

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Poway Unified School District

CDS Code:

3768296000000

Link to the LCAP:

(optional)

<https://powayusd.com/en-US/District/District-Reports/LCAP>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The vision of the Poway Unified School District is to create culture and conditions to empower world-class learners. This powerful vision inspires us to support our students by developing learning experiences to support their pursuit of a full range of post-secondary options as they prepare for life beyond their Poway Unified experience. World Class Learners are, "Students using their minds well--how well they can reason, synthesize, evaluate, design, innovate, and create; how students take ownership of their own learning; how they develop agency and advocacy for themselves and others as learners; and the premium students place on their own learning in the service of humanity." (Fink & Markholt, 2011) To support opportunities for our students meeting criteria for federal funding, Poway Unified will enact the three goals in our Local Control and Accountability Plan.

In reviewing the LCFF Evaluation metrics, PUSD demonstrated a need to address student group performance in English Language Arts and mathematics. Last year our students in elementary and middle school took the Measure of Academic Progress (MAP) assessment to formatively gauge their progress in the fall of 2019 and winter of 2020. However, the spring administration was cancelled due to the closure of our schools and the move to distance learning. In addition, due to the pandemic, CAASPP testing was also suspended for the spring of 2020. As an alternative to gauge student academic progress, our district examined the percentage of students who performed at the proficient or exceeded benchmark on the winter MAP assessment of 2020. In the area of English Language Arts, the following student groups performed 15 or more percentage points below the district average: African American - 50%, Hispanic 53%, English Learners 21%, Students with Disabilities 32%, Socioeconomically Disadvantaged 18%, and Homeless 42%. In the area of mathematics, the following student groups performed 15 or more percentage points below the district average: African American 35%, Hispanic 38%, English Learners 26%, Students with Disabilities 24%, Socioeconomically Disadvantaged 11%, and Homeless 35%.

In reference to these metrics, the district has continued to develop next best steps in addressing the needs of these student groups. Our district will continue to fund three math intervention Teachers on Special Assignment to support professional learning, coaching, and facilitation of lesson study cycles in support of improved student outcomes in Mathematics. Teachers throughout our system continue to employ instructional practices to support our struggling learners. At the elementary level, teachers are incorporating small group direct instruction at a greater extent, focused on integrating the eight mathematical practices and at some sites, adding the support of dedicated math Impact teachers. At the middle school level, we offer concurrent support math classes to provide students extra support in math with one class serving to front-load our students and then the other being the general education class. In our high schools, we offer courses that are provided over numerous quarters or trimesters to provide students more time and to work with the material.

Over the last two years, our district has seen an increase in the number of cohort dropouts. In the 2017-18 school year, eight students dropped out. In the 2018-2019 school year, 53 students dropped out, and in the 2019-2020 school year 62 students dropped out. The greatest number of students who have dropped out were identified as Hispanic - 19, White - 29, Socioeconomically Disadvantaged - 34, English Learner - 13, and Students with Disabilities - 21. Additionally, the number of cohort students graduating decreased from 94.6 % to 94.2% between 2019 and 2020 with significant decreases noted in the following student groups - African American - 10.7%, Pacific Islander - 11.7%, English Learners - 5.4%, and Homeless - 7.3%.

In the area of Chronic Absenteeism, our overall rate decreased by 1% to 6% of our student population. However, we have noted a very high percentage of students with chronic absenteeism in the following two student groups - Homeless Youth 25% and Foster Youth 32%.

In regard to our suspension rate, our district overall rate is 1%. However, our Foster Youth is noted to be 16.7% with Homeless Youth reported at 3.8%.

In regard to student dropouts and our graduation rate, as a district we have focused on this issue via a systems approach. In all of our high schools, counselor, teacher, and parent meetings have been held on a regular basis to support families and individual students. Intervention strategies have been provided for each site. Particular assistance has been focused on supporting military families, Youth in Transition, and Foster Youth.

Actions and services funded with federal dollars were chosen based on assessing needs and review and research of evidence-based practices.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Strong focus and commitment to equity for our students drive the efforts of Poway Unified's mission of "Inspiring passion and preparing every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences." Our District mission, Local Control Accountability Plan (LCAP) goals and School Plans for Student Achievement (SPSA) align as we strive to ensure equity-based student outcomes. In our LCAP, these actions and services are demonstrated through funding for Impact Teachers to support those students requiring targeted support to address areas of need (Goal 2, Action 7). Impact Teachers are part-time, hourly teachers that push-in extra instructional support or provide small group pullout targeted instruction.

