

**POWAY UNIFIED SCHOOL DISTRICT  
OFFICE OF THE SUPERINTENDENT**

**DATE:** June 22, 2018

**TO:** **Members of the District Advisory Committee (DAC) and the  
District English Learner Advisory Committee (DELAC)**

**FROM:** Marian Kim-Phelps, Superintendent

**SUBJECT: Responses to DAC and DELAC's 5/31/18 Review of Poway Unified School  
District's 2018-19 Local Control and Accountability Plan (LCAP)**

*Dear DAC and DELAC Members,*

*I wish to extend my thanks, along with the thanks of the PUSD Board of Education, for the time and attention you have committed to reviewing, providing meaningful feedback, and helping to finalize our District's 2018-19 Local Control and Accountability Plan.*

*California's 2013-14 State Budget Act included landmark legislation that greatly simplified the state's school finance system and provided school districts with the opportunity to create a comprehensive, locally-designed plan to achieve greater student outcomes. The DAC and DELAC played an important role in the design and approval of PUSD's first-ever LCAP in spring, 2014. This role continued in 2015, 2016, and 2017, by helping to shape the work, and now into 2018 by providing input that will strengthen our work and add depth and dimension to our programs.*

*California Education Code 52062 (a)(1) states: The superintendent of the school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to Section 52063 for*

*review and comment. The Superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.*

*In fulfillment of that requirement, the following are my responses to the comments and suggestions you provided at your 5/31/18 meeting:*

***LCAP Goal #1 - Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.***

**DAC/DELAC Comments/Recommendations:**

**· Consolidate programs at all elementary for reading & math**

RESPONSE: PUSD has specific core programs for elementary reading and math. The District's reading program is Benchmark and for math, it is Math Expressions. The programs were selected and adopted through a committee process that was quite extensive and involved stakeholder input. Staff development is paramount to the success of the implementation of any new program. We have and will continue to provide professional development opportunities for our teachers for effective implementation. Teachers can supplement these core programs and on occasion, PUSD adopts supplemental programs when there are gaps in our core resources.

**· Encourage teachers to prioritize “citizenship” by teaching and practicing empathy, social connection, resiliency, and community**

RESPONSE: The Poway Unified School District actively supports CHARACTER COUNTS! and the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. All schools have teachers and staff who have received training during the past five years. The Six Pillars are the foundation for showing good character from the time a student rides a school bus, to learning in a classroom, eating lunch, and interacting with others. *The Six Pillars of Character* has become part of the language among students and staff, and students are encouraged and recognized for showing good character. Most schools have banners, murals, and posters displayed on their campuses and some schools have named their halls after the pillars, such as “Caring Court” and “Responsibility Road”. The CHARACTER COUNTS!

framework is not only visible through displays, but more importantly, it is evident in how students and staff respect each other every day. Showing good character supports a positive school climate and safe, caring learning environment.

The District is also working with the Sandy Hook Promise organization to implement their “Start with Hello” program, which teaches children and teens how to be more socially inclusive and connected to one another to combat social isolation, bullying, violence, and depression.

· **Focus on exposure of STEM concepts and coding education at a young age**

RESPONSE: All elementary students are exposed to STEM concepts and coding through Xploration. In middle school, STEM and coding curriculum is expanded through Project Lead the Way courses. In high school, there are STEM and computer science pathways, clubs, and programs available for students, all the way through the AP level.

· **Do teachers have formal and informal observations on a yearly/bi-yearly basis to ensure that teachers are implementing the training they receive?**

RESPONSE: Formal observations are based on our PUSD Continuum of Teaching Standards. They are general enough to include specific recommendations made in our LCAP goals, since those LCAP goals are based on good teaching strategies or pedagogies. Teachers are evaluated on a cycle based on their status: temporary teachers – 2 times per year, probationary teachers – 2 times per year, tenured teachers for the first 10 years, every other year, tenured teachers more than 10 years, every five years.

