

Superintendent Response to Special Education Community Advisory Committee (CAC), District Advisory Committee (DAC,) and District English Learner Advisory Committee (DELAC) May 25, 2021 Review of Poway Unified School District's 2019-20 Local Control Accountability Plan Annual Update, 2020-2021 Learning Continuity and Attendance Plan, and 2021-2024 Local Control Accountability Plan

2019-20 LOCAL CONTROL ACCOUNTABILITY PLAN ANNUAL UPDATE

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE (CAC)

BUDGET OVERVIEW FOR PARENTS

All looks good

GOAL 1 ANNUAL UPDATE

- On Pgs 14-15 when it discusses the 2020 Virtual shift plans, why is there no mention of a need for TOSA's or additional Support at Valley, Midland, Pomerado, or Los Pen? Earlier in the report it clearly talked about the testing in ELA and lower income SBAC standards for students in these categories were far below District and State Standards.

RESPONSE:
These sites are provided differentiated support through Title I funds. Through site needs assessments and collaborative planning, additional supports are planned for students.

GOAL 2 ANNUAL UPDATE

- When talking about the budgeted numbers for Parent Liaisons there were several more positions listed than actually filled? I saw that some were zero dollars, so were for future growth, but some did have additional positions with unused funds attached?

RESPONSE:
The zero dollars reflected in the Budgeted and Actual Expenditures reflect a shift of funding sources for the Parent Liaison position. Per LCAP template requirements, the reported budgeted expenditures must be reflected even if the funding sources change. Budget line items for this position reflect Parent Liaison positions for English Learners and for Special Education. Salary and benefits are reported on separate lines.

- In the summary section where it talks about the SAI model roll-out. It talks about the "Strong support of" the CAC, as someone that sat in on the roll-out meetings for the SAI, I would be remiss in saying that is not true. The District staff, especially Mr. Mizel, took extra special lengths to keep us updated on the roll-out of the SAI model. I fully grasp the LRE laws, but also would not say that this roll-out is fully supported by all the families in our community.

RESPONSE:
Thank you for the feedback. We recognize this is a work in progress and conversations must continue with all parents to build shared understanding and support. After meeting with the CAC, District staff continued to meet with parent groups. Staff met with parents and staff at each school, individually, where special day classes were being closed as a result of the District's move to more inclusive practices. These meetings allowed smaller groups of

impacted parents to express concerns, ask clarifying questions, and receive information. IEP teams were also convened to discuss the return of students previously assigned to SDC's back to their schools of residence in the 2021-22 school year. We acknowledge that some parents have concerns about their children receiving instruction in less restrictive environments; however, we have made every effort to meet with parents, present relevant research and information, and after listening to their most common concerns, build-in the appropriate supports to ensure their children are successful in the general education setting.

GOAL 3 ANNUAL UPDATE

- Our ambassadors serve as a conduit to resources and help parents navigate ways to best support their child." - would like to emphasize the need for parents to have access to supports that are specifically related to their child's primary needs. This is especially important for those students with Low Incidence Disabilities (i.e. Deaf/Hard of Hearing, Blind, Orthopedic Issues).

RESPONSE:

Access to specific supports related to an individual student's needs are agreed upon by the IEP team and provided through the IEP process. Parent Ambassadors can help direct parents new to the District or new to Special Education to people in our system who can provide them assistance. They can also provide a unique perspective as parents of children receiving special education services in PUSD.

DISTRICT ADVISORY COMMITTEE (DAC)/DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

GOAL 1 ANNUAL UPDATE

- For the section describing challenges to implementing actions/services of Goal 1, it is not clear how challenges or limitations related to new teacher PPAP participation are going to be addressed in the coming year.

RESPONSE:

LSS and PSS will be working with our Poway Professional Assistance Program (PPAP) to ensure they have a sufficient number of consultants to support both our year 1 and year 2 teachers. Following the pandemic, our year 2 teachers will most likely require additional support due to the constraints of teaching their first year during a pandemic.

- I like the increased mental health support. I think that as children return to school this will be even more important than we realize.
- Looks great
- I believe continuing in the development and growth of the teachers is critical to prepare children for an opportunity to achieve success. Additionally, leveraging specialized educators or experts in certain critical areas seems essential to truly address the complex issues of today
- American School Counseling Association recommends a student to counselor ratio of 250/1. It is my understanding that PUSD is nowhere near that with ratios closer to 800/1 in elementary and 600/1 in middle and high schools. Can you clarify what the expected ratio will be for the 2021-22 school year and the goal for future years? While I applaud the addition of social workers and increased mental health professionals, I am concerned that these positions will be temporary and these critical services cut once the Covid-19 funding runs dry.

RESPONSE: *The student-to-counselor ratio at the high school level ranges as a result of enrollment, from a low of 380:1 at MCHS to a high of 490:1 at DNHS. However, we added one full time social worker to each high school (not factored into the student-to-counselor ratio), we increased school psychologist support (each high school now gets 2x full time*

school psychologists), and we increased the hours of our Student Support Specialists (up from 28 hours/week to 40 hours/week).

At the middle school level, again based upon student enrollment, the student-to-counselor ratio ranges from a low of 400:1 to a high of 500:1. The two largest middle schools (OVMS and BHMS) will be getting one full time social worker. The middle school level also will be getting more school psychologist support as well as more support from our Student Support Specialists (up to 40 hours/week).