For our English Learners, our Parent Liaisons provide critical support of our families as they engage in supporting the education of their children. This includes the support of our Family Learning Center where our students are provided access to tutoring, technology, and resources to support their academic success (LCAP Goal 2, Action 12). We support Effective Instruction, providing access for our students through learning opportunities so that they are best able to prepare for their post-secondary experiences. This has included supporting teachers in professional learning in evidence-based Advancement Via Individual Determination (AVID) and Advanced Placement (AP) strategies (Goal 2, Actions 8 and 17). Meeting the needs of our families experiencing homelessness remains a priority. This includes providing basic needs for the classroom, socio-emotional supports, referrals to community agencies, and additional resources as determined (LCAP Goal 1, Action 11). Federal funds are included in Poway's LCAP as we share our comprehensive approach for student achievement with our stakeholders. Discussions regarding our goals, actions and expenditures in both our LCAP and the Addendum were held with parents at our District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).

Our School Plan for Student Achievement's (SPSAs) are intentionally aligned to our LCAP, providing direction of our site efforts supporting the strategic vision to "Create culture and conditions to empower world-class learners." To support the district-wide core values, our schools focus on multi-year initiatives including: Designing and implementing curriculum, instructional practices, and assessment systems that align with the California State Standards across content areas; Providing comprehensive programs, services, and facilities to ensure the social and emotional well-being of all students and staff in a safe and secure environment; Creating a comprehensive communication plan; Creating a collaborative culture of continuous learning for all staff; Providing safe and supportive schools. Those metrics required by the LCAP are shared with each school site and at the district level to identify needs and determine improvement strategies.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

PUSD utilizes Free and Reduced Lunch data to determine eligibility for Title 1 services.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Per the needs assessment completed, it has been determined that 93.44% of PUSD teachers are highly qualified, .006% are ineffective, .05% teachers out of field and 6.5% inexperienced as defined with new definitions in November, 2020 by the California State Board of Education: <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Therefore, the professional development focus described in the Title II section will be coordinated with additional professional development needs as identified in the SPSA of each of the Title I schools. Human Resources has determined that PUSD is in compliance with the requirements for Title I paraprofessionals to be highly qualified per ESSA. One hundred percent of these personnel are highly qualified. All personnel hired as paraprofessionals are now required to be ESSA compliant, prior to working in PUSD schools.

The plan focuses on quality teacher professional learning and rigorous, diverse, and differentiated quality first instruction (implementation of California State Standards) to close the achievement gap. In addition, implementation of differentiated instruction and assessment requires knowledge of intervention strategies, as well as awareness of and appreciation for cultural learning differences. When it is evident that students are in need of intervention beyond quality first instruction, research and development of intervention resources that better support students are implemented. As part of the implementation of differentiated instruction and assessment, the District is also expanding the learning pathways which may include blended and online learning opportunities. Students may choose to meet the District and state learning, graduation, and college readiness requirements through these pathways.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PUSD has jointly developed with, agreed on with, and distributed to, parents and family members of children participating in Title I, Part A funded programs, a written parent and family engagement policy. Strategies include:

- A Family Engagement goal and actions in the district's Local Control and Accountability Plan (LCAP)
- Annual family survey and focus meetings used to gather feedback about what is/is not working
- Survey results are used to revise both district and school improvement plans

- Information is shared and feedback is gathered at district and site parent advisory committees, School Site Council meetings, and other parent meetings
- District staff support sites to build capacity, plan activities, and improve effective parent and family engagement
- Title I parent and family engagement activities are coordinated with activities from all other programs
- Parents and family members are included in the annual evaluation of the parent and family engagement policy as part of the LCAP stakeholder engagement process, to identify:

(1) Eliminating barriers to parent participation;

(2) Needs of parents and family members to help their children learn, including engaging with school staff; and

(3) Strategies to support successful school and family interactions

- Results of the annual evaluation are used to revise the policy and develop actions for the following year
- Parents from each school are invited to participate on the District Advisory Committee (DAC)
- The DAC develops, reviews, and revises the district level parent and family engagement policy

One of our schools, Abraxas High School, has been identified for Comprehensive Support and Improvement (CSI). Parents and family members receive regular communication from Abraxas. While parent participation is a challenge, the site uses surveys and both written and oral outreach to provide information and gather input on improvement efforts. Parents are members of the School Site Council that reviews assessment data and specific areas of need. Input from parent surveys, the Thoughtexchange LCAP survey and intake meetings with individual students and families have informed the needs to be addressed by the CSI Plan. This School Site Council will also have the final approval for the CSI plan through the review of the School Plan for Student Achievement (SPSA). Additionally, Abraxas was able to utilize feedback from parent participation through our LCAP stakeholder engagement process. Parents are also included in communication through the Abraxas Success Class for new students, and direct communication with their homeroom teacher. The consistent interaction and relationships built through Abraxas' homeroom model provides rich perspectives on student needs.

