

**DATE:** June 24, 2019

**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 June 5, 2019 Review of Poway Unified School District's 2019-20 Local Control and Accountability Plan (LCAP)

Dear DAC and DELAC Members,

On behalf of the PUSD Board of Education, I want to extend my deepest appreciation for the time and attention you have spent reviewing, providing feedback, and helping us finalize our District's 2019-20 Local Control Accountability Plan.

The District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) play a vital role in the LCAP process. Your thoughtful input represents the best of what our involved parent community contributes and helps us refine and strengthen the focus of our work.

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 the comments received from the parent advisory committee.

In fulfillment of that requirement, the following are my responses to the questions, comments, and suggestions you provided at your 6/5/19 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:**

**Concern regarding the change in site-based RTI TOSAs to District RTI TOSA's supporting schools**

- I am concerned the decrease in TOSAs will increase workload per TOSA and decrease service to each site.

- The loss of TOSA's from 15 to 3 even with other changes is a significant loss. This should be reconsidered strongly in the near term to at least raise back up. Shared responsibilities with fewer people is a lower service.
- With the decrease of 40% budget impact the quality of TOSA services? The fact that TOSAs will be managed at District level, will this impact the focus on each school? Specifically?
- K-12 Intervention TOSAs – How are deciding if different instructional interventions are meeting the needs of all students.
- The addition of 4 TOSAs specifically 3 math and 1 English Language is a great step, however this comes off much of the work done by the larger pool - 15 TOSAs that have now been reduced to 3 across the District. 2 steps back and 1 step forward is not progress.

RESPONSE: Response to Instruction and Intervention (RTI) has been a district wide focus for the past three years. The purpose of the Rtl TOSA position was to ensure all schools utilize a system of support for students. The system includes implementation of Student Success Strategies (S3) meetings to bring school teams and families together to collaborate around student learning needs. Additionally, the Rtl Console was developed to ensure progress monitoring and consistent interventions for students district wide. Initially, the RTI TOSA positions were to be for one year but were extended to three. The goal of RTI is that each teacher has ownership of strong first instruction and knowledge of interventions to support students in class. The RTI Console also provides a menu of interventions for teachers to consider to support students in need academically, emotionally, and behaviorally. By shifting to district level RTI TOSAs, the goal is to support site-based RTI teams and build capacity of all teachers, rather than having sites be dependent on a site-based TOSA.

Site-based Student Success Strategy teams are expected to meet regularly to monitor student progress and impact of interventions. We are also expanding our RTI Console with more options for monitoring behavior interventions.

### **General Responses**

- **How are the Smarter Balanced assessments expected to meet the needs of the under-performing students?**

RESPONSE: The Smarter Balanced assessments provide a snapshot of how all students in grades 3-8 and 11 are progressing toward grade level standards. All schools work with grade levels and departments to review student results and implications for improvement of school instructional programs.

Under-performing students are provided interventions based on data that come from multiple sources, including the Smarter Balanced Assessment. This assessment

provides detailed information related to strengths and needs in English Language Arts and Mathematics. Interventions and supports can be provided based on this data and sites develop focused goals for improvement each year in their School Plan for Student Achievement related to underperforming students.

- **Reduced class size**

RESPONSE: The process of reducing class size in PUSD began in the 2013-14 school year. However, it is a very expensive undertaking; for example, reducing one grade level by one student equates to a million dollar cost. And studies have shown, small reductions in class size are unlikely to be cost-effective relative to other strategies. We must carefully balance and weigh the financial impact that reducing class size would have on other more impactful priorities our stakeholders have identified. 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 negotiations.

- **Please represent the varied cultures with equity and in a positive way in social sciences**

RESPONSE: We believe our social studies curriculum reflects the diversity in the United States as well as around the world. The curriculum includes lessons on culture and religions across the globe as well as the struggles of minority groups for civil rights and equality here at home. Many of our schools, starting from the elementary level, also celebrate our diverse cultures through multi-cultural fairs and assemblies for the student body.