· **I would like to see a more structured effort to use data collected from classrooms to measure the effectiveness of teacher style/technique on student achievement. This then needs to be disseminated to all the teachers in the district.**

RESPONSE: Our new Teacher Professional Learning and Effectiveness System (TPLES) is based on using objective, evidence based data to evaluate our teachers. Teachers work in conjunction with their supervisor to create a teaching learning objective (TLO) and a student learning objective (SLO) to be used as part of their teaching evaluation. The entire evaluation

uses a rubric that provides the evaluator and those being evaluated, a continuum of effectiveness that standardizes and calibrates how teachers are measured against the overall continuum of teaching standards. Teachers and their evaluators are trained in this system thus helping insure this evaluation tool is used with fidelity across our district.

Additionally, the LCAP requires collection of data/metrics to measure student success. This information is shared with principals and teachers at every site. The data is used to inform best practices for student success. Some of the metrics currently required by the LCAP are:

- Performance on standardized tests. (SBAC test results.)
- English Learners (EL) that become English proficient and EL reclassification rate.
- Students that pass AP exams with 3 or higher.
- Students determined to be prepared for college by the California Early Assessment Program (EAP), administered to students in Grade 11.

PUSD students begin working toward meeting the metrics listed above as early as preschool. The foundations of success in college and career begin with our District's early literacy programs and continue through middle school, where students apply their critical thinking skills in a variety of core content classes and electives.

The correlation between high performance in elementary and middle school and college/career readiness has been well-documented. PUSD students who scored Proficient in 5<sup>th</sup> grade and/or 8<sup>th</sup> California Standards Test had an 80% probability of completing UC a-g college-entrance requirements. For students who scored Advanced in 5<sup>th</sup> grade and/or 8<sup>th</sup> California Standards Test, probability of UC a-g completion rose to over 90%.

In addition to state-mandated measures, PUSD has its own range of metrics for students in Grades TK-8. They include:

- Maps testing in ELA, Reading and Math.
- Attendance and Discipline data.
- 5<sup>th</sup> grade PE testing.
- 5<sup>th</sup> grade participation in Band.

You can find grade-specific metrics in each school's Single Plan for Student Achievement (SPSA).

**· What is PUSD doing to ensure we attract, train, and retain high quality teachers?**

RESPONSE: Poway Professional Assistance Program (PPAP) is PUSD's version of our Induction Program to assist new teachers to clear their preliminary credential. Our Induction Program is fully accredited and a very rigorous two-year program. It is also offered free of charge to PUSD teachers – not something all district's offer. This has been a huge recruitment incentive. Our own data shows that over 95% of teachers who have completed our induction program continue in the teaching profession for 10 or more years. Poway Unified has always strived to offer competitive salaries for our teachers, which is integral to attracting the best employees. The Board recently approved a 2.5% salary increase for all employees, which allows PUSD to be more competitive amongst our surrounding districts. We have also attended 5 job fairs and presented at 4 University teaching credentialing programs in the 2017-18 school year. This has added to our hiring diverse and highly qualified teachers for the 2018-19 school year.

**· I would like the district to re-confirm the CA state requirement for class size. I believe the new laws and bills that were just passed, show lower ratios than what is indicated in the identified need section.**

RESPONSE: The process of reducing class size in PUSD began in the 2013-14 school year. California Education Code (EC) sections 41376 and 41378 prescribe the maximum class sizes for districts. But Ed Code also allows school districts some flexibility in the matter. In PUSD, class size is a negotiated item with the Poway Federation of Teachers (PFT), our teacher's union, and is reviewed each year during our Interest Based Problem Solving (IBPS) negotiation sessions. We have a collectively bargained alternative ratio with PFT regarding average K-3 class sizes.

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**LCAP Goal #2 - Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all underperforming subgroups.**

**DAC/DELAC Comments/Recommendations:**

**· Incorporate basic life skills course work**

RESPONSE: These classes (i.e. home economics) were discontinued at our high schools due to a lack of interest (students were no longer signing up for these classes), but the District can explore the option once again if the demand is there.

**· When we are investigating and choosing online tools, we need to be looking at the data and feedback to determine what techniques are effective.**

RESPONSE: Our Technology & Innovation department continually evaluates the tools and software useage and effectiveness. Staff is in the process of creating a matrix and working with site administrators to proactively assess our online supplemental instructional resources as well as piloting more comprehensive and computer adaptive learning tools this upcoming school year.