The district policy on parent and family engagement is the same for both Title I and non-Title I schools. The policy is developed, reviewed and updated jointly on an annual basis by parents in our DELAC and parents in the SSC at our Title 1 schools. We distribute our policy to all Title 1 families at parent teacher conferences and the policy is available for review at all school sites. The policy is also posted on our Poway Unified School District website. The policy addresses the following goals and purposes:

- Engage parents positively in their children's education by helping parents to develop skills to use at home through workshops, information nights, parent meetings, parent-teacher conferences, and other opportunities
- Inform parents and family members of techniques and strategies they can use at home to improve their children's academic success
- Build consistent and effective communication between the home and the school, including utilizing the Parent Liaisons as support to families
- Support teachers and administrators in communicating effectively with parents
- Includes parent involvement programs into the school's student achievement plan Allocation of Title I

Poway Unified is committed to providing assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, how to monitor a child's progress and work with educators to improve the achievement of their children through Title 1 parent meetings at our Title 1 schools. Due to the pandemic, sites have shifted from on campus meetings to Zoom meetings. This shift has actually created more opportunities for families to participate without having to leave the workplace. The Title 1 meeting agendas are created to provide resources with families to support their students' academic and social emotional needs. School site Title 1 meetings provide materials and learning to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including digital citizenship), as appropriate, to foster parental involvement.

One of Poway's values is parent partnership. We have multiple opportunities for parents to participate in the school community. We offer parent education nights, family nights focused on a variety of academic content or social emotional content. Sites have been very creative in shifting to Zoom meetings to continue parent engagement. Each school also has opportunities for parents to volunteer on campus (during non-pandemic times) to support school programs, participate in school PTA or Foundation groups or engage in the School Site Council. We also invite parents to participate in parent conferences and student support meetings through general education and/or special education and ensure our families with additional needs, such as families in migrant populations, are able to participate in the education of their children.

Teachers and principals also recognize that our families are busy working and may not be able to attend meetings at school. In order to accommodate and maintain connection with families, communication, translated into a second

language where applicable, is provided through school and district websites, social media, email, weekly phone calls home or any other way we need to accommodate families and to build ties between parents and the school.

Part A Funds:

- One percent of the district's Title I allocation is used to support district-wide family engagement activities, parent workshops, informational meetings, and offering childcare and interpretation services at meetings
- 95 percent of the reserved funds are distributed to Title I schools to spend on family engagement activities
- Families are involved in decisions about how Title I funds are used through the annual LCAP survey to determine strengths and areas of need
- Information gathered through the LCAP survey is used to revise both the LCAP and school improvement plans
- Each Title 1 school develops a site parent and family engagement policy to address their need

PUSD builds capacity of teachers, counselors, principals and other staff in the value and contributions of parents in a variety of ways. Each year our principals meet and part of our agenda is the topic of parent outreach. Our principals pride themselves on offering a variety of parent participation opportunities, including leadership in the PTA, Foundation, and School Site Council. Parents also engage in parent education nights. District funds, including Title 1 funds, also support the participation of sites to attend conferences. One conference in particular has a parent engagement session that is annually attended by teachers, support staff, and principals. The facilitator of the parent engagement session is also a counselor in our district. She supports sites with professional learning in parent engagement strategies, providing strategies with how to reach out to parents, communicate effectively, and work with parents as equal partners. One of Poway's core values is Parents as Partners. We value our parents and do utilize multiple strategies, and communication to build ties between parents and the school.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Schoolwide Programs: PUSD Title 1 schools are schoolwide programs. Services include academic support in ELA and math as well as social emotional support via additional funded counselors. Academic support includes intervention programs, including small group instruction, adaptive reading and math programs and targeted small group instruction within the classroom setting.

Targeted Support Programs: Not applicable to this LEA

Programs for Neglected or Delinquent Children: Not applicable to this LEA

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides technical support and assistance to all Title I schools, in the following areas:

- Coordination of support and collaborative discussion for Title I school Principals
- The use of assessments to identify student learning needs and improve student achievement
- Scientifically based researched instruction and professional development
- Additional fiscal resources, as appropriate
- Title I compliance and ESSA updates and guidance

Title I programs vary at each of the schools but all programs supplement the Districtwide program to ensure Title I students the benefit of additional assistance to meet standards. Some of the programs and services provided at Title I schools include but are not limited to the following:

- Extended Day: Tutoring and homework clubs have been established and are expanded as needed. Teachers and other staff are trained in scientifically proven strategies for successfully assisting students.
- Continuous Learning Calendar: The continuous learning calendar has been explored Districtwide. One Title I school has put a continuous learning calendar in place to reduce the length of vacation periods to retain students' academic skills.
- Parent Outreach and Education: Parent Resource Libraries are available for parents at all Title I schools. Parents may check out materials to assist their children and to provide them with strategies for helping their child. Family Literacy Nights and web resources are also provided. Student Services Teachers help connect families with outside resources to assist them with health, welfare, and counseling services. District Parent Liaisons provide language interpretation and translations of school communications, as well as support limited-English-speaking parents in their learning about how to support their students' academic achievement and college readiness efforts.
- Special Instructional Groupings: Teachers and staff provide additional resources throughout the school day to utilize one on one, small group, and whole class instruction.
- Counseling and guidance: Prevention and intervention education is supported by School Counselors.
- Computer Assisted Instruction: Additional computers, tablets, iPads, and other technology devices, provide tools for academic instruction and assessments. Programs such as Accelerated Reading, Compass Learning, and use of MAP for individualized assessments are some of the programs available.