- **Are there plans to address the new real estate developments in our district? Any new schools or expansions planned?**

RESPONSE: Our Business Support Services Leadership and the Assistant Planning Director work closely with real estate developers, the cities of Poway, San Diego, and the county of San Diego when new housing projects are being proposed to determine what sort of impact they might have on our schools. For example, the current new development in our Peñasquitos area along I-15 was presented to the District by the developer 2 years before it was finalized with the City of San Diego. Our collective work with the developers on both projects allowed us to track our students that were displaced when their homes were torn down and project for any new students in the area. Recently the City of Poway sent environmental notification about a proposed residential project called "The Farm in Poway" which could increase enrollment to Chaparral Elementary by 62 students, Twin Peaks Middle by 23 students, and Poway high by 20 students; because the District was notified and allowed to comment on a forthcoming environmental report this partnership allowed us to ensure the needs of our schools were outlined in any future documentation regarding this project impacts. The

District’s Planning Department also tracks all development, residential or commercial within the District and this information is used to develop long-term enrollment projections which assist to determine future staffing, facility needs, as well as capacity at at our schools.

There are no new schools planned. Expansions within our Community Facilities Districts that are still developing were completed at Del Norte High (four classrooms) and Stone Ranch Elementary School (19 classrooms) and are currently underway at Oak Valley Middle (eight classrooms) and Del Norte High School (three classrooms).

**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 gap for all subgroups.*

**DAC/DELAC Comments/Recommendations:**

GATE	<ul style="list-style-type: none"> <li>· Would you please explain the detailed plan for GATE students in elementary schools?</li> <li>· More effort into ensuring our GATE students are not left behind. Action is articulated, but in practice it seems that counselors do not pay attention to this at-risk group as much as they need to.</li> <li>· GATE: We say we support GATE at elementary level yet we do not see any/very minimal specialized learning support for them.</li> <li>· How are GATE students served? Are they put in separate classrooms? Are they taught different materials in the same classroom setting?</li> </ul>
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RESPONSE: PUSD has a strong reputation for maintaining high expectations and standards for all students. We recognize the need for differentiated instruction for students, however, staff is considering the removal of GATE testing and placement altogether. Research overwhelmingly shows the reliance on a test for GATE placement is related much more to socioeconomic status than actual intelligence, amounting to a segregated academic track that benefits mostly white, Asian, middle to upper class students. A 2016 Vanderbilt University study looked at data from more than 10,000 students from across the United States and found that black students are 66 percent less likely than white students to be assigned to gifted programs, and Latino students are 47 percent less likely. Many school districts have, in fact, phased out the practice of administering GATE tests and placing GATE students in separate classes. Instead, in every classroom, we will work to ensure students are working at their full potential, with access to appropriate curriculum and rigorous learning tasks with multiple entry points. We believe all students benefit when they are part of a heterogeneous learning environment, and we are moving toward a model that provides all students in a school

with access to individualized learning that identifies and enhances each student's talents, interests, and strengths.

College Partnerships	<ul style="list-style-type: none"><li>· Middle College sounds like a wonderful way for students to take ownership of their learning.</li><li>· Would like more detail on how Palomar College partnerships will work:<ul style="list-style-type: none"><li>· Will courses appear on high school transcript</li><li>· Will courses be calculated into HS GPA</li><li>· We should look into college partnerships with other schools like Miramar College or even SDSU, Cal State San Marcos, or UCSD.</li></ul></li></ul>
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RESPONSE: Our partnership with Palomar College includes a proposed Middle College. It is essentially an opportunity for students to be enrolled in both high school and community college classes at the same time. Due to this dual enrollment, students are able to earn credits toward both their high school graduation as well as toward their college degree for free. There are various successful models of dual enrollment: in one example, students would divide their time between their high school for their high school requirements and a community college for the college courses, which are taught by college professors. In another model, students would take all of their high school and college classes off site, at a partner college campus. When students graduate high school, the college courses they have taken will count toward their college degree.