**· I think it is a good idea that the ELAC program has software like Rosetta Stone, in different languages to help kids that only speak another language.**

RESPONSE: Rosetta Stone is currently being utilized in all our high schools, as well as some of our elementary and middle schools.

**· Dual language program expansion**

RESPONSE: Providing our students multilingual opportunities is a priority for the Superintendent as well as the District. Especially as we continue to support the District's mission in preparing our students to be college and career ready in a global society. In addition to the new dual immersion program for Mandarin at Adobe Bluffs Elementary School and the Spanish immersion program at Valley Elementary School, the District is exploring more ways to expose students to foreign languages early on and establish additional K-12 foreign language

pathways. Some examples include the expansion of the elementary Xploration program to include opportunities for our students to be exposed to foreign languages and cultures, community partnerships to provide Korean language and culture curriculum at Design39Campus, and the expansion of world language courses made available in our middle schools.

· **Challenge GATE students**

RESPONSE: PUSD has a strong reputation for maintaining high expectations and standards for all students. We recognize the need for accelerated learning opportunities and differentiated instruction for our GATE identified students. Not only do we provide GATE students differentiated instruction within their classroom, at the middle school level we have homogeneous and heterogeneous options for parents, and at the high school we monitor all students to ensure they are working at their full potential, including enrolling in honors or A.P. classes.

· **More access to optional educational resources (like online) during the summer.**

RESPONSE: All students have access via MyPlan to: Overdrive (ebook library), SAS Curriculum Pathways (which includes resources for Spanish, Social Studies), Khan Academy, and Xtra Math. Elementary students will be able to access digital resources from Benchmark Universe (the adopted K-5 Language Arts curriculum) via MyConnect, and Typing Agent (via MyPlan). For those sites with additional subscriptions, those resources may also be available over the summer.

· **Expand and extend collaborative learning opportunities, including junior college, extension classes, summer classes**

RESPONSE: We are excited to build on existing extended learning opportunities with our partnership with the newly opened Palomar College campus in rancho Bernardo, which will allow PUSD students to expand their learning pathways and college and career readiness by taking college level classes there. High school students can enroll in these classes for free.

· **More exposure to electives in middle school**

RESPONSE: At the middle school level, there is a limited amount of time in our students' school day for electives, and thus we can only offer those that are in highest demand and also provide a continuous pathway onto high school. There is very high interest for electives such as: foreign languages, Visual and Performing Arts, including art and band, as well as some CTE pathways that are part of the middle school experience. These are the elective options provided to our students, based on the existing demand.

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**LCAP Goal #3 – Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.**

**DAC/DELAC Comments/Recommendations:**

· **How does the District plan to support rapidly growing schools with more space, teachers, and computers?**

RESPONSE: The District reviews growth trends as well as space needed districtwide to address growth strategically. We monitor every site to ensure that all students have the appropriate level of staffing, instruction, and resources. Our IT department has conducted inventories on all of the technology devices at each school site. In addition, we work with site administrators to help support and address their technological needs and goals.

· **Tangible improvements in School Safety/Security/Counseling and Bullying prevention**

RESPONSE: The District is investing in a district wide facilities security assessment and security camera upgrades. We are also adding campus supervisors and additional counselors for middle schools. Bullying prevention is of the utmost importance. While we have current programs in place, we are continuing to pursue a more effective system-wide program to ensure our students have a comprehensive experience K-12

*The District website, under the "Parent" tab, contains information on:*

1. *School and Student Safety*
2. *Bullying Prevention*
3. *Coping Strategies*
4. *Drug – Alcohol Prevention Strategies*
5. *Emergency Preparedness*
6. *Personal Safety and Security*
7. *Protect Kids Online*

· **Can we look into greater use of technology for physical education? For example, at heart/activity monitors at Poway High**

RESPONSE: The District can assess how technology is being used in physical education classes and gauge teachers' and schools' interest/input in how to better integrate technology into P.E. moving forward.

