous refinement and development of the LCAP.
Poway Unified Administrators	Site and district administrators contributed to the development of the LCAP through participation in the districtwide ThoughtExchange, with input provided by 69 administrators. In addition to this formal engagement, ongoing collaborative discussions throughout the year created further opportunities for administrators to share feedback, helping to inform and guide the continuous refinement of the LCAP.
Poway Unified School Personnel	School personnel contributed to the development of the LCAP through participation in the districtwide ThoughtExchange, with 361 individuals providing input. In addition to this formal feedback process,

Educational Partner(s)	Process for Engagement
	ongoing collaborative discussions within departments have provided continued opportunities for engagement and input throughout the year.
Poway Unified Parents	<p>Parents played an active role in the development of the LCAP, with 4,869 participating in the districtwide ThoughtExchange. In addition, targeted outreach was conducted to ensure feedback from educational partners representing specific student groups, including families of English learners, foster youth, low-income students, and students with disabilities. Additional feedback from parents was gathered through key district advisory groups, including the Community Advisory Committee (CAC), representing students with disabilities; the District English Learner Advisory Committee (DELAC); and the District Advisory Committee (DAC). Input from School Site Councils further supported site-level engagement in the LCAP development process. The district also offered opportunities for broader parent and community engagement through events such as the District Safety Summits, College Bound workshops, and meetings of the Equity Advisory Committee; all of which contributed valuable perspectives to the ongoing refinement of the LCAP.</p> <p>Students experiencing homelessness participate in surveys administered multiple times throughout the year to identify their needs and ensure appropriate supports are in place. Families of students in foster care are contacted at least three times annually to assess needs, offer available supports, and gather feedback to inform the development and refinement of the LCAP.</p>
Poway Unified Students	Students in Poway Unified School District contributed to the development of the LCAP through multiple avenues designed to elevate student voice. A districtwide ThoughtExchange survey engaged 3,214 students, providing broad input on their experiences and priorities. In addition to this platform, students participated in School Site Councils, campus-based clubs and committees, the Superintendent's Student Advisory Council, and district-level groups such as the Equity Advisory Committee. District leadership also conducted targeted outreach by visiting Designated ELD and Academic Support classes to gather direct feedback from students

Educational Partner(s)	Process for Engagement
	receiving specialized services. Furthermore, students enrolled in the Poway to Palomar Middle College program shared their perspectives with district administrators. These diverse and intentional engagement efforts ensured that student insights were meaningfully incorporated into the LCAP planning process.
Poway Unified Special Education Local Plan Area (SELPA)	The SELPA Director actively supported the development of the LCAP and provided additional feedback on the full draft of the plan to ensure alignment with the needs of students with disabilities and compliance with special education requirements.
Poway Unified Bargaining Units	Collective Bargaining Units contributed to the development of the LCAP through participation in the districtwide ThoughtExchange, with input from 960 members of the Poway Federation of Teachers (PFT) and 242 members of the Poway School Employees Association (PSEA). In addition to this formal engagement, ongoing collaborative discussions with both bargaining units throughout the year have provided further opportunities for feedback, helping to inform and shape the continuous development of the 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 representatives of the student groups identified by the Local Control Funding Formula (LCFF), is essential to the development of the LCAP and the budget process. Consistent with statute, educational partner engagement strengthens comprehensive strategic planning, accountability, and improvement efforts aligned to both state and local priorities. Educational partner engagement is an ongoing, annual process, as evidenced by the variety of methodologies employed to gather input.

During the 2024–25 school year, the following methods were used to engage educational partners in the development of the LCAP:

Feedback was gathered through the crowd-sourcing platform ThoughtExchange. Starting February 4th, 2025, educational partners were invited to access the platform via smartphone or computer. The platform supported input in over 100 languages and facilitated broad participation in responding to the critical question: “What do you need from Poway Unified School District in order to ensure your student’s success?” Below are themes from the results:

Goal 1 - Safe and Inclusive Learning Environments - Participants highlighted the importance of creating a supportive and welcoming school climate:

Learning Environment: Ensuring safe campuses, well-maintained facilities, and nutritious school meals.

Social Emotional Learning (SEL): Expanding access to mental health resources, promoting empathy and respect, and addressing bullying.

Inclusive Practices: Prioritizing inclusivity by meeting diverse student needs and making sure all students feel seen, heard, and valued.

Goal 2 - Improving Systems, Structures, and Programs - Feedback pointed to the importance of strong staffing and robust student support systems:

Qualified Staff: The need for passionate, well-trained educators who uphold high academic standards and deliver personalized learning experiences.

Programs and Resources: Continued investment in programs and resources such as tutoring, extracurricular activities, supportive policies, and effective scheduling.

Staffing Ratios: Concerns about class sizes and ensuring staffing is efficient and aligned with student needs.

Goal 3 - Foster and Maintain Positive Relationships with Parents and Community - Building strong, collaborative partnerships remains essential:

Communication: Participants highlighted the importance of consistent, clear communication about student progress, school and district events, and transparency around important or sensitive issues.

Parental Involvement: Participants expressed an interest in more opportunities for families to actively engage in school life and decision-making processes.

Parent responses indicated a need for improved communication, smaller class sizes, and more individualized support for students. Parents request less screen time, more physical activities, and better mental health resources. There is a call for consistent grading, ethical SPED practices, and transparency in school operations. Concerns about safety, fair opportunities, and the quality of school meals are also highlighted. Additionally, parents seek more extracurricular activities, better teacher training, and a focus on core academic subjects. There is a desire for a welcoming environment, reduced political influence in education, and enhanced resources for both advanced and struggling students.

Feedback was also solicited from PUSD's certificated and classified bargaining units. From a staff perspective, both classified and certificated, students need accountability, parental support, and basic necessities like healthy meals and sleep. Updated playground equipment, rapport-building, and more instructional assistant (IA) support for behavior issues are essential. Equity in resources, clear math curricula, innovative scheduling, and essential teaching materials are crucial. Advocacy for non-traditional career paths, a supportive atmosphere, and resources for academic, social, emotional, and physical needs are vital. Smaller class sizes, consistent instruction, and support for diverse learning needs, including special education, are necessary. Safe, well-maintained facilities, mental health support, and career exploration opportunities are also important.

Students expressed a need for supportive teachers and counselors, cleaner and better-maintained facilities, reduced homework, and more flexible schedules. They emphasized the importance of addressing issues like racism, misogyny, and homophobia, and requested more funding for arts and sports programs. Improved lunch options, better bathroom conditions, and more career-oriented courses were also highlighted. Additionally, students sought more guidance on college applications, mental health support, and opportunities for internships. Overall, the responses indicate a desire for a more supportive, inclusive, and resource-rich educational environment.

Additional themes unique to specific student groups (English Learners, Students with Disabilities, Foster Youth, and Students experiencing homelessness) further reinforced the broader call for improved communication, innovative instructional practices, and comprehensive support for student well-being and success. Responses indicated the need for an array of improvements in PUSD to ensure student success.

Key requests include increasing school counselors, reducing class sizes, better funding for supplies, enhanced communication between teachers and parents, accountability for teachers and resources, quality and dedicated educators, comprehensive mental health support, specialized programs for students with disabilities, life skills and financial literacy courses, safe and inclusive environments, minimizing technological reliance, and maintaining robust arts, music, and physical education programs. The emphasis is on individualized attention, effective teaching, and fostering emotional intelligence alongside academic growth.

The input collected from parents, staff, and students through the ThoughtExchange platform was carefully analyzed and directly informed the development of the district's LCAP. The identified common themes, including the need to maintain mental health supports, increase academic supports, improve facility conditions, expand enrichment opportunities, and enhance equity and inclusivity efforts, guided the prioritization of goals, actions, and budget allocations within the plan.

In addition, educational partner feedback emphasized the importance of clear and consistent communication, the protection of instructional time for core academics, and the creation of welcoming, safe, and inclusive school environments. These insights were integrated into multiple LCAP site SPSA goals, ensuring that the district's strategic initiatives are closely aligned with the needs and priorities of its community.

In addition to feedback collected through the ThoughtExchange platform, student and parent advisory groups—including the Community Advisory Committee (CAC), District Advisory Committee (DAC), District Language Advisory Committee (DLAC), and Equity Advisory Committee were provided opportunities to engage in the LCAP development process. These groups met throughout the 2024–25 school year to review district data, assess progress on current LCAP goals, and offer input on areas of need for future planning.

Each advisory group focused on the specific perspectives and needs of the communities they represent. For example, the CAC provided critical feedback regarding the importance of staffing supports, inclusive education practices, and resources necessary to meet the needs of students with disabilities. DAC and DLAC members emphasized the importance of academic interventions, increased parent engagement opportunities, and targeted support for English learners. The Equity Advisory Committee shared input on fostering inclusive school climates, ensuring equitable access to advanced coursework and enrichment programs, and addressing systemic barriers for historically underserved student groups. ASB student leaders provided valuable insights into campus culture, mental health needs, academic pressure, and the desire for more career exploration and real-world learning experiences.

Feedback gathered from these advisory groups along with the ThoughtExchange data directly informed the refinement of the LCAP to better reflect the priorities of the district's diverse student and parent populations. Their input helped ensure that the LCAP planning process was comprehensive, equitable, and responsive to the needs of all students.

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)
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An explanation of why the LEA has developed this goal.

<p>With the intent to provide Safe and Inclusive Learning Environments for all PUSD students, baseline data was reviewed to support the following documented needs:</p> <ol style="list-style-type: none">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.
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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>2023-24: Overall district attendance rate: 93.7% (+.3%)</p> <p>Student groups below district average:</p> <p>African American/Black: 91.6% (+.3%) American Indian/Alaskan Native: 84.9% (-3.7%) Hispanic/Latino: 91% (no change) Pacific Islander: 90.7% (-.3%)</p> <p>English learners: 92.6% (no change) Foster Youth: 91.3% (+.3%) Homeless Youth: 90.6% (+.3%) Socioeconomically Disadvantaged: 91.8% (+.2%) Students with Disabilities: 90.5% (no change)</p> <p>See Appendix (A) for disaggregated</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>	<p>(+.3% overall)</p> <p>African American/Black: 91.6% (+.3%) American Indian/Alaskan Native: 84.9% (-3.7%) Hispanic/Latino: 91% (no change) Pacific Islander: 90.7% (-.3%)</p> <p>English learners: 92.6% (no change) Foster Youth: 91.3% (+.3%) Homeless Youth: 90.6% (+.3%) Socioeconomically Disadvantaged: 91.8% (+.2%) Students with Disabilities: 90.5% (no change)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student group data.			
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>Data Source: Synergy/ CALPADS</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 Socioeconomically Disadvantaged English Learners Students with Disabilities Foster Youth Homeless Youth</p> <p>See Appendix (B) for disaggregated student group data.</p>	<p>2023-24: Percent of PUSD students chronically absent from school: 12% (-2.9%)</p> <p>Student groups above the district average:</p> <p>African American/Black: 21% (-3%) American Indian or Alaska Native: 28% (-7%) Hispanic/Latino: 20% (-5%) Pacific Islander: 15% (-4%) English Learner: 19% (-5%) Socioeconomically Disadvantaged: 23% (-5%) *Students with Disabilities: 20% (-4%) Foster Youth: 30% (-5%) Homeless Youth: 30% (-3%)</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>	<p>(-2.9% overall)</p> <p>African American/Black: 21% (-3%) American Indian or Alaska Native: 28% (-7%) Hispanic/Latino: 20% (-5%) Pacific Islander: 15% (-4%) English Learner: 19% (-5%) Socioeconomically Disadvantaged: 23% (-5%) *Students with Disabilities: 20% (-4%) Foster Youth: 30% (-5%) Homeless Youth: 30% (-3%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			See Appendix (B) for disaggregated student group data.			
1.3	<p>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.</p> <p>Data Source: DataQuest</p>	<p>2022-23: 2.1% of our senior cohort students dropped out of high school. Those student groups below the district average include:</p> <p>African American/Black Hispanic/Latino White Socioeconomically Disadvantaged English Learners Homeless Youth Students with Disabilities</p> <p>In 2022-23 the dropout rate for middle school students was 0.0%.</p> <p>See Appendix (C) for disaggregated student group data</p>	<p>2023-24: Percent of PUSD seniors who dropped out of high school: 1% (-1.1%)</p> <p>Student groups above the district average:</p> <p>African American/Black: 1.8% (-5.3%) Hispanic/Latino: 1.6% (-1.1%) White: .9% (-1.8%) English Learner: 7% (-.6%) Homeless Youth: 3.7% (-10.6%) Socioeconomically Disadvantaged: 2.9% (-1.6%) Students with Disabilities: 2.4% (-1.7%)</p> <p>In 2023-24 the dropout rate for middle school students remained 0.0%.</p>		<p>2026-27: Percentage of senior cohort dropouts will decrease by 1% with a 2% decrease for each student group below the district average.</p> <p>The middle school dropout rate will remain at zero.</p>	<p>(-1.1% overall)</p> <p>African American/Black: 1.8% (-5.3%) Hispanic/Latino: 1.6% (-1.1%) White: .9% (-1.8%) English Learner: 7% (-.6%) Homeless Youth: 3.7% (-10.6%) Socioeconomically Disadvantaged: 2.9% (-1.6%) Students with Disabilities: 2.4% (-1.7%)</p> <p>middle school students remained 0.0%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			See Appendix (C) for disaggregated student group data			
1.4	Percent of students suspended disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	2022-23: The district student overall suspension rate was 1.5%. Those student groups below the district average include: African American/Black American Indian/Alaskan Hispanic/Latino Pacific Islander White Socioeconomically Disadvantaged English Learners Students with Disabilities Homeless Youth Foster Youth See Appendix (D) for disaggregated student group data.	2023-24: Overall suspension rate: 1.6% (+.1%) Student groups above the district average: African American/Black: 6.2% (+.7%) American Indian or Alaska Native: 4.3% (no change) Hispanic/Latino: 2.2% (-.4%) Pacific Islander: 6.8% (+2%) English Learners: 1.9% (+.1%) Socioeconomically Disadvantaged: 3.5% (no change) Students with Disabilities: 4.3% (+.4%) Foster Youth: 20% (+2.1%) Homeless Youth: 5.3% (+.7%)		2026-27: The district's 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%.	(+.1% overall) African American/Black: 6.2% (+.7%) American Indian or Alaska Native: 4.3% (no change) Hispanic/Latino: 2.2% (-.4%) Pacific Islander: 6.8% (+2%) English Learners: 1.9% (+.1%) Socioeconomically Disadvantaged: 3.5% (no change) Students with Disabilities: 4.3% (+.4%) Foster Youth: 20% (+2.1%) Homeless Youth: 5.3% (+.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			See Appendix (D) for disaggregated student group data.			
1.5	Percent of students expelled, disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities. Data Source: DataQuest	2022-23: The district's overall expulsion rate was 0%. See Appendix (E) for disaggregated student group data.	2023-24: District overall expulsion rate continued to be 0% as there were no expulsions during the 2023-24 academic year. See Appendix (E) for disaggregated student group data.		2026-27: The district's overall expulsion rate will remain at 0%. See Appendix E for disaggregated student group data.	Remains at 0%
1.6	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. Data Source: California Healthy Kids Parent Survey, Winter 2022 administration.	Winter 2022: 39% of all parents Strongly Agree with the statement "This school is a safe place for my child". The student groups below the district average includes: Native Hawaiian or Pacific Islander See Appendix (F) for disaggregated student group data.	Winter 2024: 40% of all parents Strongly Agree and 54 % of all parents Agree (94% combined) with the statement "This school is a safe place for my child". (+1%) The student groups below the district average includes:		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% overall for Strongly Agree) American Indian or Alaska Native: 38% (-12%) Hispanic or Latino/a: 39% (-5%) Two or more races: 39% (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>American Indian or Alaska Native: 38% (-12%)</p> <p>Hispanic or Latino/a: 39% (-5%)</p> <p>Two or more races: 39% (no change)</p> <p>See Appendix (F) for disaggregated student group data.</p>			
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>Data Source: California Healthy Kids Parent Survey, 2022-23 administration.</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 36.7%, and high schools 21.3% and 26.7%.</p> <p>See Appendix (G) for disaggregated student group data.</p>	<p>2024-25: In elementary school, 32% (+2%) of students reported that they had been “been hit or pushed by someone who wasn’t kidding around” and 37% (+7%) had experienced ‘mean rumors spread about you’. At the secondary level, middle schoolers reported 30% (no change) and 39% (-3.3%), and high schools 17% (-4.5%) and 24% (-2.7%).</p>		<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%.</p>	<p>Elementary: (+2%) hit or pushed (+7%) experienced 'mean rumors spread'</p> <p>Middle School: (no change) hit or pushed (-3.3%) experienced 'mean rumors spread'</p> <p>High School: (-4.5%) hit or pushed (-2.7%) experienced 'mean rumors spread'</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			See Appendix (G) for disaggregated student group data.			
1.8	<p>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). Data Source: Facilities Inspection Tool (FIT)</p>	<p>2023: All school sites continue to meet the 'Good Repair' standard.</p> <p>See Appendix (H).</p>	<p>2024: All school sites continue to meet the 'Good Repair' standard.</p> <p>See Appendix (H).</p>		2026-27: All school sites continue to meet the 'Good Repair' standard.	no change
1.9	<p>Overall percentage rating from FIT of each school site with Good to Exemplary rating.</p> <p>Data Source: Facilities Inspection Tool (FIT)</p>	<p>2022-23: Overall percentage rating for Good to Exemplary was measured at 92% across the district.</p> <p>See Appendix (I) for ratings by systems inspected.</p>	<p>2023-24: Overall percentage rating for Good to Exemplary was measured at 100% across the district. (+8%)</p> <p>See Appendix (I) for ratings by systems inspected.</p>		2026-27: Maintain at 92% or above, site safety ratings of Good to Exemplary as measured by annual Facilities Inspection Tool (FIT) reports.	(+8%)

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: 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>	<p>2024-25: California Healthy Kids Survey is taken biennially and was administered in the Fall of 2024.</p> <p>Students reporting positive school connectedness: Grade 5 = 77% (-1%) Grade 7 = 69 % (+4%) Grade 9 = 71% (+5%) Grade 11 = 69% (+6%)</p> <p>Students who perceive school as safe or very safe: Grade 5 = 84% (-3%) Grade 7 = 70% (+3%) Grade 9 = 77% (+5%) Grade 11 = 77% (+7%)</p> <p>See Appendix (J) for CHKS data.</p>		<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.</p>	<p>positive school connectedness: Grade 5 = (-1%) Grade 7 = (+4%) Grade 9 = (+5%) Grade 11 = (+6%)</p> <p>perceive school as safe or very safe: Grade 5 = (-3%) Grade 7 = (+3%) Grade 9 = (+5%) Grade 11 = (+7%)</p>
1.11	School Climate: The percentage of Staff who report healthy	2022-23: The percentage of Staff who report healthy	2024-25: California Healthy Kids Survey is taken		2026-27: An overall	Supportive and Inviting Place for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>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 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>biennially and was administered in the Fall of 2024:</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 Learn 98% Agree to Strongly Agree. (no change)</p> <p>Promotes Academic Success for All Students: 96% Agree to Strongly Agree (+1%)</p> <p>Safe Place for Students: 95% Agree to Strongly Agree (-1%)</p> <p>Motivates Students to Learn: 97%</p>		<p>increase of 3% in the number of staff at each reporting level (ES/ MS/ HS) reporting a healthy learning environment for students and staff.</p>	<p>Students to Learn (no change)</p> <p>Promotes Academic Success for All Students: (+1%)</p> <p>Safe Place for Students: (-1%)</p> <p>Motivates Students to Learn: (no change)</p> <p>Supportive & Inviting place to work: (no change)</p> <p>Promotes Trust and Collegiality Among Staff: (-1%)</p> <p>Is a Safe Place for Staff: (-2%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Is a Safe Place for Staff: 92% Agree to Strongly Agree</p> <p>See Appendix (NN) for CHKS data.</p>	<p>Agree to Strongly Agree (no change)</p> <p>Supportive & Inviting place to work: 87% Agree to Strongly Agree (no change)</p> <p>Promotes Trust and Collegiality Among Staff: 81% Agree to Strongly Agree (-1%)</p> <p>Is a Safe Place for Staff: 90% Agree to Strongly Agree (-2%)</p> <p>See Appendix (K) for CHKS data.</p>			

Goal Analysis [2024-25]

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.

Poway Unified School District remains committed to fostering safe and inclusive learning environments for all students and staff. Achieving this goal requires a coordinated, system-wide approach that addresses the diverse needs of the school community. A broad range of personnel contribute to this collective effort, including school counselors, Student Support Services Specialists and Assistants, social workers, teacher leaders, site teams, the Youth in Transition team, Attendance and Discipline staff, Inclusive Practices personnel, campus supervisors, Career and Technical Education teams, and students. This collaborative approach reflects a unified and strategic response aimed at ensuring the well-being and success of the entire educational community. The following is a description of the successes and any challenges with implementation of specific actions in achieving Goal 1.

Action 1.1 Intervention Counselors Secondary: PUSD implemented various intervention strategies to support secondary students, particularly those facing academic, attendance, and social-emotional challenges. Intervention Counselors collaborated with educational partners to provide targeted support, including services for students experiencing homelessness through the Youth in Transition Counselor. Attendance concerns were closely monitored, and efforts were made to re-engage students struggling with school participation. For English learners, counselors delivered executive functioning lessons, post-secondary planning support, community-building activities, and family meetings. The unique scheduling needs of these students were also considered to ensure equitable access to courses. Additionally, regular intervention team meetings were conducted to assess student progress and refine support strategies, addressing issues related to academics, behavior, and social-emotional well-being. Despite these efforts, the implementation of Intervention Counselors encountered several challenges. Staffing limitations affected the level of support available, requiring adjustments in intervention strategies based on available personnel. Attendance interventions, though actively pursued through communication and Chronic Absenteeism Intervention Plans (CAIPs), faced obstacles when families did not perceive attendance issues as urgent. Time constraints further complicated coordination among team members, necessitating flexibility and prioritization of home visits when necessary.

Action 1.2 Mending Matters Social Worker Secondary: The district has continued its partnership with Mending Matters, maintaining a contract for 12 full-time social workers to provide support at the secondary level, placing one social worker at each middle and high school, including Abraxas. These social workers offer immediate support for students experiencing Tier 3 safety concerns. In addition, social workers provide individual and group mental health therapy for Tier 1 and Tier 2 students through school-based engagement and youth leadership services. Although positive changes have been made, students across the district continue to face challenges in key areas of social-emotional learning, including self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. Staff, particularly at the elementary level, report increasing difficulty in supporting students exhibiting behavioral dysregulation, highlighting an ongoing need for comprehensive mental health and behavioral support services. Mending Matters has been an integral component of responding to and supporting students with challenging behaviors.

Action 1.3 Caring Connections Counselor: The Caring Connections Center (CCC) Counselor continues to provide academic, social-emotional, and behavioral support to students and their families through structured family conference meetings. These meetings are designed to develop actionable plans with clear goals aimed at promoting student success in school, at home, and within the community. Participants in these conferences typically include the student and their parent(s), caregiver(s), or guardian(s). During these sessions, the CCC Counselor works collaboratively with families to explore and teach specific coping strategies, tools, and self-regulation techniques that students can use when experiencing feelings of anxiety, frustration, depression, or other emotional challenges. The objective is for both the student and their family to leave with practical, immediately applicable strategies to help manage life stressors effectively. In cases where students and families face barriers to accessing external mental health services—such as lack of insurance, language challenges, or transportation difficulties—the CCC Counselor is able to provide therapeutic support directly, based on individual student needs. This case-by-case support helps ensure that no student is left without access to critical mental health resources. The overarching mission of the Caring Connections Center is to eliminate barriers that hinder students' and families' access to support and to create a safe, welcoming, and therapeutic environment where students feel heard, supported, and empowered. Additionally, the CCC Counselor coordinates district wide parent education opportunities which will be discussed further in Goal 3.

Action 1.4 Multi-Tiered Systems of Supports (MTSS): Most school sites have continued operating with their respective leadership teams, including Positive Behavioral Interventions and Supports (PBIS) teams, Equity Teams, Restorative Practices, or ASPIRE. However, these teams have not yet been fully aligned or integrated into a comprehensive Multi-Tiered System of Support (MTSS) framework. PUSD is

currently engaged in the process of defining what effective MTSS teams and structures should look like across the district. This year initial steps were taken at the district level to build a shared understanding of MTSS, beginning with department leadership. As part of this effort, the Local Education Agency Self-Assessment (LEASA) was conducted to evaluate current practices and inform next steps in the district's MTSS implementation plan. Additionally, a draft MTSS handbook and glossary were developed, with feedback solicited from a representative workgroup that included staff from various departments and classroom teachers. Future professional development plans, along with projected implementation timelines, are currently under revision. Successful site-level implementation of MTSS will require both district and site leadership to be calibrated on a unified definition of MTSS and aligned on effective implementation strategies. Given that MTSS relies heavily on data-informed decision-making, there is a need for more comprehensive and cohesive district wide data systems. In response, the Information Technology department has initiated the development of a Data Dashboard to provide accessible student profiles. While this represents an important first step, continued efforts are needed to identify or develop universal screeners and common assessments that effectively measure academic performance, behavior, and social-emotional competencies.

Action 1.5 Inclusive Practices and MTSS Support K-12: Throughout the year, a range of district TOSAs and COSAs have provided targeted support to enhance teaching and learning across content areas and student populations. The Secondary ELA/HSS TOSA led the implementation of newly adopted curricula by facilitating professional development and coaching aligned with updated standards. In mathematics, the Secondary Math TOSA and Special Education team supported educators through a cross-site Lesson Study focused on content integration and Universal Design for Learning (UDL), a districtwide book study on Rethinking Disability and Mathematics, and individualized coaching to promote student engagement. The Middle School MTSS TOSA and COSA team delivered professional learning on UDL and Multi-Tiered System of Supports (MTSS) to improve instruction and inclusivity for students in LCAP-priority groups. At the elementary level, the ELA TOSA supported lesson design rooted in UDL principles and guided the adoption of the California Reading Difficulties Risk Screener (RDRS), with professional development for K–2 teachers planned for the following year. The Inclusive Practices COSAs provided comprehensive training for Special Education Instructional Assistants, site-based professional development on supporting diverse learners, and ongoing orientation for new staff to strengthen inclusive practices districtwide.

Across departments, district TOSAs and COSAs encountered a range of challenges during implementation efforts, prompting site-specific and system-level adjustments. The Secondary ELA/HSS TOSA addressed accessibility and inclusivity through differentiated supports and digital tools, ensuring curriculum access for diverse learners. In mathematics, the volume of content, misalignment of IEP goals with grade-level expectations, and limited time for reflection posed obstacles for the Secondary Math TOSA and Special Education team. Middle school MTSS implementation varied by site due to differences in schedules and staffing allocations, requiring flexible approaches to professional development and intervention planning. The Elementary ELA TOSA navigated constraints around planning time and technology integration, encouraging equitable access to digital tools and collaborative planning opportunities. Inclusive Practices COSAs worked to overcome training barriers for Instructional Assistants due to limited hours and personal commitments, coordinating with leadership to provide flexible training options and funding solutions. Looking ahead, the Elementary ELA TOSA anticipates challenges with the rollout of the Reading Difficulties Risk Screener (RDRS), including data analysis and scheduling; proactive steps include additional training, simplified tools, and continued coaching to support successful implementation.

Action 1.6 Increased Counseling Support Elementary: Elementary school counselors in PUSD provide comprehensive support across Tier 1, 2, and 3 levels to address students' academic, social-emotional, and behavioral needs. This support includes the delivery of regular Socio-Emotional Learning (SEL) classroom lessons through the Second Step curriculum at each grade level, covering key topics such as emotional regulation, friendship skills, and problem-solving. In addition to classroom-based instruction, counselors offer small group sessions for

students requiring targeted support in areas such as social skills, conflict resolution, and academic challenges. Individual counseling is also provided to support students experiencing grief, anxiety, or significant changes at home. As active members of site-based intervention and attendance teams, elementary counselors contribute to student engagement and success. They help lead school wide initiatives such as No Place for Hate, HOPE Squad, and Peace Patrol, while also collaborating with staff to develop interventions focused on improving attendance, behavior, and academic outcomes. Their efforts are central to fostering a sense of belonging and a supportive school climate for all students. As the district works to increase support for unduplicated student groups, counselors also facilitate access to community resources such as food pantries, mental health services, and referrals, offered in both English and Spanish, to address a broad range of needs.

Implementation of elementary counseling services has not been without challenges. Schools have encountered barriers related to trauma, family instability, and transportation issues. In response, counselors have maintained regular communication with families and established additional support systems tailored to individual student circumstances. Logistical issues, such as scheduling conflicts for intervention meetings, have been addressed through adaptive strategies including meeting rescheduling and the use of roving substitute teachers to ensure continuity of instructional support and counseling services.

1.7 Chronic Absenteeism Action Plan: The implementation of the Chronic Absenteeism Intervention Plan (CAIP) represents a collaborative and structured effort to reduce student absenteeism across the district. Developed with input from the attendance and discipline team, district intervention TOSAs, site principals, and Learning Support Systems (LSS) administrators, the CAIP was redesigned to create a more efficient, user-friendly interface for school sites. User feedback played a critical role in identifying areas for improvement, particularly from staff who regularly engage with the system. As a result, the process was streamlined to enhance usability and reduce the time required for documentation at the school level, supporting more effective tracking and intervention for chronically absent students. There have been some implementation challenges in that site teams were not all implementing the CAIP due to having pre-existing processes in place. More and more sites have adopted the CAIP and are using the process as prescribed. Strategies include sending notifications, phone calls to parents/guardians, check ins, home visits, counseling services, short term and long term independent study options, change of placements to New Directions, Poway Home Education Program (PHEP), Poway to Palomar Middle College (PPMC), or Abraxas, and SARB/SART referrals.

Action 1.8 Campus Supervisors Middle School: To enhance student supervision on middle school campuses, Campus Supervisors have expanded coverage before and after school, during passing periods, lunch, and other unstructured times. The increased presence of trusted adults has positively contributed to fostering stronger connections with students. A continuing challenge, however, is staffing shortages and ensuring existing Campus Supervisors receive ongoing professional development, particularly in addressing racial conflict and managing student interactions in a constructive and supportive manner.

Action 1.9 Families Experiencing Homelessness Support: The Youth in Transition (YIT) program supports students and families experiencing homelessness through a comprehensive system of outreach, resource distribution, and barrier removal. They organize quarterly “Grab and Go” events, including a summer back-to-school event, providing essential items such as hygiene supplies, food, clothing, prepaid store cards, and personalized items based on family needs. Seasonal supports include holiday gifts, cleaning supplies, and spring baskets. In addition, bi-monthly food distribution events offer groceries and snacks. To further reduce barriers to school attendance and access to care, the YIT Coordinator arranges transportation through school buses, public transit, and occasional gas reimbursements. The program facilitates access to medical and dental care by providing Uber cards and referring families to community agencies such as One Safe Place and Interfaith Community Services. They also coordinate referrals to Caring Connections Counselors, share student enrollment data with site

principals, and support on-site academic tutoring. The YIT Coordinator collaborates with site-based Intervention Counselors, delivers ongoing community resource updates, and works closely with the district's Homeless Liaison to provide professional learning to staff at both the site and district levels. These trainings help increase awareness and improve the identification and support of students experiencing homelessness. Presentations to community organizations and the use of social media further promote awareness, share resources, and grow awareness amongst potential donors. Despite these efforts, challenges persist, including limited access to case workers, showers, and dental/vision services due to long waitlists and logistical barriers. In response, the coordinator fosters partnerships with organizations such as One Safe Place, Interfaith, and the Rancho Peñasquitos YMCA to secure expedited referrals and ensure access to hygiene facilities for unsheltered families.

Action 1.10 STEAM Participation: In collaboration with local colleges, business organizations, and community partners, PUSD has developed over 50 career pathways across 13 distinct industry sectors, providing students with opportunities to explore, prepare for, and engage in Science, Technology, Engineering, Arts, and Math (STEAM) related careers. Currently, 16 elementary schools within the district implement the Project Lead the Way (PLTW) Launch curriculum, with 155 trained elementary teachers and two district-level lead trainers. All PUSD middle and high schools, except Poway to Palomar Middle College (PPMC), offer PLTW courses in Engineering, Computer Science, and Biomedical Science. At the secondary level, 26 middle school teachers and 14 high school teachers currently deliver instruction in these pathways. Additionally, each PUSD high school supports a FIRST Robotics team, further expanding hands-on STEAM learning opportunities. While PPMC does not offer PLTW coursework directly, its students gain exposure to STEAM careers through dual enrollment in Palomar College science and career education pathways, as well as participation in FIRST Robotics alongside other District high schools. A persistent challenge is the high demand for Career Technical Education (CTE) and STEAM courses, which often exceeds capacity. This necessitates the use of strategic and innovative master scheduling to ensure that students are able to access and complete pathway requirements. Community outreach efforts are also underway to identify and recruit qualified Career Technical Education educators. Additionally, not all career pathways are available at every school site. Specialized programs, such as Fire Science, Auto, Construction, and Agriculture, are currently offered at a limited number of schools. To allow for students at other schools to access these courses, sites make every effort to schedule the courses during the first period to accommodate cross-campus enrollment. Transportation and class size are often the biggest barriers for students accessing these specific programs. In most cases, students are permitted to transfer to a different high school to pursue a specific pathway not offered at their school of residence.

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.

1.4 Multi-Tiered Systems of Supports (MTSS): Actuals were materially different than budget due to one position that was vacated and remained vacant for the entire school year.

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

During the first year of implementation of the 2024–2027 Local Control and Accountability Plan (LCAP), most actions implemented across the district proved to be effective in advancing progress toward Goal 1. The majority of initiatives demonstrated positive outcomes, with several actions requiring only minor modifications to enhance impact and alignment with student needs. Evidence of success can be seen in increased student engagement and attendance, decreases in chronic absenteeism and suspensions, expanded access to academic and social-emotional supports, improvements in graduation rates, college and career readiness indicators, and access to STEAM, as well as

improved outcomes among targeted student groups. Continued monitoring and thoughtful adjustments will ensure sustained progress throughout the remainder of the LCAP cycle. The following summaries provide further explanation how each action helped progress toward Goal 1 and any modifications or changes needing to be made.