Instructional Materials: Specially designed materials for use in extended day/year programs are provided. Supplemental materials to support differentiated instruction are also purchased.

Professional Learning: All teachers collaborate to utilize data to inform instruction, and apply appropriate strategies to match learning readiness levels. Additionally, teachers are currently engaged in professional learning on the state standards and work together to implement a rigorous instructional program. A wide range of research based instructional strategies integrating technology are commonly used in Poway Unified schools.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funds reserved under section 1113(c)(3)(A) of the ESEA are used to provide a variety of services to homeless students designed to meet their unique needs. In coordination with services provided under the McKinney-Vento Homeless Assistance Act, a needs assessment reveals our Youth In Transition (YIT) families benefit from enrollment and attendance support, along with services designed to assist homeless students in meeting the State's challenging academic standards. Title I reservation funds are utilized for a Education Specialist who serves as a family liaison in the role of Youth in Transition Coordinator. This coordinator works directly with our students and their families. Additionally, our coordinator works directly with school site administrators and counselors to ensure the student's needs are met and any barriers to success are resolved.

Poway Unified School District (PUSD) removes barriers to enrollment by asking every school site to clearly post posters explaining the enrollment rights of McKinney-Vento families. Posters in both English and Spanish are provided at the beginning of the school year to principals at each school site. In addition, the YIT Coordinator gave separate presentations to counselors and enrollment office staff in order to educate staff on proper identification of potential YIT students. The coordinator also went to individual schools as requested to work with a smaller group of staff members on proper identification.

In order to retain students, this Youth in Transition (YIT) Coordinator works with attendance offices to identify students who are not regularly attending school. The coordinator reaches out to each family to see what can be done to help improve attendance. For many families, transportation is the main obstacle. In that case, PUSD offers a school bus pass, a San Diego Metropolitan Transit System (MTS) city bus pass, or a gas reimbursement contract to help with getting students to school. For medical and/or urgent situations, PUSD also offers transportation vouchers to help families. PUSD also shares transportation with other school districts in order to transport students living in other districts to their school of origin. To ensure that students have adequate access to food, each student is automatically enrolled in the

Free and Reduced Lunch program. In addition, some families do not send their child to school because they do not have before and/or after school childcare. PUSD helps to refer families to before and after school childcare. At middle schools, PUSD offers the After School Education & Safety (ASES) program. ASES is a free program. For elementary school students, PUSD offers Extended Student Services (ESS), which is available before and after school. If necessary, PUSD will also request welfare checks for families who do not respond to previous interventions.

Our YIT Coordinator provides ongoing support and information to homeless families. Our Liaison ensures the rights of homeless children are protected, including keeping their status confidential and ensuring they are fully integrated into the school program. The goal is for families to have access to needed support services and resources to provide children with the ability to fully participate in the school program. To ensure their success, PUSD offers each student personal school supplies so that they are prepared for class. This includes everything from a new backpack to sticky notes. Before school begins, we hold a Back-to-School supply event where families can “shop” for the supplies that they need. Food is also provided at the event. We purchase supplies based on identified need, such as locks and graphing paper. In addition, families are offered hygiene kits which include items such as soap, shampoo, conditioner, toothpaste, floss, and deodorant. We also offer school site spirit wear that students may select. To support food stability, families may choose from a variety of donated gift cards for nearby grocery stores and restaurants. As some students may benefit from counseling, the Youth in Transition Coordinator facilitates referrals to our district's Caring Connections Center. Our YIT Coordinator works with Student Services when necessary to address specific needs, such as access to Advanced Placement and college entrance exams. Academic tutoring with a staff member at the student's school site is also available through our program for struggling students. Families are able to check out laptops through the program at a device distribution event. Referrals for low-cost internet are also made available to our families. During our laptop distribution event, dinner and school supplies were also provided for our families. A training on how to check and monitor student grades was also presented to families.