· **Restorative justice practices are extremely important & valuable, but underutilized**

RESPONSE: Our schools and PUSD's Attendance and Discipline Department have been working with the restorative justice philosophy over the past few years with the goal of ensuring students stay at their school and get the intervention and support they need. We are using two different approaches to utilizing restorative justice practices more frequently: working directly with assistant principals and principals in using restorative practices as a means of correction and conflict resolution as well as introducing restorative practice circles in some schools as well as providing staff training around restorative practices through the County Office of Education.

· **Decrease ratio of students to counselors and increase counselor time at each school**

RESPONSE: The District is aware that the need for counselors is growing and necessary. Unfortunately, the District's limited budget and resources dictate our ability to provide as many counselors as are needed. The District is working diligently to decrease the counselor to student ratio to make sure we are paying attention not only to academic but social emotional needs and intervening early. In the meantime, over the last couple of years, PUSD has added counseling to elementary schools, added another half time to high schools, and we are increasing by a half counselor to all middle schools for 2018-19. We have created a new position, Assistant

Superintendent of Student Support Services, specifically to oversee the needs of our students in the area of safety, security, and wellness.

**· Emergency response coordinated through each school site and ensure each principal is aware of emergency procedures**

RESPONSE: Each of our school sites complete a comprehensive school safety plan, which is submitted and approved by the Board annually. Every site is required to conduct regular emergency drills that help to reinforce proper safety precautions and procedures for staff and students in case of an emergency. It is our expectation that administrators and staff are familiar with the tools and practices that are necessary in the event of an emergency. Our District Prevention Specialist works with all of our schools and law enforcement to ensure the sites have a comprehensive updated safety plan in place.

The following safety updates, information and services are available through individual school sites:

1. Comprehensive Site Safety Plans:
  - Available for review at individual sites.
  - Outlines all policies and procedures required by ED Code.
  - Updated yearly.
2. Site Council/Safety Committee that reviews and modifies safety plans as necessary.
3. Site manual for Table Top disaster exercises for staff.

Site personnel also meet with Law enforcement and Fire personnel to ensure site is in compliance and emergency ready each year. Emergency drills are completed each year as required by both staff and students.

Safety resources and programs at the District level include:

1. Parent Emergency Disaster Handbook with registration documents, which parents can download.
2. District map highlighting emergency zones - available on the District website.

· **Closed campus at elementary schools/ entry points and exit points for emergencies**

RESPONSE: During this past school year, all of our school sites have worked at reducing points of entry onto their campuses. Additionally, as all sites undergo a security assessment, we will continue to work toward securing all campuses as well as creating closed campuses at elementary schools.

· **Education for social media and awareness of addiction/Digital citizenship/Cyber safety**

RESPONSE: We currently have digital citizenship lessons that staff use to help students understand the importance of being good citizens online as well as lessons on cyber safety. In addition, we are looking at the implementation of a new comprehensive digital citizenship content and curriculum for grades K-12, that addresses healthy habits for social media as well as how to create a positive digital footprint while being safe in a digital world.

· **Cyber bullying District policy:**

RESPONSE: The Board passed a policy on cyber bullying. You can view it here:

<https://powayusd.com/PUSD/media/Board-Images/BoardPolicy/5000/BP-5131-2.pdf>

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**LCAP Goal #4: Increase student and parent engagement in learning through enhanced community involvement, two way communication and partnerships with community businesses.**

- **Consolidate the tools used here and make sure information is not over-communicated.**

RESPONSE: We continue to explore ways to strengthen two-way communication from site to District, site to parent, and from District to parent. By using multiple means of communication, we hope to meet the needs of all of our families as they access the medium which works best for them.

- **“MyConnect” seems too limiting. Can we explore avenues beyond MyConnect to enhance teacher collaboration with parents & students?**

RESPONSE: The District believes MyConnect is a robust communication option, combined into one system, where no matter what grade the student is in, parents can go to one place to find information. However, staff is constantly exploring options and innovations in the field of parent-student-teacher collaboration and communication.

- **More training & communication to parents on common core and other new curriculum so that parents understand what is being taught and why.**

RESPONSE: The following resources have been compiled by the California Board of Education for parents and guardians interested in learning more about the Common Core State Standards (CCSS) and how to support their child’s attainment of these standards.