Action 1.1: The designation of Intervention Counselors at the secondary level has made significant progress in supporting students and improving outcomes by fostering strong relationships, refining intervention strategies, and engaging families. A key success has been the strengthened connections between counselors and students, allowing for more personalized support, which will continue to improve with a more manageable counselor-to-student ratio. By utilizing data to identify student needs and refine interventions, counselors can implement more targeted support strategies. Additionally, increased family and community engagement has contributed to a more holistic approach to student success, ensuring that families are actively involved in their children's education. These efforts have collectively enhanced the effectiveness of interventions, promoting both academic and emotional well-being for students. Overall PUSD has seen decreases in chronic absenteeism and suspension rates, along with increases in graduation and College and Career readiness indicators. Action 1.1 will continue to be monitored by the following metrics: chronic absenteeism, suspension rates, graduation rates, and CCI at the high schools.

Action 1.2: Mending Matters mental health therapists continue to play a vital role in addressing the increasing mental health needs that impact student academic performance. The collaboration between Mending Matters and the district's Assessment and Care Teams has contributed to the development of more effective triage systems aligned with the Multi-Tiered System of Support (MTSS) framework across school sites. However, not all campuses currently benefit from Mending Matters services. Sites such as New Directions and Poway to Palomar Middle College would benefit from the addition of dedicated mental health support to meet the evolving needs of their student populations. Overall PUSD has seen decreases in chronic absenteeism and suspension rates, along with increases in graduation and College and Career readiness indicators among unduplicated student groups. Action 1.2 will continue to be monitored by the following metrics: 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.

Action 1.3: Parents and students have reported positive outcomes following participation in family conference meetings at the Caring Connections Center (CCC). These meetings provide a safe, therapeutic space where social and emotional concerns can be openly discussed. Students and families are introduced to healthy coping strategies and practical tools, and referrals to mental health services are made when appropriate. Each conference results in the development of an individualized action plan with clearly defined goals to support the student's overall well-being. When needed, students are referred to the Family Learning Center for additional academic support. Parents are also encouraged to participate in CCC's parent education courses, which address a variety of relevant topics such as school refusal, managing anxiety and depression in children and adolescents, and other subjects aligned with the needs of the school community. Moving forward, CCC will continue to evaluate and expand its parent education offerings by identifying qualified parent educators who can provide new workshops aligned with the evolving needs of students, parents, and the broader community. Additionally, the CCC Counselor will actively build and strengthen partnerships with local mental health and community-based organizations, thereby expanding the network of resources available to support students and families districtwide. Action 1.3 will continue to be monitored by the following metrics: chronic absenteeism, suspension data, and local metrics for targeted student groups.

Action 1.4: Bringing district leadership together to complete the LEA Self-Assessment (LEASA), identify three priority areas for action planning, and develop the MTSS handbook, including a glossary and Tier 1 non-negotiables, represents a significant and strategic starting point for the current year. The resulting action plans, focused on High-Quality Instruction, Data Systems, and Collaborative Teams, are

expected to directly impact students' academic achievement, behavioral development, and social-emotional well-being as the district continues to deepen its understanding and guide intentional implementation of MTSS. Targeted professional development for both district and site leaders is planned for the upcoming year to support this work. A shared, clearly defined common language will be established and consistently used across all levels of district staff to ensure coherence in implementation. Additionally, selected cohort schools will participate in the implementation of the Fidelity Integrity Assessment (FIA) to strengthen site-level MTSS practices. These schools will receive ongoing coaching and guidance to build capacity and align with the district's MTSS framework. Action 1.4 will continue to 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.

Action 1.5: The implementation efforts across departments have yielded several positive outcomes, reflecting a growing emphasis on inclusive, data-informed, and student-centered practices. At the secondary level, collaboration between the Multilingual Learner and Special Education departments has strengthened inclusive strategies in classrooms, while math teachers reported increased confidence and success in applying Universal Design for Learning (UDL) and critical thinking strategies. Middle school MTSS teams have started to leverage data to build individualized supports, though they continue to seek additional staffing to enhance Tier 2 and Tier 3 interventions. In elementary settings, access to content for all students has led to improved engagement and reduced behavioral issues. The Inclusive Practices COSA team has received overwhelmingly positive feedback for its professional development series for Instructional Assistants, with many veteran staff expressing appreciation for the opportunity to refresh and deepen their skills. The adoption of the Reading Difficulties Risk Screener (RDRS) is expected to empower teachers with early identification tools and data to guide targeted reading interventions, ultimately supporting more effective instruction and student success. Action 1.5 will continue to 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.

Action 1.6: The positive impact of elementary counseling services is evident across all 26 elementary school sites in PUSD. Key outcomes include improved student attendance, an increased sense of belonging, the development of student leadership opportunities to promote peer well-being, and growth in small group counseling focused on targeted areas of need. Counselors continuously monitor academic and attendance data to inform and implement targeted interventions that support student success. Having counselors available on campus five days a week ensures consistent, equitable access to essential services for all students. This consistent presence has been instrumental in building trust, delivering timely support, and fostering a positive school climate. While social workers currently support secondary school campuses, expanding their availability to upper elementary grades may further enhance the district's ability to meet students' social-emotional and behavioral needs. In light of the recent reduction in Student Support Assistant positions at the elementary level, counselors will reassess the delivery of SEL lessons to ensure continued access to this critical Tier 1 support for all students. Elementary counselors remain essential in promoting student well-being, engagement, and success across the district. Action 1.6 will continue to 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, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.

Action 1.7: The newly developed Chronic Absenteeism Intervention Plan (CAIP) was launched this school year and has been significantly streamlined to enhance efficiency and accessibility. From a systems perspective, the documentation process has been reduced from five pages to three, minimizing the time required for completion. The updated CAIP will be more accessible to all staff involved in monitoring and addressing student absenteeism, thereby supporting stronger accountability systems. Following its implementation, users will reconvene to

evaluate its effectiveness and identify potential areas for further refinement. This ongoing collaborative effort aims to optimize processes while reducing staff workload, ultimately contributing to a sustained reduction in chronic absenteeism across the district.

Action 1.8: Campus Supervisors have played a vital role in promoting student safety and supporting school climate, particularly for vulnerable student groups. At the middle school level, they serve as trusted, accessible adults who help identify students in need of additional support or mentorship. Their presence enhances campus safety and allows for early intervention by observing and communicating the needs of low-income students, foster youth, and students experiencing homelessness, ensuring timely coordination with school staff.

Action 1.9: The Youth in Transition (YIT) Coordinator leverages partnerships with healthcare providers, community organizations, and district programs to provide comprehensive support for families experiencing homelessness. This includes access to medical and wellness screenings, essential supplies, and resources distributed through quarterly events. Collaborations with student clubs and local partners foster community engagement through donation drives. The Coordinator also facilitates free before- and after-school care, priority access to middle school programs, and sponsorship of summer enrichment camps. Parent workshops and safety support for unsheltered families further demonstrate a holistic approach to meeting the academic, social, and emotional needs of YIT students and their families. Action 1.11 will continue to be monitored by the following metrics: chronic absenteeism, suspension, graduation, and local data for students experiencing homelessness.

Action 1.10: Enrollment in Career Technical Education (CTE) pathways in PUSD increased by 3.4% from the 2023–2024 to the 2024–2025 school year. The percentage of graduates identified as "Prepared" on the College/Career Indicator (CCI) also rose by 2.1% over the prior year, with contributing factors including Career Technical Education pathway completion, early college credit attainment, and fulfillment of UC/CSU admission requirements. The district saw notable growth in the participation of underrepresented student groups in Career Technical Education pathways: students with disabilities increased by 44%, socio-economically disadvantaged students by 27%, and homeless students by 31%, while English learner participation remained stable. Similarly, among students earning early college credit through Career Technical Education pathways, students with disabilities increased by 8%, socio-economically disadvantaged students by 11%, and homeless students by 34%, with English learners again remaining stable. For students passing Career Technical Education courses that meet UC/CSU a-g requirements, students with disabilities saw a 6% increase, while other subgroups remained consistent. Among pathway completers transitioning to post-secondary institutions, students with disabilities increased by 27%, socio-economically disadvantaged students by 3%, students experiencing homelessness by 2%, and English learners by 33%. While these gains are encouraging, the district acknowledges the need for continued improvement, particularly in outcomes for English learners. Looking ahead, PUSD aims to expand Project Lead the Way Launch to all elementary schools and is working with educators and industry partners to align course content, projects, and assessments districtwide to ensure consistent and authentic learning experiences for all students. Action 1.10 will continue to 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 students experiencing homelessness.

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.

Action 1.1: Based on analysis of California School Dashboard data and local indicators, including improvements in chronic absenteeism, suspension rates, graduation rates, and College/Career Indicator (CCI) performance at the high school level, this LCAP action was adjusted to better target areas of continued need. Specifically, the action and allocated funding was adjusted to maintain additional counseling and intervention resources at the middle schools, where data indicates an ongoing need for enhanced social-emotional wellness support. This strategic shift ensures students most in need of early intervention receive timely, targeted support, thereby advancing the goal of fostering safe, positive, and inclusive learning environments for all students. There are no changes to the goal or associated metrics.

Action 1.4: To strengthen the district's commitment to safe, inclusive, and supportive learning environments, PUSD will establish and maintain Multi-Tiered Systems of Support (MTSS) Teams at every school site. These teams will be responsible for coordinating and implementing systems and practices that address the diverse academic, behavioral, and social-emotional needs of all students. To lead and support this work, the district will add an Executive Director II position to oversee MTSS implementation districtwide, along with two Teachers on Special Assignment (TOSAs), one focused on elementary and one on secondary, to provide direct site-level support, professional development, and guidance to MTSS Teams. This action will help ensure that all students receive timely, data-informed, and tiered interventions aligned with their specific needs. No changes have been made to the goal, expected outcomes, or metrics.

Action 1.5: Beginning in the 2025–26 school year, the focus of the teacher on special assignment (TOSA) positions will shift to providing dedicated support for MTSS implementation at the elementary and secondary levels. This strategic shift will enhance the capacity of site-based MTSS Teams to implement tiered interventions, utilize data to guide decision-making, and ensure all students receive timely and appropriate support. In addition, the district will add an Executive Director II to oversee MTSS efforts across the system, ensuring coherence and alignment with district priorities. The Classified staff On Special Assignment (COSAs) will continue supporting the expansion of inclusive practices and multi-tiered systems of support at the elementary and secondary levels. No changes have been made to the goal, expected outcomes, or metrics.

Action 1.10 In the 2023–24 LCAP, Goal 1.10 for STEAM Participation reported an allocation of \$750,308, with \$471,726 identified as contributing to increased or improved services. In the 2024–25 LCAP, this amount increased significantly to \$3,216,896, with \$1,716,915 contributing. The substantial increase is due to a change in reporting practices; in 2023–24, not all funds supporting STEAM programs were reflected in the LCAP, whereas in 2024–25 Update, all associated expenditures are now included, providing a more comprehensive and accurate representation of the district's investment in STEAM initiatives. No changes have been made to the goal, expected outcomes, or metrics.

These adjustments reflect PUSD's continued commitment to improved student outcomes.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Intervention Counselors Secondary	<p>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</p> <p>2025 Update: Beginning in the 2025–26 school year, intervention counselors will be funded through supplemental resources at the middle school level. This adjustment reflects an ongoing need for targeted social-emotional and behavioral support at middle schools, as identified through analysis of local data, while high school metrics such as chronic absenteeism, suspension rates, graduation rates, and the College/Career Indicator (CCI) have demonstrated improvement. This strategic refinement aligns resources with areas of highest need and supports the continued implementation of safe, supportive, and inclusive learning environments. There will be no changes to the goal or associated metrics.</p>	\$3,435,255.00	Yes
1.2	Mending Matters Social Worker Secondary	<p>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 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</p>	\$1,128,000.00	Yes
1.3	Caring Connections Counseling	<p>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,</p>	\$337,205.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing personalized family counseling sessions to address their specific needs.		
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.	\$960,846.00	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.	\$170,278.00	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.	\$5,828,115.00	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 and implemented to reduce chronic absenteeism. The plan will include enhancing the process of identifying and supporting chronically absent students K-12.	\$320,275.00	Yes
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.	\$2,500,100.00	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	\$298,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school, referrals to community agencies, and additional resources as determined.		
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.	\$3,216,896.00	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>Fall 2024:</p> <p>Teachers who were appropriately assigned: 99.4% (-.06%)</p> <p>Mis-assignments of all teachers: 0.57%</p> <p>Mis-assignments of teachers of English learner students: 0.01%</p> <p>The indicator on the 2024 California Dashboard reads Above State Average for "Appropriately Assigned Teachers."</p> <p>See Appendix (L).</p>		<p>2026-27:</p> <p>0% mis-assignments of all teachers.</p> <p>0% mis-assignments of teachers of English learner students.</p>	<p>(-.06% overall)</p> <p>all teachers: (-0.57%)</p> <p>teachers of English learner students: (-0.01%)</p>
2.2	Percentage of students with access standards-aligned instructional	2022-23: Every student had access to standards-aligned instructional materials	2023-24: Students who had access to standards-aligned instructional		2026-27: Every student will have access to standards-aligned	no change: 100% have access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>and textbooks for use at school and at home.</p> <p>See Appendix (I).</p>	<p>materials and textbooks for use at school and at home: 100%.</p> <p>See Appendix (L).</p>		<p>instructional materials and textbooks for use at school and at home.</p>	
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-</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>2024: Professional Development, Instructional Materials, Policy & Program Support, Implementation of Standards, and Engagement of School Leadership received ratings continue to range from 4 (Full Implementation) to 5 (Full Implementation And Sustainability).</p> <p>See Appendix (M).</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>	<p>All areas continue to earn Full Implementation (4) or Full Implementation and Sustainability (5).</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of Academic Standards)					
2.4	<p>Percentage of certificated staff completing at least one Teaching and Learning Cooperative offerings.</p> <p>Data Source: Internal data</p>	<p>2023: 62% of certificated staff completed at least one Teaching and Learning Cooperative offering.</p> <p>See Appendix (K).</p>	<p>2024: Certificated staff who completed at least one Teaching and Learning Cooperative offering: 58.1% (-3.9%)</p> <p>See Appendix (N).</p>		2026-27: 70% of certificated staff completed at least one Teaching and Learning Cooperative offering.	(-3.9%)
2.5	<p>Percent of certificated employees participating in the regularly scheduled Teacher Professional Learning and effectiveness System (TPLES) evaluation process.</p> <p>Data Source: Internal Data (PSS)</p>	2023: 100% of certificated employees on a given evaluation cycle participated in the Teacher Professional Learning and Effectiveness System.	2024: Certificated employees who are on a given evaluation cycle and are participating in the Teacher Professional Learning and Effectiveness System: 100%		2026-27: 100% of certificated employees (on a given evaluation cycle) participated in the Teacher Professional Learning and Effectiveness System.	no change: 100% participate
2.6	<p>Progress on the State Accountability Indicator for English proficiency by English Learner students.</p> <p>Data Source: California Dashboard</p>	<p>2023 Dashboard: 55.4% of EL students were reported to be making progress toward English language proficiency.</p> <p>See Appendix (L)</p>	<p>2024 Dashboard: English Learners who were reported to be making progress toward English language proficiency: 57.9% (+2.5%)</p> <p>See Appendix (O)</p>		2026-27: The California Dashboard will report 60% of our EL students progressing towards English language proficiency.	(+2.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Reclassification rate of English Learner students. Data Source: DataQuest	2022-23: Reclassification rate for English Learners was 12.3%. See Appendix (L) .	2023-24: Reclassification rate for English Learners was 12.7% (+.7%). See Appendix (O)		2026-27: The reclassification rate of English learner students will increase by 3%.	(+.7%)
2.8	Percentage of students identified as Long-Term English Learners who progress at least one English Language Performance Indicator (ELPI). Data Source: 2023 Dashboard	2023 Dashboard: 51% of English language students progressed at least one ELPI level. See Appendix (L)	2024 Dashboard: English Learners who progressed at least one ELPI level: 54.5% (+3.5%) See Appendix (O)		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.	(+3.5%)
2.9	Percent of students completing the English Language Proficiency Assessments for California (ELPAC) summative assessment. Data Source: 2022-23 ELPAC	2022-23: 67% of EL students performed at the "Well Developed" or "Moderately Developed" performance levels. See Appendix (M)	2023-24: English Learners who performed at the "Well Developed" or "Moderately Developed" performance levels: 66.13% (-.87%) See Appendix (P)		2026-27: The number of EL students will increase by 3% who performed at the "Well Developed" or "Moderately Well Developed" levels.	(-.87%)
2.10	The percentage of students in grades 3-8 and 11 who perform "At", or "Exceeding"	Spring 2023: 74.63% of all students performed "At or	Spring 2024: 3-8 and 11th grade students who performed "At or		2026-27: The district average of students who perform "At or	(-1.09%) overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>Data Source: DataQuest</p>	<p>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 Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p> <p>See Appendix (N) for disaggregated student group data.</p>	<p>Exceeding" standards in English: 73.54% (-1.09%)</p> <p>Student groups below the district average:</p> <p>American Indian/Alaskan Native: 72.22% (+5.55 %) Black or African American: 49.09% (+.86%) Hispanic/Latino: 57.05% (-.05%) White: 72.06% (-1.55%)</p> <p>Socioeconomically Disadvantaged: 54.10% (+1.76 %) English Learner students: 21.16% (-3.05%) Students with Disabilities: 38.18% (+.22%) Homeless Youth: 49.24% (-1.08%)</p> <p>See Appendix (Q) for disaggregated student group data.</p>		<p>Exceeding" standards in ELA will increase by 3% and by 4% for each student group below the Spring 2023 average.</p>	<p>American Indian/Alaskan Native: (+5.55 %) Black or African American: (+.86%) Hispanic/Latino: (-.05%) White: (-1.55%)</p> <p>Socioeconomically Disadvantaged: (+1.76 %) English Learner students: (-3.05%) Students with Disabilities: (+.22%) Homeless Youth: (-1.08%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p> <p>See Appendix (O) for disaggregated student group data.</p>	<p>Spring 2024: 3-8 and 11th grade students who performed "At or Exceeding" standards in Mathematics: 65.48% (-1.47)</p> <p>Student groups below the district average:</p> <p>American Indian/Alaskan: 61.1% (+3.96%) Native Black or African American: 33.45% (+2.24%) Hispanic/Latino: 43.35% (-.13%) White: 62.43% (-1.07%) Socioeconomically Disadvantaged: 44.21% (+3.8%) English Learner students: 24.98% (-3.32%) Students with Disabilities: 32.02% (-.53%) Homeless Youth: 40.83% (+3.84%)</p>		<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.</p>	<p>(-1.47 overall)</p> <p>American Indian/Alaskan: (+3.96%) Native Black or African American: (+2.24%) Hispanic/Latino: (-.13%) White: (-1.07%) Socioeconomically Disadvantaged: (+3.8%) English Learner students: (-3.32%) Students with Disabilities: (-.53%) Homeless Youth: (+3.84%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			See Appendix (R) 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.	2023-24: Percentage of students meeting the UC/CSU a-g requirements: 75% (+4%) Student groups below the district average: Black or African American: 61% (+2%) Hispanic/Latino: 59% (-2%) Socioeconomically Disadvantaged: 35% (-10%) English Learner students: 18% (-3%) Students with Disabilities: 24% (no change) Homeless Youth: 40% (-21%) See Appendix (S) for disaggregated		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.	(+4% overall) Black or African American: (+2%) Hispanic/Latino: (-2%) Socioeconomically Disadvantaged: (-10%) English Learner students: (-3%) Students with Disabilities: (no change) Homeless Youth: (-21%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student group data.			
2.13	<p>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, and Students with Disabilities.</p> <p>Data Source: College Board and Internal Data.</p>	<p>2022-23: 53% of graduates passed an AP exam with a score of 3 or higher.</p> <p>Those student groups below the district average include: Black or African American Filipino Hispanic/Latino White Socioeconomically Disadvantaged English Learner students Students with Disabilities Homeless Youth</p> <p>See Appendix (W) for disaggregated student group data.</p>	<p>2023-24: Percentage of graduates who passed an AP exam with a score of 3 or higher: 60% (+7%)</p> <p>Student groups below the district average:</p> <p>Black or African American: 37% (+12%) Hispanic/Latino: 43% (+5%) White: 55% (+6%)</p> <p>Socioeconomically Disadvantaged: 23% (-6%) English Learner students: 16% (+5%) Students with Disabilities: 10% (+5%) Homeless Youth: 30% (+9%)</p> <p>See Appendix (T) for disaggregated</p>		<p>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 will increase by 6%.</p>	<p>(+7% overall)</p> <p>Black or African American: (+12%) Hispanic/Latino: (+5%) White: (+6%)</p> <p>Socioeconomically Disadvantaged: (-6%) English Learner students: (+5%) Students with Disabilities: (+5%) Homeless Youth: (+9%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student group data.			
2.14	<p>Graduating Seniors identified as "Prepared" for College and Career.</p> <p>Data Source: California Dashboard Local Indicator and Dataquest.</p>	<p>Class of 2023: 72% of graduating seniors were marked as "Prepared" for College and Career on the CA Dashboard. Local Indicator noted as Met.</p> <p>Data regarding specific student groups is included in Appendix (KK).</p>	<p>2023-24: Percent of graduating seniors identified as "Prepared" for College and Career on the CA Dashboard. Local Indicator noted as Met: 74.3% (+2.1%)</p> <p>No Student Groups are in the Red tier.</p> <p>Three Student Groups are in the Orange tier: English Learners, Homeless, and Long Term English Learners.</p> <p>Data regarding specific student groups is included in Appendix (U).</p>		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.	(+2.1% overall)
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%.	2023-24: Student graduation rate (including 5th year seniors): 94.7% (-.3%).		2026-27: Increase the overall graduation rate of students to 97% and by 3% for student groups	<p>(-.3% overall)</p> <p>Black or African American: (-1.5%)</p> <p>Hispanic/Latino: (+2.2%)</p>

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>	<p>Student groups below the district average:</p> <p>Black or African American: 83.1% (-1.5%) Hispanic/Latino: 91.5% (+2.2%)</p> <p>Socioeconomically Disadvantaged: 88.5% (-.2%) English Learner students: 65.2% (+6.7%) Students with Disabilities: 75.1% (+6%) Homeless Youth: 70.3% (-1.3%)</p> <p>See Appendix (V) for disaggregated student group data.</p>		below the district average in 2022-23.	<p>Socioeconomically Disadvantaged: (-.2%) English Learner students: (+6.7%) Students with Disabilities: (+6%) Homeless Youth: (-1.3%)</p>
2.16	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-	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	<p>2023-24: LCFF Priority 7 narrative were presented to PUSD governing board on June 13, 2024.</p> <p>LCFF Priority 7 narrative presented to</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	'Standard Met' continues

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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) as provided in Dashboard and Internal Source (SRC)</p>	<p>ensure access to a broad course for students.</p> <p>See Appendix (AA) & (II).</p>	<p>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 (W)</p>		CA State Standard.	
2.17	<p>Percent of graduates who completed at least one state defined Career Technical Education pathway disaggregated by student groups, English Learner, Foster Youth, Homeless Youth, Low Socioeconomic status, and Students with Disabilities.</p> <p>Data Source: CALPADS</p>	<p>2022-23: 18% of graduates completed at least one Career Technical Education Course Completion pathway.</p> <p>Those student groups below the district average include: Black or African American Filipino Hispanic/Latino Socioeconomically Disadvantaged English Learner students</p>	<p>2023-24: Percent of graduates who completed at least one Career Technical Education Course Completion pathway: 36.75% (+1.45%)</p> <p>Student groups below the district average:</p> <p>Black/African American: 26% (+10%) Hispanic/Latino: 30% (+1%)</p>		<p>2026-27: Career Technical Education Course Completion rates increase by 1% each year; 2% for each student group below the current district average.</p>	<p>(+1.45% overall)</p> <p>Black/African American: (+10%) Hispanic/Latino: (+1%)</p> <p>Socioeconomically Disadvantaged: (+.9%) English Learner students:* Students with Disabilities: (-4%) Homeless Youth: (+7%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities Homeless Youth Foster Youth</p> <p>See Appendix (BB) for disaggregated student group data.</p> <p>2024 Update: There was an error in the data reported above. The accurate baseline for 2022-23 is 35.3% completion.</p>	<p>Socioeconomically Disadvantaged: 29% (+.9%) English Learner students:* Students with Disabilities: 28% (-4%) Homeless Youth: 30% (+7%)</p> <p>See Appendix (X) for disaggregated student group data.</p>			
2.18	<p>Percentage of pupils who have successfully completed both a-g requirements and Career Technical Education 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>2022-23: 25% of PUSD graduates met UC/CSU requirements AND completed at least one Career Technical Education 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</p>	<p>2023-24: Percent of graduates who met the UC/CSU a-g requirements AND completed at least one Career Technical Education pathway: 27.4 % (+2.4%)</p> <p>Student groups below the district average: Black or African American: 17.9% (+9.1%) Hispanic/Latino: 16.9% (-.3%)</p>		<p>2026-27: 30% of PUSD graduates met UC/CSU requirements AND completed at least one Career Technical Education pathway.</p>	<p>(+2.4% overall)</p> <p>Black or African American: (+9.1%) Hispanic/Latino: (-.3%) Two or More: (-2.5%) White: (+1%)</p> <p>Socioeconomically Disadvantaged: (+2%) English Learner students: (-3%) Students with Disabilities: (+.2%) Homeless Youth: (+2.6%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities Homeless Youth</p> <p>See Appendix (LL) for disaggregated student group data.</p>	<p>Two or More: 25.9% (-2.5%) White: 25.9% (+1%)</p> <p>Socioeconomically Disadvantaged: 15.7% (+2%) English Learner students: 4.7% (-3%) Students with Disabilities: 7.8% (+.2%) Homeless Youth: 11.8% (+2.6%)</p> <p>See Appendix (Y) for disaggregated student group data.</p>			
2.19	Percentage of 3rd grade students achieving "At or Near Standard," or "Above Standard" on the Reading Claim of the English Language Arts CAASPP	<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 CAASPP was 92% of students performing "At</p>	<p>Spring 2024: Third grade student performance in the Reading Claim area of the English Language Arts Spring 2024 CAASPP was 92.18% of students performing "At or Near Standard," or "Above Standard." (no change)</p>		<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."</p> <p>98% of all third graders will</p>	<p>(+.18%) (-.18%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>or Near Standard," or "Above Standard."</p> <p>8% of 3rd graders scored "Below Standard" in the Spring of 2023.</p> <p>See Appendix (OO).</p>	<p>7.82% of 3rd graders scored "Below Standard" in the Spring of 2024. (no change)</p> <p>See Appendix (Z).</p>		<p>achieve "At or Near Standard" or "Above Standard" on the Reading Claim area of the English Language Arts CASSP.</p>	
2.20	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>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>88% of grade 5 students performed</p>	<p>Spring 2024: Grades 3-5 student performance in the Problem Solving and Modeling & Data Analysis Claim area of the Spring 2023 Mathematics CAASPP:</p> <p>89% of grade 3 students performed "Near, At, or Above Standard". (-1%)</p> <p>89% of grade 4 students performed "Near, At, or Above Standard". (no change)</p> <p>87% of grade 5 students</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 Mathematics CAASPP.</p>	<p>Problem Solving: Near, At or Above Standard</p> <p>grade 3 students: (-1%)</p> <p>grade 4 students: (no change)</p> <p>grade 5 students: (-1%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>"Near, At, or Above Standard"</p> <p>See Appendix (OO).</p>	<p>performed "Near, At, or Above Standard". (-1%)</p> <p>11% of grade 3 students performed "Below Standard".</p> <p>11% of grade 4 students performed "Below Standard".</p> <p>13% of grade 5 students performed "Below Standard".</p> <p>See Appendix (Z).</p>			
2.21	Percentage of students achieving Met or Exceeding Science standards overall as measured by the CAST.	<p>2022-23</p> <p>61.2% Met or Exceeded Standards</p> <p>See Appendix (PP).</p>	<p>2023-24: Percent of students who Met or Exceeded Standards in the CAST: 60.1% (-1.1%)</p> <p>Student groups below the district average:</p> <p>Black or African American: 32.15% (-3.33%)</p> <p>Hispanic/Latino: 40.49% (-.86%)</p>		<p>2026-27: Increase district wide percentage of students meeting or exceeding standards as measured by CAST to 66%.</p>	<p>(-1.1% overall)</p> <p>Black or African American: (-3.33%)</p> <p>Hispanic/Latino: (-.86%)</p> <p>White: (-2.65%)</p> <p>Socioeconomically Disadvantaged: (+.15%)</p> <p>English Learner students: (-.24%)</p> <p>Long Term English Learner (-1.96%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>White: 57.63% (-2.65%)</p> <p>Socioeconomically Disadvantaged: 38.02% (+.15%)</p> <p>English Learner students: 8.72% (-.24%)</p> <p>Long Term English Learner 1.96% (-1.96%)</p> <p>Students with Disabilities: 27.8% (-1.7%)</p> <p>Homeless Youth: 33.33% (+1.88%)</p> <p>See Appendix (AA).</p>			<p>Students with Disabilities: (-1.7%)</p> <p>Homeless Youth: (+1.88%)</p>
2.22	<p>Pupils prepared for college by the Early Assessment Program (EAP).</p> <p>Data Source: Dataquest</p>	<p>Students CAASPP/EAP results are reported on the Student Score Report. Class of 2023:</p> <p>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.</p>	<p>Student CAASPP/EAP results are reported on the Student Score Report. Class of 2024:</p> <p>78.07% of 2023-24 11th graders were noted to Meet or Exceed ELA standards. (-2.75%)</p>		<p>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</p>	<p>11th graders were noted to Meet or Exceed ELA standards. (-2.75%)</p> <p>11th graders were noted to Meet or Exceed Math standards. (-3.41%)</p> <p>Black or African American: ELA: -14.91% Math: -10.95%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<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 (KK).</p>	<p>61.79% of 2023-24 11th graders were noted to Meet or Exceed Math standards. (-3.41%)</p> <p>Student groups below the district average include:</p> <p>Black or African American: (ELA: 55.55%) - 14.91% (Math: 28.58%) - 10.95%</p> <p>Hispanic/Latino: (ELA: 62.63%) - 3.36% (Math: 37.4%) - 2.13%</p> <p>Socioeconomically Disadvantaged: (ELA: 58.49%) - 2.55% (Math: 38.45%) - 1.95%</p> <p>English Learner students: (ELA: 2.7%) - 20.71% (Math: 2.5%) - 16.73%</p>		both Math and ELA.	<p>Hispanic/Latino: ELA: -3.36% Math: -2.13%</p> <p>Socioeconomically Disadvantaged: ELA: -2.55% Math: -1.95%</p> <p>English Learner students: ELA: -20.71% Math: -16.73%</p> <p>Students with Disabilities: ELA: +1.17% Math: +.59%</p> <p>Homeless Youth: ELA: -2% Math: +5.53%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Students with Disabilities: (ELA: 40.67%) +1.17% (Math: 19.65%) +.59%</p> <p>Homeless Youth: (ELA: 52.17%) - 2% (Math: 34.7%) +5.53%</p> <p>See Appendix (BB).</p>			

Goal Analysis [2024-25]

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.

Poway Unified School District remains committed to advancing equitable learning pathways and increasing student success through the implementation of inclusive practices. The district continues to promote personalized learning and rigorous, standards-based instruction designed to prepare students for success in college, career, and life. These coordinated efforts are complemented by ongoing professional learning for staff, intentionally aligned with the district's vision: "To create culture and conditions to empower world-class learners." The following is a description of the successes and any challenges with implementation of specific actions in achieving Goal 2.

Action 2.1 Intervention Support Secondary: At the secondary level, schools have implemented academic support classes designed to assist students with core content areas, with targeted interventions based on grade reports and assessment data. These support classes may also address essential academic skills such as organization, note-taking, and study strategies. Teachers regularly monitor student progress through grade checks to ensure timely support. Additionally, some schools offer a math intervention model that frontloads key concepts students will encounter in their grade-level math courses. This "just-in-time" intervention is intended to accelerate learning and strengthen number sense. However, designing and implementing intervention classes can present challenges related to scheduling and staffing. To address these issues, master scheduling workshops, facilitated by District staff in partnership with county office personnel, have been developed to support site leaders in overcoming obstacles. Recommended strategies include prioritizing the scheduling of support classes

and assigning experienced, highly effective staff to work with students in greatest need. This action was partially funded through the Learning Recovery Emergency Block Grant (LREBG) and helped reduce the student-to-teacher ratio to enhance instructional quality and increase individualized student support. By decreasing class size, teachers were better able to differentiate instruction and meet the diverse needs of their students, supporting both academic recovery and social-emotional wellness. A total of \$1,000,000 in LREBG funds were allocated to support staffing costs necessary to implement this class size reduction.

Action 2.2 Co-Teaching and Inclusive Practices Support: Secondary sites engaged in a series of Co-Teaching and Collaboration Workshops held on December 12, 2024, February 3, 2025, and May 5, 2025. These workshops provided participants with opportunities to observe effective co-teaching practices across various subject areas, analyze site-specific data, and collaborate on planning with their co-teaching partners. Site teams included Education Specialists, General Education teachers, Instructional Assistants, and site administrators. In addition, teams engaged in vertical alignment work with their feeder pattern schools to strengthen instructional coherence. During a designated Professional Growth Day, current and prospective Unified PE teachers were provided with structured collaboration time to support the expansion and co-teaching implementation of the Unified PE program for the 2025–26 school year. As part of an Instructional Assistant professional learning series, the COSA team facilitated a dedicated Co-Teaching and Collaboration training for all middle and high school Instructional Assistants on March 2, 2025.

