



## 2021-22 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Poway Unified School District	Dr. Marian Kim Phelps Superintendent	mkimphelps@powayusd.com 858-521-2700

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Abraxas High School has been identified to receive Comprehensive Support and Improvement (CSI) through the state accountability process. The LEA will work with Abraxas High School to conduct a root cause analysis that may also include analysis of 8th and 9th grade data at other district schools to identify the profile of students that are at risk of not meeting graduation requirements.

### Support for Identified Schools

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

A Data Team that includes both school and LEA staff, in coordination with support from the San Diego County Office of Education (SDCOE) will meet to conduct a three-year review of cohort data to identify needs and patterns for students at Abraxas High School. As a continuation school, students arrive on the Abraxas campus significantly behind in the credits needed to meet the graduation requirements for the Poway Unified School District, a-g eligibility, and are often in need of considerable social emotional support. The needs assessment and selection of evidence-based interventions will determine if any additional resources will be needed to support the students and staff in increasing the on-time graduation rate. If additional resources are identified, the Abraxas team will work with the District Office to determine the cost feasibility of adding any additional resources to support students.

From the moment our students step into a "Success" class upon their arrival to Abraxas, they are surrounded by a support system that develops an individual learning plan, which centers on their individual wellness and safety, credit recovery, and goals for post-secondary life. Individual and group counseling sessions, academic guidance, and a separate staff mentors (Academic Success Advisors) are put in place to maximize the growth opportunities for every student on campus. Abraxas High School administration and staff continually evaluates credit attainment data, student assessment data, and attendance patterns to determine possible root causes for the low on-time graduation rate and test scores. The leadership team, comprising of both administration and teaching staff, will then determine appropriate evidence-based interventions.

The LEA reviewed Abraxas state and local measures to support site administration with understanding the California Department of Education requirements and the new modified methods for the Dashboard Alternative School Status Schools (DASS). In addition, the Associate Superintendent of Learning Support Services and Executive Director II that supervises all high schools met to review site-based data utilized to monitor Abraxas students' progress toward graduation requirements. Through the collaborative analysis, the greatest area of academic need was in mathematics. The other significant area of need was social emotional supports.

Developing interventions and support is in progress. The fact that students arrive at Abraxas with gaps in their academic transcript, specifically mathematics, is a district area for improvement. The LEA will work to improve mathematics pathways for students including strengthening academic intervention courses for mathematics and professional learning for secondary teachers at all middle and high schools, which began in the 2019-20 school year. This work is aligned with that of the National Council of Mathematics Teachers guiding principles: 1) An excellent mathematics program requires effective teaching that engages students in meaningful learning through individual and collaborative experience that promote their ability to make sense of mathematical ideas and reason mathematically. 2) All students have access to high-quality mathematics curriculum, effective teaching and learning, high expectations and support, and resources needed to maximize their learning potential. 3) Assessments provide evidence of proficiency with important mathematics content and practices, includes a variety of strategies and data sources, and informs feedback to students, instructional decisions, and program improvement. The LEA has also established a partnership with Palomar Community College to plan for Middle College opportunities for Poway Unified students. This may provide a dual enrollment opportunity for students at Abraxas.

The LEA is also working to establish counseling support through the County of San Diego Health & Human Services Agency with a focus on substance use disorder. If approved, the counseling services would be provided on the Abraxas campus as well as two other locations within the district.

The LEA is also working collaboratively with SDCOE to identify best practices for continuation high schools.

## **Monitoring and Evaluating Effectiveness**

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

The LEA and Abraxas leadership team will develop a data tracking system to monitor the effectiveness of the identified interventions and to continue monitoring student data. The LEA will work with Abraxas administration and staff to formulize a credit monitoring system for individual students. The Executive Director II that supervises all high school campuses will meet quarterly with Abraxas leadership to review data and progress monitoring.

Poway USD leadership supports the site with the use of a multiple measures data system and support for the analysis of student performance and social/emotional data to monitor the effectiveness of the CSI plan. Data that is reviewed includes student performance data on the California Assessment of Student Performance and Progress (CAASPP), local assessments, as well as school culture and climate data captured locally such as student/staff perceptions and classroom instructional walkthrough data. The use of these data sources will be used to determine the effectiveness of supports and locally selected evidence-based interventions as outlined in our CSI plan.

To monitor student engagement, the district supports the site in reviewing data regarding attendance, behavior, and student transiency. This monitoring aims to ensure continued student growth as part of the successful implementation of the CSI plan.

Through a collaborative analysis of current resources and student needs at Abraxas, LEA and the site team identified the need for additional counseling service and/or social work support. The students at Abraxas present with social emotional needs and benefit from individual 2021-22 Local Control Accountability Plan for Poway Unified School District Page 105 of 223 acceleration plans to support their progress toward graduation. Currently, comprehensive high schools have 4.5 FTE counselors per site. Based on lower enrollment, Abraxas has 1 FTE counselor assigned.

Poway USD district leadership has supported the Abraxas administrative team with analyzing site needs through meetings with site level leadership specifically as it relates to determining if any resource inequities exist in the areas of fiscal allocations, materials/resources, and human capital. Through the examination of inequities, it was determined that fiscal and resource inequities do not exist, however it was determined that staffing inequities existed in terms of the identified areas of need for Abraxas, specifically related to counseling support and math support.

To address this resource inequity, PUSD leadership supported site leadership in identifying this staffing resource inequity in the School Plan for Student Achievement (SPSA). Counseling/guidance resources and an additional math FTE were incorporated into the SPSA as well as allocating additional counseling supports from central office resources. These actions resolve these resource inequities moving forward.