The benefits of middle college include:

- Middle college can accelerate a student's high school and college career.
- Students can experience a college campus with smaller classes that provide individualized attention including academic and social support.
- Students enjoy a greater variety and have more choice in terms of which classes are available to them on a typical comprehensive high school site.
- Students earn college units at no cost, saving on college tuition, supplies, and textbooks.
- Middle college provides access to those who might not see themselves as college students, whether because of grades or finances.

On that last point, many middle colleges aim to serve students from traditionally underserved groups (such as racial minorities, low-income, and/or low-achieving students). Middle colleges can also benefit students who need an additional challenge or different learning environment than traditional high school might offer. Depending upon the model selected, college courses could appear on the high school transcript and be calculated into the high school GPA. In other models, when students are

concurrently (rather than dual) enrolled, high school GPA's and transcripts would be separate from the college GPA and transcript.

Poway USD has a number of long standing post-secondary, college and university partnerships, including with Miramar College, MiraCosta College, UCSD, and California State University San Marcos. Because we're in the Palomar Community College boundaries, and because Palomar recently opened its Rancho Bernardo Campus in our district boundary, partnering with Palomar to explore a middle college presents a unique opportunity.

## **General Responses**

- **It seems more money is spent on AVID compared to ESL, please explain why?**

RESPONSE: This is actually a misperception. Not only does the funding come from different sources and the programs serve very different purposes, but when we factor in all of the resources and staffing spent on English Learners, it is actually more than AVID.

- **How is the low performing student block grant going to be spent?**

RESPONSE: The low performing student block grant is targeting improvement in mathematics achievement based on an analysis of student achievement data. The grant requires improved performance on the CAASPP in either mathematics or English language arts. Mathematics is our greatest area of need. The focus of the funds will be professional learning for teachers, ensuring mathematics intervention courses at secondary provide focused learning opportunities and strengthen student learning through rigorous math tasks. The grant funds three Mathematics Teachers on Special Assignment (TOSA) as well as provides continued funding for the College Bound program to support students and families.

Mathematics Intervention TOSA's will support professional learning, coaching and facilitation of lesson study cycles. Research shows that job-embedded professional learning for teachers has the greatest impact on student achievement, therefore, this three-pronged approach to professional learning will ensure new knowledge and skills are supported directly in the classroom during student learning opportunities. Lesson study cycles will support lesson design, development of rich mathematical tasks and gathering of formative assessment data to analyze impact on student performance.

- **Impact money has been a significant need at the elementary level. I see that the line item has increased \$10,000 this year. How much will go to schools at the elementary level?**

RESPONSE: Supporting academic interventions is a focus for our elementary IMPACT teachers. Each year, sites are provided funding from supplemental funds to be used to support student achievement. The supplemental funds are allocated to sites on a per pupil amount.

- **What is the opinion of the District about some initiatives of private organizations to implement on-site after school program? The current ESS capacity cannot meet the need in most elementary schools.**

RESPONSE: ESS currently has waitlists at 6 of our 27 school sites. In the Fall, the waitlists are larger and as the year progresses with student movement in and out of the program, the wait lists are reduced. Since ESS is a voluntary-use program, there are other alternatives with private organizations who bring their vans and pick up students after school. Because there is not a way to monitor the quality of outside organizations, PUSD has chosen not to endorse outside programs. Outside, non-profit organizations can partner with schools and advertise via Peachjar. PUSD can be proud that ESS is highly desirable within our community. Our ESS pricing is lower than most and the quality of PUSD employees within the program are stellar. We will continue to work on hiring additional staff and acquiring additional rooms on campus when expansion is needed.