Action 2.3 Elementary Intervention Support and Planning: All K–5 elementary teachers receive 1.75 hours of release time on approximately fourteen occasions throughout the school year to engage in dedicated grade-level collaboration. This time is made possible through the VAPA Vision model, in which a team of credentialed teachers delivers Visual and Performing Arts instruction to students during the designated block. This structure enables grade-level teams to collaborate on assessments, instruction, and curriculum aligned with State academic standards across all content areas. Transitional Kindergarten teachers are provided with two hours of monthly release time to engage in collaboration and professional learning focused on formative assessments, facilitated by the Learning Support Services (LSS) team. Additionally, a Teacher on Special Assignment (TOSA) within the Mandarin Immersion Program at Adobe Bluffs provides targeted release time to support collaboration between Mandarin partner teachers, specifically addressing the unique challenges of shared student groups.

In the 2024–25 school year, the VAPA Vision model was adjusted to ensure equitable access to collaboration time for Special Day Class teachers. This included either release by substitute teachers or compensation for collaboration conducted outside of contracted hours, which resulted in an increased overall cost of the program. The VAPA lessons introduced for the 2024–25 school year are entirely new. Due to the limited development timeline, the VAPA team initially created and delivered lessons for two grade levels. The remaining lessons will be developed and implemented in the 2025–26 school year to ensure students experience a full set of unique lessons without repetition.

Action 2.4 Equity and Inclusion Plan: The Racial Equity and Inclusion Plan has been developed in collaboration with students, staff, and community partners and was formally approved by the PUSD Board of Education as a multi-year initiative. The plan is designed to be dynamic, requiring continuous reflection, monitoring, and action to ensure meaningful progress. Four areas have been identified within the plan along with goals in each of the areas which include Fostering Relational Trust, Professional Learning for Staff, Educational Improvements, and Systems Improvement. To support the implementation and ongoing refinement of the plan, PUSD has taken a number of strategic steps including introducing restorative system practices at many school sites with a focus on relationship-building and conflict resolution, providing anti-bias and microaggression training for staff, and improving data collection and monitoring systems including tracking

discriminatory incidents to better understand and respond to patterns and concerns. Each department has selected goals within the plan to focus on and make a priority next year.

The plan is structured around four interrelated action areas, each designed to address systemic inequities and promote lasting change across the district: Fostering relational trust through engaging with BIPOC families through community conversations, cultivating a culture of feedback, and supporting student identity and culture-based clubs to foster belonging and inclusion. Professional learning for staff specifically around providing opportunities for reflection and growth through "mirror work," anti-bias training, and the implementation of protocols to recognize and disrupt microaggressions and other forms of bias in the school setting. Educational improvements by promoting the integration of culturally responsive curriculum, increasing student voice and agency, and ensuring all students see themselves reflected in what they learn and how they learn. Systems improvements focusing on measurable outcomes such as increasing the diversity of staff through improved hiring and retention practices, building restorative practices into school systems, ensuring data transparency, and conducting culturally responsive organizational assessments that lead to informed action.

Action 2.5 Professional Learning Leaders Elementary: Each elementary school site has at least one Response to Intervention (RTI) teacher serving in the role of Professional Learning Leader (PLL). Ongoing support for PLLs, including the onboarding of new staff members each year, has been consistently provided by the district's Elementary RTI TOSA. This TOSA offers individualized coaching, models the facilitation of Student Support and Success (SSS) meetings, and serves as a critical point of continuity amid changes in site-based personnel and administration. Over the past several years, there has been a notable increase in the use of both the RTI console and the SSS process. This progress is due in part to site-level investments in structured release days, during which SSS teams are able to meet throughout the school day while roving substitutes provide classroom coverage. The RTI TOSA also contributes at the district level through active participation on several Learning Support Services (LSS) teams, providing historical context and expertise to support the identification and implementation of effective interventions. Data from the RTI console is disaggregated by student demographic groups and is available to both site and district leaders for ongoing monitoring. Despite this progress, continued efforts are needed to strengthen RTI implementation across all sites, with an emphasis on developing a comprehensive, three-tiered system of support. A clearly defined set of Tier 1 high-quality instructional practices and Tier 3 research-based interventions has yet to be established districtwide. This gap has contributed to varying interpretations and implementation of appropriate interventions for students in need. The capacity to support RTI districtwide remains a challenge, as only one RTI TOSA is currently available to serve all 26 elementary sites.

Action 2.6 Long-Term English Learners: While Poway Unified achieved a Blue rating for Long-Term English Learners (LTELs) on the English Learner Progress Indicator, significant achievement gaps persist, particularly with LTELs in the Red tier for English Language Arts on the California Dashboard. In response, the district will prioritize expanded support for LTELs in the coming year in the form of professional development and training. In addition, reflections on prior implementation revealed the need for more consistent and strategic use of supplemental funds. To address this, the EL Department developed a Recommended Expenditures guide and delivered targeted training for Site EL Coordinators, focusing on data-driven decision-making to improve outcomes for LTELs.

While many teachers in the district were trained in integrated ELD strategies through the EL Champions program, access to professional development remains limited. The district will expand on-demand training and TLC opportunities to increase teacher capacity, particularly at the elementary and middle school levels. Moving forward, LTEL performance in English Language Arts will be explicitly monitored using the California Dashboard to guide program adjustments and ensure targeted instructional support is aligned with identified student needs.

Action 2.7 Site Intervention Support for English Learners: Overall, implementation of the planned actions to support English learners advanced significantly with key successes and several areas requiring additional support. School sites allocated funds through their School Plans for Student Achievement (SPSAs) to provide targeted interventions for English learners. Students received tutoring during the school day and after school, and had access to targeted language instruction through language-based software programs. Schools also purchased high-interest books, side-by-side translations, graphic novels, content-area dictionaries, and translation software to improve student access to course content throughout the school day. Based on student needs, sites purchased supplemental English Language Development (ELD) curriculum to further support language acquisition. To strengthen instructional practices, engagement tools designed to boost academic conversations, such as individual whiteboards and word walls, were purchased and integrated into classrooms. Content area teachers participated in local and national conferences, San Diego County Office of Education (SDCOE) sponsored training, and district-run professional development sessions, all with a clear focus on integrated ELD strategies and consistent, language-based instruction across the district. Intervention funds were also used to provide substitute release time, allowing teachers and teacher leaders to attend professional development opportunities focused on English learner best practices.

While notable progress was made, implementation faced challenges related to the consistent and strategic use of supplemental funds at school sites. Many schools initially required additional guidance on how to use these funds effectively to support English learners. In response, the English Learner (EL) Department developed a Recommended Expenditures document to guide site decision-making and provided mandatory training for Site EL Coordinators and school leaders. These sessions focused on analyzing current EL data to make informed, data-driven decisions for program improvement. Another significant challenge was the limited reach of professional development opportunities. Although 100 classroom teachers were explicitly trained in integrated ELD strategies through the district's EL Champions professional learning program, many teachers, particularly at the elementary and middle school levels, have yet to be trained due to limited time and resources. Recognizing this need, the EL Department is actively developing materials and resources to expand access to professional learning. These resources will include on-demand professional development and additional TLC (Teaching and Learning Cooperative) professional development opportunities, empowering teachers to enhance instructional practices through self-directed learning projects.

Despite the district's Green rating for English Learner Progress and Blue rating for Long-Term English Learners (LTEs) on the California Dashboard, achievement gaps remain. English learners are currently rated Orange for College and Career Readiness, and LTEs are rated Red for English Language Arts and Orange for Mathematics. Addressing these ongoing challenges remains a key focus, with targeted professional development expansion and instructional support prioritized for the coming year.

Action 2.8 Advancement Via Individual Determination AVID: All twelve district sites offering the AVID elective course have been designated as highly qualified according to the AVID Center's Coaching and Certification Instrument (CCI). This designation reflects strong implementation across the four AVID domains: instruction, systems, leadership, and culture. Additionally, one middle school has earned recognition as an AVID Site of Distinction, while another has achieved the prestigious status of AVID National Demonstration School. These designations position both schools as exemplary models of teaching and learning, not only within the district but on a national scale. In the 2024–25 school year, the district successfully implemented Year 3 of the AVID Excel elective at two middle schools, and Year 2 at one of those sites. Implementation proceeded according to plan, with no significant challenges or adjustments required.

Action 2.9 Advancement Via Individual Determination AVID Excel Middle School: AVID Excel teachers participate in three dedicated professional learning days throughout the year, which include classroom visits to observe effective AVID Excel instructional practices in

action. In addition to these training sessions, AVID Excel teams convene monthly to review student data, placement, and academic progress. During the summer, teachers also have the opportunity to attend the AVID Summer Institute (SI), and all current AVID Excel teachers have completed at least one year of AVID SI training. AVID Excel is designed to serve as a bridge between English learners and the broader AVID program. However, ensuring a seamless transition from AVID Excel to the traditional AVID elective continues to present challenges. Some students do not transition smoothly, highlighting the need to strengthen program alignment and build more robust support structures that promote continuity. Maintaining a strong sense of belonging for students after exiting the AVID Excel program is also critical. Reclassified students may experience a disconnect from their peers and the broader AVID community, making it essential to provide continued support that fosters their confidence, engagement, and long-term academic success. Scheduling AVID Excel within the school day remains an ongoing challenge, as it must be balanced with students' access to core content and elective courses. Careful coordination with site administrators and counseling teams is required to ensure that students can participate in AVID Excel without compromising other important academic opportunities. Additionally, many teachers assigned to AVID Excel are new to both English Language Development (ELD) instruction and the AVID Excel framework. These educators are simultaneously learning new curriculum content and developing instructional strategies to effectively support language acquisition. To build teacher capacity and ensure consistent, high-quality instruction, targeted professional development, ongoing mentoring, and instructional coaching are essential. Addressing these challenges requires a comprehensive, multi-faceted approach that includes strategic professional learning, improved alignment between AVID programs, and continued cross-departmental collaboration to ensure AVID Excel students receive the support they need to thrive.

Action 2.10 English Language Development: The integration of California English Language Development (ELD) standards has been supported through a comprehensive approach that includes targeted professional development and instructional support for educators working with English learner (EL) students. Designated ELD teachers and EL Site Coordinators participated in ongoing professional learning focused specifically on designated ELD instruction, ensuring they had the tools and resources necessary to deliver high-quality, direct language development support. In addition, content area teachers engaged in professional development on integrated ELD through the EL Champions program, which provided strategies to scaffold academic instruction while simultaneously supporting language development. These professional learning activities were implemented throughout the school year and included structured workshops, coaching sessions, and ongoing follow-up support to ensure fidelity of implementation. EL Site Coordinators played a critical role in collaborating with teachers at their respective sites, offering tailored guidance and monitoring instructional progress. Formative assessments were regularly embedded into instruction to track student language growth and inform instructional decisions. To ensure alignment with classroom needs, professional development topics were refined in real time, allowing both designated and integrated ELD strategies to be more responsive and relevant. This approach promoted consistency and equity in ELD implementation across the district, ensuring educators had access to the tools and training necessary to meet the needs of English learners effectively.

One significant challenge encountered during implementation was ensuring that all content area teachers across the district had adequate time to engage in integrated ELD professional development. Due to the diverse schedules and instructional responsibilities of teachers, consistent access to training proved difficult. To address this, EL Site Coordinators provided flexible professional development opportunities, including after-school staff meetings and other time-sensitive formats, to better accommodate teachers' availability. There remains an ongoing need to expand integrated ELD professional learning, particularly at the middle and high school levels. Budget limitations have been identified as the primary barrier to this expansion. In response, the elementary and secondary EL Coordinators are developing online content to increase access and support a broader range of educators throughout the system. The district continues to explore additional strategies to embed ELD training into existing professional development structures and collaborative planning time. These efforts are aimed at further

supporting content area teachers in implementing ELD strategies effectively and consistently, thereby enhancing language development outcomes for English learners districtwide.

Action 2.11 Family Learning Center: The establishment of the Family Learning Center was the result of a collaborative effort involving district administrators, the English Learner Coordinator, high school AVID teachers, and the Parent Liaison who oversees the day-to-day operations of the center. The Family Learning Center offers academic support to students Monday through Thursday for 3.5 hours each day and remains operational throughout the school year. The center is staffed by a bilingual Parent Liaison and provides a welcoming, resource-rich environment for students. A key component of the program is a partnership with the local high school's AVID program, which allows bilingual AVID students to fulfill their volunteer service requirements by tutoring students in language development, mathematics, and reading. The center is equipped with Chromebooks, iPads, a diverse library of fiction and nonfiction books in multiple languages, educational games, and snacks—creating a supportive and engaging space for learning. In response to the growing number of newcomer immigrant families in the Poway community, program staff adjusted support structures and expanded the partnership with the high school AVID program. This collaboration has benefited both the AVID student volunteers and the students receiving tutoring.

Despite its success, the Family Learning Center has encountered several implementation challenges. Transportation barriers have limited access for some families, prompting the district to explore virtual support options. Additionally, the demand for tutoring services has outpaced the availability of tutors, reducing the ability to offer consistent one-on-one or small group instruction. Tutors have expressed a need for additional content-specific training, particularly in mathematics, to better meet student needs. Participation has also been impacted by scheduling conflicts related to parents' work obligations and students' extracurricular activities, creating a need for more flexible programming. To address these challenges, the district is actively pursuing solutions, including expanding virtual support offerings, recruiting additional tutors, and providing targeted training to enhance academic assistance. These ongoing efforts aim to ensure the Family Learning Center continues to meet the evolving needs of students and families across the district.

Action 2.12 Bilingual Parent Liaisons: The planned action to provide Spanish-speaking Bilingual Parent Liaisons was implemented districtwide to ensure equitable access to communication and support services for Spanish-speaking families. Each school site was assigned a Bilingual Parent Liaison who served as a consistent point of contact for families throughout the academic year, fostering strong, ongoing relationships between home and school. Bilingual Parent Liaisons collaborated closely with school administrators, counselors, teachers, and district staff to facilitate clear and effective communication between families and school personnel. Their responsibilities included translating written materials such as newsletters, school policies, and event flyers, as well as providing live interpretation for parent-teacher conferences, English Learner Advisory Committee (ELAC) meetings, school events, and family workshops. Liaisons maintained regular availability through weekly office hours and scheduled appointments, offering parents accessible and timely support with school-related matters. They also provided individualized assistance for families navigating more complex issues, including special education processes and access to mental health resources. Overall, the implementation of Bilingual Parent Liaisons significantly increased engagement with Spanish-speaking families, strengthened school-home partnerships, and contributed to a more inclusive and supportive school environment.

One of the primary challenges encountered was the growing linguistic diversity within the district. While the program effectively supported Spanish-speaking families, an increasing number of families speak other languages such as Mandarin, Farsi, Arabic, Korean, Vietnamese, Russian, and more. This presented limitations in meeting the needs of all non-English-speaking families in a timely and comprehensive manner with the existing resources. In response, the district has begun exploring additional strategies to expand language access. These efforts include leveraging translation and interpretation services, implementing digital multilingual communication tools such as messaging

apps, and utilizing interpreters for parent meetings. These steps aim to ensure that all families, regardless of language background, are able to fully participate in their child's education and feel connected to the school community.

Action 2.13 Expanded Learning Structures: PUSD has created and expanded a variety of learning opportunities for students to engage in alternative learning pathways. These pathways are intended to provide the support, flexibility, and personalization needed to meet individual student and family needs. At the beginning of the 2024–2025 school year, Connect Academy transitioned to the Design39Campus and is now under the leadership and support of the Design39Campus principal. In alignment with districtwide budget reduction efforts, Poway Virtual Courses (PVC) was restructured. A key change included assigning PVC course sections to existing district teachers, where possible, to fulfill their full-time contract assignments. The majority of PVC sections this year have been taught by Poway to Palomar Middle College (PPMC) teachers, thereby reducing student caseloads for teachers at the comprehensive high school sites.

The Career Technical Education (CTE) Department has continued to expand early college opportunities by increasing the number of articulation agreements with local community colleges. Following a year-long planning process during the 2023–2024 school year, all but one high school site piloted at least one dual enrollment course in partnership with Palomar College during the 2024–2025 school year. Site principals and counselors meet monthly with the Palomar College dual enrollment team, while the Career Technical Education department staff also meet monthly with Palomar representatives to support student and site needs and work toward improved systems alignment. Alternative pathways, including Poway Home Education Program (PHEP), New Directions, After-School Credit Recovery, and Summer School, continue to be offered and supported by the district's Alternative Programs Department. In Summer 2023, the district restructured its high school summer school program for grades 9–12 to align with budget priorities and to focus on students requiring credit recovery—those who were credit-deficient or had previously attempted and not passed a course—rather than those seeking acceleration. Both PVC and summer school programs continue to experience demand that exceeds the capacity allowed by current budget allocations. Collaboration with community college partners in offering dual enrollment courses has also presented challenges, particularly in aligning course offerings with students' academic needs and interests.

Measuring the full scope of early college credit attainment remains a challenge. Students in the district may earn credits through three different community college systems including Palomar, Mira Costa, and San Diego Community College Districts, and not all students opt to transfer these credits to their high school transcripts. As a result, early college credit attainment is often underreported. This challenge is further complicated by California Longitudinal Pupil Achievement Data System (CALPADS) reporting limitations. For example, CALPADS only recognizes early college credit when the coursework follows a completed Career Technical Education pathway. However, many Career Technical Education pathway courses already provide students with early college credit, yet the system lacks the capacity to reflect these credits across both reporting areas. PUSD continues to evaluate and refine strategies to expand access, improve alignment, and more accurately capture data related to early college credit opportunities for all students.

Action 2.14 Career Technical Education Pathways: PUSD, in collaboration with local colleges, businesses, and industry partners, remains committed to providing students with meaningful Career Technical Education (CTE) opportunities from Transitional Kindergarten (TK) through 12th grade. The district has made significant strides in expanding access, aligning programs with labor market needs, and ensuring equitable participation across student populations. Working closely with site leaders and industry partners, PUSD has expanded Career Technical Education pathway offerings at all middle and high schools to align with current labor market information. Site counselors play a key role in ensuring that historically underrepresented student groups have equitable access and are provided with the necessary support to complete their chosen pathways. Site leaders and counselors developed and implemented Career Continuum Plans across all secondary

schools to support career exploration and readiness at every grade level. The Career Technical Education Department facilitated bi-annual pathway alignment workshops with Career Technical Education teachers from each pathway. These workshops focused on curriculum integration, instructional best practices, key assignments, assessments, and project-based learning to ensure coherence and rigor across programs. Career Technical Education staff, in partnership with Career Technical Education teachers, coordinated a wide range of work-based learning opportunities for students, tailored to specific industry sectors. These experiences included guest speakers, company tours, industry panels, informational interviews, professional mentoring, Career Technical Student Organizations (CTSOs), internships, and employment opportunities. Business partners have played an active role in supporting Career Technical Education programs by serving on advisory boards at both the course and program levels. These partners have also contributed resources such as office space and meals for professional development sessions, sponsored the Career Technical Education Expo, provided work-based learning opportunities, and helped promote Career Technical Education pathways within the broader community. The Career Technical Education Department has continued efforts to raise awareness of Career Technical Education programs through ongoing publications and events, including the Career Speaker Series, College and Career Fair, enhanced social media outreach, updates to the Career Technical Education website, and the annual Career Technical Education Expo. Student achievement is celebrated through Career Technical Education Pathway Completion Recognition events at each high school. Career Technical Education staff regularly disseminate and analyze program data in collaboration with site and district leaders to evaluate program effectiveness and improve student outcomes. One of the most significant challenges continues to be the high demand for Career Technical Education courses, which exceeds current capacity. This has required the use of innovative master scheduling strategies and early planning to ensure students can complete pathway requirements.

Recruiting and retaining qualified Career Technical Education teachers with industry experience remains a challenge. To address this, the district is actively working with the Poway Federation of Teachers (PFT) and the Personnel Department to restructure the Career Technical Education salary schedule, with a focus on appropriate placement for teachers with relevant business and industry experience. The district has also expanded community-based recruitment efforts to identify and attract skilled Career Technical Education educators. Due to facility and resource constraints, not all Career Technical Education pathways are available at every school. Specialized programs such as Fire Science, Transportation, Construction, and Agriculture are currently offered at one or two campuses. When feasible, these classes are scheduled during the first period to allow students from neighboring schools to attend. Additionally, students have the option to transfer to a different high school if their school of residence does not offer their desired Career Technical Education pathway.

Action 2.15 Least Restrictive Environment: The phased closure of all mild to moderate Special Day Classes designated as Non-Severely Handicapped (NSH) for grades PreK through 8 was completed by June 2023, with the final closure of the remaining NSH PreK classes. Elementary NSH classrooms were closed in June 2021, followed by the closure of the last middle school NSH classrooms by June 2022. To support students transitioning from NSH Special Day Class settings to general education environments at their schools of residence, the district implemented a temporary reduction in Resource Specialist Program (RSP) caseloads. Beginning in August 2021, elementary RSP caseloads were reduced from 23 to 20 at the start of the school year. This adjustment provided additional capacity to assist students during the transition. In August 2024, caseloads were returned to the standard starting number of 23, coinciding with the matriculation of most former NSH SDC students from elementary to middle school. At the preschool level, all students who would have previously been served through NSH preschool special day classes are being served through participation in co-taught general education preschool classes with general education peers. There are also preschool students with mild to moderate disabilities being served through less restrictive appointment based specialized academic instruction services that allow students to continue to access learning in community preschool programs with general education peers for the majority of their school day.

During the past two years, Special Education Directors and a Program Specialist II participated in the California Collaborative for Educational Excellence (CCEE) Learning Network focused on Universal Design for Learning (UDL). In alignment with these efforts, all preschool team members—including general education teachers, education specialists, and both general and special education instructional assistants—across all preschool program types participated in targeted UDL training delivered by Preschool Inclusive Practices Teachers on Special Assignment (TOSAs). Administrators and teachers have actively sought individualized support from TOSAs to guide implementation of universally designed lessons and instructional practices. At Twin Peaks Middle School (TPMS), elective teachers were invited to participate in UDL training, which included opportunities to analyze and refine individual lesson plans with support from the Middle School RTI TOSA, Inclusion Specialist, and Program Specialist II. In the 2023–2024 school year, all math teachers at TPMS and Del Norte High School (DNHS) participated in a two-day lesson study protocol focused on the integration of UDL strategies. During the 2024–2025 school year, DNHS science teachers are scheduled to engage in this same professional learning model. Additionally, the teacher learning community (TLC) titled Rock the Room was continued for a second year, offering education specialists enhanced instructional support and professional development in Universal Design for Learning.

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 2.6 Site Intervention Support for English Learners: Actuals were materially higher than budget as the implementation of the planned actions advanced significantly beyond the initial estimate of expenditures.

Action 2.8 English Language Development: Actuals were materially lower than budget due to numerous vacant EL positions budgeted for with the added challenge of filling and retaining these positions throughout the school year.

Action 2.9 Family Learning Center: Actuals were materially lower than budget as the action is dependent on supplemental and federal funding which were both lower than estimated during 2024-25 LCAP development.

Action 2.13 Least Restrictive Environment: Actuals were materially lower than budgeted due to the position that supports this action incurred turnover in 2024-25, and the incumbent was at a lower cost than the previous employee who held the position at the time of 2024-25 LCAP development.

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

During the first year of implementation of the 2024–2027 Local Control and Accountability Plan (LCAP), most actions implemented across the district proved to be effective in advancing progress toward Goal 2. The majority of initiatives demonstrated positive outcomes, with several actions requiring only minor modifications to enhance impact and alignment with student needs. Evidence of success can be seen in increased CAASPP scores, graduation rates, college and career readiness indicators, access to STEAM, as well as improved outcomes among targeted student groups. Continued monitoring and thoughtful adjustments will ensure sustained progress throughout the remainder of the LCAP cycle. The following summaries provide further explanation how each action helped progress toward Goal 2 and any modifications or changes needing to be made.

Action 2.1: Sites that have implemented math intervention classes have observed a reduction in the number of students requiring course repetition. Additionally, students in these classes report increased confidence as they are introduced to concepts ahead of their peers. To sustain and expand this success, it remains essential to prioritize the assignment of skilled and experienced staff to teach intervention courses. Professional learning for staff teaching academic support classes should also be strengthened to ensure the consistent implementation of academic and organizational routines. The adoption of schoolwide strategies, such as AVID's focused note-taking system, presents an opportunity for further improvement and alignment across campuses.

Action 2.2: There has been significant progress with students accessing their educational services in the Least Restrictive Environment at the secondary level. As caseloads for Educational Specialists at the secondary level increase next school year, site leaders will need to be deliberate on how co-taught classes are distributed throughout their master schedules. Prioritizing which classes will be offered as co-taught and when those classes are offered will be key in maintaining and increasing access to co-taught classes. In addition, utilizing Instructional Assistants in places where they can support the diverse learners will be important. Continuing to provide staff development and training for Inclusive Practices will be necessary for both certificated and classified. Although the COSA support will not be changing, the secondary TOSA supporting Inclusive Practices will no longer be available to support secondary teachers. Site leaders will need to work with their leadership team as well as Learning Support Services to provide continued staff development and training,

Action 2.3: Elementary teachers have participated in a structured release model for grade-level collaboration for many years and continue to engage actively and appreciatively in this dedicated time. When grade-level teams or site administrators identify additional support needs related to content areas or assessments, they utilize district resources such as Elementary School Math and ELA Teachers on Special Assignment (TOSAs) for coaching and instructional support. In some cases, teams may also request deeper learning opportunities from external partners, such as iReady facilitators. These supports are provided either during scheduled collaboration sessions or through other common planning periods. Site principals continue to play a key role by meeting with grade-level teams to offer guidance and facilitate discussions grounded in site-specific data, all in alignment with high-quality instructional practices. While the VAPA Vision model successfully provides the structure for collaboration time, consistent and systematic use of data to inform intervention planning varies across sites. There is a recognized need to implement a standardized process for collaboration teams to review common formative assessments, curriculum-based measures of student learning, and other assessment results to evaluate student performance and progress. Additionally, the development and use of guiding questions for collaborative discussions is needed to support more focused and effective planning. Looking ahead to the 2025–26 school year, Transitional Kindergarten (TK) will shift to a full-day model, eliminating the current afternoon release time for collaboration. TK teachers will be integrated into the VAPA Vision model. Members of the TK Leadership Committee will collaborate with the VAPA lesson design team to ensure that TK activities are developmentally appropriate and aligned with the Preschool through Kindergarten Learning Foundations (PTKLF) standards.

Action 2.4: Throughout this year, a great deal of work has been done to update and revise the Equity and Inclusion Plan. The Equity Advisory Committee, made up of staff, students, and parents, has been meeting throughout the year with district leadership to update the plan including creating department goals along with actionable metrics. Each department has established their own goal to focus on next year along with metrics to measure the goal. Departments shared their goals and next steps at the Equity Advisory Committee meetings on April 8th and May 13th. Departments who presented included Student Support Services, Learning Support Services, Personnel Support Services, and Communications. Within Learning Support Services, Attendance and Discipline, Equity, and ASB Support also shared specific goals for next year.

Action 2.5: Elementary school sites have reported that dedicated release days for RTI/Student Success Strategies (S3) meetings are an effective model that helps eliminate barriers to participation in this critical process. In the 2023–24 school year, the district funded one substitute per site for the RTI Professional Learning Leader (PLL), as well as a roving substitute to release classroom teachers so they could attend their assigned meetings. RTI Console data from the 2023–24 school year was analyzed to determine the appropriate number of substitute days required per site to support the effective implementation of RTI for all students identified as needing this level of support. Managing a large network of RTI PLLs across the district exceeds the capacity of a single Elementary TOSA and calls for a more distributed and collaborative leadership approach. To enhance the effectiveness and sustainability of the S3 process, it is recommended that leadership responsibilities be shared among site-based team members, including principals, assistant principals, counselors, and other key staff. Clearly defining roles and responsibilities within site-based teams will support the efficient use of the RTI Console and ensure that appropriate academic and social-emotional interventions are identified and implemented for students. Providing ongoing leadership development for RTI PLLs is essential to building their capacity to lead and model the S3 process with staff at their respective sites. In addition, collecting regular feedback from RTI PLLs and site educators will help inform and refine professional learning opportunities to better meet the evolving needs of both teachers and students.

Action 2.6: Professional development efforts have significantly advanced support for Long-Term English Learners, particularly at the high school level, where many teachers have completed a five-day training on integrated ELD strategies. EL Site Program Coordinators have also received ongoing training, strengthening site-based leadership and contributing to more consistent implementation of EL supports. These efforts correlate with year-over-year gains on the English Learner Progress Indicator (ELPI) on the California Dashboard. Despite this progress, achievement gaps for Long-Term English Learners (LTELs) remain, especially in English Language Arts. To address this, the district will expand professional development to elementary and middle school teachers, aiming to intervene earlier and reduce the number of students becoming LTELs. Improved site-level budgeting practices are also needed to ensure timely allocation of supplemental funds based on current student performance data. Continued emphasis on data analysis, identifying students who have stalled or regressed and targeting specific language domains, will guide more effective instructional responses. These steps are essential to sustaining progress and accelerating outcomes for LTELs.

Action 2.7: The specific actions implemented to support English learners have proven to be largely effective in making progress toward the articulated goal. To date, 100 teachers across the district's five high schools have participated in a five-day professional development program focused on integrated ELD teaching practices. This sustained investment in professional learning has resulted in the development of a cohort of highly trained teachers who are better equipped to meet the academic and linguistic needs of English learners. Additionally, EL Site Program Coordinators have been trained three times annually, ensuring they are well-prepared to advocate for English learners, support staff in understanding the requirements of Education Code, promote best instructional practices, and assist in serving English learners and their families. This structured, ongoing support has strengthened site-based leadership for EL programs and has contributed to greater consistency in implementation across school sites. These actions have contributed to a year-over-year upward trend in English Learner Progress Indicator (ELPI) performance levels as measured on the California Dashboard. There is a clear correlation between investments in teacher professional development, increased time for direct interaction with language learners, and improved student outcomes.

However, areas for growth remain. Increasing funding and expanding professional development opportunities to include elementary and middle school teachers is a critical next step to ensure early intervention and prevent students from becoming Long-Term English Learners (LTELs). Additionally, more effective and timely budgeting practices at school sites are needed. Schools are encouraged to allocate and

utilize their supplemental funds earlier in the school year and make data-driven decisions based on the most current assessment data, including iReady, ELPAC, and CAASPP results. To further strengthen outcomes, school teams must continue to deepen their understanding of their English learner populations by consistently analyzing who their EL students are, how many have made growth, who has remained at the same proficiency level or declined, and which language domains, specifically listening, speaking, reading, or writing, require the most targeted support and intervention. Overall, while progress toward the goal has been significant, continued attention to system-wide consistency, earlier action planning, and expanded professional development opportunities will be necessary to sustain and accelerate gains for English learners.

Action 2.8: The district's high levels of AVID certification, including multiple distinguished school designations, reflect significant progress toward the goal of advancing college readiness for all students. This success is further evidenced by steady growth in student enrollment, with 2,215 students currently participating in AVID college readiness programs across the district. Notable gains have been made among middle school long-term multilingual learners enrolled in AVID Excel. These students have demonstrated measurable growth on both iReady and ELPAC assessments, with many achieving reclassification. Upon reclassification, the majority of AVID Excel students transition directly into the AVID elective course, ensuring they remain on a trajectory toward college readiness and academic success. AVID seniors consistently graduate with college acceptances, scholarships, and successful completion of the FAFSA. The success of these students, and the clear connection to the skills, structures, and experiences gained through AVID, has led to high retention and continued expansion of the district's AVID college readiness system. Looking ahead, the district aims to expand academic routines that further support multilingual learners. Additionally, the district will continue to promote schoolwide implementation of strategies such as focused note-taking to ensure all learners benefit from high-impact instructional practices.

Action 2.9: The AVID Excel program provides students with a rigorous, language-rich educational experience aligned with the California English Language Development (CA ELD) standards. Through daily designated ELD instruction, students build the academic language skills necessary for reclassification and long-term academic success. The program's effectiveness is evident in student outcomes. Over the past 18 months, 139 students across the three AVID Excel middle school sites have successfully reclassified as Fluent English Proficient. Furthermore, former AVID Excel students who transition into the AVID elective often continue to play a critical role in supporting their peers. Many serve as peer tutors, offering academic assistance to current AVID Excel students and contributing meaningfully to the broader English Learner (EL) program. Classroom observations indicate that students in AVID Excel are highly engaged and feel safe and confident when communicating with both peers and teachers, an essential foundation for language development and academic risk-taking. While the AVID Excel program has shown significant promise, a key area for continued improvement is in teacher training and support. Many AVID Excel educators are new to both English Language Development instruction and the AVID Excel framework.

To ensure high-quality implementation, ongoing professional development is essential. Expanded coaching, mentorship opportunities, and structured collaborative planning time will strengthen instructional practice and positively impact student outcomes. There is also a need for increased curriculum support. The development of an on-demand library of instructional videos demonstrating Tier 1 best practices for language learners would provide teachers with accessible, high-quality models of effective instruction. These resources would reinforce academic language strategies and support instructional consistency across sites. Scheduling the AVID Excel elective within the school day continues to pose challenges. Balancing this course with students' access to core content and electives requires strategic coordination with site administrators and counseling teams. Refining scheduling practices is essential to expanding access to the program without limiting other academic opportunities. As students progress through and transition out of AVID Excel, it is equally important to ensure ongoing support beyond reclassification. While the program has been successful in helping students reach this milestone, additional efforts, such as

structured mentorships, affinity groups, and follow-up check-ins, are needed to maintain students' sense of belonging and engagement as they enter mainstream classes and the broader AVID community.

Moving forward, closer alignment between AVID Excel and the traditional AVID elective will promote smoother transitions and sustained student success. Clearer pathways, improved collaboration between AVID Excel and AVID elective teachers, and continued academic and social-emotional support will help students thrive beyond their initial reclassification and remain on a strong trajectory toward college and career readiness.