#### **What are the Common Core Standards?**

<http://www.cde.ca.gov/re/cc/tl/whatareccss.asp>

#### **Informational Flyers**

<http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp>

Informational flyers providing overviews and highlights of the CCSS, available in multiple languages.

#### **K–8 California's Common Core Standards Parent Handbook**

This handbook, created by the California County Superintendents Educational Services Association (CCSESA) in consultation with the California State Parent Teacher Association (PTA), gives parents an introduction to California's CCSS and a summary of what students are expected to learn as they advance from kindergarten through grade eight. This document has been translated into 17 languages. The handbook and translations may be found on the CCSESA Common Core Standards Communication Tools Web page:

<http://ccsesa.org/special-projects/common-core-standards-communication-tools/>

- **Why volunteer hours should be tracked by school**

RESPONSE: This is something Palomar Council PTA does because they are required to report volunteer hours to the PTA 9<sup>th</sup> district and the state organization.

- **More frequent parent teacher conferences and additional ones later in year**

RESPONSE: We believe that parent involvement and communication is critical to the success of all of our students. In addition to the scheduled parent-teacher conferences, any parent can request additional meeting time to discuss their child's progress. There is no need to limit those requests to when parent-teacher conferences are scheduled.

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**LCAP Goal #5 - Develop, implement and embed a collaborative learning structure and system for adults and students to increase student achievement.**

**DAC/DELAC Comments/Recommendations:**

- **More educational programs integrated into ESS, especially during the summer, so that kids in elementary are exposed to more concepts, like STEM.**

RESPONSE: Many of our Extended Student Services program supervisors integrate standards-based curriculum into our students time with them before and after school. Many programs also set aside homework time as well. During the summer, staff believes students need some non-academic time after working so hard during the school year. While the focus is more on field trips and fun, they do incorporate STEAM-related activities and experiments.

- **More opportunities for students to pursue passions**

RESPONSE: We believe PUSD schools and clubs provide many opportunities for our students to pursue their passions, whether athletics, academics, visual and performing arts, or career technical education, to name a few. As you know, PUSD is one of the lowest-funded school districts through the Local Control Formula Funding model, but through the support of our foundations, partnerships, and volunteers, we are successful in providing as many enrichment

opportunities for our students as possible. Our Partners in Education group is constantly exploring partnerships with community and business members to provide learning opportunities outside of the classroom, including job shadowing, guest speakers, internships, etc., all to inspire students to pursue their passions.

· **What is the district doing to increase collaboration between students in non-similar grades?**

RESPONSE: Currently many of our schools implement buddy programs between and amongst varying grade levels (high school and elementary, within elementary 5th graders with kinder, etc.) and also with students with special needs. Our high schools also have multiple programs, such as Peer Ambassadors, which provide high school role models to elementary and middle school campuses.

· **Teacher tutorials during and after school in high school, for common core math, too crowded, not effective. There needs to be additional services for students struggling.**

RESPONSE: Teachers afford time for students to come in before and after school, and students should take advantage of that time if they are struggling. There are also options for peer to peer tutoring, and other academic aides. PUSD continues the process of implementing its district-wide Response to Intervention and Instruction (RTI<sup>2</sup>) plan. As a district, we have identified the importance of creating a systemic plan for services and supports that are implemented equitably and with fidelity at all sites. This Plan provides for investigating, identifying, and implementing research-based strategies, programs and protocols for best serving students not achieving academic and behavioral standards. This process will result in a defined, district wide, RtI<sup>2</sup> model for identifying, supporting, and progressively monitoring students needing additional instructional and behavioral services.

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*As you know from the work you have done this year, the design and implementation of PUSD's Local Control and Accountability Plan is an ongoing commitment to our students. Next fall, we will begin the year-long process of evaluating implementation of our 2017-19 LCAP goals and updating our LCAP plan for the 2019-20 school year.*

*Your continued participation is a critical component of this work, and is deeply appreciated.*

*Sincerely,*

*Marian Kim-Phelps, Ed.D.  
Superintendent*