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

<p>PBIS</p>	<ul style="list-style-type: none"> <li>· Do we have a method to capture and measure our Restorative Justice program?</li> <li>· Do you supportive data of the success of the restorative justice practices?</li> <li>· Listed in Goal 3 the efforts of the TOSAs and PLL highlights further how the reduction of them and spreading the work to 3 will reduce effectiveness of practical application of their training in restorative practices and sensory integration.</li> <li>· Concern: PBIS - The academic and social impact on students from retaining those students with hostile/challenging students.</li> </ul>
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RESPONSE: Our Attendance and Discipline Office does monitor and measure the improvement of student discipline. This year, all secondary schools engaged in training for Other Means of Correction which is part of restorative practices. As a result, suspensions were reduced by 10% and expulsions were reduced by 30%.

While site-based RTI TOSAs may be reduced, all schools have identified a site PBIS Action Team. These teams all engaged in training with a PBIS expert on June 17-18. In addition, the RTI Console has been updated to support sites with monitoring behavioral interventions and supports. Throughout the 2019-20 school year, the PBIS Action Teams will be supported with deepening their understanding of positive interventions and supports in our continued efforts to meet the needs of all students.

Bullying	<ul style="list-style-type: none"> <li>· Seems like we keep implementing a new program on bullying. Are we actually implementing something new or enhancing our current program?</li> <li>· What is the new program on bullying?</li> </ul>
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RESPONSE: We are not implementing new anti-bullying programs this year. The following are existing programs that we built upon and have enhanced over the years. At the elementary level, we all work under the Character Counts umbrella in promoting a positive culture on our campuses. Our counselors and school services assistants also facilitate Second Step lessons which specifically target bullying prevention to students in our elementary sites. Many of our sites also have Kindness Days and Character Counts days focused on building peer to peer relationships at the sites. At the secondary level and some elementary sites, we work with the Anti-Defamation League utilizing their No Place for Hate program. No Place for Hate is a self-directed program helping all of the stakeholders take the lead on improving and maintaining school climate so all students can thrive. To be designated No Place for Hate, a school must complete the following: needs assessment, formation of a No Place for Hate committee, signing of the Resolution of Respect, attend A WORLD OF DIFFERENCE® Institute anti-bias or bullying prevention training program, and design and implementation of three school-wide anti-bias or bullying prevention activities. We are also expanding our partnership with Sandy Hook Promise encouraging secondary schools to promote the *See Something, Say Something* program and all schools to implement the *Start with Hello* program. Say Something is an education and awareness program that provides tools and practices to help students and staff recognize the signs & signals of a potential threat – especially in social media - and teaches and instills in participants how to be aware and take appropriate action.

<p>Safety Training</p>	<ul style="list-style-type: none"> <li>· Are substitutes getting the same safety training as teachers and staff get?</li> <li>· Safety training for subs and parent volunteers</li> <li>· Are subs, X-Ploration, TOSAs, etc. all trained in site based emergency response before teaching in the classroom?</li> </ul>
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RESPONSE: For the 2018-2019 School year, our focus was on providing Options Based Trainings for all our permanent employees throughout the district. Trainings were provided at each of our 39 school sites, along with the Twin Peaks Center and our District Office. TOSA's, Exploration Teachers, & ESS employees were included in the Safety trainings we provided this year.

At the site based trainings provided throughout the district, several volunteers were present for the learning session. As we move into the 2019-2020 school year we will continue to provide training for new employees, as well as training to our current staff in order to stay up to speed on our response protocols. This year we will add options based trainings to those already in place (Fire, Earthquake, Lockdown) for our students.

At the current time Substitutes are provided with site based, Emergency Response Protocols when they arrive on the campus they are assigned to for the day. We are also looking to include basic emergency training in the districts orientation training for all new employees, including substitutes.

At the Elementary level our Anti-Bullying campaign is tied to the Second Step curriculum, and provided to students in classroom lessons facilitated by our Student Support Assistants, and Elementary Counselors. This past year our entire district entered into our partnership with the Sandy Hook Promise to support the "Start with Hello" program that is run through site based student clubs with focus of building an inclusive culture on campus. Secondary schools across PUSD have also developed a partnership with the Anti-Defamation League in developing "No Place for Hate" learning communities.