Action 2.10: The district has expanded professional learning opportunities for designated ELD teachers and Site EL Program Coordinators, enhancing the capacity of educators to effectively support English learner students. As a result of these efforts, the district has achieved a Green status for English learners and a Blue status for Long-Term English Learners (LTELs) on the California Dashboard, reflecting strong performance and growth in this area. In addition, the district is observing a consistent year-over-year upward trend in English Learner Progress Indicator (ELPI) performance levels, further indicating the positive impact of sustained instructional support. There is a clear correlation between increased investment in teacher development—particularly through expanded collaboration time and targeted training—and improved outcomes for English learner students. These gains highlight the importance of continuing to broaden access to professional development opportunities for a wider range of staff, especially at the secondary level. In response to this need, several secondary schools have proactively requested support from the district's Elementary and Secondary EL Coordinators. These coordinators have been invited to work directly with specific content area teams to strengthen integrated ELD instruction. This collaborative, site-based approach represents a promising strategy for equipping departments with practical tools to support English learners across the curriculum.

Action 2.11: The Family Learning Center has served over 35 families representing diverse cultural backgrounds and a wide range of student age groups, from elementary through high school. Feedback from both parents and students has been overwhelmingly positive, with many reporting increased confidence in academic work and the use of technology. The initiative has also played a vital role in strengthening the connection between families and schools, fostering a greater sense of belonging and engagement in the educational process. Looking ahead, the district will continue to evaluate the effectiveness of the Family Learning Center and implement refinements as needed to ensure all immigrant families receive the support necessary to thrive. To improve the program's implementation in future years, several strategies have been identified to address current challenges. Expanding access through the development of satellite locations would help alleviate transportation barriers and allow more families to participate. Increasing the recruitment of tutors, including college students, retired educators, and community volunteers, would help meet the growing demand for academic assistance. Additionally, providing targeted training in key content areas such as mathematics and science would further enhance the quality of tutoring support. To accommodate families with varying schedules, offering more flexible programming and learning opportunities will be essential. Furthermore, strengthening partnerships with local organizations and businesses could yield additional funding, resources, and volunteer support to sustain and expand services. By implementing these strategies, the Family Learning Center can continue to evolve and more effectively serve the diverse needs of immigrant families throughout the district.

Action 2.12: One of the most significant outcomes of the Bilingual Parent Liaison initiative has been a marked increase in parent participation among Spanish-speaking families. Families reported feeling more welcomed, informed, and empowered to engage in their children's education. This was reflected in higher attendance at school events, parent-teacher conferences, workshops, and district-level meetings. Bilingual Parent Liaisons played a central role in building trust and ensuring that language was not a barrier to meaningful engagement. As communication and collaboration between home and school improved, many students experienced more consistent academic support.

Parents became better informed about school expectations, grading policies, and available resources, enabling them to take a more active role in their children's academic progress. This included reinforcing learning at home and advocating for additional support when necessary. Schools noted improvements in homework completion rates and more timely academic interventions for students in need. Additionally, the presence of Bilingual Parent Liaisons contributed to the development of a broader culture of equity and inclusion across school sites. Their work elevated the importance of multilingual communication and encouraged other staff members to adopt more culturally responsive practices.

Overall, the Bilingual Parent Liaison role has significantly strengthened the home-school connection, positively influencing student outcomes and fostering a more inclusive and supportive educational environment for all families. While the impact of the Bilingual Parent Liaisons has been substantial, opportunities for further enhancement remain. As linguistic diversity continues to grow, there is an increasing need to expand language support for families who speak languages beyond Spanish. This may be addressed through the hiring of additional multilingual staff. Ensuring that all school sites have consistent and equitable access to liaison support, whether through dedicated or shared positions, will also be critical in maintaining and expanding the program's success.

Action 2.13: In the 2024–2025 school year, enrollment in Poway to Palomar Middle College (PPMC) increased by 6%, while enrollment in Poway Home Education Program (PHEP) and Connect Academy decreased by 42% and 52%, respectively. Efforts to expand Career Technical Education (CTE) articulated courses, specifically those offering credit by exam, have led to an overall increase in early college credit earned by students across the district. Notably, this growth has been particularly evident among historically underrepresented student groups. Students with disabilities saw an 8% increase in early college credit attainment, socioeconomically disadvantaged students increased by 11%, students experiencing homelessness by 34%, while English learner participation remained stable. Additionally, there has been a rise in the number of Career Technical Education pathway completers transitioning to post-secondary institutions among historically underrepresented groups. Students with disabilities increased by 27%, socioeconomically disadvantaged students by 3%, students experiencing homelessness by 2%, and English learners by 33%. During the summer of 2024, the high school summer school program (grades 9–12) enrolled 891 students, who collectively completed 1,749 courses. PUSD remains committed to strengthening partnerships with community colleges and universities to examine outcome data, align systems, and further expand early college credit opportunities. Ongoing evaluation of early college credit access and success will remain a priority, with particular attention to historically underrepresented student populations, including English learners.

Action 2.14: Career Technical Education pathway enrollment increased by 3.4% from the 2023–2024 to the 2024–2025 school year, reflecting continued growth and student interest in career-focused educational opportunities. The total number of graduates identified as "Prepared" on the College and Career Indicator (CCI) also rose by 2.1% over the previous year. Key Career Technical Education-related factors contributing to this preparedness include completion of Career Technical Education pathways, earning early college credits, and meeting University of California (UC) and California State University (CSU) a–g requirements. Enrollment among historically underserved student populations also saw notable gains. Specifically, students with disabilities increased by 44%, students who are socioeconomically disadvantaged increased by 27%, and students experiencing homelessness increased by 31%. Participation in Career Technical Education pathways that include opportunities for earning early college credit also saw improvements including students with disabilities increased by 8%, students who are considered socioeconomically disadvantaged increased by 11%, and students experiencing homelessness increased by 34%. Among students completing Career Technical Education pathways with UC/CSU a–g course designations, students with disabilities increased by 6% while all other student groups remained stable. Career Technical Education Pathway completers transitioning to post-secondary institutions also demonstrated growth among historically underrepresented groups including students with disabilities increasing

by 27%, students who are considered socioeconomically disadvantaged increasing by 3%, students experiencing homelessness increasing by 2%, and English learners increasing by 33%.

Despite these positive gains, the need for continued focus on improving outcomes for underrepresented student populations exists, particularly English learners. In response, PUSD is collaborating with teachers and business partners to further align Career Technical Education courses, projects, and assessments across the district. These efforts aim to ensure consistency in student experiences and outcomes, while maintaining authenticity and relevance in learning opportunities tied to real-world industry expectations.

Action 2.15: PUSD fully and effectively completed the phased closure of all mild to moderate Special Day Classes designated as Non-Severely Handicapped (NSH) for grades PreK through 12 by June 2023, with the final closures occurring at the preschool level. Elementary NSH classrooms were closed in June 2021, followed by the closure of middle school NSH classrooms by June 2022, and the remaining preschool NSH classrooms by June 2023. In alignment with students' individualized education programs (IEPs), those who transitioned from NSH Special Day Class settings have been successfully supported in accessing their educational programs within general education environments at their schools of residence, in accordance with the least restrictive environment (LRE) mandate.

Currently, the majority of students with disabilities are served within general education settings for the majority of their school day, with access to Specialized Academic Instruction and related services based on individual needs. At the preschool level, all students who would have previously served in NSH Special Day Classes are now participating in co-taught general education preschool classrooms alongside their general education peers. For the 2024–25 school year, the co-taught inclusive preschool program expanded from five to six classes, increasing available seats for students with disabilities from 25 to 48. This model is on track for continued expansion, supported by targeted coaching for co-teaching teams. Additionally, up to 50 preschool students are being served through less restrictive, appointment-based Specialized Academic Instruction services, which allow them to remain in community-based preschool programs with general education peers for most of their instructional day.

At the secondary level, students receiving Specialized Academic Instruction are supported through scaffolded services delivered in general education settings. These supports include collaborative general education classrooms with Instructional Assistants and co-taught courses staffed by both General Education teachers and Education Specialists, ensuring access to grade-level curriculum and inclusive instructional practices. To support the successful transition of students from NSH settings, a temporary reduction in Resource Specialist Program (RSP) caseloads at the elementary level was implemented from August 2021 through June 2023. This reduction, coupled with professional development focused on Universal Design for Learning (UDL), has strengthened the district's capacity to meet diverse learning needs within inclusive general education environments.

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.

Action 2.1: For the 2025-26 school year, part of the Learning Recovery Emergency Block Grant (LREBG) will maintain the reduced student-to-teacher ratio by one student in grades 4 and 5, as well as providing early intervention in the middle schools. Maintaining the ratio in grades 4-5 enhance instructional quality and increase individualized student support. Research indicates that smaller class sizes can lead to improved academic outcomes, particularly for students who benefit from more focused instruction and engagement (Finn & Achilles, 1999; Institute of Education Sciences, 2010). By decreasing class sizes in elementary school, teachers can more effectively differentiate instruction

and address the diverse academic and social-emotional needs of students. In addition, early intervention support at the middle schools will allow students to transition in and experience greater levels of success. The impact of this action will be monitored using CAASPP results, graduation rates, the College and Career Indicator (CCI), and disaggregated CCI outcomes for targeted student groups, including English learners, students with disabilities, socioeconomically disadvantaged students, African American students, and students experiencing homelessness. A total of \$1,230,873 in LREBG funds (\$1,000,000 for grades 4–5 and \$230,873 for middle school) will be allocated to support staffing costs necessary to implement this action. No changes have been made to the goal, expected outcomes, or metrics.

Action 2.2: This action supports the implementation of co-teaching models at secondary schools to increase inclusive practices within the Least Restrictive Environment (LRE). A general education teacher and a special education teacher are paired to deliver instruction collaboratively, allowing for greater differentiation, accommodation, and targeted support for students with disabilities in general education settings. This action is aligned with the allowable uses of the Learning Recovery Emergency Block Grant (LREBG) by addressing learning recovery through inclusive, differentiated instruction that supports the diverse needs of students with disabilities. Research supports co-teaching as an evidence-based model that improves academic achievement, student engagement, and social-emotional outcomes for students with disabilities (Friend et al., 2010). This action will be monitored using multiple measures, including the percentage of students with disabilities included in general education classrooms supported by co-teaching, student engagement levels in co-taught settings as measured through surveys, and academic indicators such as graduation rates, the College/Career Indicator (CCI), and CAASPP performance. A total of \$587,408 in LREBG funds will be used to support staffing and professional development associated with the implementation and sustainability of co-teaching at secondary sites.

Action 2.3: As a result of analysis of state and local data, including student performance on formative and summative assessments, PUSD has refined Action 2.3 to strengthen early identification and support for students not meeting grade-level academic expectations. A key enhancement to this action is the use of Learning Recovery Emergency Block Grant (LREBG) funds (30%) to pay for iReady as a districtwide diagnostic and progress monitoring tool. iReady will support academic screening and ongoing progress monitoring in reading and mathematics, providing educators with timely, actionable data to guide instructional decision-making. LREBG funds will also be used to support the salaries and fringe expenses of additional teachers (70%) providing much needed collaboration time for teachers to analyze data and plan interventions for students. The district's needs assessment identified persistent performance gaps among English learners, students with disabilities, students identified as socioeconomically disadvantaged, African American and Hispanic students, foster youth, and students experiencing homelessness. Research supports the use of dedicated teacher collaboration time and adaptive diagnostic tools such as iReady as effective strategies for improving student outcomes enabling educators to analyze student data, identify learning gaps, and plan differentiated instruction, which has been shown to lead to improved academic performance (DuFour & Eaker, 2009). The effectiveness of this action will be monitored using CAASPP performance data for the identified student groups. A total of \$1,205,135 in LREBG funds is being allocated to this action. No changes were made to the goal, expected outcomes, or metrics.

Action 2.6: Based on reflections on prior practice, an additional area of focus has been added to the goal addressing English Learner Progress. In particular, performance of Long-Term English Learners (LTELs) in English Language Arts (ELA) will now be explicitly monitored using data from the California Dashboard. This change recognizes the persistent academic challenges faced by LTELs and strengthens the district's ability to identify learning gaps and implement targeted supports. While the overall goal and metrics related to English Learner Progress remain unchanged, this refined emphasis on ELA outcomes for LTELs enhances the district's efforts to close achievement gaps and ensure more equitable academic outcomes for this student group.

Action 2.9: Following analysis of both state and local data, Action 2.9 has been revised to expand targeted support for Long-Term English Learners (LTELs), with a specific focus on middle schools. CA Dashboard results show LTELs are performing in the Red performance level for both English Language Arts and Mathematics at three of the six middle schools in the district. In response, additional middle schools identified as having significant need, including Twin Peaks Middle School, will be included in the implementation of AVID Excel, a program designed to accelerate academic language development and increase access to rigorous coursework for LTELs. This revision enhances the district's efforts to provide focused, data-informed support for this student group. No changes have been made to the goal, expected outcomes, or metrics.

Action 2.13: In the previous LCAP, Action 2.13 was not a contributing action, however for the 2024-25 Annual Update, the action has been changed to contributing. PUSD has continued to expand and refine expanded learning options to better meet the diverse academic needs of students. These offerings include Poway Virtual Courses (9–12), dual enrollment at the comprehensive high schools, concurrent enrollment at local colleges, and the ongoing implementation of Poway to Palomar Middle College High School (PPMC). Additional pathways exist for elementary and secondary students in the form of New Directions Independent Study and the Poway Home Education Program (PHEP). As part of this refinement, Connect Academy will sunset at the end of the 2025–26 school year, allowing a reallocation of resources. In response to local data indicating a need for expanded learning opportunities beyond the school year, funding will be directed to support high school summer school programs beginning in 2025–26. After-school credit recovery will also remain available to support flexible learning. For the 2025-26 school year, summer school will be funded using the Learning Recovery Emergency Block Grant (LREBG) providing opportunities for students in grades 9–12 who need academic intervention and credit recovery. Research supports the effectiveness of extended learning time in the summer to address learning gaps and improve outcomes such as credit attainment, graduation rates, and college readiness (McCombs et al., RAND Corporation, 2011). By offering focused academic support, summer school aims to accelerate student progress toward high school graduation and postsecondary preparedness. The impact of this action will be measured by graduation rates, the percentage of students meeting UC/CSU a–g requirements, and the percentage of graduating seniors identified as “Prepared” for College and Career. A total of \$439,485 in LREBG funds will be allocated to support staffing, instructional materials, and operational costs for this summer intervention program. No changes have been made to the goal, expected outcomes, or metrics.

Action 2.14 (Metric 2.17): There was an error in the data reported in the 2022-23 LCAP. It was reported that 18% of graduating seniors completed a CTE pathway. The accurate baseline for 2022-23 was 35.3% completion.

Action 2.15: In the previous LCAP, Action 2.15 was not a contributing action, however for the 2024-25 Annual Update, the action has been revised and updated to contributing. Revised Action Description: Students PreK-12 identified with mild to moderate disabilities are placed in least restrictive environments via general education settings rather than previous Non Severely Handicapped (NSH) Special Day Classes. 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).

These adjustments reflect PUSD's continued commitment to improved student outcomes.

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.

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. (For LREBG, see Prompt 4 in the Goal Analysis section for more information.)	\$2,624,188.00	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. (For LREBG funding, see Prompt 4 in the Goal Analysis section for more information.)	\$1,388,998.00	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. (For LREBG funding, see Prompt 4 in the Goal Analysis section for more information.)	\$2,008,817.00	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.	\$306,631.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Support for Long-Term English Learners	Support for Long-Term English Learners by integrating the California English Language Development (ELD) standards in classrooms with a focus on academic language acquisition, targeted reading and writing support, and systematic professional development to inform best practices with this specific student population.	\$492,636.00	Yes
2.7	Site Intervention Support for English Learners	Supplemental interventions for students identified as English Learners (ELs) to address several critical needs within the LCAP.	\$186,080.00	Yes
2.8	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.	\$470,175.00	Yes
2.9	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.	\$117,543.00	Yes
2.10	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.	\$935,989.00	Yes
2.11	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.	\$274,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	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.	\$195,707.00	Yes
2.13	Expanded Learning Structures	<p>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 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.</p> <p>2024 Revised Description: Expand Alternative learning opportunities to meet the needs of students by offering programs such as Poway Virtual Courses 9-12, and early college credit opportunities for high school students through credit by exam, dual enrollment, concurrent enrollment, and the implementation of Poway to Palomar Middle College High School (PPMC). Other alternative offerings include New Directions independent study, Poway Home Education Program (PHEP), summer school, and after-school credit recovery.</p> <p>Update: For the 2025-26 school year, summer school will be funded using the Learning Recovery Emergency Block Grant (LREBG), providing opportunities for students in grades 9–12 who need academic intervention and credit recovery. Research supports the effectiveness of extended learning time in the summer to address learning gaps and improve outcomes such as credit attainment, graduation rates, and college readiness (McCombs et al., RAND Corporation, 2011). By offering focused academic support, summer school aims to accelerate student progress toward high school graduation and postsecondary preparedness. The impact of this action will be measured by graduation rates, the percentage of students meeting UC/CSU a–g requirements, and the percentage of graduating seniors identified as “Prepared” for College and Career. A total of \$439,485 in LREBG funds will be allocated to support staffing, instructional materials, and operational costs for this summer intervention</p>	\$2,267,259.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program. (For LREBG funding, see Prompt 4 in the Goal Analysis section for more information.)		
2.14	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.	\$3,042,004.00	No
2.15	Least Restrictive Environment	<p>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).</p> <p>Revised Description: Students PreK-12 identified with mild to moderate disabilities are placed in least restrictive environments via general education settings rather than previous Non Severely Handicapped (NSH) Special Day Classes. 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)</p>	\$170,278.00	Yes

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)

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:

1. 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.
2. 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"
3. In response to needs communicated by our families regarding for parent education to support their students, we will broaden the number and types of parent education, including offerings regarding parenting and managing stress and anxiety.

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 "The school encourages	2023: 49% of parents agree, and 38% strongly agree with the statement "The school	California Healthy Kids Survey is taken biennially and was		2026-27: The percentage of parents who agree or strongly agree	(-2% overall)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>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>administered in the Fall of 2024.</p> <p>2024-25: 47% of parents agree, and 38% strongly agree (85% combined) with the statement “The school encourages me to be an active partner with the school”. (-2%)</p> <p>Those student groups below the district average who strongly agree include:</p> <p>American Indian or Alaska Native: 25%</p> <p>Black or African American: 33%</p> <p>Native Hawaiian or Pacific Islander: 36%</p> <p>See Appendix (CC) for disaggregated data.</p>		<p>with the statement "The school encourages me to be an active partner with this school" will increase by 5%.</p>	
3.2	The percent of parents who agree or strongly agree with the statement	2023: 43% of parents agree, and 24% strongly agree with the	California Healthy Kids Survey is taken biennially		2026-27: The percentage of parents who agree	(-6% overall)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>"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>Data Source: California Healthy Kids Parent Survey, 2022-23 administration.</p>	<p>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>See Appendix (EE) for disaggregated data.</p>	<p>and was administered in the Fall of 2024.</p> <p>2024-25: 38% of parents agree, and 23% strongly agree (61% combined) with the statement "School actively seeks the input of parents before making important decisions". (-6%)</p> <p>Those student groups below the district average who strongly agree include:</p> <p>Black or African American: 17% White: 21%</p> <p>See Appendix (DD) for disaggregated data.</p>		<p>or strongly agree with the statement "School allows input and welcomes parent's contributions" will increase by 3%.</p>	
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>2023: 48% of parents agree, and 37% strongly agree with the statement "Parents feel welcome to participate at this school"</p>	<p>California Healthy Kids Survey is taken biennially and was administered in the Fall of 2024.</p>		<p>2026-27: The percentage of parents who agree or strongly agree with the statement "Parents feel</p>	<p>(+1% overall)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<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>Those student groups below the district average who strongly agree include:</p> <p>Black or African American Hispanic or Latino Two or more ethnicities White Students with Disabilities</p> <p>See Appendix (FF) for disaggregated data.</p>	<p>2024-25: 46% of parents agree, and 38% strongly agree (84% combined) 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> <p>American Indian or Alaska Native: 25% Black or African American: 36% Native Hawaiian or Pacific Islander: 36% White: 37%</p> <p>See Appendix (EE) for disaggregated data.</p>		welcome to participate at this school” will increase by 3%.	
3.4	Number of events for parents of unduplicated students and students with exceptional needs.	2022-23: 207 events took place for parents of unduplicated students and students with exceptional needs. This includes 77 for English	2023-24: 287 events took place for parents of unduplicated students and students with		2026-27: The number of events for parents of unduplicated students and students with	(+38.64% overall)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Internal data.	<p>learner families, 21 for Foster Youth, 35 for families experiencing homelessness, and 64 for students with disabilities.</p> <p>See Appendix (GG).</p>	<p>exceptional needs (+80). This includes 114 for English learner families (+37), 28 for Foster Youth (+7), 57 for families experiencing homelessness (+22), and 88 for students with disabilities (+24).</p> <p>See Appendix (FF).</p>		exceptional needs to increase by 4%.	
3.5	<p>Self-reflection rating for the following: building relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making</p> <p>Data Source: State Board of Education Self-Reflection Tool (Local Indicator 3-Parent and Family Engagement).</p>	<p>2022-23: the ratings for all 3 metrics:</p> <ul style="list-style-type: none"> *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making <p>were found to be in Full Implementation (4).</p> <p>See Appendix (HH)</p>	<p>2023-24: the ratings for all 3 metrics:</p> <ul style="list-style-type: none"> *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making <p>were found to be in Full Implementation or Full With</p>		<p>2026-27: The ratings for these 3 metrics:</p> <ul style="list-style-type: none"> *building relationships between school staff *building partnerships for student outcomes *seeking input for decision-making <p>will continue to be in the 4-5 range: (4 = Full Implementation)</p>	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sustainability (4-5). See Appendix (GG)		(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.	Baseline was not determined during the 2024-25 school year.		2026-27: Once baseline is determined, metrics will be added.	n/a

Goal Analysis [2024-25]

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.

Poway Unified School District remains firmly committed to fostering and sustaining positive relationships with parents and the broader community, recognizing these partnerships as essential to student success. The district actively engages parents and community members through a variety of channels designed to enrich students' educational experiences. This includes ongoing collaboration with the local community college district, partnerships with local businesses, and the provision of parent education opportunities and involvement initiatives. Through a comprehensive approach to parent and community engagement, the district emphasizes collaboration, shared responsibility, and continuous improvement. Ongoing efforts include soliciting and incorporating our educational partner feedback, refining strategies based on data and assessment, and expanding partnerships to meet the evolving needs of students and families. These efforts align with the district's broader vision of ensuring every student is supported academically, socially, and emotionally. The following is a description of the successes and any challenges with implementation of specific actions in achieving Goal 3.

Action 3.1 Two Way Communication: PUSD continues to prioritize building strong partnerships with parents in support of their children's education. The Communications Department plays a key role in promoting transparent and timely communication by consistently highlighting district and school events through the weekly recap and maintaining active engagement on social media platforms including Twitter, Instagram, and Facebook. These platforms provide families with regular updates, important announcements, and reminders related to key events such as enrollment deadlines, registration, the college and career fair, transfer windows, and the annual LCAP survey. In support of accessible communication, the district has continued its use of YouTube Live Streaming, enabling parents and community members to access critical information at their convenience. To further promote two-way dialogue, PUSD continues to gather input through interactive survey platforms such as ThoughtExchange, ensuring that community voices are heard and considered in decision-making processes.

Action 3.2 College Partnerships: In alignment with LCAP Goal 3 and the commitment to community partnerships, PUSD has continued to strengthen its collaboration with the Palomar Community College District. This deepening partnership has yielded tangible benefits for students, most notably through the expansion of early college credit opportunities such as the Poway to Palomar Middle College (PPMC) program. Additionally, four of the five comprehensive high schools now offer Dual Enrollment courses, enabling students to earn both high school graduation credits and transferable college credits simultaneously. The remaining high school has plans to offer Dual Enrollment next year. These offerings are the result of ongoing collaboration and regular communication between District and college leadership, site administrators, and counseling teams to ensure that course options align with student needs and academic goals. In addition, many of the CTE courses offered at the comprehensive high schools offer articulation credit with local community colleges. Through continued feedback and joint planning, the district remains committed to providing high-quality, accessible college-readiness opportunities while building lasting community relationships that support long-term student achievement.

Action 3.3 Parent Education: PUSD has continued to expand its efforts to equip families with knowledge, resources, and tools to support their children's academic, behavioral, and social-emotional development. Through the Special Education Department, a robust series of parent education sessions called Knowledge & Network has been offered monthly, addressing a wide range of relevant topics. These sessions have featured Program Specialists, Directors, and community partners such as the Exceptional Family Resource Center and the Regional Center. Topics have included summer activities and programs, behavioral strategies for elementary-aged students, and chronic absenteeism. Further extending this outreach, the Parent Ambassador Program now includes volunteer parents representing 37 school sites, serving as a valuable link between families and school communities. Additionally, the district's Community Advisory Committee (CAC), composed of parents and individuals with exceptional needs, continues to offer critical feedback and serve as an advisory body that informs district practices and priorities in special education. Parent education opportunities have also continued to grow through the Caring Connections Center (CCC), which curates and offers a wide range of courses designed to meet the specific and evolving needs of families from Transitional Kindergarten through 12th grade. These courses are carefully vetted each school year, with new parent educators added to ensure a diverse and relevant set of offerings. Topics include Helping Your Children Manage Stress and Anxiety, Talking and Listening to Your Kids, Parenting and Supporting LGBTQIA+ Youth, and Developing an Effective IEP: Preventing Parent Burnout, among others. In addition, PUSD continues to offer the Teen Positive Parenting Program (Triple P) for both English- and Spanish-speaking families. These sessions are designed to equip parents, guardians, and caregivers with evidence-based strategies to foster positive relationships with their teens, promote responsible behavior, and enhance family communication.

Action 3.4 Parent Engagement: As part of its commitment to building strong partnerships with families under LCAP Goal 3, PUSD has implemented a variety of activities, communication strategies, and platforms designed to connect with parents as active partners in their children's education. Key efforts include the continued Weekly Recap, Board Briefs, and weekly messages from the Superintendent to all staff and families, along with active engagement through district social media platforms such as Twitter, Instagram, and Facebook, which provide timely updates, important information, and highlights from across the district. To further expand accessibility, the district has increased its use of YouTube Live Streaming, allowing families to access important events and information at their convenience. These communication strategies have enhanced parent engagement by providing multiple, flexible avenues for two-way communication. This work is supported by dedicated staffing within the Communications Department, which ensures consistent messaging, responsiveness, and alignment with the district's broader family and community engagement goals.

Action 3.5 Community Partnerships: The district continues to foster and expand relationships with community organizations that directly support student well-being and success. These partnerships reflect the district's commitment to engaging the broader community in meaningful ways to meet the diverse needs of students and families. One notable example is the Youth in Transition (YIT) program, which serves students and families experiencing homelessness. Through strategic collaborations with local faith-based organizations, healthcare providers, and community groups, the YIT program provides comprehensive support beyond the requirements of the McKinney-Vento Act. For instance, partnerships with healthcare providers have enabled YIT families to access essential services such as medical, dental, vision, and women's health screenings. Students are further supported through gift certificates for free eye exams, frames, and lenses, ensuring their health needs are met to support academic engagement and success.

Additionally, the YIT program leverages partnerships with churches, service clubs, and local businesses to provide students and families with critical supplies including backpacks, school materials, toiletries, menstrual products, cleaning supplies, food, snacks, and gift cards. These community-supported contributions have made it possible to host quarterly Grab and Go distribution events and annual Back-to-School events, which have had a significant positive impact on participating families.

Beyond direct support services, PUSD has also prioritized community engagement through initiatives such as the Community Conversations on Equity and Inclusion. Over the past few years, these events have created space for families, students, and community members to share their experiences, perspectives, and hopes related to belonging, equity, and school culture. These conversations have informed the district's Racial Equity and Inclusion Plan and emphasized the importance of site-based learning and capacity-building efforts. As implementation of the plan continues, the district remains focused on empowering school communities with the tools and understanding necessary to cultivate inclusive, welcoming environments for all students.

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.

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

During the first year of implementation of the 2024–2027 Local Control and Accountability Plan (LCAP), the actions implemented across the district proved to be effective in advancing progress toward Goal 3. The majority of initiatives demonstrated positive outcomes, with several actions requiring only minor modifications to enhance impact and alignment with student needs. The district's goal of fostering and maintaining positive relationships with parents and the broader community has been effectively advanced through a range of initiatives and strategic partnerships designed to engage families and community partners.

According to the review of Local Indicators, the implementation of related actions has yielded strong outcomes. Specifically, the district received a rating of 4 (Full Implementation) for building relationships between school staff and families, 4 to 5 (Full Implementation to Full Implementation and Sustainability) for building partnerships to support student outcomes, and 4 (Full Implementation) for seeking input from families in decision-making processes. These ratings reflect a clear improvement from baseline data and demonstrate meaningful progress toward creating inclusive, collaborative environments where families and community members are actively engaged as partners in student

success. Continued monitoring and thoughtful adjustments will ensure sustained progress throughout the remainder of the LCAP cycle. The following summaries provide further explanation how each action helped progress toward Goal 3 and any modifications or changes needing to be made.

Action 3.1: Progress has been made in engaging educational partners in two-way communication. One avenue is the annual ThoughtExchange survey which serves as a key tool in this effort. With participation from over 9,650 educational partners, including 4,869 parents/guardians, 1,573 staff, and 3,214 students, this year's ThoughtExchange provided input offering valuable perspectives to inform district planning and decision-making. There was an increase of over 780 participants from the previous year, the majority of which were high school students. The effectiveness of these engagement efforts is further demonstrated by a substantial increase in overall participation with over 2,000 more responses in 2025 compared to 2024. This expansion reflects a strengthened commitment to ensuring all voices are heard and valued in shaping educational priorities. Moreover, this increase in engagement correlates with improved parent perception regarding inclusion in supporting the success of their students. 77% of parents surveyed agreed or strongly agreed with the statement: My child/student(s) have the supports and resources they need to be successful at school.

Action 3.2: A continued partnership with local post-secondary partners has proven effective in expanding college and career pathways for students, aligning with LCAP Goal 3. This collaborative effort has led to increased student participation in early college credit opportunities through articulation agreements(credit by exam), dual enrollment, and concurrent enrollment. During the 2023–24 school year, the district engaged in a comprehensive Dual Enrollment planning process in partnership with Palomar College and representatives from each high school. As a result of this collaboration, all but one high school has offered at least one dual enrollment course during the 2024–25 school year, and all high schools will offer courses during the 2025-26 school year. While early college credit will be available on every high school campus, at the Poway to Palomar Middle College High School (PPMC) every student is earning college credit through established dual enrollment courses, accelerating their post-secondary credit attainment.

Action 3.3: Parent Education in PUSD has demonstrated effectiveness in engaging and informing families. Ongoing communication regarding the district's work with Universal Design for Learning (UDL) has proven to be an effective method for keeping the Community Advisory Committee (CAC) and the broader parent community informed about inclusive practices. Transparent updates on UDL strategies have helped educate parents on how these approaches promote access and success for all learners, reinforcing the district's commitment to equity and inclusion. Parent education offerings through the Caring Connections Center (CCC) have expanded in response to family needs and have been well attended. Based on parent input, new course offerings were added to address shared concerns and areas of interest. The effectiveness of these offerings has been further supported by positive survey feedback from participating families. The Family Academy also provides families with video tutorials, quick guides, and written tutorials on the 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.

Action 3.4: Parent Engagement has been effective in creating meaningful activities, spaces, and opportunities to connect with parents as active partners in their children's education. A key component of this action was the expansion of access to district events and information through enhanced digital platforms. To promote transparency and accessibility, PUSD live-streamed Board of Education meetings via YouTube, ensuring parents and community members could engage with critical topics in real time or access recordings at their convenience. In-person Community Safety Summits were also live-streamed and recorded, providing families with flexible access to important discussions on issues such as substance abuse prevention and school safety protocols. Additionally, consistent outreach through the Superintendent's

weekly message and board briefs and the district’s social media platforms (including Twitter, Instagram, and Facebook) continued to offer timely updates on school events, programs, and important deadlines, supporting ongoing two-way communication with families.

Districtwide data also reflect this expansion. In the 2019–2020 school year, 315 community partnerships were recorded. By 2022–2023, that number had increased to 421 partnerships, illustrating a sustained and strategic effort to deepen community engagement and enhance the district’s capacity to support students and families beyond the classroom.

Action 3.5: Caring Connections Center (CCC) staff have continued to strengthen relationships with a wide range of community organizations, including mental health providers, social service agencies, before- and after-school care programs, and summer enrichment opportunities. These efforts have expanded the district’s referral network, increasing access to essential social-emotional support for students and families. This proactive outreach has resulted in a notable increase in available community resources and partnerships benefiting the school community. Within the Youth in Transition (YIT) program, which serves families experiencing homelessness, the number of active partnerships expanded, helping to meet the diverse and urgent needs of these families.

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.

Metric 3.6: A survey for Parent School Connectedness was not developed during the 2024-25 school year. Data from the 2024 California Healthy Kids Survey indicates that 85% of parents either agree or strongly agree with the statement “School encourages me to be an active partner with the school in educating my child.” With the change in leadership at the district level, a new Parent School Connectedness survey will be developed and deployed in the 2025-26 school year.