The YIT Coordinator also works on community outreach in order to benefit our families. This year, our YIT program has received donations have been raised by our community partners including Unite North County Inland, a local nonprofit, Operation School Bell, Amazon, Soroptimist International, the National Charity League, Church of Christ, Keller Williams, North Coast Church, Rancho Bernardo, local Boy and Girl Scouts. Local community groups have donated supply bags, toiletries, grocery gift cards, snacks, and hand sanitizer during the COVID-19 pandemic. Our Youth in Transition (YIT) program holds the “Grab and Go” events where, families are able to pick up a bag of necessities including toiletries, face coverings, laundry kits, and gift cards for food. Information on emergency food distributions, mental health resources, and other forms of aid for our families are regularly communicated via email and flyers. In addition to working with individual families to meet their specific needs, surveys were sent to all YIT families as we continue to determine next steps to support.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

PUSD supports, coordinates and integrates services for students participating in the early childhood education programs at the LEA by transitioning participants in the following ways:

- Placement of eight California State Preschool Program (CSPP) classes at Title 1 schools and schools within the district which are close in proximity to low-income housing developments.
- Classes tour the Kindergarten and TK classrooms for one day, participating in classroom activities in the spring before transition to Kindergarten.
- Early Childhood Education teacher sends progress report and DRDP scores to the Kindergarten team of the school where children will be entering Kindergarten in the fall. In many cases, this becomes the beginning of the CUM file for an incoming Kindergartener.
- Free/Reduced lunch applications are completed at the beginning of a child's attendance in the CSPP class and will continue to the receiving school in the LEA.
- Early Childhood Education teachers communicate the Kindergarten enrollment dates and share these with families are informed.
- Preschool teachers participate and/ or support TK and K teachers in student placement to provide academic and social emotional information to receiving teachers to support their success in TK/K.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As we continue to seek multiple pathways in engaging our students, we have strengthened our partnership with Palomar College. This has included discussions with campus leaders centering on planned course offerings for the new south campus and discussion of dual enrollment and course articulation agreements. Palomar staff have provided informational presentations on the Palomar Promise to both High School Principals and Counselors. Palomar partners with PUSD in sharing information at high school college nights held in our district and share information promoting summer enrichment programs for our high school students. Currently, several of our Abraxas Continuation High School students are enrolled and transported to and from classes at Palomar twice a week.

As we seek multiple pathways in engaging our students, we have continued our strong partnership with Palomar College. At our monthly meetings leaders share information on planned course offerings at the new Rancho Bernardo campus, dual enrollment options, course articulation agreements, and the progress of PUSD students concurrently enrolled. Palomar staff have provided informational presentations on the Palomar Promise to both High School Principals and Counselors. Palomar partners with PUSD in sharing information at high school college nights held in our district and share information promoting summer enrichment programs for our high school students.

In June of 2019, Board of Education members from both Poway Unified & Palomar Community College came together to set the stage for a proposed Middle College High School that would be located on Palomar's new, Rancho Bernardo campus. Leaders from both educational institutions engaged stakeholders to develop a plan for the new school, and were on track to meet their goal of opening in the fall of 2020. Unfortunately we were not able to finalized all the business agreements, and have adjusted our plans based upon opening our Middle College High School in the fall of 2021.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Increased staff development offerings focused on utilizing digital media and blended learning strategies in core curriculum areas, integrating key district resources.

Integrate the use of and access to digital and print-based information in order to support students in their development as digital citizens.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to this LEA.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Team PUSD engages in a collaborative culture of continuous learning so every student succeeds. PUSD defines professional learning as the continuous, sustained, and focused engagement of all professionals in learning to refine, expand, and improve their knowledge, skills, dispositions, and practices to ensure student success.

Team PUSD advances professional practice and student results through a comprehensive system of professional learning that:

- Allows each individual to personalize learning
- Provides multiple formats
- Supports collaboration, inquiry and problem solving

In addition to two district and school wide professional growth days annually, certificated staff may elect to propose a professional learning course for themselves, teams, school site teams, or district teams. Proposals are reviewed and approved by the Professional Learning Advisory Board comprised of central office staff, principals and teachers who meet monthly to oversee the program. Courses must meet rigorous criteria to align with state or national academic and professional learning standards, and the PUSD Continuum of Teaching and Learning Standards. Participants in the professional learning opportunities must complete all hours of coursework both inside and outside the classroom setting, reflect on knowledge acquired, and account for impact on student learning. At the completion of each course, participants complete an evaluation of the course as well as submit a portfolio with data and student work. Participants are also asked about other topics that they would be interested in learning for continuous improvement.

Teachers new to PUSD enroll in a beginning teacher course that spans their first two years of service in their teaching position. They are assigned a consultant who observes planning and instruction on a schedule, consults with the principal and a governance board about progress towards goals, and provides feedback to the teacher. The first year of this program serves as new teacher induction. The consultants follow the process and protocols inherent in our Teacher Professional Learning and Effectiveness System (TPLES), our district teacher evaluation process in collaboration with site principals.

Principals engage in Learning Walks facilitated by Executive Directors in Learning Support Services. Learning Walks support the building of a shared vision of high-quality teaching and learning and calibrate understanding of the Poway Continuum of Teaching Standards. This practice supports principals in building their leadership practice of providing focused feedback to teachers. At the completion of each Learning Walk, principals are surveyed to determine a focus for the next round of Learning Walks. Recently, our focus has been on equity and access through student engagement and rigorous thinking opportunities.