Facilities	<ul style="list-style-type: none"> <li>· How will the Facilities Site Master Plan identified issues be prioritized on both a site and district level?</li> <li>· Elementary level assemblies supporting district initiatives for building.</li> <li>· Secure fencing to elementary school. Fencing is too short.</li> <li>· Facilities that did not get refreshes with grant money at elementary level. Not equitable to new schools.</li> <li>· Regarding parent engagement, schools with strong foundations have some parents frustrated with the expectation that the foundation will pay for facilities maintenance (example cracked/broken lunch tables) rather than apply funds to supplement teachers/music/PE/science/lab etc. District should prioritize based on school site need, not parental financial contribution.</li> <li>· Older schools need attention to run down facilities. Examples at Painted Rock: <ul style="list-style-type: none"> <li>· Leaking roofs wand walkways</li> <li>· Shaded play areas</li> <li>· Poor traffic flow has led to multiple accidents</li> <li>· Lack of space for special teachers/programs funded by foundation.</li> </ul> </li> </ul>
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RESPONSE: In March 2019 the Board of Education approved a contract with PBK Architects to complete a district wide Facility Master Plan (FMP). This FMP will incorporate information gathered during the recently completed facility condition assessment and security evaluations performed at every school. Safety and Security were a major focus of the assessment work over the past two years and this year and next will see significant progress made with respect to addressing short term recommendations to enhance campus safety district wide.

In addition, over the next few months each campus will be evaluated on how well the existing facilities support our educational programs now and as we envision the future. This comprehensive understanding of our district wide facility needs will enable prioritization of projects and a path to ensure equity in educational opportunities across all of our district schools. As part of the work of the FMP process a specific focus area is the development of district wide Educational Specifications. These specifications will identify critical facility components necessary to provide consistent and equitable educational programming at every educational level well into the future.

Strong community & parent engagement, as well as support from our school site foundations, has been and will continue to be critical to our students' success. For example, the District recently completed hosting parent/ community meetings at every

school site to discuss facilities. We have also created a district wide Community Facilities Committee to assist us with the planning and prioritizing of capital needs.

Annually, the district works very hard to prioritize facilities and maintenance expenditures based on quantified need across the entire district within limited resource parameters. There is no expectation that schools with stronger foundations fund any facility maintenance projects or capital improvements; however, the desire is for the district, school sites and foundations to work together to enhance our children’s educational experience.

<p>Staffing</p>	<ul style="list-style-type: none"> <li>· Good idea to continue the full-time security personnel at the middle school.</li> <li>· With 600 to 1 student to counselor ratio, we need more full time counselors. I don’t believe a 0.5 CTE who focuses on career goals will help the current situation.</li> <li>· Full time counselor at every elementary school.</li> <li>· More noon duties at elementary school for adequate playground supervision.</li> </ul>
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RESPONSE: The addition of a Campus Security Specialist at each of our Middle Schools has been well received this year. In addition to focusing on student and staff safety, our new team members have built connections and provided our students with another caring adult to support them on campus.

In regards to our counseling ratios, we agree that we would like to see increased services across the District as we continue to address the rising Social Emotional, and behavior needs of our students. Over the past two years we have increased counseling services at all three levels. For Elementary, we have increased counseling assignments for our larger and Title I Funded Elementary Schools, and at our Middle Schools we increased each site by a ½ a counselor. This year with the support of our Career Technical Education Program, we are increasing each of our high school sites to five full time counselors. Along with the support these counselors will be providing to our CTE programs and pathways, this move will enable our counseling teams to connect with more students, while providing the support they need during their time in high school.

To better support mental health, a school psychologist is being added at the high school level (2019-20) which will help support our team in being more proactive. It will free up time allowing high school psychologists more opportunity to provide services to more students.