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

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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students in order to enhance all forms of early college credit, particularly for those students who are underrepresented in post secondary education.		
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.	\$115,962.00	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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$15,062,733	\$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
3.927%	0.000%	\$0.00	3.927%

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. Supplemental counseling services will be</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 students in need of intervention, and providing a	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>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>2025 Update: Starting the 2025-26 school year, intervention counselors will be provided to middle schools.</p> <p>Scope: LEA-wide</p>	<p>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>2025 Update: Starting the 2025-26 school year, intervention counselors will be provided to middle schools.</p>	
1.2	<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>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
	Scope: LEA-wide		
1.3	Action: Caring Connections Counseling 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. Scope: LEA-wide	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. Goal 1, Action 3	Action 1.3 will be monitored by the following metrics: chronic absenteeism, suspension data, and local metrics for targeted student groups.
1.4	Action: Multi-Tiered Systems of Supports (MTSS) Teams:	Each school will begin to establish MTSS Teams comprising administrators, teachers, counselors, special education staff, and other relevant	Regular evaluations will be conducted to assess the effectiveness of MTSS

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: 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) and/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>2024 Update: Of the 26 elementary schools, 8 have student groups identified in the Red tier for either chronic absenteeism (5) and/or suspensions (3). These student groups include Foster youth, students with disabilities, socioeconomically disadvantaged, and Hispanic. Of the 6 middle schools, only 1 has a student group (African American) identified in the Red tier for Chronic Absenteeism and Suspension.</p> <p>Scope: LEA-wide</p>	<p>educational partners. These teams will be responsible for developing, implementing, and monitoring the 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</p>	<p>implementation in improving student 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
		appropriate practices, try them, and progress monitor for success. Feedback from educational partners, 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>2024 Update: As a district, no student groups are in the Red or Orange performance tiers for Graduation Rate. Foster Youth continue to be in the Red tier for Suspension Rate. No student groups are in the Red tier for Chronic Absenteeism, and only Foster Youth are in the Orange tier.</p> <p>Scope:</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.

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		
1.6	<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) and/or suspensions (3). These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p> <p>2024 Update: Of the 26 elementary schools, 8 have student groups identified in the Red tier for either chronic absenteeism (5) and/or suspensions (3). These student groups include Foster youth, students with disabilities, socioeconomically disadvantaged, and Hispanic.</p> <p>Scope: LEA-wide</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, counselors will check in regularly with students who are absent, create contact logs, and conduct home visits when appropriate.	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, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.
1.7	<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</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	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,

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>chronic absenteeism. These student groups include Foster youth, English learners, students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p> <p>2024 Update: Of the 26 elementary schools, 8 have student groups identified in the Red tier for either chronic absenteeism (5) and/or suspensions (3). These student groups include Foster youth, students with disabilities, socioeconomically disadvantaged, and Hispanic. Of the 6 middle schools, only1 has a student group (African American) identified in the Red tier for Chronic Absenteeism and Suspension.</p> <p>Scope: LEA-wide</p>	<p>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>students with disabilities, socioeconomically disadvantaged, African American, Hispanic, and those experiencing homelessness.</p>
1.8	<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 absenteeism and 3 for suspension. These student groups include students with disabilities, socioeconomically disadvantaged, Hispanic, white and those experiencing homelessness.</p> <p>2024 Update: Of the 6 middle schools, only1 has a student group (African American)</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 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>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 with disabilities, socioeconomically disadvantaged, 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
	<p>identified in the Red tier for Chronic Absenteeism and Suspension.</p> <p>Scope: Schoolwide</p>		
1.10	<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, students experiencing homelessness, English learners, and African American students were in the Orange tier. Socioeconomically disadvantaged students were identified in the Yellow tier.</p> <p>2024 Update: There continued to be no student groups identified in the Red tier in the CCI (College and Career Indicator) on the CA Dashboard. Students with disabilities increased to the Yellow tier, students experiencing homelessness, English learners, and LTELs remained in the Orange tier, and African American students were in the Green tier. Socioeconomically disadvantaged students remained in the Yellow tier.</p> <p>Scope:</p>	<p>PUSD, in partnership with local colleges, businesses, and industries, will continue providing opportunities for participation of students in Career Technical Education 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 Career Technical Education and STEAM at the middle schools.</p>	<p>Action 1.10 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 students 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
	LEA-wide		
2.1	<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 students experiencing homelessness. Abraxas has two areas where All students are in the Red which are CCI and graduation. 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>2024 Update: PUSD has no student groups in the Red or Orange tier for graduation. Abraxas continues to have two areas where All students are in the Red which are College/Career and Graduation rate. Abraxas also has Hispanic and students identified as socioeconomically disadvantaged in the Red tier for Graduation rate. Mt. Carmel HS and Poway HS have student groups in the Red tier for ELA and Mathematics; those being students with disabilities and students identified as socioeconomically disadvantaged. Four of the six middle schools</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 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>Update: A total of \$1,230,873 in LREBG funds (\$1,000,000 for grades 4–5 and \$230,873 for middle school) will be allocated to support staffing costs necessary to implement this action.</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 with disabilities, socioeconomically disadvantaged, African American, and students experiencing homelessness.</p>

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	<p>have student groups in the Red tier for Math and/or ELA; those being students with disabilities, students identified as socioeconomically disadvantaged, students experiencing homelessness, and Long Term English Learners (LTEL). One middle school has students identified as African American in the Red tier for Mathematics.</p> <p>Scope: Schoolwide</p>		
2.2	<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>2024 Update: Students with disabilities have increased to the Yellow tier for both Graduation and College/Career Indicators. Students with disabilities remained in the Red tier for ELA and Mathematics at two high schools. Three of the six middle schools continue to have students in the Red tier for Math and ELA for students with disabilities.</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 special education teachers. This collaborative approach promotes professional growth, shared</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>

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	Scope: Schoolwide	<p>expertise, and the exchange of best practices, ultimately enhancing the quality of instruction and support provided to all students.</p> <p>Update: A total of \$587,408 in LREBG funds will be used to support staffing and professional development associated with the implementation and sustainability of co-teaching at secondary sites.</p>	
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, students experiencing homelessness, 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, students experiencing homelessness, and socioeconomically disadvantaged.</p> <p>2024 Update: Long Term English Learners were in the Red tier for ELA as reported on the CA Dashboard. Student groups in the Orange tier include African American, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. For</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</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 students experiencing homelessness. Local metrics will also be used for grades K-5.</p>

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	<p>Mathematics, there were no student groups in the Red tier, however students groups in the Orange tier include African American, Hispanic, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>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 Assignment (TOSA) will be provided for Adobe Bluffs elementary school to support this effort.</p> <p>Update: A total of \$1,205,135 in LREBG funds are being allocated to this action. 70% will be allocated to teacher salary and fringe benefits, and 30% will be allocated to iReady licenses.</p>	
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 students experiencing homelessness 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>2024 Update: No student groups were in the Red or Orange tiers for Graduation rate. Students with disabilities, students experiencing homeless, and English Learners were in the Yellow tier. African</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> <p>1. Fostering Relational Trust through engagement with BIPOC families, courageous conversations,</p>	<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>

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	<p>American, Hispanic, and students identified as socioeconomically disadvantaged moved up to the Green tier for Graduation rate as reported on the CA Dashboard.</p> <p>Scope: LEA-wide</p>	<p>feedback culture initiatives, and network support for student culture/identity clubs.</p> <p>2. Professional Learning for Staff, including mirror work, anti-bias training, and protocols and practices for disrupting microaggressions.</p> <p>3. Educational Improvements by increasing the use of responsive curricula and promoting student agency regarding belonging.</p> <p>4. Systems Improvements, marked by quantifiable results in diverse staff hiring and retention, building restorative systems, ensuring data transparency, and conducting culturally responsive organizational assessments and actions.</p>	
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, students experiencing homelessness, 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, students experiencing homelessness, and socioeconomically disadvantaged.</p> <p>2024-Update: Long-Term English Learners were in the Red tier for ELA as reported on the CA Dashboard. Several student groups remain</p>	<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</p>	<p>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 students experiencing homelessness. Local indicators to assess progress related to student performance, such as attendance rates, graduation rates, and college/career readiness, tracking participation rates</p>

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	<p>in the Orange tier including African American, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. For Mathematics no student groups were in the Red tier, and those in the Orange tier include African American, Hispanic, students with disabilities, students experiencing homelessness, students identified as socioeconomically disadvantaged, and Long-Term English Learners (LTEL).</p> <p>Scope: Schoolwide</p>	challenges faced by unduplicated students and underscores the commitment to fostering an inclusive and supportive learning environment for all.	and feedback from teacher professional development sessions led by PLLs, and survey data to measure outcomes and school climate.
2.8	<p>Action: Advancement Via Individual Determination AVID</p> <p>Need: 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, students experiencing homelessness and Students with Disabilities in the Low performance level. Local measures, such as UC/CSU a-g</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 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-	Action 2.8 will be monitored by the following metrics: Graduation rates and CCI performance levels will be used as well as local indicators to assess progress related to participation in and successful completion of UC/CSU a-g courses, and survey data.

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	<p>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>2024 Update: No student groups were in the Red tier for Graduation rate. Foster Youth was the only student group in the Orange tier. African American, Hispanic, English Learners, and students identified as socioeconomically disadvantaged moved into the Yellow tier for Graduation rate. Similarly, no student groups were in the Red tier for the College/Career Indicator (CCI), and English Learners, students experiencing homelessness, and Long-Term English Learners were in the Orange tier. Local measures, such as UC/CSU a-g completion, indicate 18% of English learners, 61% of African American, 59% of Hispanic, 35% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities completed a-g coursework in 2024 compared to a district wide 75% completion rate.</p> <p>Scope: Schoolwide</p>	<p>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>	
2.10	<p>Action: English Language Development</p> <p>Need:</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</p>	<p>Action 2.11 will be monitored by the following metrics: Summative ELPAC Scores, progression through ELPI</p>

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	<p>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. 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>2024 Update: Students identified as English Learners increased 2.5% at 57.9% making progress towards English Language proficiency. The percentage of students who progressed at least one ELPI level increased from 43.6% in 2022 to 54.5% in 2024. There was a decrease of students by 4.7% compared to the 2022 school year of students who decreased at least one ELPI level and an even larger decrease (8.5%) in the percentage of students who maintained ELPI at level 4. On the Summative Alternative ELPAC assessment, 36.1% progressed which in a 9% increase from the previous year. English learners continue to perform at a disproportionate rate as the overall percentages in multiple measures reported in</p>	<p>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 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>levels, CAASPP Scores monitoring changes in CAASPP scores for English learners, and local indicators to assess progress related to student performance and language acquisition.</p>

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	<p>the LCAP. Only one elementary school (Willow Grove) was in the Red tier for English Learner Progress.</p> <p>Long-Term English Learners (LTELs) were added this past year to the CA Dashboard. Meadowbrook, Oak Valley, and Twin Peaks Middle Schools all have LTELs in the Red tier for ELA and/or Mathematics.</p> <p>Scope: Schoolwide</p>		
2.11	<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 lack resources and access to essential services in order to support their students.</p> <p>Scope: LEA-wide</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 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</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 Learning Center events, workshops, and meetings.</p>

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		<p>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. 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>	
2.12	<p>Action: Bilingual Parent Liaisons</p> <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>2024 Update: 7.7% of the student population is designated as English Learners. Poway</p>	<p>Spanish-speaking Bilingual Parent Liaisons bridge communication gaps between school staff and 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,</p>	<p>Action 2.13 will be monitored by the following 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>

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	<p>High School has 31.4% of the student population identifies as Hispanic.</p> <p>Scope: Schoolwide</p>	<p>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 services, regardless of the grade level or specific needs of individual students.</p>	
2.13	<p>Action: Expanded Learning Structures</p> <p>Need: In relation to the 2024 California Dashboard, no student groups were in the Red tier for Graduation rate. Foster Youth was the only student group in the Orange tier. African American, Hispanic, English Learners, and students identified as socioeconomically disadvantaged moved into the Yellow tier from the previous year. No student groups were in the Red tier for the College/Career Indicator (CCI), however, English Learners, students experiencing homelessness, and Long-Term</p>	<p>This action addresses the needs of unduplicated pupils by expanding access to alternative learning opportunities that provide flexible, personalized pathways to graduation and college/career readiness. To address the disparities, the district is offering a range of programs including Poway Virtual Courses (9–12), early college credit through dual and concurrent enrollment, Credit by Exam, and Poway to Palomar Middle College High School. Additional offerings such as New Directions independent study, Poway Home Education Program (PHEP), summer school, and after school credit recovery provide further opportunities for students to recover credits, accelerate learning, or pursue individualized</p>	<p>Action 2.13 will be monitored by the following metrics: Graduation rates, the percentage of students meeting UC/CSU a–g requirements, and the percentage of graduating seniors identified as “Prepared” for College and Career.</p>

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	<p>English Learners were in the Orange tier with students identified as Socioeconomically Disadvantaged, and Students with Disabilities in the Yellow tier. Local measures, such as UC/CSU a-g completion, indicate 18% of English learners, 61% of African American, 59% of Hispanic, 35% of Socioeconomically Disadvantaged, and 24% of Students with Disabilities completed a-g coursework in 2024 compared to a district wide 75% completion rate.</p> <p>Scope: LEA-wide</p>	<p>learning models. Providing these options on an LEA-wide basis ensures that all students, especially unduplicated pupils with diverse learning needs and life circumstances, have equitable access to alternative pathways that support both graduation and postsecondary success.</p>	
2.15	<p>Action: Least Restrictive Environment</p> <p>Need: In relation to the 2024 California Dashboard, Long-Term English Learners were in the Red tier for ELA. Several student groups remain in the Orange tier including African American, students experiencing homelessness, students with disabilities, and students identified as socioeconomically disadvantaged. For Mathematics no student groups were in the Red tier, and those in the Orange tier include African American, Hispanic, students with disabilities, students experiencing homelessness, students identified as socioeconomically disadvantaged, and Long-Term English Learners (LTEL).</p> <p>Scope:</p>	<p>This action supports the academic and social-emotional needs of unduplicated pupils by ensuring greater access to inclusive general education settings for students with mild to moderate disabilities through professional development and training for Instructional Assistants and Para Professionals The shift to Least Restrictive Environment (LRE) placements is reinforced through professional learning designed to enhance equitable access to core instruction for all student groups. Instructional Assistants, who work closely with teaching staff to support Students with Disabilities are essential to the success of this inclusive model. Classified staff on Special Assignment (COSAs) provide specialized training and ongoing professional development for these classified staff members, equipping them with the skills needed to effectively support inclusive practices and address the diverse needs of learners in general education settings. The 2024 California Dashboard data</p>	<p>Action 2.15 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 students experiencing homelessness. Local indicators to assess progress related to student performance, such as attendance rates, graduation rates, and college/career readiness,</p>

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	LEA-wide	highlights persistent achievement gaps, with Long-Term English Learners in the Red tier for English Language Arts and several unduplicated student groups—including African American students, students with disabilities, students experiencing homelessness, and socioeconomically disadvantaged students—in the Orange tier for both ELA and Mathematics. These outcomes underscore the need for sustained professional development and training for Instructional Assistants and support staff. Universal Design for Learning (UDL) training equips educators and support staff with tools to proactively plan for learner variability, reduce barriers to instruction, and improve outcomes for historically underserved student groups. Implementing this action on an LEA-wide basis ensures consistency in inclusive practices across all schools and maximizes the impact of systemic improvement efforts.	tracking participation rates and feedback from professional development sessions.

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.

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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</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	Action 1.11 will be monitored by the following metrics: chronic absenteeism, suspension, graduation, and local data for students experiencing homelessness.

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	<p>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>2024 Update: The graduation rate for students experiencing homelessness increased 69.4% as reported on the California Dashboard compared to 94.6% for all students. There are no student groups in the Red or Orange tiers for Graduation Rate.</p> <p>No elementary or middle school has students experiencing homelessness in the Red tier for chronic absenteeism or suspensions. Abraxas High School moved from the Red to the Orange tier for suspensions, and Poway High moved from the Orange to the Red tier related to students experiencing homelessness and suspensions.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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>	
2.6	<p>Action: Support for Long-Term English Learners</p> <p>Need: LTEL students have been identified as English Learners for 6 or more years in U.S. schools. Due to their extended time in the English Learner program, it is imperative to consider what factors are contributing to their</p>	<p>All LTEL students are enrolled in a Designated ELD elective class that runs concurrently with their ELA/English class. The Designed ELD course for LTELs has a specialized core curriculum that accelerates academic reading and writing.</p> <p>Additionally, district wide professional development for teachers focuses on best practices for long term English learners. Individual</p>	<p>Action 2.6 will be monitored through the following metrics: ELPI scores for LTELs to monitor progress based on the Summative ELPAC, OPTEL, and local indicators to assess progress related to student</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>progression towards reclassification. English Language Progress Indicators (ELPI) are used to show how students are progressing each year. Currently 7% of LTEL students are at Level 1, 10% are at 2 Low, 18% are at 2 High, 31% are at 3 Low, 24% are at 3 High, and 10% are at a 4.</p> <p>2024 Update: Currently LTELs are in the Blue Performance Tier on the Dashboard for English Learner Progress, however they are in the Red Performance Tier for English Language Arts.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>sites have EL Coordinators who receive continuous professional development around LTELs. Part of the site EL Coordinators work involves facilitating short trainings with their staff that focus on effective strategies for reaching and teaching this specific student population. District wide professional development also happens through EL Champions.</p> <p>The EL Champions Program leverages effective professional learning practices that are grounded in research, delivering a rich professional learning experience that includes the following five features: Professional Collaboration: work together to improve every day with other teachers who are dedicated to enhancing their teaching practices in similar ways Observation: observe learning in other classrooms and receive timely feedback based on your teaching goals Efficacy studies: reflect on reasons why skills and teaching pedagogy are effective Time and focus: increase duration of learning new skills in relevant subject matter along with planning time Student work studies: reflect on student work in order to identify growth opportunities for students and teaching practices</p>	<p>performance and language acquisition.</p> <p>2024 Update: In addition to English Learner Progress, LTEL performance on English Language Arts will be monitored through the California Dashboard.</p>
2.7	<p>Action: Site Intervention Support for English Learners</p> <p>Need:</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	Action 2.7 will be monitored by the following metrics: ELPAC test scores and feedback provided by students and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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>2023 Correction: The percentage of EL students in 2023 who progressed on the Summative Alternative ELPAC district wide was 27.1%. The percentage of EL students in 2023 who did not progress on the summative alternate ELPAC was 58.3%. 14.6% maintained.</p> <p>2024 Update: The percentage of EL students in 2024 who progressed on the Summative Alternative ELPAC district increased to 36.1%. The percentage of EL students in 2024 who did not progress on the summative alternate ELPAC decreased to 55.6%, and 8.3% maintained.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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>families of English learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.9	<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, 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>2024 Update: English learners remain in the Orange tier as reported on the College/Career Indicator and moved up to the Yellow tier for graduation rate as reported on the CA Dashboard. In addition, local measures, such as UC/CSU a-g completion, indicate 18% of English learners completed a-g coursework in 2024 compared to a district wide 75% completion rate and 57% of English learners took three years of math in high school compared to 85% overall.</p> <p>Scope: Limited to Unduplicated Student Group(s)</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 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.	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.

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

2025-26 Total Planned 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	383,604,675	15,062,733	3.927%	0.000%	3.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$25,075,118.00	\$6,928,342.00	\$0.00	\$795,357.00	\$32,798,817.00	\$29,471,012.00	\$3,327,805.00

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 (Starting the 2025-26 school year, intervention counselors will only be provided to middle schools)		\$3,435,255.00	\$0.00	\$3,435,255.00				\$3,435,255.00	
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		\$337,205.00	\$0.00	\$337,205.00				\$337,205.00	
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		\$946,846.00	\$14,000.00	\$595,688.00	\$188,515.00		\$176,643.00	\$960,846.00	
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		\$170,278.00	\$0.00	\$170,278.00				\$170,278.00	
1	1.6	Increased Counseling Support Elementary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Elementary Schools		\$5,828,115.00	\$0.00	\$5,828,115.00				\$5,828,115.00	

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										
1	1.7	Chronic Absenteeism Action Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$320,275.00	\$0.00	\$320,275.00				\$320,275.00	
1	1.8	Campus Supervisors Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Design 39 Campus, Bernardo Heights, Black Mountain, Meadowbrook, Mesa Verde, Oak Valley, Twin Peaks		\$2,500,100.00	\$0.00	\$2,467,102.00	\$32,998.00			\$2,500,100.00	
1	1.9	Families Experiencing Homeless Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools		\$298,644.00	\$0.00	\$298,644.00				\$298,644.00	
1	1.10	STEAM Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-12		\$2,498,223.00	\$718,673.00	\$1,716,915.00	\$1,325,089.00		\$174,892.00	\$3,216,896.00	
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		\$2,624,188.00	\$0.00	\$799,565.00	\$1,824,623.00			\$2,624,188.00	

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
							HS, Rancho Bernardo HS, Mt. Carmel HS, Westview HS, Del Norte HS									
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		\$1,388,998.00	\$0.00	\$801,590.00	\$587,408.00			\$1,388,998.00	
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		\$1,368,699.00	\$640,118.00	\$803,682.00	\$1,205,135.00			\$2,008,817.00	
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		\$289,452.00	\$17,179.00	\$306,631.00				\$306,631.00	
2	2.6	Support for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary Schools Grades 6-12		\$492,636.00	\$0.00	\$409,719.00			\$82,917.00	\$492,636.00	
2	2.7	Site Intervention Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$148,864.00	\$37,216.00	\$186,080.00				\$186,080.00	
2	2.8	Advancement Via Individual Determination AVID	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Grades 6-12		\$404,975.00	\$65,200.00	\$421,157.00			\$49,018.00	\$470,175.00	
2	2.9	Advancement Via Individual Determination AVID Excel Middle School	English Learners	Yes	Limited to Unduplicated Student	English Learners	Specific Schools: Meadowbrook, Black Mt.		\$117,543.00	\$0.00	\$105,289.00			\$12,254.00	\$117,543.00	

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
					Group(s)		and Twin Peaks Middle Schools									
2	2.10	English Language Development	English Learners	Yes	School wide	English Learners	All Schools		\$935,989.00	\$0.00	\$726,356.00			\$209,633.00	\$935,989.00	
2	2.11	Family Learning Center	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Caring Connections Center		\$212,691.00	\$61,745.00	\$184,436.00			\$90,000.00	\$274,436.00	
2	2.12	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		\$195,707.00	\$0.00	\$195,707.00				\$195,707.00	
2	2.13	Expanded Learning Structures	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary		\$2,228,627.00	\$38,632.00	\$1,827,774.00	\$439,485.00			\$2,267,259.00	
2	2.14	Career Technical Education Pathways	All	No			All Schools		\$2,435,462.00	\$606,542.00	\$1,716,915.00	\$1,325,089.00			\$3,042,004.00	
2	2.15	Least Restrictive Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$170,278.00	\$0.00	\$170,278.00				\$170,278.00	
3	3.1	Two-Way Communication	All	No					\$0.00	\$0.00	\$0.00				\$0.00	

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
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		\$115,962.00	\$0.00	\$115,962.00				\$115,962.00	
3	3.5	Community Partnerships	All	No			All Schools		\$0.00	\$500.00	\$500.00				\$500.00	

2025-26 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
383,604,675	15,062,733	3.927%	0.000%	3.927%	\$23,241,741.00	0.000%	6.059 %	Total:	\$23,241,741.00
								LEA-wide Total:	\$16,523,901.00
								Limited Total:	\$999,732.00
								Schoolwide Total:	\$5,718,108.00

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 (Starting the 2025-26 school year, intervention counselors will only be provided to middle schools)	\$3,435,255.00	
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	\$337,205.00	
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$595,688.00	
1	1.5	Inclusive Practices and MTSS Support K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$170,278.00	

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	1.6	Increased Counseling Support Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools	\$5,828,115.00	
1	1.7	Chronic Absenteeism Action Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,275.00	
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	\$2,467,102.00	
1	1.9	Families Experiencing Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$298,644.00	
1	1.10	STEAM Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,716,915.00	
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	\$799,565.00	
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	Yes	Schoolwide	English Learners Foster Youth Low Income	Middle and High School	\$801,590.00	
2	2.3	Elementary Intervention Support and Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	Elementary Schools	\$803,682.00	
2	2.4	Equity and Inclusion Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Professional Learning Leaders Elementary	Yes	Schoolwide	English Learners Foster Youth Low Income	Elementary Schools	\$306,631.00	
2	2.6	Support for Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Secondary Schools Grades 6-12	\$409,719.00	
2	2.7	Site Intervention Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$186,080.00	
2	2.8	Advancement Via Individual Determination AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 6-12	\$421,157.00	
2	2.9	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	\$105,289.00	
2	2.10	English Language Development	Yes	Schoolwide	English Learners	All Schools	\$726,356.00	
2	2.11	Family Learning Center	Yes	LEA-wide	English Learners Low Income	Specific Schools: Caring Connections Center	\$184,436.00	
2	2.12	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	\$195,707.00	
2	2.13	Expanded Learning Structures	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary	\$1,827,774.00	
2	2.15	Least Restrictive Environment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$170,278.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$34,707,677.00	\$34,423,341.00

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 Secondary	Yes	\$8,231,184.00	8,121,850
1	1.2	Mending Matters Social Worker Secondary	Yes	\$1,128,000.00	1,128,000
1	1.3	Caring Connections Counseling	Yes	\$328,294.00	327,320
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	\$978,092.00	875,155
1	1.5	Inclusive Practices and MTSS Support K-12	Yes	\$328,474.00	318,484
1	1.6	Increased Counseling Support Elementary	Yes	\$5,758,758.00	5,633,857
1	1.7	Chronic Absenteeism Action Plan	Yes	\$311,366.00	302,881
1	1.8	Campus Supervisors Middle School	Yes	\$2,359,380.00	2,277,779
1	1.9	Families Experiencing Homeless Support	Yes	\$278,491.00	288,866
1	1.10	STEAM Participation	Yes	\$750,308.00	750,308
2	2.1	Intervention Support Secondary	Yes	\$1,771,783.00	1,759,611

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	2.2	Co-Teaching and Inclusive Practices Support Secondary	Yes	\$1,040,786.00	1,010,539
2	2.3	Elementary Intervention Support and Planning	Yes	\$1,019,000.00	1,012,105
2	2.4	Equity and Inclusion Plan	Yes	\$6,000.00	6,000
2	2.5	Professional Learning Leaders Elementary	Yes	\$356,949.00	331,924
2	2.6	Site Intervention Support for English Learners	Yes	\$362,576.00	834,474
2	2.7	Advancement Via Individual Determination AVID	Yes	\$462,157.00	470,730
2	2.8	English Language Development	Yes	\$1,491,140.00	1,300,301
2	2.9	Family Learning Center	Yes	\$366,116.00	296,685
2	2.10	Bilingual Parent Liaisons	Yes	\$196,501.00	187,229
2	2.11	Expanded Learning Structures	No	\$1,844,411.00	2,013,073
2	2.12	Career Technical Education Pathways	No	\$4,949,633.00	4,806,770
2	2.13	Least Restrictive Environment	No	\$159,469.00	132,319
2	2.14	Advancement Via Individual Determination AVID Excel Middle School	Yes	\$120,000.00	120,000

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)
3	3.1	Two-Way Communication	No	\$0.00	0
3	3.2	College Partnerships	No	\$0.00	0
3	3.3	Parent Education	No	\$0.00	0
3	3.4	Parent Engagement	No	\$108,309.00	116,581
3	3.5	Community Partnerships	No	\$500.00	500

2024-25 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)
15,140,800	\$25,097,451.00	\$25,090,485.00	\$6,966.00	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 Secondary	Yes	\$8,231,184.00	8,121,850		
1	1.2	Mending Matters Social Worker Secondary	Yes	\$1,128,000.00	1,128,000		
1	1.3	Caring Connections Counseling	Yes	\$328,294.00	327,320		
1	1.4	Multi-Tiered Systems of Supports (MTSS) Teams:	Yes	\$259,317.00	236,979		
1	1.5	Inclusive Practices and MTSS Support K-12	Yes	\$328,474.00	318,484		
1	1.6	Increased Counseling Support Elementary	Yes	\$5,758,758.00	5,633,857		
1	1.7	Chronic Absenteeism Action Plan	Yes	\$311,366.00	302,881		
1	1.8	Campus Supervisors Middle School	Yes	\$2,327,522.00	2,277,779		
1	1.9	Families Experiencing Homeless Support	Yes	\$278,491.00	288,866		
1	1.10	STEAM Participation	Yes	\$471,726.00	471,726		
2	2.1	Intervention Support Secondary	Yes	\$771,783.00	759,611		
2	2.2	Co-Teaching and Inclusive Practices Support Secondary	Yes	\$1,040,786.00	1,010,539		
2	2.3	Elementary Intervention Support and Planning	Yes	\$1,019,000.00	1,012,105		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Equity and Inclusion Plan	Yes	\$6,000.00	6,000		
2	2.5	Professional Learning Leaders Elementary	Yes	\$356,949.00	331,924		
2	2.6	Site Intervention Support for English Learners	Yes	\$362,576.00	834,474		
2	2.7	Advancement Via Individual Determination AVID	Yes	\$398,838.00	406,495		
2	2.8	English Language Development	Yes	\$1,130,489.00	1,017,681		
2	2.9	Family Learning Center	Yes	\$271,397.00	296,685		
2	2.10	Bilingual Parent Liaisons	Yes	\$196,501	187,229		
2	2.14	Advancement Via Individual Determination AVID Excel Middle School	Yes	\$120,000	120,000		

2024-25 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)
378,791,398	15,140,800	0	3.997%	\$25,090,485.00	0.000%	6.624%	\$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 and Senate Bill 153, Chapter 38, Statutes of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) 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\(d\)](#) 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](#);
 - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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\(b\)\(1\)](#) 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.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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:

- 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 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 2024

Appendix A

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

	2021-2022	2022-2023		2023-2024	
	%	%	Delta	%	Delta
PUSD	93.6%	93.4%	-0.2%	93.7%	0.3%
	0%	0%	0%	0%	0%
African American or Black	90.6%	91.3%	0.7%	91.6%	0.3%
American Indian or Alaskan Native	93%	88.6%	-4.4%	84.9%	-3.7%
Asian	96.2%	96%	-0.2%	96.6%	0.6%
Filipino	94.9%	95.1%	0.2%	95.4%	0.3%
Hispanic or Latino	91%	91%	0%	91%	0%
Pacific Islander	94.5%	93.7%	-0.8%	90.7%	-3%
Two or More Races	93.4%	93.2%	-0.2%	93.9%	0.7%
Undeclared	84%	96.5%	12.5%	97.4%	0.9%
White (not of Hispanic origin)	93.6%	93.5%	-0.1%	93.7%	0.2%
Socioeconomically Disadvantaged	91.5%	91.6%	0.1%	91.8%	0.2%
English Learners	92.5%	92.6%	0.1%	92.6%	0%
Students with Disabilities	90.4%	90.5%	0.1%	90.5%	0%
Foster Youth	84.1%	91%	6.9%	91.3%	0.3%
Homeless Youth	90%	90.3%	0.3%	90.6%	0.3%
Dual Language	91.4%	92.4%	1%	91.4%	-1%

Data Source - Synergy/CALPADS
Last Update - 12/2024

Appendix B

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

	2021-2022		2022-2023			2023-2024		
	#	%	#	%	Delta	#	%	Delta
PUSD	5770	16%	5425	15%	-1%	4184	12%	-3%
African American or Black	178	27%	153	23%	-4%	139	21%	-2%
American Indian or Alaskan Native	10	22%	16	35%	13%	14	28%	-7%
Asian	637	7%	743	8%	1%	537	6%	-2%
Filipino	269	13%	238	12%	-1%	168	8%	-4%
Hispanic or Latino	1726	26%	1596	25%	-1%	1267	20%	-5%
Pacific Islander	17	25%	12	19%	-6%	9	15%	-4%
Two or More Races	637	15%	592	14%	-1%	458	11%	-3%
Undeclared	4	36%	0	0%	0%	0	0%	0%
White (not of Hispanic origin)	2292	16%	2075	15%	-1%	1592	12%	-3%
Socioeconomically Disadvantaged	1869	30%	1782	28%	-2%	1579	23%	-5%
English Learners	712	26%	644	24%	-2%	467	19%	-5%
Students with Disabilities	1273	28%	1261	24%	-4%	1084	20%	-4%
Foster Youth	12	60%	8	35%	-25%	7	30%	-5%
Homeless Youth	256	34%	498	33%	-1%	239	30%	-3%

Data Source - DataQuest
Last Update - 11/20

Appendix C

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

2021-22			2022-23				2023-24			
# Cohort Students	Cohort Dropouts		# Cohort Students	Cohort Dropouts		Delta	# Cohort Students	Cohort Dropouts		Delta
	#	%		#	%			#	%	
2893	93	3.2%	2910	60	2.1%	-1.1%	2944	28	1.0%	-1.1%
75	3	4.0%	56	4	7.1%	3.1%	56	1	1.8%	-5.3%
622	10	1.6%	611	3	0.5%	-1.1%	626	4	0.6%	0.1%
170	1	0.6%	190	1	0.5%	-0.1%	176	1	0.6%	0.1%
519	18	3.5%	562	15	2.7%	-0.8%	572	9	1.6%	-1.1%
292	15	5.1%	310	5	1.6%	-3.5%	351	3	0.9%	-0.7%
11	2	18.2%	0	0	0%	0%	0	0	0%	0%
1200	44	3.7%	1167	31	2.7%	-1.0%	1156	10	0.9%	-1.8%
746	43	5.8%	696	31	4.5%	-1.3%	681	20	2.9%	-1.6%
189	11	5.8%	132	10	7.6%	1.8%	142	10	7.0%	-0.6%
79	4	5.1%	91	13	14.3%	9.2%	81	3	3.7%	-10.6%
404	34	8.4%	319	13	4.1%	-4.3%	422	10	2.4%	-1.7%

Data Source -
DataQuest
Last Update -
12/2024

Appendix C (cont.)