This pipeline of support from beginning teachers to those with experience, to principals providing feedback, and school supervisors facilitating Learning Walks, ensures continuous improvement within all systems. The pipeline also builds cohesiveness in our systems of evaluation, professional learning, advancement of practice, and advancement throughout educational careers.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Staff at all schools, including Title I schools, have access to professional learning opportunities funded by Title II. Individual teachers, teacher teams, school sites and district staff propose coursework for professional learning to meet the needs of students at their schools. Needs are determined using data in student achievement, discipline, attendance, and social-emotional needs. A governance board called the Professional Learning Advisory Board oversees all course proposals from approval to completion, allocating Title II dollars to support materials and facilitator pay in accordance with predetermined scales. As we evaluate funding priorities, impact on student learning outcomes is consistently evaluated.

Poway Unified has one school identified for Comprehensive Support and Improvement, Abraxas High School. The LEA works with Abraxas 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. A Data Team that includes both school & 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. In addition to funding to support CSI, Title II funding supports the site with professional learning through Teacher Learning Cooperatives and district level opportunities.

Data and Ongoing Consultation to Support Continuous Improvement ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Poway Unified utilizes a variety of data to evaluate activities. Through our Local Control Accountability Plan (LCAP) stakeholder engagement process, we consult with teachers, parents, classified staff, students and others as to needs. Two of our five LCAP goals hold a strong focus on professional learning and reflect stakeholder feedback in their Actions and Services. To update and improve our services, several surveys are administered throughout the school year to gain meaningful feedback from our staff. These surveys include the Teacher Professional Learning and Effectiveness System (TPLES) and Intervention support. Additionally, our Professional Learning Advisory Board comprised of teachers, teacher union representatives, and district staff, meets monthly to discuss and consult on Teacher Learning Cooperatives, professional learning course evaluations, and reviews ways to enhance professional growth.

Measures of student academic growth are evaluated including time during school site professional learning time to examine achievement on the California Assessment of Student Performance and Progress (CAASPP), iReady English Language Arts and Mathematics, English Language Proficiency Assessments for California (ELPAC), site based assessments, and other indicators. Poway Unified School District has created a robust data system called the Student Report Center which makes all data available to schools and supports disaggregation of data to inform thoughtful team analysis. The analysis of this data is reflected in the Annual Program Summaries of professional development goals and impact on student achievement in our School Plans for Student Achievement (SPSAs). Additionally, our Poway Professional Assistance Program (PPAP-BTSA) will include California Standards of Quality and Effectiveness for Professional Teacher Induction Programs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ongoing staff development will focus on strategies to help teachers:

- provide high quality English Language Development (ELD) standards-based instruction.
- effectively use ELD materials.
- provide appropriate standards-based content-area instruction, particularly focusing on the State content standards.
- academic language and literacy instruction.
- differentiate instruction for English Learners (EL) and provide equitable access.
- incorporate both Integrated and Designated ELD in lesson planning.
- use English Learner assessment results to develop instructional plans.
- provide effective instruction to English Learners in a distance learning setting.

Professional learning and training will emphasize implementation of the strategies and teacher reflection to support a positive and lasting impact on teacher performance in the classroom.

Instructional Assistants will receive ongoing training on the following topics:

- ELD support strategies
- Cultural and linguistic considerations
- ELD Standards
- State Standards
- Academic Language
- Supporting English Learners in a distance learning setting

Site EL Coordinators and Instructional Assistants will attend sessions throughout the year to provide them with program information and instructional strategies to share with school site staff.

Site EL Coordinators, Administrators, and Instructional Assistants will be trained to access, interpret, and use District assessment reports to support English Learners appropriately.

Principals will be trained on EL program requirements and characteristics of effective Integrated and Designated ELD and sheltered instruction, to assist them in evaluating classroom instruction for EL students. Coordinators and instructional assistants continue to be trained on the California State Standards and the ELD Standards in a Trainer of Trainers model.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will hold at least one meeting for parents of newly identified immigrant English Learners. Areas of focus will include:

- Navigating the school system
- EL Program services

- Parent involvement opportunities

Site EL Coordinators and Administrators are provided with training on how to access, interpret and utilize district assessment reports to ensure the success of our immigrant students.

The District provides summer school classes and transportation for middle and high school immigrant students. These classes are targeted to the English proficiency levels of our immigrant students who attend. We do not provide summer school classes or transportation for other students in our district, only credit recovery. In 20-21, we are providing summer school via our Expanded Learning Opportunities Grant. Our immigrant students were given the opportunity to attend both programs if they so desired.

Our Family Learning Center is provided for immigrant families and is open in the afternoons and evenings. Students and parents have access to computers with Internet, black and white and color printers, homework assistance, tutors, a primary language library with books in their home languages, and back to school backpacks and supplies for those who need it. It is staffed by a bilingual parent liaison in addition to the trained college tutors. We also provide parenting resources, information, and classes – topics have included Love and Logic, helping your student with math homework, the teen brain, help with college and scholarship applications, and others.