Education	<ul style="list-style-type: none"> <li>· Healthy environment: Will each school have their own gardening boxes and session to harvest and teach 'self-care'.</li> <li>· Please reach out to community leaders who represent different cultures and organize a school/district wide cultural awareness day or week.</li> <li>· Emphasis on health education: <ul style="list-style-type: none"> <li>· Hygiene</li> <li>· Prevention</li> </ul> </li> <li>· Notifying parents of outbreaks: flu, pink eye, lice, etc.</li> <li>· Routine classroom &amp; lunch area sanitation</li> <li>· Any mention on how to deal with wild animals intrusion in the campus? Training? Awareness?</li> </ul>
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**RESPONSE:**

- School gardens are supported at the site level and are up to the sites to develop and/or maintain. Several schools have excellent models that are funded by grants, site, and foundation funds, and can be replicated at any sites that are interested.
- We will continue to work closely with community leaders from cultural organizations in planning cultural awareness activities and celebrations at various school sites.
- All students are exposed to health education during their educational careers in PUSD. Hygiene and prevention of STD's are included in this curriculum.
- Our school nurses work with schools to send out appropriate health notices on communicable diseases.
- Our custodians are expected to regularly clean and sanitize our classrooms and public spaces.
- We don't believe that we have specific wild animal intrusion training, but we work closely with the Department of Fish & Wildlife whenever a wild animal (i.e. bobcat) comes onto campus and schools will often implement secure campus procedures.

**General Responses**

- **Limiting and/or blocking social media on all school campuses.**

RESPONSE: We believe social media such as YouTube, Instagram, and Twitter, when used properly, can serve as an important educational tool for student learning. Our new firewall blocks most inappropriate content. However, this is only effective if students are logged onto our wifi network. If students are using the internet through their phone provider's LTE network, we have no control over what content our students access on their phones.

**LCAP Goal #4:** *Increase parent and student engagement in learning through enhanced community involvement in the education of our students.*

Language	<ul style="list-style-type: none"> <li>· When teaching languages other than English, are we choosing languages that are representative of the immigrant students?</li> <li>· Language immersion or opportunities at every school.</li> </ul>
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RESPONSE: Yes, we definitely consider offering languages that reflect our diverse population in PUSD. For example, Hispanics make up over 14% of our student population and Asians nearly 20%. So we offer both Mandarin and Spanish immersion programs. We also base our foreign language offerings on research showing what options would create the most globally competitive students in an international job market. One of the Superintendent's goals is to be one of the first school districts in the country that offers multiple language opportunities for all students beginning in elementary school in order to create world class learners, ready for college and career.

Summer	<ul style="list-style-type: none"> <li>· Partnership with Rady Children's Hospital and UCSD Medical health for summer internships (job shadowing of healthcare professionals).</li> <li>· Increase the number and type of courses offered for summer school – for students to enhance their skills in math, for instance, or maybe a Spanish class.</li> <li>· New Action Service speaks to homeless students. Question is whether services are provided during summer and school breaks?</li> <li>· YIT and Education of Homeless Children should also address the gap between school years or breaks in learning. Any effort to help during these times can affect everything from attendance to performance following the break.</li> </ul>
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RESPONSE: Thank you for these ideas. We will take them into consideration. We are always looking for potential partnerships and opportunities to expand our students' learning and access to services.

STEAM	<ul style="list-style-type: none"> <li>· For the STEAM: please add advertise for greater San Diego Science &amp; Engineering fair.</li> <li>· This goal highlights the opportunity of robotics programs, however there is no listed funding for these programs. At the lower levels, the funding requirement is an impediment to participation efforts to expand funding or start funding at the early FLL/FLL jr levels would help many schools start a program</li> <li>· We should continue to development STEAM opportunities in our schools. Also, coding and robotics, as this will be very important for any career.</li> </ul>
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**RESPONSE:**

Poway USD, through its Technology and Innovation and Career Technical Education departments, has expanded opportunities for elementary, middle and high school students to gain STEAM experiences both before and after school and during the summer months. These opportunities include computer science, coding, robotics, and engineering. From week-long camps, industry-sponsored or work-based learning events, to career pathways, an area of focus has been expanding and improving opportunities for students to develop these skills. The elementary X-Ploration Program also facilitates STEAM lessons three to four times per year to every student at the elementary level.

