



## 2022-23 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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### Schools Identification

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

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, meet to conduct an annual 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 determine if any additional resources are needed to support the students and staff in increasing the on-time graduation rate. Once additional resources are identified, the Abraxas team works with the District Office to determine the cost feasibility of adding 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 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 evaluate credit attainment data, student assessment data, and attendance patterns to determine possible root causes for the low on-time graduation rate and test scores. The leadership team, comprised of both administration and teaching staff, then determines appropriate evidence-based interventions.

The LEA reviews Abraxas’ state and local measures to support the 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 high schools meet to review site-based data utilized to monitor Abraxas students’ progress toward graduation requirements. Through collaborative analysis, the greatest area of academic need continues to be in mathematics. The other significant area of need is with social emotional supports.

Developing interventions and support is a continual process. The fact students arrive at Abraxas with gaps in their academic transcript, specifically mathematics, is a district area for improvement. The LEA continues to 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. Abraxas uses part of the CSI grant to fund an additional mathematics teacher to provide added support for students.

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 and will continue to be monitored for effectiveness

The LEA has established a partnership with Palomar Community College, and starting the 2022-23 school year, will open the Poway to Palomar Middle College for Poway Unified students. The LEA has also established counseling support through the County of San Diego Health & Human Services Agency with a focus on substance use disorder and has provided additional counseling support at Abraxas. The LEA continues to work collaboratively with SDCOE to identify best practices for continuation high schools.

## Monitoring and Evaluating Effectiveness

### Describe any separate monitoring process that the LEA will use.

The LEA and Abraxas leadership team has developed a data tracking system to monitor the effectiveness of the identified interventions and continues monitoring student data. The LEA works with the Abraxas administration and staff to analyze a credit monitoring system for individual students. The Executive Director II that supervises Abraxas and other high schools meet regularly 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 California Healthy Kids Survey, student/staff perceptions surveys, student interviews, and classroom instructional walkthrough data. These data sources are 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 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.

## Description of How Funds Will Be Used to Support

Describe how CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for identification and to ensure that interventions/strategies/activities align to the goals, actions, and services in the LCAP.

**Needs Assessment:** Students at Abraxas are significantly behind in credits needed to meet graduation requirements, UC/CSU a-g eligibility, and are often in need of considerable socio-emotional and academic support.

**Root Cause Analysis:** The students at Abraxas present with social emotional needs and benefit from individual acceleration plans to support their progress toward graduation. In addition, students must complete two years of Integrated Math in order to graduate from high school. Three to complete the UC/CSU a-g requirements. Students who historically struggle with math at the comprehensive schools, often arrive at Abraxas significantly behind.

**Interventions/strategies/activities:** To address this, Poway Unified district staff worked with site leadership in identifying staffing resource inequities in the SPSA and the district's LCAP. Counseling/guidance resources and an additional math FTE were incorporated into the SPSA as well as allocating additional counseling support. The CSI funds have been and will continue to be used to augment the counseling services and mathematical support for students at Abraxas. The CSI funds provided through this grant function to augment the inequities in staffing and support meet the stated goals of the PUSD Local Control and Accountability Plan (LCAP).

As a continuation high school, the numbers of students who enroll are significantly less than the local comprehensive high schools, however the need for academic and social emotional support is greater per capita compared to the other high schools.

### **Budgeted Expenditures in Object series include:**

.40 FTE Counselor who identifies students who may benefit from attending Abraxas but are not yet severely credit deficient. This would enable students to remediate sooner, graduate on time, and in some cases return to their comprehensive school of residence.

1.0 FTE Counselor who supports the social and emotional needs of the students at Abraxas. She is also bilingual and works with the Spanish speaking students and families to support their academic access and progress.

.50 FTE math teacher who provides additional support in the area of mathematics, specifically for those students who have not been successful at their comprehensive schools.

Budgeted Expenditures include benefits and fringes for the above-mentioned personnel

Budgeted Expenditures include indirect costs - LEA approved rate of 5.51%