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

	2021-2022*			2022-2023*			2023-2024*		
	# of Student Dropouts	Grade 8 Enrollments	%	# of Student Dropouts	Grade 8 Enrollments	%	# of Student Dropouts	Grade 8 Enrollments	%
All Students	1	2726	0	0	2726	0	0	2585	0

*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

	2021-2022			2022-2023				2023-2024			
	Cumulative Enrollment	Suspensions		Cumulative Enrollment	Suspensions		Delta	Cumulative Enrollment	Suspensions		Delta
		#	%		#	%			#	%	
Total Enrollment	36171	431	1.2%	35817	533	1.5%	0.3%	35738	558	1.6%	0.1%
African American	639	20	3.1%	642	35	5.5%	2.4%	647	40	6.2%	0.7%
American Indian or Alaska Native	44	2	4.5%	46	2	4.3%	-0.2%	46	2	4.3%	0%
Asian	8475	38	0.4%	8673	33	0.4%	0%	8860	53	0.6%	0.2%
Filipino	2038	18	0.9%	2033	21	1%	0.1%	2002	16	0.8%	-0.2%
Hispanic or Latino	6445	143	2.2%	6377	164	2.6%	0.4%	6363	143	2.2%	-0.4%
Not Reported	11	0	0%	0	0	0%	0%	0	0	0%	0%
Pacific Islander	66	1	1.5%	62	3	4.8%	3.3%	59	4	6.8%	2%
Two or More Races	4237	53	1.3%	4199	58	1.4%	0.1%	4230	63	1.5%	0.1%
White	14216	156	1.1%	13781	217	1.6%	0.5%	13528	237	1.8%	0.2%
English Learners	3316	42	1.3%	3257	60	1.8%	0.5%	3094	60	1.9%	0.1%
Socioeconomically Disadvantaged	6025	154	2.6%	6292	223	3.5%	0.9%	6571	227	3.5%	0%
Students with Disabilities	5561	164	2.9%	5764	222	3.9%	1%	5991	259	4.3%	0.4%
Homeless	719	25	3.5%	718	33	4.6%	1.1%	756	40	5.3%	0.7%
Foster	25	3	12%	28	5	17.9%	5.9%	35	7	20%	2.1%

Data source - DataQuest
Latest Update - 12/2024

Appendix E

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

	2021-2022			2022-2023				2023-2024			
	Cumulative Enrollment	Expulsions		Cumulative Enrollment	Expulsions		Delta	Cumulative Enrollment	Expulsions		Delta
		#	%		#	%			#	%	
Total Enrollment	36171	11	0%	35817		0%	0%	35738		0%	0%
African American			0%	642		0%	0%	647		0%	0%
American Indian or Alaska Native			0%	46		0%	0%	46		0%	0%
Asian			0%	8673		0%	0%	8860		0%	0%
Filipino			0%	2033		0%	0%	2002		0%	0%
Hispanic or Latino	6445	6	0.1%	6377		0%	-0.1%	6363		0%	0%
Pacific Islander			0%	62		0%	0%	59		0%	0%
Two or More Races			0%	4199		0%	0%	4230		0%	0%
White	14216	5	0%	13781		0%	0%	13528		0%	0%
English Learners	3316	2	0.1%	3257		0%	-0.1%	3094		0%	0%
Socioeconomically Disadvantaged	6025	6	0.1%	6292		0%	-0.1%	6571		0%	0%
Students with Disabilities	5561	7	0.1%	5764		0%	-0.1%	5991		0%	0%
Homeless	719	1	0.1%	718		0%	-0.1%	756		0%	0%
Foster			0%	28		0%	0%	35		0%	0%
Male			0%	18665		0%	0%	18614		0%	0%
Female			0%	17107		0%	0%	17068		0%	0%

Data Source - DataQuest
Latest Update - 12/2024

Appendix F

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

	Not applicable, Not sure, or Decline to Answer					Strongly Disagree					Disagree					Agree					Strongly Agree				
	2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025		
	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta
PUSD																									
American Indian or Alaska Native			1	13%	N/A					N/A					N/A	4	50%	4	50%	N/A	4	50%	3	38%	-12%
Asian or Asian American	29	2%	21	2%	N/A	6	0%	9	1%	+1%	31	2%	23	3%	+1%	722	54%	470	52%	-2%	539	41%	386	42%	+1%
Black or African American (not Hispanic)	2	3%	1	2%	-1%	2	3%	1	2%	-1%	3	5%	1	2%	-3%	28	48%	20	48%	N/A	23	40%	19	45%	+5%
Filipino	5	2%	2	1%	-1%			1	1%	N/A	3	1%	3	2%	+1%	113	45%	69	48%	+3%	131	52%	70	48%	-4%
Hispanic or Latino	9	2%	7	3%	+1%	6	2%	6	2%	N/A	16	4%	16	6%	+2%	184	48%	128	50%	+2%	170	44%	100	39%	-5%
Native Hawaiian or Pacific Islander					N/A					N/A					N/A	8	67%	6	55%	-12%	4	33%	5	45%	+12%
Not applicable, not sure, or decline to answer	28	6%	14	5%	-1%	11	2%	12	4%	+2%	25	6%	34	11%	+5%	266	60%	174	58%	-2%	113	26%	67	22%	-4%
Two or more races/ethnicities	18	3%	7	2%	-1%	7	1%	9	2%	+1%	15	3%	21	5%	N/A	323	54%	231	53%	-1%	232	39%	170	39%	N/A
White (not Hispanic)	65	3%	35	2%	-1%	19	1%	20	1%	N/A	106	4%	84	5%	+1%	1279	53%	828	51%	-2%	950	39%	644	40%	+1%

Data Source - CHKS
Last Update – 4/29/2025

Appendix F (cont.)

Parent Report: 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%

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

2024-25	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
#		3	386	19	70	100	5	67	170	644		
%	40%	38%	42%	45%	48%	39%	45%	22%	39%	40%		
Delta	+1%	-22%	+1%	+5%	-4%	-5%	+12%	-4%	No change	+1%		

Data Source - CHKS Last Update – 4/29/2025

Appendix G

Students Experiencing Bullying

Percentage of Students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ Elementary *1 or more times (5th grade)

2022-23	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ethnicities	White -Non-Hispanic
#									
%									

Data Source – CHKS Last Update – 6/6/2023 * Student Group Data not currently available on dashboard due to technical error.

2024-25	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ethnicities	White - Non-Hispanic
#		12	125	20	48	*	76	82	128
%	32	36%	29%	48%	%		30%	35%	28%
Delta	+2%								

Data Source – CHKS Last Update – 5/1/2025

Percentage of Students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ *1 or more times Secondary (7th/ 9th/ 11th)

2022-23	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ethnicities	White – Non-Hispanic
7 th Grade #		10	149	15	112	10	45	98	212
%		25%	24%	36%	36%	59%	26%	30%	29%
9 th Grade #		3	66	6	42	3	17	50	91
%		21%	12%	12%	13%	19%	17%	19%	14%
11 th Grade #		*	36	2	37	*	6	18	40
%		*	8%	12%	11%	*	8%	9%	6%

Percentage of Students reported that they had been “been hit or pushed by someone who wasn’t kidding around’ *1 or more times Secondary (7th/ 9th/ 11th)

2024-25	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ ethnicities	White – Non-Hispanic
7 th Grade #		10	170	23	92	3	59	118	186
%		26%	26%	43%	25%	30%	31%	34%	29%
Delta		+1%	+2%	+7%	-9%	-69%	+5%	+4%	No change
9 th Grade #		7	57	8	34	1	9	32	74
%		32%	9%	22%	12%	10%	7%	11%	13%
Delta		-11%	-3%	+10%	-1%	-9%	-10%	-8%	-1%
11 th Grade #		*	32	5	24	2	6	23	48
%		*	6%	11%	8%	20%	12%	9%	8%
Delta		*	-2%	-1%	-3%	*	+4%	No change	+2%

Data Source – CHKS Last Update – 5/1/2025

Percentage of Students reported positively that “Other kids spread rumor or lies about them’ Elementary *1 or more times (2022) / Some-most- all of the time (2024) (5th grade)

2022-23	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ ethnicities	White -Non-Hispanic
#									
%	30%								

Data Source – CHKS Last Update – 6/6/2023 *Student Group Data not currently available on dashboard due to technical error.

2024-25	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ ethnicities	White - Non-Hispanic
#		8	108	17	47	*	83	87	137
%	32%	24%	25%	39%	27%	*	33%	37%	30%
Delta	+2%								

Data Source – CHKS Last Update – 5/1/2025

Percentage of Students reported positively that “Other kids spread rumor or lies about them’ Secondary
**1 or more times (2022) / Some-most- all of the time (2024) (7th/ 9th/ 11th)*

2022-23	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ ethnicities	White – Non-Hispanic
7th Grade #		13	190	20	122	9	68	132	250
%		34%	33%	47%	40%	57%	39%	40%	35%
9th Grade #		4	135	7	47	8	32	70	206
%		27%	25%	40%	28%	51%	31%	25%	32%
11th Grade #		*	106	3	82	*	16	57	131
%		*	22%	15%	25%	*	23%	25%	20%

2024-25	PUSD	American Indian or Alaska Native	Asian or Asian American	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	Something Else – Non-Hispanic	Two or more races/ ethnicities	White – Non-Hispanic
7th Grade #		12	222	21	134	4	84	160	260
%		31%	33%	42%	36%	40%	44%	47%	42%
Delta		-3	<i>No change</i>	-5	-4	-17	+5	+7	+7
9th Grade #		6	113	8	78	3	29	72	148
%		29%	18%	21%	28%	30%	26%	25%	24%
Delta		-2	-7	-19	<i>No change</i>	-21	-5	<i>No change</i>	-8
11th Grade #		*	92	11	88	4	19	73	167
%		*	17%	25%	28%	49%	35%	29%	29%
Delta		*	-5	+10	+3	*	+12	+4	+9

Appendix H

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

Total Number of Schools: 39

System Inspected	2021-2022			2022-2023			2023-2024		
	GOOD	FAIR	POOR	GOOD	FAIR	POOR	GOOD	FAIR	POOR
Systems: Gas Leaks, Mechanical/HVAC, Sewer	38 (97%)	1 (3%)	0	38 (100%)	0 (0%)	0 (0%)	38 (100%)	0 (0%)	0 (0%)
Interior: Interior Surfaces	37 (94%)	1 (3%)	1 (3%)	37 (97%)	0 (0%)	1 (3%)	37 (97%)	0 (0%)	1 (3%)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	39 (100%)	0	0	38 (100%)	0 (0%)	0 (0%)	37 (97%)	1 (3%)	0 (0%)
Electrical: Electrical	39 (100%)	0	0	38 (100%)	0 (0%)	0 (0%)	36 (95%)	2 (5%)	0 (0%)
Restroom/Fountains: Restrooms, Sinks/Fountains	37 (94%)	1 (3%)	1 (3%)	37 (97%)	1 (3%)	0 (0%)	37 (97%)	1 (3%)	0 (0%)
Safety: Fire Safety, Hazardous Materials	39 (100%)	0	0	38 (100%)	0 (0%)	0 (0%)	37 (97%)	1 (3%)	0 (0%)
Structural: Structural Damage, Roofs	29 (74%)	2 (5%)	8 (21%)	34 (89%)	0 (0%)	4 (11%)	38 (100%)	0 (0%)	0 (0%)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	36 (92%)	2 (5%)	1 (3%)	37 (97%)	1 (3%)	0 (0%)	37 (97%)	1 (3%)	0 (0%)

	2021-2022			2022-2023				2023-2024			
	EXEMPLARY	GOOD	FAIR	EXEMPLARY	GOOD	FAIR	POOR	EXEMPLARY	GOOD	FAIR	POOR
Overall Rating From FIT:	19 (49%)	18 (46%)	2 (5%)	32 (84%)	3 (8%)	2 (5%)	1 (3%)	32 (82%)	7 (18%)	0 (0%)	0 (0%)

Data Source - Facilities
Latest Update - 01/2025

Appendix I

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

Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities	2019	2021	2022	2023	2024
Instances Where Facilities Do Not Meet the “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0	0	0	0	0

Data Source - Facilities
Latest Update - 01/2025

Appendix J

School Climate – Student Perception

Student Group	2022-2023 5 th Grade	2024-2025 5 th Grade	2022-2023 7 th Grade	2024-2025 7 th Grade	2022-2023 9 th Grade	2024-2025 9 th Grade	2022-2023 11 th Grade	2024-2025 11 th Grade
Percent of students reporting positive school connectedness :	78%	77%	65%	69%	66%	71%	63%	69%
Percent of students who perceive school as safe or very safe :	87%	84%	67%	70%	72%	77%	70%	77%

Source: California Healthy Kids Survey
Date: 1/27/2025

Appendix K

School Climate – Staff Perception

Table A5.1
Summary of Indicators for Positive Learning and Working Environment

	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment [†]	45	47	40	43	69	A5.2
Is a supportive and inviting place for students to learn	52	55	43	51	67	A5.2
Emphasizes teaching lessons in ways relevant to students	40	42	41	36	64	A5.2
Facilities upkeep	24	28	24	18	75	A5.9
School Supports for Staff						
Staff working environment [†]	33	33	33	32	63	A5.4
Is a supportive and inviting place for staff to work	39	39	36	37	75	A5.4
Promotes trust and collegiality among staff	29	29	32	28	58	A5.4
Promotes participation in school decision making	27	28	28	24	50	A5.4
Uses objective data for school improvement decisions	32	34	27	30	58	A5.7
Staff collegiality [†]	36	40	33	29	61	A5.5
Have close professional relationships with one another	34	39	29	28	50	A5.5
Feel a responsibility to improve the school	37	42	34	30	67	A5.5
School Safety						
Is a safe place for staff	37	36	35	39	67	A5.4
Is a safe place for students	43	45	36	40	75	A5.2

<i>Student Learning Environment Scale Questions</i>					
	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting "Strongly agree"</i>	45	47	40	43	69
<i>This school...</i>					
is a supportive and inviting place for students to learn.					
Strongly agree	52	55	43	51	67
Agree	46	43	54	48	25
Disagree	2	2	3	1	8
Strongly disagree	0	1	0	0	0
promotes academic success for all students.					
Strongly agree	47	48	44	45	58
Agree	49	47	51	51	33
Disagree	4	3	5	3	0
Strongly disagree	1	1	0	0	8

Appendix K (cont.)

<i>Staff Working Environment Scale Questions</i>					
	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	33	33	33	32	63
<i>This school...</i>					
is a supportive and inviting place for staff to work.					
Strongly agree	39	39	36	37	75
Agree	48	50	43	48	17
Disagree	10	8	16	13	0
Strongly disagree	3	3	4	2	8
promotes trust and collegiality among staff.					
Strongly agree	29	29	32	28	58
Agree	52	55	42	52	33
Disagree	15	12	21	18	0
Strongly disagree	3	3	5	3	8
is a safe place for staff.					
Strongly agree	37	36	35	39	67
Agree	53	52	52	55	25
Disagree	8	9	10	6	0
Strongly disagree	2	3	3	0	8

<i>Student Learning Environment Scale Questions – Continued</i>					
	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a safe place for students.					
Strongly agree	43	45	36	40	75
Agree	52	48	55	57	17
Disagree	5	6	8	2	0
Strongly disagree	1	1	1	1	8
motivates students to learn.					
Strongly agree	37	41	31	33	67
Agree	60	58	65	62	17
Disagree	3	2	4	4	8
Strongly disagree	0	0	0	0	8

Appendix L

Appropriately Assigned Teachers 2024

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (%f teaching FTE)	Comparison to Statewide Average
LEA	1,497.4	88.5%	Above

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Poway Unified	1,497.4	88.5%	2.5%	0.1%	0.8%	7.7%	0.3%	0.0%
San Diego	19,241.4	88.6%	2.6%	0.6%	2.8%	4.9%	0.4%	0.1%
Statewide	245,801.8	85.1%	2.9%	1.8%	4.9%	4.9%	0.3%	0.2%

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

Local Indicator 1 – Basics: Teachers, Instructional Materials, Facilities	2019	2021	2022	2023	2024
Mis-Assignments (0 EL) of Teachers of English Learners (not on 2021-22 Dashboard)	0	0	N/A	N/A	0.01%
Teacher Mis-Assignments and Vacant Teacher Positions (added for 2021-22 to Dashboard)	N/A	N/A	4	N/A	0.57%

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	2024
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	0

Appendix M

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

Local Indicator 2- Implementation of Academic Standards	2021	2022	2023	2024
Professional Development				
English Language Arts – Common Core State Standards for English Language Arts	4	5	5	5
Mathematics – Common Core State Standards for Mathematics	5	5	5	5
History - Social Science	2	4	4	4
English Language Development (Aligned to English Language Arts Standards)	4	4	4	4
Next Generation Science Standards	4	4	4	4
Instructional Materials				
English Language Arts – Common Core State Standards for English Language Arts	3	4	4	4
Mathematics – Common Core State Standards for Mathematics	5	5	5	4
History - Social Science	2	4	5	4
English Language Development (Aligned to English Language Arts Standards)	4	4	4	4
Next Generation Science Standards	4	4	5	5
Policy & Program Support				
English Language Arts – Common Core State Standards for English Language Arts	4	4	4	4
Mathematics – Common Core State Standards for Mathematics	5	4	4	4
History - Social Science	2	4	4	4
English Language Development (Aligned to English Language Arts Standards)	4	4	4	4
Next Generation Science Standards	4	4	4	4
Implementation of Standards				
Career Technical Education	5	5	5	5
Physical Education Model Content Standards	4	5	5	4
World Language	5	5	5	5
Full Implementation	4	4	4	4
Visual and Performing Arts	4	4	4	3
Engagement of School Leadership				
Identifying the professional learning needs of groups of teachers or staff as a whole	5	5	5	5
Providing support for teachers on the standards they have not yet mastered	4	4	4	4
Identifying the professional learning needs of individual teachers	4	4	4	4

Reflection Tool Rating Scale (lowest to highest)

1- Exploration And Research Phase

2- Beginning Development

3- Initial Implementation

4- Full Implementation

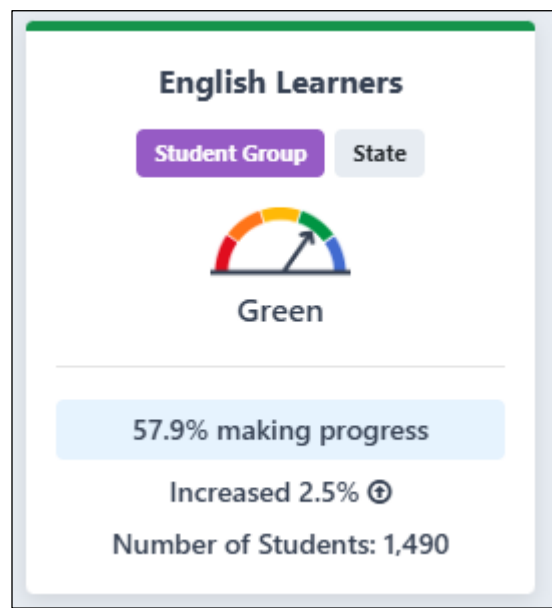
5- Full Implementation And Sustainability

Data source: Dataquest

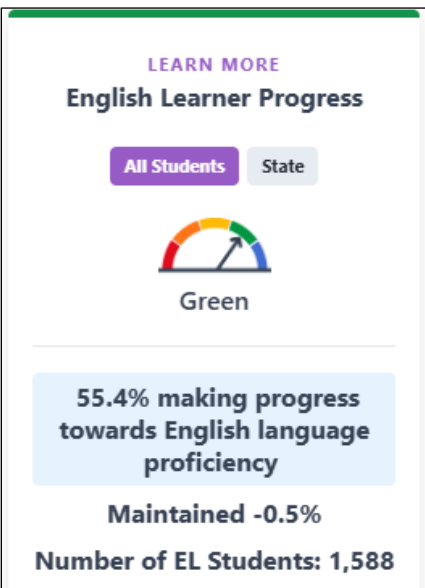
Unduplicated Certificated Staff Completing At least One TLC

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	#	#	#	#	#	#
Unduplicated Participants that Completed a TLC	1015	1158	406	379	1146	1119
Total # of TLC Eligible Participants	1753	1783	1782	1830	1845	1925
Participation %	57.90%	64.95%	22.78%	20.71%	62.11%	58.13%

Appendix O



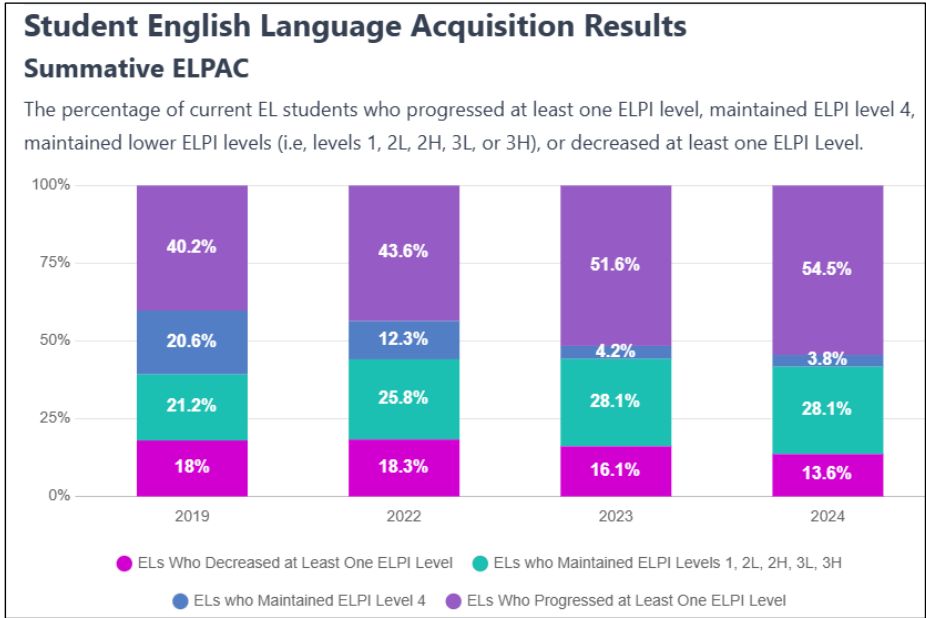
2023-24



2022-2023



2021-2022



Appendix O (cont.)

2023-24 Enrollment by English Language Acquisition Status (ELAS) and Grade

Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
TK	1,023	74.4%	5.3%	20.3%	0.0%	0.0%
KN	2,098	72.7%	9.5%	17.6%	0.2%	0.0%
01	2,284	72.5%	10.2%	16.0%	1.2%	0.0%
02	2,475	72.5%	11.1%	10.5%	5.8%	0.0%
03	2,601	72.2%	11.3%	9.7%	6.8%	0.0%
04	2,618	68.9%	13.2%	9.4%	8.4%	0.1%
05	2,641	70.4%	10.8%	7.7%	11.1%	0.0%
06	2,583	67.6%	9.0%	6.8%	16.5%	0.0%
07	2,639	68.5%	8.4%	6.2%	16.9%	0.0%
08	2,585	69.7%	9.1%	5.3%	16.0%	0.0%
09	2,688	68.6%	9.9%	3.6%	17.9%	0.0%
10	2,784	68.5%	9.1%	2.7%	19.7%	0.0%
11	2,808	66.3%	9.8%	2.0%	21.9%	0.0%
12	3,108	67.0%	8.9%	3.0%	21.1%	0.0%

Appendix O (cont.)

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	34,935	69.6%	9.9%	7.7%	12.7%	0.0%
San Diego County	478,175	62.1%	5.2%	17.7%	14.7%	0.2%
State	5,837,690	60.6%	4.6%	18.4%	15.8%	0.2%

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)
2019-2020	Poway Unified	36,450	70.0%	7.9%	11.1%	11.0%	0.0%
2020-2021	Poway Unified	36,586	70.0%	8.4%	9.3%	12.3%	0.0%
2021-2022	Poway Unified	35,663	70.0%	8.2%	7.8%	13.1%	0.9%
2022-2023	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%
2023-2024	Poway Unified	34,935	69.6%	9.9%	7.7%	12.7%	0.0%

Appendix P

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	171	241	246	243	256	198	200	144	54	85	50	28	2773
	38.12%	16.63%	23.35	23.45%	28.32	37.32%	30.70%	35.78%	36.27%	18.37%	37.44%	17.73%	21.71	29.39%
Moderately Developed	714	445	494	398	352	241	243	181	125	135	77	115	43	3563
	31.76%	43.29%	47.87	37.94%	41.03	35.13%	37.70%	32.38%	31.49%	45.92%	33.92%	40.78%	33.33	37.77%
Somewhat Developed	546	275	190	258	148	123	103	110	72	81	21	67	36	2030
	24.29%	26.75%	18.41	24.59%	17.25	17.93%	15.97%	19.68%	18.14%	27.55%	9.25%	23.76%	27.91	21.52%
Beginning	131	137	107	147	115	66	101	68	56	24	44	50	22	1068
	5.83%	13.33%	10.37	14.01%	13.40	9.62%	15.66%	12.16%	14.11%	8.16%	19.38%	17.73%	17.05	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

Continue ↓ for 2023-24 data

Appendix P (cont.)

Poway Unified School District
ELPAC 2023-2024

OVERALL	Kindergarten			Grade 1			Grade 2			Grade 3			Grade 4		
Performance Level	Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written
Well Developed	204 33.17%	238 38.70%	171 27.80%	62 22.96%	118 43.70%	37 13.70%	44 17.32%	99 38.98%	30 11.81%	41 17.23%	103 43.28%	14 5.88%	58 25.89%	110 49.11%	25 11.16%
Moderately Developed	228 37.07%	209 33.98%	168 27.32%	116 42.96%	81 30.00%	108 40.00%	117 46.06%	84 33.07%	119 46.85%	93 39.08%	70 29.41%	52 21.85%	98 43.75%	75 33.48%	67 29.91%
Somewhat Developed	136 22.11%	117 19.02%	222 36.10%	62 22.96%	43 15.93%	69 25.56%	64 25.20%	38 14.96%	53 20.87%	65 27.31%	26 10.92%	98 41.18%	40 17.86%	13 5.80%	77 34.38%
Beginning	47 7.64%	40 6.50%	43 6.99%	30 11.11%	24 8.89%	52 19.26%	29 11.42%	25 9.84%	43 16.93%	39 16.39%	31 13.03%	66 27.73%	28 12.50%	19 8.48%	48 21.43%
Total Students Tested	615			270			254			238			224		
Mean Scale Score	1436	1464	1444	1455	1480	1464	1451	1487	1486	1458	1497	1480	1487	1522	1511

Poway Unified School District
ELPAC 2023-2024

Grade 5			Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written
55 29.73%	97 52.43%	14 7.57%	33 22.92%	62 43.06%	12 8.33%	53 39.26%	74 54.81%	38 28.15%	41 40.20%	48 47.06%	23 22.55%	19 23.75%	29 36.25%	9 11.25%	31 43.66%	38 53.52%	18 25.35%
64 34.59%	39 21.08%	54 29.19%	57 39.58%	48 33.33%	30 20.83%	41 30.37%	30 22.22%	31 22.96%	27 26.47%	27 26.47%	31 30.39%	35 43.75%	31 38.75%	24 30.00%	21 29.58%	24 33.80%	26 36.62%
29 15.68%	21 11.35%	65 35.14%	25 17.36%	8 5.56%	66 45.83%	21 15.56%	13 9.63%	33 24.44%	16 15.69%	11 10.78%	22 21.57%	13 16.25%	6 7.50%	28 35.00%	14 19.72%	4 5.63%	13 18.31%
37 20.00%	18 9.73%	42 22.70%	29 20.14%	23 15.97%	33 22.92%	20 14.81%	16 11.85%	32 23.70%	18 17.65%	14 13.73%	24 23.53%	13 16.25%	12 15.00%	17 21.25%	5 7.04%	5 7.04%	14 19.72%
185			144			135			102			80			71		
1475	1534	1523	1507	1524	1526	1549	1569	1554	1552	1575	1564	1542	1565	1560	1586	1592	1580

Appendix P (cont.)

Poway Unified School District
ELPAC 2023-2024

Grade 11			Grade 12			All Grades		
Overall	Oral	Written	Overall	Oral	Written	Overall	Oral	Written
13	20	4	20	31	5	674	1067	400
27.66%	42.55%	8.51%	29.41%	45.59%	7.35%	27.70%	43.86%	16.44%
15	13	10	23	20	18	935	751	738
31.91%	27.66%	21.28%	33.82%	29.41%	26.47%	38.43%	30.87%	30.33%
8	5	18	14	9	27	507	314	791
17.02%	10.64%	38.30%	20.59%	13.24%	39.71%	20.84%	12.91%	32.51%
11	8	14	11	8	18	317	243	446
23.40%	17.02%	29.79%	16.18%	11.76%	26.47%	13.03%	9.99%	18.33%
47			68			2433		

1554	1579	1559	1574	1581	1566
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Data Source - ELPAC
Last Update - 4/24/2025 3:55:32 PM

Appendix Q

**Poway Unified School District
Local Control Accountability Plan (LCAP)
CA Assessment of Student Performance and Progress
English Language Arts/Literacy**

	2021-2022			2022-2023				2023-2024			
English Language Arts/Literacy	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	17524	13304	75.92%	17523	13077	74.63%	-1.29%	17508	12875	73.54%	-1.09%
American Indian or Alaska Native	18	12	66.67%	15	10	66.67%	0%	18	13	72.22%	5.55%
Asian	4213	3750	89.01%	4428	3854	87.04%	-1.97%	4567	3964	86.79%	-0.25%
Black or African American	279	151	54.12%	282	136	48.23%	-5.89%	275	135	49.09%	+0.86%
Filipino	989	782	79.05%	954	751	78.72%	-0.33%	992	761	76.71%	-2.01%
Hispanic or Latino	2998	1741	58.06%	2961	1691	57.10%	-0.96%	2935	1674	57.05%	-0.05%
Native Hawaiian or Pacific Islander	30	21	70.00%	24	20	83.33%	13.33%	24	17	70.83%	-12.5%
Two or More Races	2097	1655	78.91%	2113	1650	78.09%	-0.82%	2070	1535	74.14%	-3.95%
White	6900	5192	75.25%	6746	4966	73.61%	-1.64%	6627	4775	72.06%	-1.55%
Socioeconomically Disadvantaged	2620	1380	52.69%	2752	1440	52.34%	-0.35%	3263	1765	54.10%	+1.76%
English Learner	1085	314	28.90%	979	237	24.21%	-4.69%	865	183	21.16%	-3.05%
Students with Disabilities	2197	807	36.71%	2344	890	37.96%	1.25%	2371	905	38.18%	+0.22%
Homeless Youth	310	152	49.19%	316	159	50.32%	1.13%	332	163	49.24%	-1.08%

Data source- dataquest

Latest Update -10/2024

* 10 or below are not calculated for privacy

Appendix R

Poway Unified School District
Local Control Accountability Plan (LCAP)
CA Assessment of Student Performance and Progress
Mathematics

	2021-2022			2022-2023				2023-2024			
Mathematics	# Tested	# Met and Exceeded	% Met and Exceeded	# Tested	# Met and Exceeded	% Met and Exceeded	Delta	# Tested	# Met and Exceeded	% Met and Exceeded	Delta
All Students	17508	11541	65.92%	17548	11748	66.95%	1.03%	17520	11472	65.48%	-1.47%
American Indian or Alaska Native	18	9	50.00%	14	8	57.14%	7.14%	18	11	61.11%	+3.97%
Asian	4224	3632	85.98%	4434	3870	87.28%	1.3%	4579	3932	85.86%	-1.42%
Black or African American	279	97	34.77%	282	88	31.21%	-3.56%	272	91	33.46%	2.25%
Filipino	982	621	63.20%	956	648	67.78%	4.58%	991	636	64.18%	-3.6%
Hispanic or Latino	3006	1315	43.76%	2966	1290	43.48%	-0.28%	2939	1274	43.35%	-0.13%
Native Hawaiian or Pacific Islander	29	18	62.07%	24	18	75.00%	12.93%	24	11	45.83%	-29.17%
Two or More Races	2095	1377	65.73%	2109	1425	67.57%	1.84%	2073	1382	66.67%	-0.9%
White	6875	4472	65.05%	6763	4400	65.06%	0.01%	6624	4136	62.44%	-2.62%
Socioeconomically Disadvantaged	2612	1042	39.91%	2767	1118	40.41%	0.5%	3272	1447	44.21%	+3.8%
English Learner	1111	316	28.44%	1040	294	28.30%	-0.14%	921	230	24.97%	-3.33%
Students with Disabilities	2196	699	31.83%	2339	761	32.55%	0.72%	2361	756	32.02%	-0.53%
Homeless Youth	310	118	38.06%	319	118	36.99%	-1.07%	338	138	40.83%	+3.84%

Data source- DataQuest

Latest Update -10/2024

* 10 or below are not
calculated for privacy

Appendix S

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

	2021-2022			2022-2023				2023-2024			
	# Graduates	# Meeting A-G Req	% Meeting A-G Req	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta	# Graduates	# Meeting A-G Req	% Meeting A-G Req	Delta
PUSD	2,685	2,029	76%	2,696	1,909	71%	-5%	2,767	2,064	75%	+4%
African American or Black	65	36	55%	44	26	59%	4%	49	30	61%	+2%
American Indian or Alaskan Native	3	*	*	4	*	*	*	0	*	*	*
Asian	588	514	87%	590	446	76%	-11%	622	548	88%	+12%
Filipino	147	121	82%	167	126	75%	-7%	140	113	81%	+6%
Hispanic or Latino	455	280	62%	479	294	61%	-1%	514	304	59%	-2%
Pacific Islander	9	*	*	7	*	*	*	4	*	*	*
Two or More Races	404	307	76%	412	291	71%	-5%	421	318	76%	+5%
Undeclared	1	*	*	0	*	*	*	1	*	*	*
White (not of Hispanic origin)	1,013	763	75%	993	718	72%	-3%	1,016	747	74%	+2%
Socioeconomically Disadvantaged	397	201	51%	31	14	45%	-6%	57	20	35%	-10%
English Learners	36	6	17%	33	7	21%	4%	40	7	18%	-3%
Students with Disabilities	262	59	23%	197	47	24%	1%	294	70	24%	0%
Foster Youth	1	*	*	0	*	*	*	0	*	*	*
Homeless Youth	56	22	39%	54	33	61%	22%	60	24	40%	-21%
Dual Language	44	30	68%	47	32	68%	0%	58	40	69%	+1%

Data source - CALPADS
Latest Update - 12/2024

Appendix S (cont.)