Training for parents and students is also provided to assist families in monitoring grades and student achievement. Additionally, workshops will be provided to teach our families of immigrant students on how to use effectively the computer and applications.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III LEP funds are used to supplement our English Learner (EL) program by providing one or more EL Instructional Assistants at each of our sites. The number of Instructional Assistants is determined by the number of EL students at each school. Title III LEP funds pay the salaries of the Site EL Instructional Assistants, who supplement our program by providing additional support in content areas and small group academic instruction in language acquisition for lower level EL students designed to increase their fluency and English proficiency. For our higher-level EL students, the Instructional Assistants provide targeted instructional support designed to help these students meet the criteria for reclassification.

Each school provides EL students with both Integrated and Designated English Language Development and access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE) strategies and supplementary materials. We provide a program of Structured English Immersion with all or nearly all instruction in English, focused on English language development with access to core curricular vocabulary and concepts from grade level standards. One elementary school offers a Foreign Language in Elementary School (FLES) program. Two elementary schools and one middle school currently offer alternative (dual immersion) programs – one in Mandarin and two in Spanish.

- Each student's appropriate proficiency level is determined through the English Language Proficiency Assessments for California (ELPAC) and other assessments. Research-based instructional strategies (such as connecting to prior knowledge, providing comprehensible input, and ongoing assessment) are incorporated in the instruction.
- Instruction is based on the California State Standards and ELD standards.
- Program effectiveness is determined by observation of Integrated and Designated ELD implementation by administrators, looking at cohort ELPAC data, CAASPP data, iReady data, as well as the Student Oral Language Observation Matrix (SOLOM), and the elementary school EL Progress Report.
- Reclassification rates and performance of Reclassified-Fluent English Proficient (R-FEP) students will be monitored for four years following reclassification.
- All English learners receive instruction from appropriately authorized teachers (CLAD, BCLAD, SB395, etc.).
- All teachers in our dual-immersion (alternative) programs have appropriate bilingual authorizations.

- At all grade levels, staff members provide appropriate instruction and support for ELs to meet grade-level content standards.
- Adopted materials incorporate research-based methodologies that are appropriate for EL students at various levels of English proficiency.

At the elementary level:

- EL students at all proficiency levels receive appropriate ELD instruction through the regular core language arts program (Benchmark Advance).
- Instruction in other content areas is supported through the use of SDAIE strategies.

At the middle school level:

- The District has adopted Shining Star for ELD for lower level EL students.
- Students at the higher levels of proficiency receive appropriate ELD instruction through the District's regular core language arts program, with supports appropriate for their language proficiency level provided through the ELD Standards. EL students not enrolled in a core language arts program during a particular term receive ELD instruction via our Academic Literacy classes which utilize the English 3D curriculum.
- Teachers use appropriate SDAIE strategies and supplementary materials to provide appropriate content instruction to students at their level of English proficiency to support students in eventually meeting grade-level standards.
- At some schools, separate sheltered (SDAIE) courses are provided in some content areas, particularly for students at the lower levels of English proficiency.

At the high school level:

- The District has adopted the Edge ELD program for students at the lower levels of English proficiency. Students at these levels are also sometimes placed in content ELD or sheltered content classes.
- Students at the higher levels of proficiency receive appropriate ELD instruction through the District's regular core language arts program, with supports appropriate for their language proficiency level provided through the ELD Standards.
- Teachers use appropriate SDAIE strategies and supplementary materials to provide appropriate content instruction to students at their level of English proficiency to support students in eventually meeting grade-level standards.
- All materials incorporate research-based methodologies.

Effectiveness of ELD instruction is measured by the ELPAC, iReady, CAASPP, the TK-5 EL Progress Report, and the SOLOM. Progress in math is measured by District developed assessments, CAASPP, and iReady scores. Progress in other core curricular areas is measured by progress report/report card grades.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District currently uses the following achievement measures to track interim and performance milestones:

- ELD: Grades 6-12: SOLOM rubric completed by classroom teachers.
- Grades TK-5 teachers complete the EL Progress Report.
- ELA: iReady testing at grades 2-8, IRIs, running records, teacher-developed tests/quizzes, and District-developed assessments are administered throughout the school year; District-developed Quality Writing assessments are also available for teacher use.

- Math: iReady testing at grades 2-8, teacher-developed tests/quizzes and assessments are administered throughout the school year; District-developed Quality Math assessments are also available for teacher use.
- CAASPP

The District's Student Report Center provides site and District personnel with timely access to EL student assessment information. Specific populations and subgroups, such as Newcomers, Long Term English Learners (LTELs), and those At-Risk of Becoming LTELs, are carefully monitored through our data warehousing system.

The District uses the English Language Proficiency Assessments for California (ELPAC) as the primary indicator of ELD achievement and District approved measures as the primary indicator of achievement in Reading/Language Arts and Math.