Absenteeism	<ul style="list-style-type: none"> <li>· Chronic absenteeism: is data recorded to identify the trending cause related to absentees? Illness? Vacations? What steps are being taken or considered to decrease illnesses in efforts to decrease absentees?</li> <li>· Attendance: Students who are absent for to observe religious obligations should not be marked absence.</li> </ul>
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**RESPONSE:** Yes, each absence is coded according to the reason for the absence. There are a total of 31 possible codes that PUSD schools input for each absence. The district is very mindful of the importance of regular attendance for financial reasons but more importantly due to the impact the missing instruction has on students' education. Each school has increased their efforts to send out information on a regular basis, to families, providing suggestions and emphasizing the importance of attendance and the negative impact absenteeism can have on the student's success in school. When students miss school, phone calls are made, meetings are held with the student and parents, and letters are generated and sent home according to the number of absences as well as the reason for the absence. PUSD schools use a tiered approach

to intervention when addressing absences, as the frequency of absences increase the level of school support and intervention also increases.

As stated above there are specific codes for particular absence reasons. One of the codes used is for *Court/Religious Holidays/Funerals*. Students absent due to religious obligations should be marked using the absence code for Religious Holidays. This will result in an excused absence for the student.

### **General Responses**

- **Can elementary kids have a project-based program to do throughout the year? For example, a group of 5th graders will get together and design/build something for their school.**

RESPONSE: As a system our teachers continue to explore strategies for students to engage in project-based learning experiences. In our newly adopted literacy program Benchmark Advance, each unit offers inquiry projects that lend themselves to project based learning experiences for individual or cooperative groups of students. Inquiry based projects are cross curricular to include literacy based themes and history social studies and science projects. Additionally, elementary students have opportunities to engage in STEM and Design/Innovation projects throughout the year. For example, many of our students this past year designed products to address real world needs and presented their ideas to both their peers and adult community stakeholders.

- **I like the Thoughtexchange app and feel this will increase parent feedback.**

RESPONSE: We are thrilled by the number of participants in our inaugural Thoughtexchange survey. When you combine the number of students, staff, parents, and community members that took the survey, the numbers were above 10,000! This is the largest number of responses PUSD has ever collected for LCAP, and thus, we feel it is important to keep this tool and utilize it not only for future LCAP surveys but for other opportunities for stakeholder engagement as well.

- **Will there be District funding for innovation such as collaboration spaces?**

RESPONSE: Currently, the District and school sites are seeking multiple innovation grants to support school sites who are interested in funding innovative and collaborative spaces. Schools are also allocating site funds to begin the process and the design of collaborative spaces. For example, Pomerado Elementary utilized site and foundation money along with grant money to fund its "Launch Lab," which is an innovation and collaboration space, where students explore their strengths and apply those strengths as they explore careers in entrepreneurship, coding, digital media production, and more.

Additionally, one of the core components of the Facilities Master Plan as mentioned above is identifying the facilities needs to move our schools forward when it comes to innovation and collaboration. After meeting with all of our school sites, the need and

desire for collaborative spaces has become very apparent. As we move forward in the process of creating our Facilities Master Plan, the next step is to secure additional funding to implement the plan.

● **How will Project Lead the Way be expanded?**

RESPONSE: Project Lead the Way has expanded significantly in recent years, going from a high school engineering program to a TK-12 program that includes Engineering, Biomedical Sciences, and Computer Science. One way the program has been expanded has been to increase the number of teachers who attend summer institute training to deliver specific course curriculum. This summer, Poway USD became one of 16 national training partners, meaning that courses are offered to the nation at our schools. This partnership has increased the opportunity for us to afford teacher training and to update and modernize our equipment. Next year, at the high school level, we will pilot offering Project Lead the Way honors courses receiving weighted credit. This change is expected to result in an increase of student enrollment in and completion of PLTW-related career pathways.