12th Grade Graduates that have taken 3 Years of Math																															
	2022-2023														2023-2024																
	PUSD		AHS		DNHS		MCHS		PHS		RBHS		WVHS		PUSD		AHS		DNHS		MCHS		PHS		PPMC		RBHS		WVHS		
	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	Grad	3Yrs Math	
Graduates	2849	2512 88%	58	31 53%	620	563 91%	448	390 87%	564	478 85%	593	547 92%	564	503 89%	2881	2444 85%	64	28 44%	605	553 91%	452	394 87%	516	383 74%	41	33 80%	591	520 88%	607	530 87%	
	2																														
Am Indian/Alskn Nat	4	4 100%			1	1 100%			2	2 100%	1	1 100%			1				1												
Asian	625	599 96%	9	5 56%	220	212 96%	66	62 94%	39	39 100%	95	95 100%	196	188 95%	618	597 97%	3	1 33%	208	205 99%	75	72 96%	25	23 92%	5	5 100%	104	102 98%	198	189 95%	
Black/African Am	50	35 70%	3	2 67%	10	7 70%	12	8 67%	5	4 80%	10	8 80%	10	6 60%	54	41 76%	2		12	9 75%	16	14 88%	2	1 50%	3	2 67%	11	8 73%	7	6 86%	
Filipino	197	180 91%	1	1 100%	43	42 98%	59	54 92%	17	16 94%	27	24 89%	50	43 86%	177	162 92%	5	3 60%	37	36 97%	43	41 95%	14	13 93%			34	31 91%	44	38 86%	
Hispanic	539	430 80%	25	12 48%	77	60 78%	93	74 80%	166	129 78%	119	106 89%	59	49 83%	550	395 72%	26	16 62%	64	49 77%	101	78 77%	165	99 60%	11	8 73%	109	91 83%	74	54 73%	
Missing															2	1 50%			1	1 100%											
Multiple	306	268 88%	4	1 25%	59	56 95%	60	53 88%	56	45 80%	71	63 89%	56	50 89%	334	283 85%	3	1 33%	60	50 83%	64	55 86%	52	43 83%	7	6 86%	75	65 87%	73	63 86%	
Nat Hwiin/Othr Pac Islndr	8	7 88%			1		2	2 100%	2	2 100%	2	2 100%	1	1 100%	7	5 71%	2	1 50%	2	2 100%	1						1	1 100%	1	1 100%	
White	1118	989 88%	16	10 63%	209	185 89%	156	137 88%	277	241 87%	268	248 93%	192	168 88%	1138	960 84%	23	6 26%	220	201 91%	152	134 88%	258	204 79%	15	12 80%	257	222 86%	210	179 85%	
English Learners	53	29 55%	6	5 83%	5	2 40%	11	4 36%	17	11 65%	9	5 56%	5	2 40%	47	27 57%	3	1 33%	7	6 86%	13	9 69%	11	4 36%			7	4 57%	6	3 50%	
Dual Language	49	40 82%	1		1	1 100%	6	6 100%	34	26 76%	6	6 100%	1	1 100%	59	43 73%	1				2	2 100%	49	36 73%	1		4	4 100%	2	1 50%	
Socioeconomically Disadvantaged	482	363 75%	27	14 52%	67	54 81%	89	63 71%	145	109 75%	98	81 83%	56	42 75%	477	336 70%	24	13 54%	70	49 70%	76	59 78%	116	63 54%	12	9 75%	108	89 82%	69	54 78%	
Students with Disabilities	299	164 55%	28	11 39%	59	38 64%	40	23 57%	71	30 42%	59	32 54%	42	30 71%	384	191 50%	37	16 43%	59	34 58%	64	38 59%	72	20 28%	9	6 67%	73	38 52%	65	36 55%	
Homeless Youth	96	68 71%	6	4 67%	14	12 86%	14	10 71%	28	20 71%	28	20 71%	6	2 33%	54	33 61%	7	4 57%	5	4 80%	14	9 64%	9	1 11%	1	1 100%	10	10 100%	8	4 50%	
Foster Youth	1	1 100%											1	1 100%	1	1 100%	1	1 100%													

Data Source - CALPADS & Synergy

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

	2021 - 2022			2022 - 2023				2023 - 2024			
	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta	# Graduates	# with 1 AP crs with C or better	% with 1 AP crs with C or better	Delta
PUSD	2,697	2042	76%	2,718	2101	77%	1%	2,778	2115	76%	-1%
African American or Black	66	38	58%	44	23	52%	-6%	49	30	61%	+9%
American Indian or Alaskan Native	3	*	*	4	*	*	*		*	*	*
Asian	591	537	91%	594	547	92%	1%	623	572	92%	0%
Filipino	147	113	77%	167	128	77%	0%	140	117	84%	+7%
Hispanic or Latino	458	294	64%	490	317	65%	1%	520	318	61%	-4%
Pacific Islander	9	*	*	7	*	*	*	4	*	*	*
Two or More Races	407	311	76%	412	329	80%	4%	421	327	78%	-2%
Undeclared	1	*	*		*	*	*	1	*	*	*
White (not of Hispanic origin)	1,015	739	73%	1,000	749	75%	2%	1,020	746	73%	-2%
English Learners	38	7	18%	38	7	18%	0%	43	15	35%	+17%
Socioeconomically Disadvantaged	403	240	60%	34	15	44%	-16%	61	27	44%	0%
Students with Disabilities	269	45	17%	208	45	22%	5%	298	53	18%	-4%
Dual Language	44	40	91%	47	38	81%	-10%	58	47	81%	0%

Data Source - CALPADS & Synergy

Latest Update - 12/2024

Appendix T

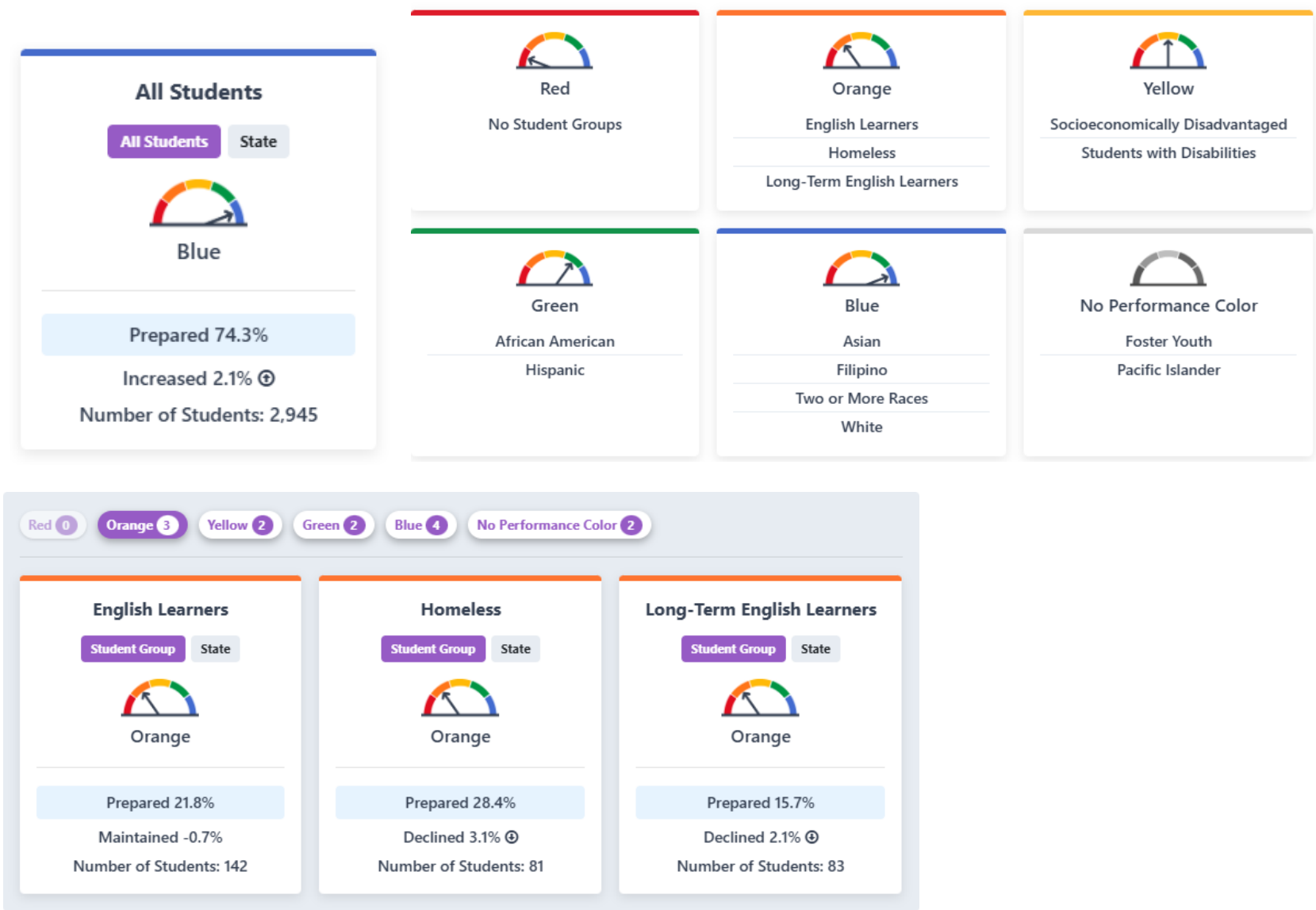
**Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who score 3 and above on AP test**

	2021 - 2022			2022 - 2023				2023 - 2024			
	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta	# Graduates	# who scores 3 and above on AP test	% who scores 3 and above on AP test	Delta
PUSD	2,697	1465	54%	2,718	1432	53%	-1%	2,778	1656	60%	7%
African American or Black	66	20	30%	44	11	25%	-5%	49	18	37%	12%
American Indian or Alaskan Native	3	*	*	4	*	*	*	0	*	*	*
Asian	591	469	79%	594	458	77%	-2%	623	512	82%	5%
Filipino	147	74	50%	167	74	44%	-6%	140	85	61%	17%
Hispanic or Latino	458	180	39%	490	184	38%	-1%	520	221	43%	5%
Pacific Islander	9	*	*	7	*	*	*	4	*	*	*
Two or More Races	407	225	55%	412	217	53%	-2%	421	249	59%	6%
Undeclared	1	*	*	0	*	*	*	1	*	*	*
White (not of Hispanic origin)	1,015	489	48%	1,000	485	49%	1%	1,020	566	55%	6%
Socioeconomically Disadvantaged	403	143	35%	34	10	29%	-6%	61	14	23%	-6%
English Learners	38	4	11%	38	4	11%	0%	43	7	16%	5%
Students with Disabilities	269	26	10%	208	11	5%	-5%	298	29	10%	5%
Foster Youth	1	*	*	0	*	*	*	0	*	*	*
Homeless Youth	57	13	23%	58	12	21%	-2%	64	19	30%	9%

Data Source – College Board, CALPADS
& Synergy Last Update - 11/2024

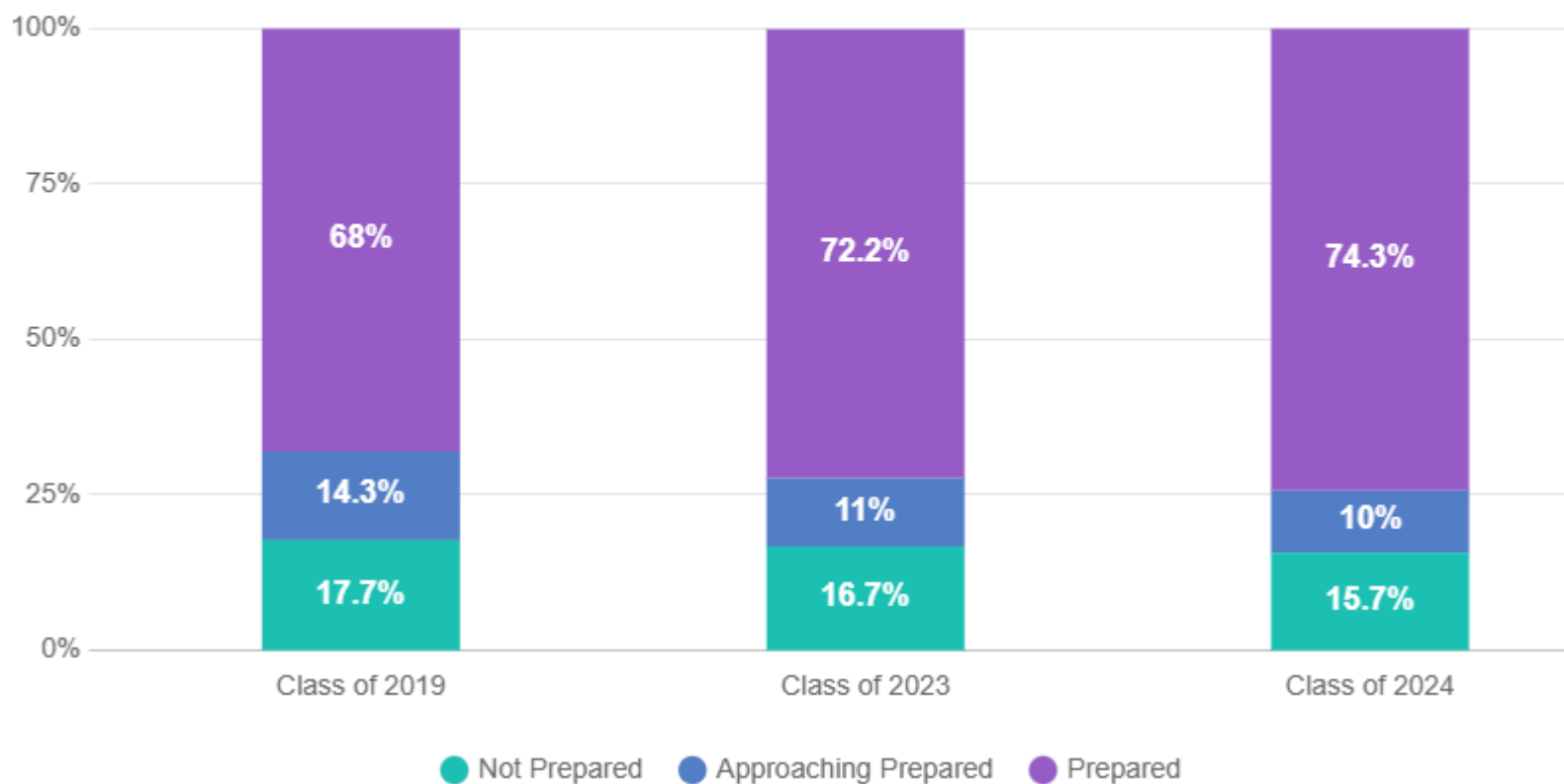
Appendix U

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Appendix V

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

	2021-2022					2022-2023						2023-2024					
	4th Year Graduate		5th Year Graduate		%	4th Year Graduate		5th Year Graduate		%	Delta	4th Year Graduate		5th Year Graduate		%	Delta
	#	%	#	%		#	%	#	%			#	%	#	%		
PUSD	2692	95.5%	5	0.2%	95.7%	2711	94.7%	7	0.2%	95%	-0.7%	2769	94.4%	9	0.3%	94.7%	-0.3%
African American or Black	66	91.7%	0	*	91.7%	44	84.6%	0	*	84.6%	-7.1%	49	83.1%	0	*	83.1%	-1.5%
American Indian or Alaskan Native	3	*	0	*	*	4	*	0	*	*	*	0	*	0	*	*	*
Asian	589	96.7%	2	0.3%	97%	593	96.6%	1	0.2%	96.7%	-0.3%	620	95.8%	3	0.5%	96.3%	-0.4%
Filipino	147	96.7%	0	*	96.7%	167	98.8%	0	*	98.8%	2.1%	139	97.2%	1	0.7%	97.9%	%
Hispanic or Latino	456	91.9%	2	0.4%	92.3%	486	88.5%	4	0.7%	89.3%	-3%	518	91.2%	2	0.4%	91.5%	2.2%
Pacific Islander	9	*	0	*	*	7	*	0	*	*	*	4	*	0	*	*	*
Two or More Races	406	97.4%	1	0.2%	97.6%	412	97.6%	0	*	97.6%	0%	420	95.2%	1	0.2%	95.5%	%
Undeclared	1	*	0	*	*	0	*	0	*	*	*	1	*	0	*	*	*
White (not of Hispanic origin)	1015	95.9%	0	*	95.9%	998	95.6%	2	0.2%	95.8%	%	1018	95.3%	2	0.2%	95.5%	-0.3%
English Learners	37	62.7%	1	1.7%	64.4%	36	55.4%	2	3.1%	58.5%	-5.9%	43	65.2%	0	*	65.2%	6.7%
Socioeconomically Disadvantaged	570	92.2%	5	0.8%	93%	587	88.1%	4	0.6%	88.7%	-4.3%	598	88.1%	3	0.4%	88.5%	-0.2%
Students with Disabilities	266	77.6%	3	0.9%	78.4%	205	68.1%	3	1%	69.1%	-9.3%	297	74.8%	1	0.3%	75.1%	6%
Homeless Youth	57	85.1%	0	*	85.1%	56	69.1%	2	2.5%	71.6%	%	63	69.2%	1	1.1%	70.3%	-1.3%
Dual Language	43	95.6%	1	2.2%	97.8%	47	92.2%	0	*	92.2%	-5.6%	58	100%	0	*	100%	7.8%

Data Source - CALPADS &
 Synergy Last Update
 12/2024

Appendix W

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.
2021-2022	As a unified school district, on an ongoing basis, we analyze the extent to which all of our students have access to and are enrolled in a broad course of study through an analysis of our course offerings via departmental surveys and through our Student Information System (Synergy and the Student Report Center). In this process we analyze access for our various student groups including our students with exceptional needs	In our elementary schools, all students have access to core academic curriculum as well as the opportunity to participate in our X-Ploration program. For 14 sessions a year, a team of highly qualified and trained Poway teachers teach grade-level lessons in P.E., visual and performing arts, STEM, and coding. For our students learning English and those with disabilities, the curriculum may be differentiated to meet individual needs. At the middle and high school levels, PUSD offers courses in all academic areas. Students have open access to grade-level courses. For the 2022-23 school year, we have added a new administrator position in the district to support an increase in the number of students meeting the A-G requirements. From the 2020-2021 to the 2021-2022 school year, we increased the number of enrollments in CTE courses by over 10% (from 7361 in 2020-2021 to 8113 in 2021-22). Pathway Completion increased by over 46% in the same time period (from 884 to 1295). The number of CTE course offerings at Middle and High Schools also experienced a slight increase over the past year (increased by 1.17%). We continue to develop and promote pathways in high wage, high skill, high demand industry sectors, including computer science, engineering, and health sciences. In addition, we have also made significant progress in our efforts to increase the enrollment and completion of pathways by our historically underrepresented student populations.	We strive for continuous improvement regarding course access offerings, however some barriers exist. The scheduling of classes in a given school day limits the number of elective courses students can take in a term. When students are recommended to take elective academic support classes, this limits their opportunity to take other electives. We are committed to research-based interventions that build upon students' strengths so that they can be successful in any class. We will draw upon what we learned during the 2020-21 COVID closures that necessitated a need for virtual instruction and explore the use of virtual courses for students to remove some barriers. We have created a new Connect Academy for grades K-8, which is a virtual school that provides an innovative approach to instruction and a flexible environment.	At our middle school sites, staff is exploring strategies to provide all students access to self-selected electives. This is an issue for students who are in need of taking academic support classes. We are exploring different models of academic support electives that can allow students to still access the full array of electives. Additionally, We are exploring additional opportunities for student access in middle school through a formal Middle School Redesign committee. We will continue to employ the strategies to enroll high school students in A-G course of study as the measures have shown that those strategies are effective, and under the A-G Completion Grant, we added a new position in the district held by an assistant principal. Currently, we are in the process of providing more of our students with disabilities access to core general education courses through our Inclusion model. We are committed to research-based interventions that build upon students' strengths so that they can be successful in any class. We have created a new Connect Academy for grades K-8, which is a virtual school that provides an innovative approach to instruction and a flexible environment. We have continued our partnership with local post-secondary institutions, and in August of 2022, we open a new school - the Poway to Palomar Middle College High School.
2022-2023	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	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	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	Career Technical Education: *Since 2017, we have increased the number of students served in CTE courses by over 25% (<i>CTE Courses by School.pdf</i>) *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-

	<p>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>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>example, when students are recommended for an academic support elective, this limits their opportunity to take other electives.</p>	<p>water mark. (<i>CTE Trends-Pathway Completion.pdf</i>) *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>
2023-2024	<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>All elementary students have access to a core academic curriculum across all disciplines. For students learning English and those with disabilities, the curriculum is differentiated to accommodate individual needs. In the 2023-24 school year, students benefited from the X-Ploration program, which provided 14 sessions of instruction in P.E., visual and performing arts, STEM, and coding, taught by highly qualified Poway teachers. At the middle and high school levels, Poway Unified School District (PUSD) offers a wide range of courses in all academic areas, with open access to grade-level courses and differentiation to meet the needs of learners. We continue to advance Career Technical Education (CTE) pathways in high-wage, high-skill, and high-demand sectors such as computer science, engineering, and health sciences. Notably, we have made significant progress in enhancing enrollment and completion rates of CTE pathways among historically underrepresented student populations. At the secondary level, progress is being made in expanding access to advanced courses and CTE pathways, with targeted efforts to improve participation and completion rates among historically underrepresented students. For the 2023-24 school year, we employed a district administrator focused on increasing the number of students meeting UC/CSU A-G requirements.</p>	<p>Unconscious Bias: We are examining how unconscious bias may affect student access to a broad range of courses. Efforts are ongoing to address these biases and ensure equitable opportunities for all students. Class Scheduling and Electives: Recommendations for elective academic support classes can limit students' opportunities to explore other elective options. We are working on improving these recommendations to better support both the students' academic and elective interests. Course Progression Misunderstandings: Misunderstandings about course progression and enrollment can lead to students not enrolling in appropriate courses. We are committed to providing clear information and guidance to ensure students make informed decisions about their course selections. Professional Development Needs: While professional development for administrators and counselors has been implemented to enhance UC/CSU A-G completion, continuous improvement is needed to address these barriers effectively and ensure all students have access to a broad and enriching course of study.</p>	<p>We are exploring new scheduling models at middle schools to provide all students with the opportunity to select electives while still meeting their academic support needs. These revised schedules aim to ensure students can access a full range of elective courses. We will continue to apply effective strategies for enrolling high school students in A-G courses, as these measures have proven successful. Increased counselor support as part of our Local Control Accountability Plan (LCAP) will help address and reduce barriers related to course misinformation. We are committed to implementing research-based interventions that leverage students' strengths to support their success in all classes. This includes professional development specific to students with disabilities and English Learners. We have increased access to core general education courses for students with disabilities through our inclusion model. We offer Co-taught UC/CSU A-G courses at high schools to provide greater access to college prep courses for students with learning disabilities. Our partnerships continue with local post-secondary institutions and we opened the Poway to Palomar Middle College High School in August 2022, providing additional pathways and opportunities for students. We have expanded our Visual and Performing Arts(VAPA) offerings at the secondary level and will implement a new VAPA program at every elementary site for the 2024-25 school year.</p>

Appendix X

**Poway Unified School District
LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
Graduates who Completed at Least One State Defined CTE Pathway**

	2021-2022		2022-2023			2023-2024		
Student Group	#	%	#	%	Delta	#	%	Delta
PUSD	774	28.60%	953	35.30%	6.70%	1,023	36.75%	1.45%
American Indian or Alaska Native	1	*	4	*	*	0	0%	0%
Asian	230	37.95%	272	45.41%	7.46%	287	47.28%	1.87%
Black/African Am	13	19.40%	7	*	*	13	26.53%	10.62%
Filipino	43	25.90%	51	26.98%	1.08%	63	37.06%	10.08%
Hispanic	96	20.92%	139	28.96%	8.04%	156	30.06%	1.10%
Missing	0	0%	0	0%	0%	0	0%	0%
Multiple	71	26.01%	101	34.12%	8.11%	100	30.30%	-3.82%
Native Hawaiian or Pacific Islander	3	*	3	*	*	2	*	*
White	317	28.23%	376	34.81%	6.58%	402	36.45%	1.64%
English Learners	4	*	5	*	*	3	*	*
Dual Language	5	*	12	26.67%	15.31%	14	24.14%	-2.53%
Socioeconomically Disadvantaged	77	19.06%	112	28.35%	9.29%	129	29.25%	0.90%
Students with Disabilities	59	19.16%	72	32.14%	12.98%	88	27.85%	-4.29%
Homeless Youth	13	22.81%	13	22.81%	0.00%	19	30.16%	7.35%

Data Source - CALPADS
Last Update - 03/2025

Appendix Y

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.

ALL	2022-2023 Combined Rate Total	2022-2023 Combined Rate Percent	2023-2024 Combined Rate Total	2023-2024 Combined Rate Percent	Delta
All Students	735	25.00%	815	27.4%	+2.4%
African American	5	8.80%	10	17.9%	+9.1%
American Indian	*	*	*	*	*
Asian	217	35.20%	273	43.4%	+8.2%
Filipino	41	21.60%	50	28.4%	+6.8%
Hispanic	99	17.20%	100	16.9%	-.3%
Pacific Islander	*	*	*	*	*
White	293	24.90%	303	25.90%	+1%
Two or More Races	76	24.40%	77	21.9%	-2.5%
English Learners	11	7.70%	7	4.70%	-3%
Socio-economically Disadvantaged	98	13.70%	111	15.70%	+2%
Students with Disabilities	25	7.60%	34	7.80%	+.2%
Foster Students	*	*	*	*	*
Homeless Students	9	9.20%	10	11.8%	+2.6%

Source: CA Dashboard
3/31/2025

Appendix Z

Reading Claim of the English Language Arts CAASSP Poway Unified School District / Grade 3 / Class of 2023-2024

English Language Arts/Literacy	No Students Tested	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
		#	%	#	%	#	%	#	%
Achievement Level	2520	280	11.11%	410	16.27%	577	22.90%	1253	49.72%

				Below Standard		At or Near Standard		Above Standard	
Claims				#	%	#	%	#	%
Reading				197	7.82%	1414	56.11%	909	36.07%
Writing				315	12.50%	1291	51.23%	914	36.27%
Listening				207	8.21%	1757	69.72%	556	22.06%
Research/Inquiry				236	9.37%	1441	57.18%	843	33.45%

Datasource - dataquest

Poway Unified School District / Grade 3 / Class of 2022-2023

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

				Below Standard		At or Near Standard		Above Standard	
Claims				#	%	#	%	#	%
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%

Datasource - dataquest									
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Appendix Z (cont.)

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	2023-2024 Grade 3	2023-2024 Grade 4	2023-2024 Grade 5
Above Standard	48.26%	43.82%	39.93%	46.97%	41.55%	35.71%
Near Standard	41.56%	45.78%	48.04%	42.07%	47.73%	51.19%
Below Standard	10.19%	10.40%	12.03%	10.96%	10.72%	13.11%

Source: California Assessment of Student Performance and Progress
Date: 5/20/2024

Appendix AA

California Science Test (CAST) Overall Achievement

Reporting Categories	23-24 Grade 5	23-24 Grade 8	23-24 Grade 12	23-24 All High School	23-24 All Grades	24-25 Grade 5	24-25 Grade 8	24-25 Grade 12	24-25 All High School	24-25 All Grade
Number of Students Enrolled	2,547	2,554	2,738	2,738	7,839	2,624	2,582	2,748	2,748	7,954
Number of Students Tested	2,504	2,419	2,312	2,312	7,235	2,572	2,424	2,466	2,466	7,462
Number of Students with Scores	2,504	2,417	2,311	2,311	7,232	2,572	2,423	2,466	2,466	7,461
Mean Scale Score	218.3	417.9	616.3	616.3	N/A	217.6	417.3	615.7	615.7	N/A
Standard Exceeded (Level 4)	30.59%	29.42%	23.02%	23.02%	27.78%	31.34%	29.59 %	23.88 %	23.88%	28.31%
Standard Met (Level 3)	33.47%	32.11%	34.75%	34.75%	33.42%	32.23%	29.10 %	33.98 %	33.98%	31.79%
Standard Nearly Met (Level 2)	32.43%	32.97%	37.17%	37.17%	34.13%	30.87%	36.90 %	36.29 %	36.29%	34.62%
Standard Not Met (Level 1)	3.51%	5.50%	5.06%	5.06%	4.67%	5.56 %	4.42 %	5.84 %	5.84%	5.28%

Source: California Assessment of Student Performance and Progress/ DataQuest

Date: 4/24/2025

Appendix BB

Smarter Balanced Summative Assessments
English Language Arts/Literacy and Mathematics
Disaggregated 11th Grade Students

	2021-22 English Language Arts	2022-23 English Language Arts	2023-24 English Language Arts	Delta		2021-22 Math	2022-23 Math	2023-24 Math	Delta
All PUSD	80.53%	80.82%	78.07%	-2.75%		64.63%	65.20%	61.79%	-3.41%
American Indian or Alaskan Native	0.00%	0.00%	0.00%			0.00%	0.00%	0.00%	
Asian	92.50%	90.45%	88.26%	-2.19%		85.74%	88.03%	85.49%	-2.54%
Black or African American	63.42%	70.46%	55.55%	-14.91%		25.00%	39.53%	28.58%	-10.95%
Filipino	85.05%	87.20%	83.14%	-4.06%		69.82%	69.94%	60.46%	-9.48%
Hispanic or Latino	64.68%	65.99%	62.63%	-3.36%		41.46%	41.84%	37.4%	-2.13%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%			0.00%	0.00%	0.00%	
White	80.3%	79.98%	77.95%	-2.03%		64.74%	63.92%	59.14%	-4.78%
Two or More	84.21%	86.66%	81.49%	-5.17%		62.60%	63.29%	64.77%	+1.48
Students with Disabilities	40.71%	39.50%	40.67%	+1.17%		18.46%	19.06%	19.65%	+5.59%
Socioeconomically Disadvantaged	63.84%	61.04%	58.49%	-2.55%		40.00%	40.40%	38.45%	-1.95%
English Learner (<i>enrolled 12 months or more</i>)	18.18%	23.81%	2.78%	-21.03%		8.93%	19.52%	2.86%	-16.66%
Homeless	50.00%	54.17%	52.17%	-2%		34.04%	29.17%	34.7%	+5.53%
Foster	0.00%	0.00%	0.00%			0.00%	0.00%	0.00%	

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, <u>Not</u> sure, or Decline to Answer					Strongly Disagree					Disagree					Agree					Strongly Agree				
	2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025		
	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta
PUSD																									
American Indian or Alaska Native			1	13%	N/A					N/A			1	13%	N/A	3	43%	4	50%	+7%	4	57%	2	25%	-32%
Asian or Asian American	62	5%	4	34%	+29%	9	1%	17	2%	+1%	78	6%	51	6%	N/A	645	49%	453	50%	+1%	512	39%	354	39%	N/A
Black or African American (not Hispanic)	9	15%	1	2%	-13%	2	3%	1	2%	-1%	6	10%	3	7%	-3%	23	39%	23	55%	+16%	19	32%	14	33%	+1%
Filipino	8	3%	6	4%	+1%	1	0%			N/A	8	3%	4	3%	N/A	107	43%	67	46%	+3%	126	50%	68	47%	-3%
Hispanic or Latino	14	4%	11	4%		8	2%	10	4%	+2%	23	6%	21	8%	+2%	172	45%	110	43%	-2%	167	43%	104	41%	-2%
Native Hawaiian or Pacific Islander	1	8%			N/A					N/A	2	17%	1	9%	-8%	5	42%	6	55%	+13%	4	33%	4	36%	+3%
Not applicable, not sure, or decline to answer	44	10%	27	9%	-1%	18	4%	21	7%	+3%	54	12%	32	11%	-1%	210	48%	146	49%	+1%	114	26%	73	24%	-2%
Two or more races/ethnicities	37	6%	24	5%	-1%	9	2%	7	2%	N/A	53	9%	41	9%	N/A	279	48%	173	39%	-9%	209	36%	193	44%	+8%
White (not Hispanic)	153	6%	50	3%	-3%	37	2%	38	2%	N/A	214	9%	142	9%	N/A	1153	48%	769	48%	N/A	849	35%	611	38%	+3%

Data Source - CHKS
Last Update – 4/29/2025

Appendix CC (cont.)

**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

	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
2024-25												
#		2	354	14	68	104	4	73	193	769		
%		25%	39%	33%	47%	41%	36%	24%	44%	48%		
Delta		-9%	+1%	-5%	-5%	+1%	+3%	-3%	+4%	+9%		

Data Source - CHKS
Last Update – 4/29/2025

Appendix DD

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				
	2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025		
	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta
PUS□																									
American Indian or Alaska Native			2	25%	N/A					N/A			2	25%	N/A	5	63%	2	25%	-38%	3	38%	2	25%	-13%
Asian or Asian American	174	13%	135	15%	+2%	22	2%	29	3%	+1%	158	12%	134	15%	+3%	614	47%	392	43%	-40/11	352	27%	222	24%	-3%
Black or African American (not Hispanic)	16	28%	7	17%	-11%	1	2%	2	5%	+3%	6	10%	6	14%	+4%	20	34%	20	48%	+14%	15	26%	7	17%	-9%
Filipino	23	9%	20	14%	+3%	3	1%	2	1%	N/A	13	5%	18	12%	+7%	121	48%	55	38%	-10%	92	37%	50	34%	-3%
Hispanic or Latino	44	11%	38	15%	+4%	16	4%	15	6%	+2%	55	14%	48	19%	+5%	151	39%	86	34%	-50/11	119	31%	69	27%	-4%
Native Hawaiian or Pacific Islander					N/A	2	17%			N/A	1	8%	3	27%	+21%	6	50%	4	36%	-14%	3	25%	4	36%	+11%
Not applicable, not sure, or decline to answer	86	19%	52	18%	-1%	37	8%	42	14%	+6%	100	23%	79	27%	+4%	159	36%	92	31%	-50/11	61	14%	32	11%	-3%
Two or more races/ethnicities	115	19%	67	15%	-4%	23	4%	20	5%	+1%	91	15%	76	17%	+2%	242	41%	165	38%	-30/11	122	21%	109	25%	+4%
White (not Hispanic)	404	17%	291	18%	+1%	75	3%	83	5%	+2%	356	15%	283	18%	+3%	1018	42%	612	38%	-40/11	563	23%	343	21%	-2%

Data Source - CHKS
Last Update – 4/30/2025

Appendix DD (cont.)