Teachers and other EL personnel will continue to be trained on how to interpret the data to help them monitor program effectiveness and to see if students are meeting benchmarks.

The following procedures are used at the District and school site levels:

- EL student records (answers to Home Language Survey questions, assessment information, parent notification letter dates, etc.) are kept at the District and some forms are kept in a Language Proficiency Folder for each student. Data is updated on an ongoing basis.
- The site EL Coordinators, assisted by the Instructional Assistant(s), monitor the record keeping and ELPAC testing, as well as provide EL student placement recommendations and information for classroom teachers on EL student instructional needs.
- The EL section of the School Plan for Student Achievement (SPSA) is used to address EL student achievement goals, based on their review of site data.
- Via analysis of data reports throughout the year (which contain ELPAC scores, CAASPP, and iReady data), teachers will identify students who are not moving toward meeting annual objectives, as well as those students who may be ready for reclassification.
- Site EL program services will be adjusted based on student needs and available resources.

The District's EL Program Coordinator:

- Meets with principals and site EL personnel to train them on accessing and utilizing the available data to monitor student achievement and program effectiveness, and helps them develop programs to meet student needs.
- Monitors school action plans and EL programs, and works with District administrators to help sites develop appropriate programs, based on legal requirements, student assessment data, and observed student needs.
- Provides an overview of ELPAC results for public review.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Poway Unified developed its application in consultation with many stakeholder groups. Through the use of Thoughtexchange, an online platform for engagement, we gained valuable feedback from our parents, students, staff, and community as to the needs of our students. Additionally, feedback from parent groups such as College Bound and our District Advisory Committee provided input to identify supports to ensure a healthy and supportive environment. In reviewing potential action plans, site teams comprised of teachers, administrators and support personnel shared their experiences in positive behavior training and the impact on both the individual student and school environment.

Poway continues to use data (both qualitative and quantitative) from multiple sources to determine the needs of our students. These data metrics and community feedback supported the intentional actions and services outlined in the Title IV grant application. Amongst those metrics considered were suspension and expulsion rates, the California Healthy Kids Survey, and feedback from stakeholders regarding safe school environments.

As we strive to ensure our schools are effective, equitable and safe learning environments for all students, we will implement Positive Behavior Intervention and Supports (PBIS) at each of our school sites. Areas of focus will include developing common understanding of fundamental structures, processes, and procedures of tiered behavioral intervention model. Site-based PBIS Teams will build capacity of all staff and clear behavioral expectations for students will be communicated to stakeholders. These intentional actions will lead to a reduction of behavior discipline referrals. To set a baseline to evaluate the effectiveness of the activities, a survey was sent to each school site. Additionally, discipline referrals, suspension, and expulsion data will be reviewed and analyzed.

In developing a strong school social culture that supports safe and healthy students, PBIS advocates effective practices with the systems needed for fidelity and sustainability. Poway Unified contracted Dr. Jeff Sprague, noted researcher and staff developer, to work with teams from each of our school sites. Our professional learning included developing an understanding of the tenets of PBIS and providing structures by which to develop site-specific PBIS action plans. Quarterly, we will bring school site teams together to share best practices and provide supports via networking and problem solving. The amount of the Title IV allocation for these activities is \$92,969.00. Through our partnership with organizations such as the Jewish Family Service and the Parent Workshop, we will provide additional behavior supports through parent education.

Poway Unified recognizes the importance of a well-rounded education. Through our X-Ploration program, a team of highly qualified and trained teachers provides our elementary students lessons in Engineering, Science, Technology and Visual and Performing Arts (VAPA) districtwide. Our X-Ploration teachers provide equity to each and every Tk-5th grade student by delivering quality, standards based content, lessons to our classrooms throughout the school year. Twenty percent of Title IV funding, \$24,792.00, is allocated to support these learning opportunities for our students. In the area of STEM, we continue to develop our X-Ploration curriculum by deepening the level of rigor in our STEM lessons. We have created Grade Level units in which students are encouraged to collaborate and design together. After observing results, students adjust designs for improvement and effectiveness. Some examples of lessons include Flight, where students will learn the basis of wind power and Bernoulli's Principle and Electricity, where students will learn how circuit boards work, then design open and closed circuit boards of their own. As we add VAPA lessons, we will work with the

Southern Counties California Arts Project to implement standards based lessons to broaden the well-rounded education of our students.

To support our districtwide intervention work, we have created an online intervention console which provides a Universal Screening tool which identifies students in need of support both academically and behaviorally. Our system also provides staff online forms to track and monitor specific interventions for our students. Recently, we added an application that to help monitor behavior patterns that impact student achievement. As we build the capacity of our school leaders and administrators in addressing the academic gaps of our students, we will be providing professional learning to site teams. Our collaboration will focus on the accessing the data online, analyzing results, identifying best practices, and developing individual site plans that target academic growth. We have allocated \$6,198 to address this component of the grant.