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

Parents	<ul style="list-style-type: none"> <li>Most parents don't know all the interventions during the school year. A brief presentation of each intervention will be welcome and help the parents to discuss with the students about school activities.</li> </ul>
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RESPONSE: This is a good idea, thank you. We will work with our principals to include slides informing parents on interventions at back to school nights. We also continue to dedicate a page on our districts & school websites to support our parents. Topics include Parent Resources, Education, Student Safety, ect. We also hold numerous forums throughout the year to engage our parents and community partners in specific issues affecting our campuses, or engaging learning opportunities.

Students	<ul style="list-style-type: none"> <li>Instead of 'engaging" our students, we need to "empower" them. Engagement is an old term that we used 20 years ago. We need to update our documents to empowerment.</li> </ul>
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RESPONSE: We believe student engagement and empowerment are both important. In order for students to feel empowered, they first need to be engaged in their education and learning. Disengaged students usually do not feel empowered. Ultimately, we agree, the goal is empowered, confident students. As we update our District goals and vision, we will consider adding this language.

<p>Teachers</p>	<ul style="list-style-type: none"> <li>· Definitely need to educate teachers on how to teach AP courses. There is a wide gap between AP teachers and how they teach. We really need to get a handle on this.</li> <li>· Please add to the teacher development sessions an important part: control their temper when students are underperforming. Students usually feel that teachers hate them and do not care about them.</li> <li>· Training and support for teaching more collaboration.</li> <li>· Release time to share collaborative ideas at/with different schools.</li> <li>· Continue Flex day</li> <li>· For math intervention goal and action, we need to focus on teachers. Support for teachers seems more necessary that resources for students, as teachers aren't teaching since they are not up to speed.</li> <li>· Professional learning for teachers around STEAM &amp; 21st century learning.</li> <li>· TOSAs have been highlighted throughout. Again in Goal 5 their efforts are mentioned. It looks like a loss to schools of valuable experiences. Understanding how this was supposed to be transitioned would help explain the drastic reduction in numbers.</li> </ul>
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RESPONSE: Poway Unified provides a range of professional learning for teachers. In fact, as soon as the school year ended, we have had teachers in the District Office nearly every day working on many of the skills listed above. Throughout the year, teachers also have opportunities to learn, train, and collaborate at their sites and across the district with their colleagues. Each summer, AP teachers also have the opportunity to attend learning sessions specific to Advanced Placement courses. We are fortunate to provide a wide-range of professional learning opportunities for teachers through the Teacher Learning Collaborative. These provide all teachers access to 21st century learning, social-emotional learning, as well as best instructional practice strategies across content areas throughout the year.

**General Responses**

- **Are the forward-thinking practices of Design39Campus being implemented in our traditional schools? Can we see more opportunities for Design39 style teaching for students that don't fit the traditional classrooms?**

RESPONSE: Yes, our system as a whole is moving towards more student-centered learning. Our Learning Support and Technology & Innovation departments are both creating professional development opportunities that incorporate the design thinking process to approach problems and solutions in the classroom and the real world.

Starting in Fall 2019, thirteen elementary schools, three middle schools, and one K-8 school will be participating in the Voyager Program. The Voyager Program is a blended learning professional development model that allows PUSD teachers to explore the impact of 1) flexible learning environments; 2) balanced instructional design (balancing offline and online resources), and 3) meaningful feedback to support student-centered learning through professional development and twice a month in-class coaching opportunities. Innovation coaches meet teachers at their zone of proximal development to support them as they try innovative teaching methods to best serve today's modern learners. This model, which focuses on personalizing student choices and increasing small group and one-on-one time with students, meets student needs without increasing the demand on teacher time outside of class. Our goal is to expand to the high schools in support of the new open educational resources (OER). Additionally, many schools have created or are in the process of creating and designing a Makerspace/STEM/Innovation lab that supports forward-thinking practices and provides real-world authentic learning opportunities for students.

- **Need to push an effort for new/modified legislation to bring lottery funds in line with modern needs.**

RESPONSE: Yes, we agree. The District will research opportunities for advocacy with our lawmakers.