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

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
#	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

2024-25	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
#		2	222	7	50	69	4	32	109	343		
%	23%	25%	24%	17%	34%	27%	36%	11%	25%	21%		
Delta	-1%	-13%	-3%	-9%	-3%	-4%	+11%	-3%	+4%	-2%		

Data Source - CHKS
Last Update – 4/30/2025

Appendix EE

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

	Not applicable, Not sure, or Decline to Answer					Strongly Disagree					Disagree					Agree					Strongly Agree				
	2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025			2022-2023		2024-2025		
	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta	#	%	#	%	Delta
PUSD																									
American Indian or Alaska Native					N/A			1	13%	N/A			2	25%	N/A	3	43%	3	38%	-5%	4	57%	2	25%	-32%
Asian or Asian American	62	5%	28	3%	-2%	9	1%	14	2%	+1%	78	6%	47	5%	-1%	645	49%	435	48%	-1%	512	39%	373	42%	-3%
Black or African American (not Hispanic)	9	15%	4	10%	+5%	2	3%			N/A	6	10%	1	2%	-8%	23	39%	22	52%	+13%	19	32%	15	36%	+4%
Filipino	8	3%	9	6%	+3%	1	0%	2	1%	+1%	8	3%	4	3%	N/A	107	43%	57	40%	-3%	126	50%	72	50%	N/A
Hispanic or Latino	14	4%	14	5%	+1%	8	2%	6	2%	N/A	23	6%	29	11%	+5%	172	45%	104	41%	-4%	167	43%	103	40%	-3%
Native Hawaiian or Pacific Islander	1	8%			N/A					N/A	2	17%			N/A	5	42%	7	64%	+22%	4	33%	4	36%	+3%
Not applicable, not sure, or decline to answer	44	10%	29	10%	N/A	18	4%	18	6%	+2%	54	12%	38	13%	+1%	210	48%	144	48%	N/A	114	26%	68	23%	-3%
Two or more races/ethnicities	37	6%	30	7%	+1%	9	2%	8	2%	N/A	53	9%	10	43%	+34%	279	48%	177	41%	-7%	209	36%	174	40%	+4%
White (not Hispanic)	153	6%	80	5%	-1%	37	2%	30	2%	N/A	214	9%	147	9%	N/A	1153	48%	756	47%	-1%	849	35%	592	37%	+2%

Source - CHKS
Update – 4/30/2025

Appendix EE (cont.)

**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

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
#	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

2024-25	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
#		2	373	15	72	103	4	68	174	592		
%	38%	25%	42%	36%	50%	40%	36%	23%	40%	37%		
Delta	+1%	-32	-3%	+4%	No change	-3%	+3%	-3%	+4%	+2%		

Data Source - CHKS
Last Update – 4/30/2025

Appendix FF

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

	English Learners							Foster Youth					
Events	2019-20	2020-21	2021-22	2022-23	2023-24	Delta		2018-19	2019-20	2020-21	2022-23	2023-24	Delta
Elementary	30	19	47	57	74	+17		6	4	3	14	19	+5
Middle	15	20	12	13	16	+3		4	7	3	0	2	+2
High	16	7	9	16	16	No change		4	3	5	7	5	-2
District	5	7	4	1	8	+7		2	5	2	0	2	+2
Overall:	66	53	64	77	114	+37		14	16	13	21	28	+7

	Homeless Youth							Students with Disabilities					
Events	2019-20	2020-21	2021-22	2022-23	2023-24	Delta		2019-20	2020-21	2021-22	2022-23	2023-24	Delta
Elementary	6	2	3	15	18	+3		27	8	14	13	33	+20
Middle	4	5	3	2	3	+1		10	12	8	15	18	+3
High	4	3	2	9	6	-3		10	9	10	14	19	+5
District	4	11	21	9	30	+21		9	0	17	22	18	-4
Overall:	12	18	29	35	57	+22		56	29	49	64	88	+24

All						
Events	2019-20	2020-21	2021-22	2022-23	2023-24	Delta
Elementary	69	33	67	99	144	+46
Middle	33	44	26	30	39	+9
High	34	22	26	46	46	No change
District	20	23	44	32	58	+26
Overall:	183	122	163	207	287	+80

Appendix GG

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

Self-reflection rating for the following:

Building relationships between school staff and families; Building partnerships for student outcomes; and Seeking input for decision-making

2022-2023	
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
Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.	The Poway Unified School District actively 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.
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.	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.	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.

2023-2024	
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 Building Relationships Between School Staff and Families.	Poway Unified School District is dedicated to fostering strong, enduring relationships between school staff and families. To capture parent perspectives on our schools and district, we use data from the WestEd 2022 District Parent Perception Survey. This survey, aligned with the Student California Healthy Kids Survey, enables us to compare parent and student viewpoints. According to the survey, 87% of parents feel that Poway Unified encourages their active involvement in their child's education, and 85% believe their schools welcome their participation. In February 2024, we expanded our outreach by using ThoughtExchange to collect feedback from both parents and staff. A total of 6,808 adults (79% of whom were parents) and 744 students contributed their thoughts in response to the question: "What existing or additional programs or supports should we prioritize to ensure our students' future success?" The insights gained help shape our goals and priorities, as reflected in the LCAP reports and the district's goals, which in turn influence our budgeting decisions for the school year. Additionally, feedback was gathered from various educational partners representing specific student groups, including families of English learners, foster youth, low-income students, and students with disabilities. This feedback was collected through the Community Advisory Committee (for students with disabilities), the District English Learner Advisory Committee, the District Advisory Committee, and School Site Councils. Further engagement opportunities were offered through our District's Safety Summits, Equity Advisory Committee, and its subcommittees.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.	Addressing Unconscious Bias: We are prioritizing efforts to help school staff recognize and mitigate unconscious biases that may affect their interactions with families, fostering a more inclusive and understanding environment. Enhancing Student Attendance: We aim to proactively collaborate with families to identify and address barriers to regular student attendance. This includes developing supportive and positive attendance plans, connecting families with local resources, and leveraging community partnerships. Expanding Restorative Practices: We are committed to broadening our use of Restorative Practices to ensure effective communication and support for all students. This involves working closely with parents to ensure that students feel heard and supported, thereby strengthening family-school relationships.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	Equity Teams and Liberatory Design Process: Each school will have an Equity Team that will use the Liberatory Design Process to develop actions aimed at promoting equity. This process will actively include historically underrepresented students and their families to ensure their perspectives are represented in decision-making. Diverse Student Involvement: Student teams will intentionally include voices from historically underrepresented groups to ensure their input is central to the equity initiatives. Expanded Outreach: We will seek additional methods to engage underrepresented families through various channels such as the Family Learning Center, Community Advisory Committee, Youth in Transition programs, and events supporting immigrant families. Improved Communication: We will evaluate and enhance our communication systems to ensure effective translation services are available, facilitating better engagement and understanding for all families.
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.	5- Full Implementation and Sustainability
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

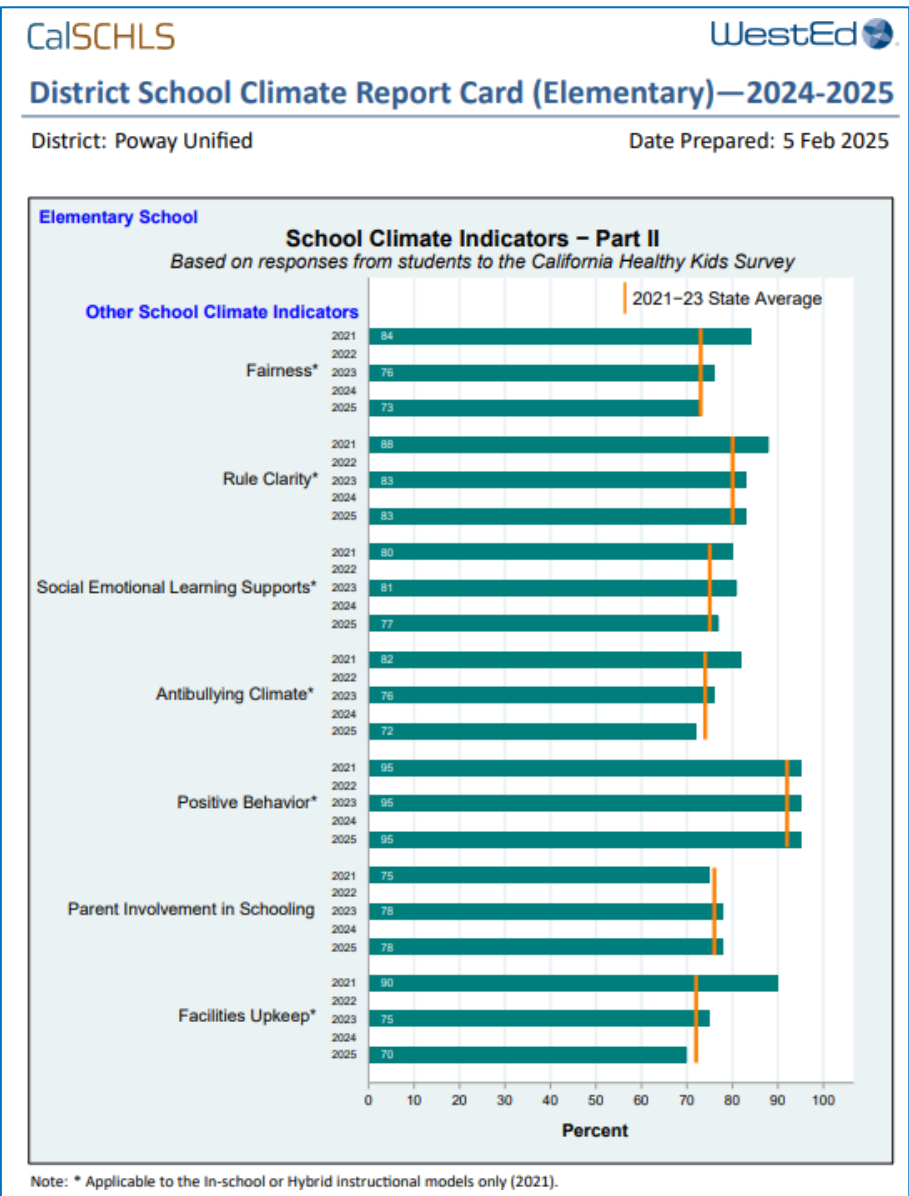
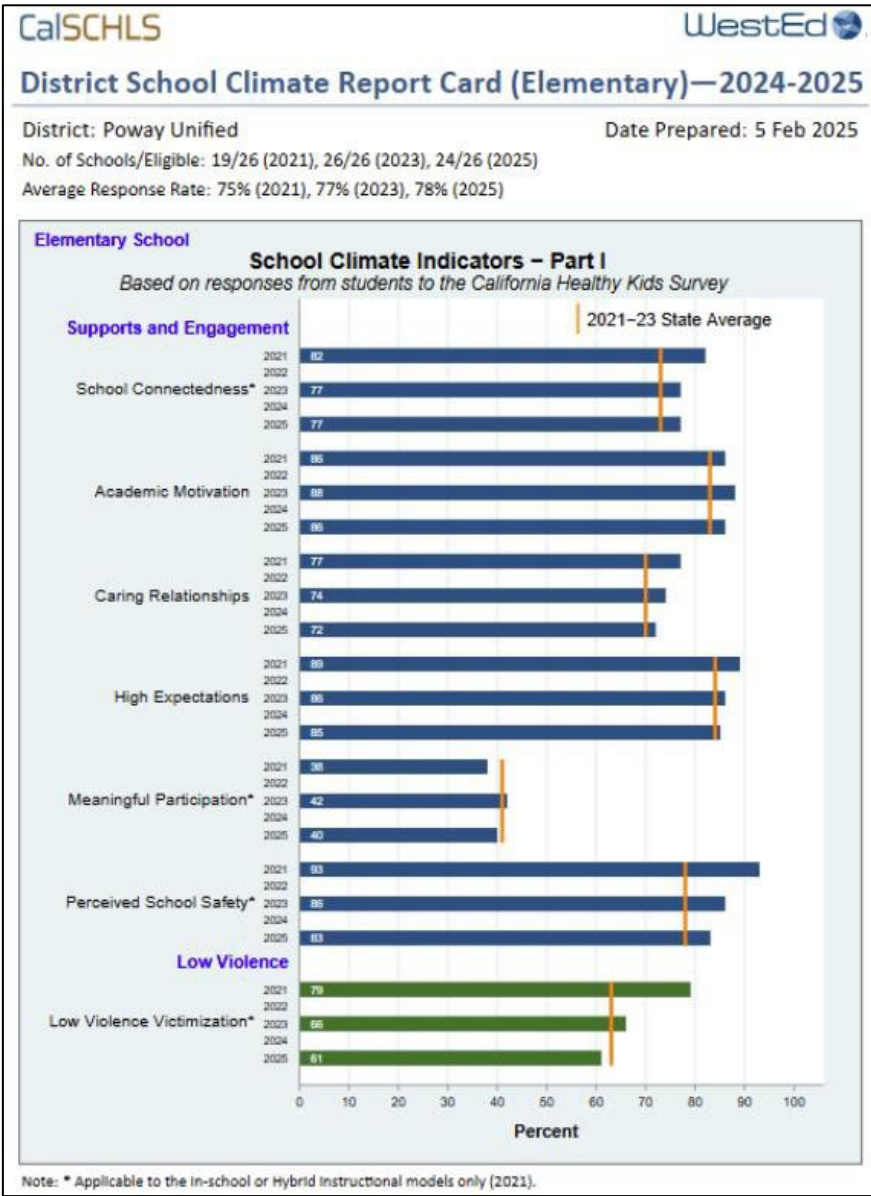
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	Welcoming School Environments: Poway Unified School District excels in creating inviting school environments and positive climates. We actively engage families through various strategies and programs, encouraging them to be involved in their child's education. Parent volunteers are regularly seen supporting schools, and we provide information through multiple channels, including emails, social media, school and district websites, principal chats, and phone calls. Feedback and Communication: We value family input and use the ThoughtExchange platform annually to gather and prioritize feedback, ensuring that the most important concerns of our families are addressed. Professional Development: We are committed to enhancing staff interactions with families through targeted professional development, equipping staff with strategies to improve family engagement. Response to Intervention: Our robust Response to Intervention program includes Student Success Strategies teams that actively involve parents in identifying needs and developing action plans for individual students. Caring Connections Center: This districtwide resource provides essential support, including counseling, family action plans, and a variety of parent workshops based on community feedback. The Center also houses the Youth in Transition homeless program and supports newly immigrated families through the Family Learning Center. Parent Ambassador Program: Established in the 2021-22 school year, this program strengthens connections between schools and parents of students in special education. Additionally, our District Advisory Council and District-level English Learner Advisory Committee play a crucial role in creating and approving School Plan for Student Achievement (SPSA) and categorical funding plans.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.	Enhancing Family Belonging: We aim to foster a sense of belonging for all families at every school site. This involves training administrators and staff to design family events with a focus on equity and inclusion, ensuring that every family feels valued and supported. Parent Education and Engagement: Local data will guide the development of targeted parent education events, such as 'Safety Summits' and 'What I Wish My Parents Knew.' We will also continue to engage parents through their participation in School Site Councils, District-level English Learner Advisory Committee, and various advisory groups at the district and site levels. Building a Robust Multi-Tiered Systems of Support (MTSS): We plan to enhance our MTSS processes at each site. Related to the MTSS work are the site Student Success Strategies teams, which actively involve parents in collaborative efforts to support student success. Improving Attendance Communication: We will further refine our Attendance Campaigns at the district and site level to emphasize the importance of regular school attendance and expand resources and strategies to support families facing attendance challenges.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.	Identifying and Addressing Barriers: We will focus on uncovering and addressing barriers that hinder participation by intentionally reaching out to underrepresented families. This includes organizing district-sponsored events tailored for these families, where we will actively listen to their experiences and gather feedback on initiatives and new policies. Targeted Outreach: The Youth in Transition staff will lead efforts to remove barriers and facilitate engagement with site staff, ensuring more effective communication and support for underrepresented families. Scholarships for Parent Education: We will offer scholarships for Parent Education courses to families identified as low-income, making it easier for them to access valuable resources and support. Engagement Through Committees: We will continue to engage underrepresented families through key district committees such as the Community Advisory Committee, District-level English Learner Advisory Committee, College Bound, and the Equity Advisory Committee, providing platforms for their voices to be heard and valued.
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.	5- Full Implementation and Sustainability
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

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	Our district places high importance on seeking and valuing parent input, actively involving families in decision-making processes at both the district and site levels. Parents have the opportunity to participate in various site-level advisory committees, including the School Site Council, Safety Committee, and English Learner Advisory Committee, which contribute to shaping school policies and programs. Each year, as part of our Local Control Accountability Plan (LCAP) process, we use the ThoughtExchange platform to gather input from parents, students, staff, and community members. This platform helps us refine our district goals and initiatives by addressing critical questions such as, "What existing or additional school programs or specific supports should we prioritize to ensure our students' future success?" Identified Themes that emerged during our last ThoughtExchange survey: a need for specialized programs and personalized learning, increased emotional support including counseling and mental health services, and a focus on enhancing curriculum and instruction. We conduct surveys with students experiencing homelessness and reach out to families with children in foster care multiple times a year to identify needs and provide support, ensuring that their feedback also informs our LCAP decisions.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.	Enhancing Parent Input Opportunities: We are examining our district systems and structures to increase opportunities for parent input. For example, we moved the Single Plan for Student Achievement (SPSA) process from fall to spring to provide more time for School Site Councils to thoroughly analyze data and set goals, thereby allowing for more meaningful parental involvement. Building on Equity Recommendations: We will build upon the recommendations of the Equity Advisory Committee to enhance our District's Racial Equity and Inclusion Plan. This includes improving our methods for gathering and utilizing data to better guide our equity-related decisions and actions. Universal Transitional Kindergarten (UTK) Expansion: As we prepare for the full implementation of Universal Transitional Kindergarten by the 2025-26 school year, we are focusing on gathering input from families of younger students to address their needs and ensure a smooth transition as we expand eligibility to all four-year-old children.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.	Intentional Outreach: We will increase the participation of underrepresented families in representative bodies such as School Site Councils and PTA organizations by implementing targeted outreach and personalized invitations. Opportunities for Dialogue: We will create dedicated opportunities for underrepresented families to share their unique needs and perspectives. This will involve engaging them through College Bound, various parent advisory committees, and Safety Summits to better understand their input and incorporate it into our systems and practices. Enhanced Translation Services: We will continue to improve translation services for our families, similar to the support provided by the ThoughtExchange platform, which offers over 100 languages. This will help ensure that feedback from diverse educational partners is collected effectively. Expanded Access and Awareness: We will enhance our outreach efforts to ensure that underrepresented families are aware that their voices are valued and that they are encouraged to participate in feedback opportunities.

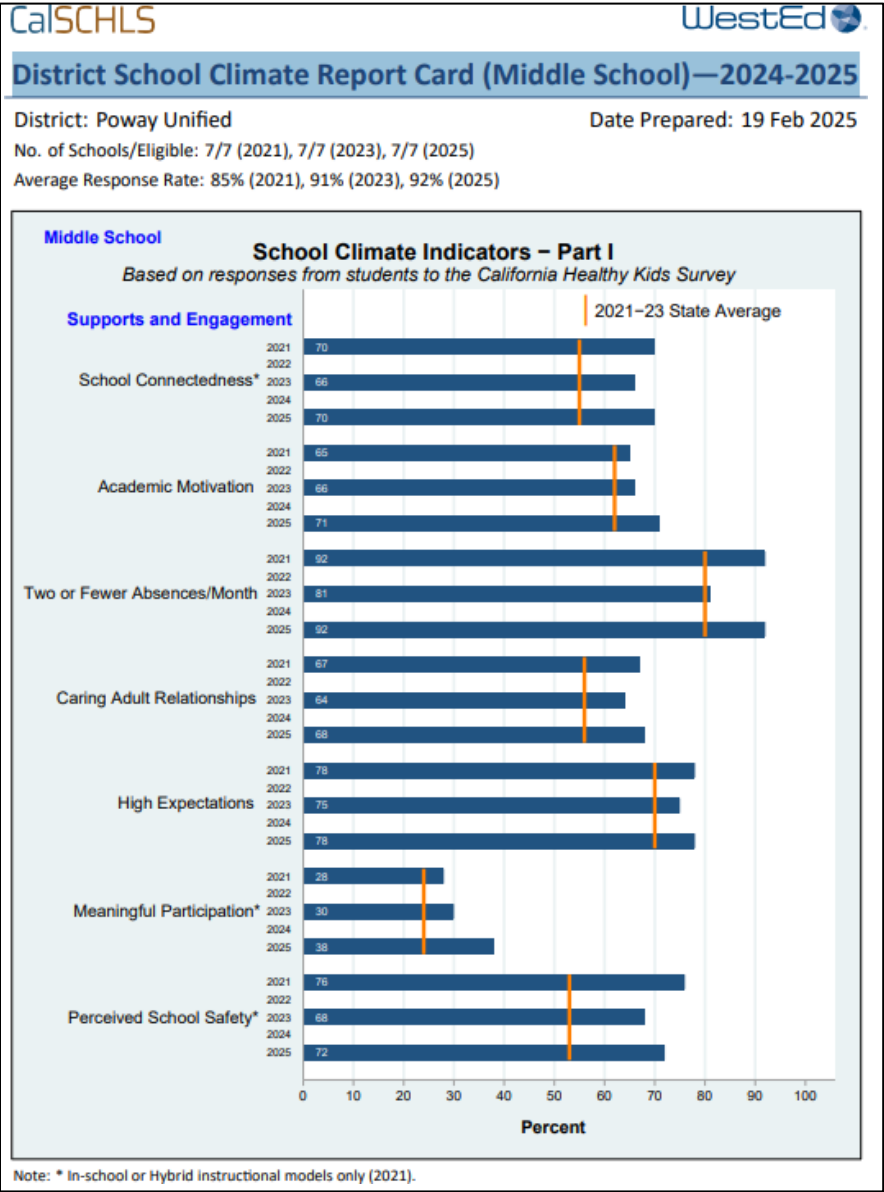
Reflection Tool Rating Scale (lowest to highest)

- 1- Exploration And Research Phase
- 2- Beginning Development
- 3- Initial Implementation
- 4- Full Implementation
- 5- Full Implementation and Sustainability

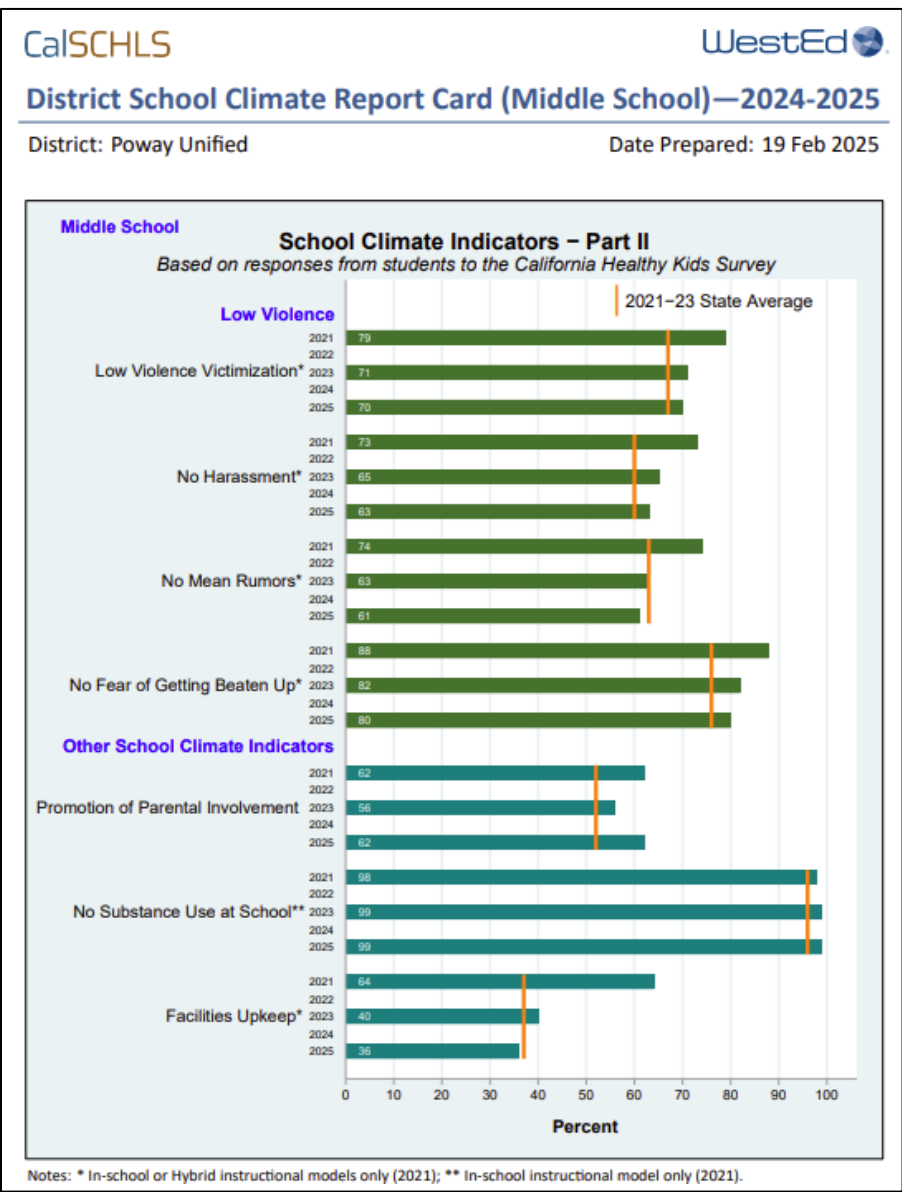
District School Climate Report Card (Elementary School)—2024-2025



District School Climate Report Card (Middle School)—2024-2025



Note: * In-school or Hybrid instructional models only (2021).



Notes: * In-school or Hybrid instructional models only (2021); ** In-school instructional model only (2021).

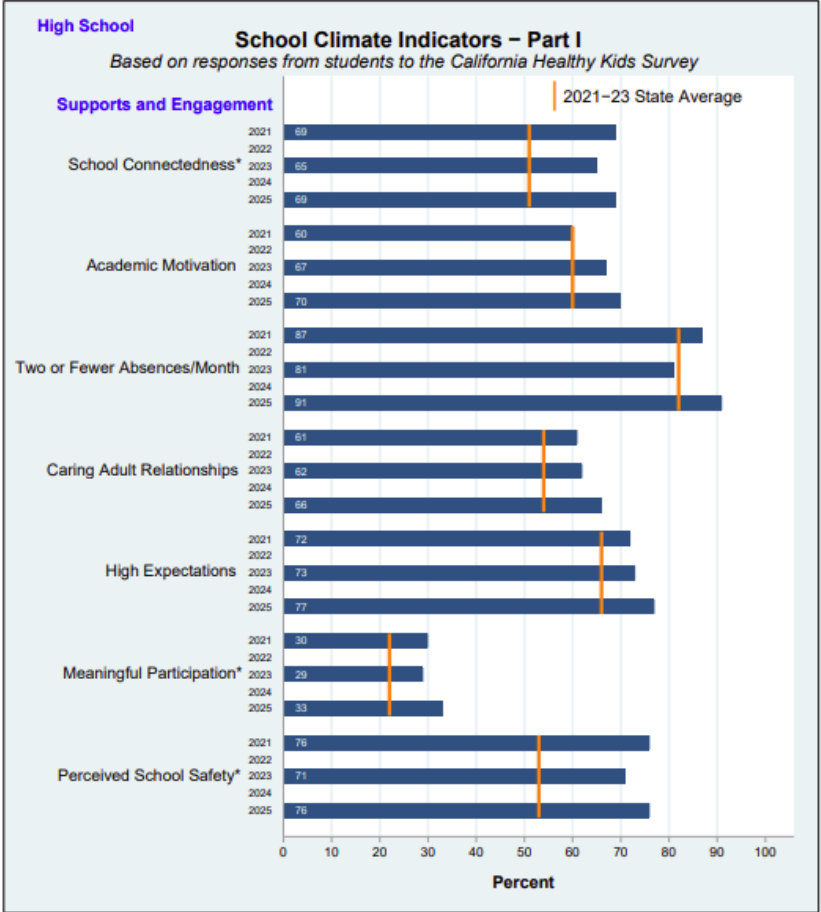
District School Climate Report Card (High School)—2024-2025

CalSCHLS

WestEd

District School Climate Report Card (High School)—2024-2025

District: Poway Unified
No. of Schools/Eligible: 5/5 (2021), 5/5 (2023), 5/5 (2025)
Average Response Rate: 77% (2021), 77% (2023), 76% (2025)



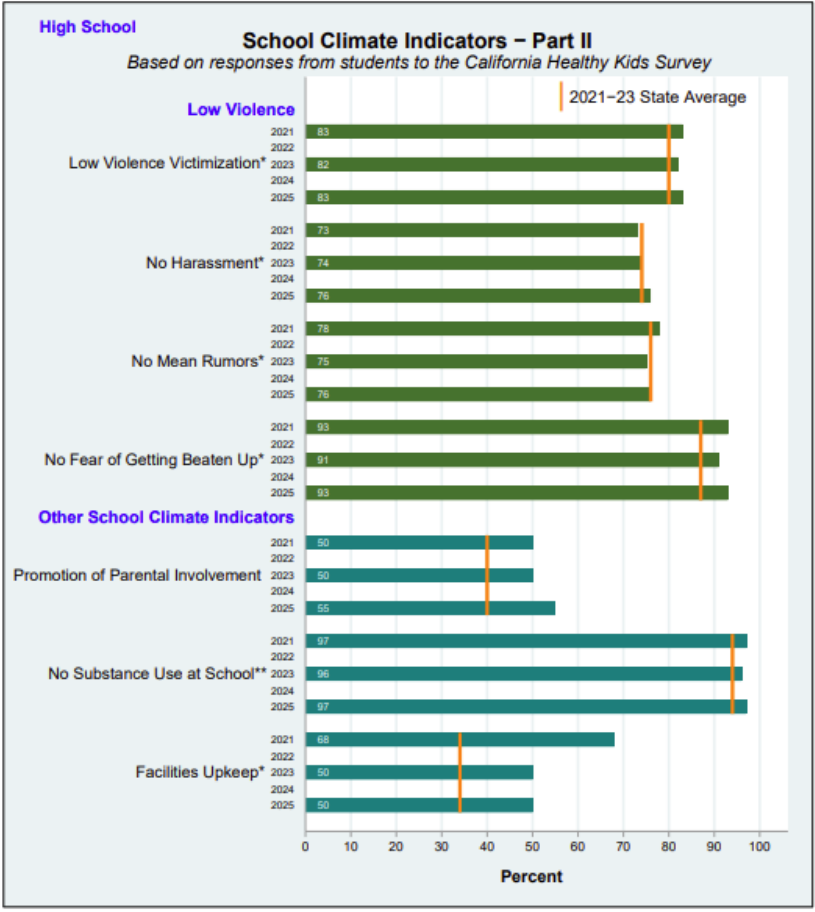
Note: * In-school or Hybrid instructional models only (2021).

CalSCHLS

WestEd

District School Climate Report Card (High School)—2024-2025

District: Poway Unified
Date Prepared: 19 Feb 2025



Notes: * In-school or Hybrid instructional models only (2021); ** In-school instructional model only (2021).

Other Indicators: Elementary/ Middle/ High

District School Climate Report Card (Elementary)—2024-2025

District: Poway Unified

Date Prepared: 5 Feb 2025

Other Indicators**Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)**

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)	Change
Finish all school assignments*	92	–	91	–	91	-1
Absent 2 or more days in the past 30 days	16	–	27	–	23	+7
Feel a part of the school*	81	–	76	–	77	-4
Adults at school care about you	88	–	85	–	81	-7
School boredom	~	–	29	–	33	+4
Harassed at school*	28	–	39	–	47	+19
Parents ask about school	80	–	87	–	87	+7
School building is neat and clean ^{§*}	90	–	75	–	70	-20
Frequent sadness	12	–	13	–	13	+1

District School Climate Report Card (Middle School)—2024-2025

District: Poway Unified

Date Prepared: 19 Feb 2025

Other Indicators**Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)**

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)	Change
Try hard on school work	83	–	86	–	89	+6
Three or more absences per month	8	–	19	–	8	0
Feel a part of the school*	64	–	59	–	64	0
School is really boring	~	–	36	–	35	-1
School is worthless and a waste of time	~	–	10	–	8	-2
Harassed or bullied at school*	27	–	36	–	38	+11
Parents feel welcome to participate at this school	56	–	53	–	60	+4
School is usually clean and tidy ^{§*}	61	–	38	–	34	-27
Experienced chronic sadness/hopelessness	29	–	25	–	20	-9

Other Indicators: Elementary/ Middle/ High

District School Climate Report Card (High School)—2024-2025

District: Poway Unified

Date Prepared: 19 Feb 2025

Other Indicators**Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)**

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)	Change
Try hard on school work	79	—	84	—	86	+7
Three or more absences per month	13	—	19	—	9	-4
Feel a part of the school*	61	—	57	—	64	+3
School is really boring	~	—	37	—	37	0
School is worthless and a waste of time	~	—	10	—	9	-1
Harassed or bullied at school*	28	—	26	—	24	-4
Parents feel welcome to participate at this school	46	—	47	—	53	+7
School is usually clean and tidy [§] *	69	—	50	—	51	-18
Experienced chronic sadness/hopelessness	39	—	31	—	22	-17