At the elementary school level, every school is receiving more counseling support. Schools with an enrollment under 500 students receive counseling support three days per week; schools with an enrollment between 550-750 receive counseling support four days per week; and schools with an enrollment over 750 receive five days of counseling support each week. Additionally, we changed our service delivery model. Previously, it was common for elementary schools to share counselors. In the school year ahead, with the exception of one elementary school, every elementary school will have a single, dedicated counselor available to serve students and the community

Funding in a district like PUSD is always challenging. We are the lowest funded unified school district in San Diego County, and our district traditionally runs a structural deficit. Still, we have encumbered funding to support the positions referenced above for the next three years. While the Expanded Learning Opportunities funds are only for one year, Poway Unified will utilize Emergency Secondary and Elementary Emergency Funds to ensure these mental health resources remain in place through 2024.

The additional counseling time at elementary and middle schools, and the addition of social workers and psychologists at the high school level will help ensure staff have the opportunity to meet student needs proactively vs. reactively.

- Recognizing the unprecedented nature of this past year, many students are suffering from anxiety, depression, and countless other issues. Some families might be aware of their students suffering while others might not. Oftentimes, even the child is unaware of their own suffering and that there are services available that might help them. Given all of this, will PUSD be providing mental health screening for all students? If not, why not?

RESPONSE:

Early next fall , PUSD will assess every 6th and 9th grader in the District piloting the “Pupil Attitudes to Self and School” (PASS) attitudinal survey. PASS will serve as a foundation to our expanded system of school-based supports for students. It will provide us with data on students’ confidence, resiliency, motivation, concentration, social-emotional wellness, and mental health. Staff (counselors, school psychologists, social workers, and/or student support specialists) will meet with students scoring in the 20th percentile or below in any of the nine standardized measures assessed. Additionally, where cohorts of students are identified struggling in similar domains, groups will be formed to ensure student needs are appropriately met. PASS will allow our staff to identify needs and strengths, as well as proactively address any barriers to student learning and academic success.

- Over the years, countless parent surveys have requested more art, STEAM, PE and music opportunities for students. PUSD has responded with X-Ploration for elementary students. I see this program has been budgeted to continue; however, I am wondering if there has been any parent surveys regarding X-Ploration itself or alternatives? Have other options been explored or considered? While my children like X-Ploration, I know several families (at other schools) who report their kids hate X-Ploration and would prefer anything else.

RESPONSE: *Thank you for the idea to survey elementary parents on the X-Ploration program specifically. After reviewing the feedback from parents on ThoughtExchange, staff has recognized the need to gather input on X-Ploration from all stakeholders, students, staff and parents. X-Ploration during COVID, however, is not an accurate representation of the complete experience. This will be something we can perhaps revisit after a more "normal" year of X-Ploration, when students and teachers are able to experience the full benefits of the program.*

X-Ploration focuses on providing equitable STEAM, P.E., and VAPA access to experiences across the District in the most impactful yet cost-effective way possible. In contrast, hiring a handful of music teachers here or a handful of art teachers there could not possibly address the art and music needs at all 26 of our elementary schools. This and other options were explored by PUSD's Strategic Arts Education Planning Committee, made up of parents, community members, and staff, whose goal was to create a comprehensive, sequential, standards-based arts education plan for all students at all schools. The Committee identified X-Ploration as a key way to implement VAPA instruction K-5, with ongoing professional learning for X-Ploration teachers to create lessons in VAPA content areas. X-Ploration lessons are regularly reviewed and updated to ensure they are aligned to the standards and meeting students' needs.

GOAL 2 ANNUAL UPDATE

- Since Spring 2020 (and Spring 2021) ELPAC and other testing was suspended due to the pandemic, should the plan address how planning will be conducted in the coming years given the lack of this data? What alternate measures will be used to support planning?

RESPONSE:

ELPAC was given to our students during the 2020-21 school year. We had begun ELPAC testing in March 2020 but it was suspended. We purchased iReady for the 2020-21 school year and will continue to utilize this assessment as an alternative measure to monitor academic progress in English Language Arts and Mathematics for students in grades 2-8 and we also utilized the diagnostic assessment in high school. We have purchased a multi-year contract with iReady so we will have a consistent assessment for several years to monitor learning progress and growth.

- Continue to utilize "zoom learning" technologies where advantageous and helpful to certain students. Build infrastructure to improve ability for teachers to teach in person and via zoom simultaneously.
- Only screening markers are identified for GATE students, but no specific action plans for learning programs. How will this be addressed?

RESPONSE:

The GATE program was eliminated in February 2021.

- Looks great
- GATE students are mentioned in Goal 2, but there appears to be no funding or actions directed at these students. What is the district's plan to address the needs of GATE students?

RESPONSE:

The GATE program which only included homogenous GATE classes in middle school was eliminated February 2021. Students will be supported in all classrooms with differentiated instruction to ensure students are challenged to reach their greatest potential.

GOAL 3 ANNUAL UPDATE

- Looks great
- Thought Exchange is a great tool to use for surveys on both district and school site levels; however, the use of that particular platform during live presentations/webinars is not user friendly. Being so difficult to provide feedback/ask questions in real time, the use of this particular platform makes the desire for actual parent input come off as disingenuous.

RESPONSE:

Thank you for that feedback. We are continually looking for ways to improve on our stakeholders' live webinar experiences, especially when we have large numbers of attendees. Balancing the collection of input from as many people as possible, while still allowing for meaningful interaction has proven challenging.

GOAL 4 ANNUAL UPDATE

- Looks great

GOAL 5 ANNUAL UPDATE

- Looks great

2020-21 LEARNING CONTINUITY AND ATTENDANCE ANNUAL UPDATE

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE (CAC)

LCP ANNUAL UPDATE - PUPIL AND FAMILY ENGAGEMENT AND OUTREACH

- Pupil and Family engagement. There is not a lot of mention on the power of the CAC and the organization to which it represents. As for the district as a whole, the CAC is the primary focal point for the district to serve special education students and families. As such, the CAC should be on the frontlines of family engagement and be much more further represented in the LCAP discussions. The lack of mention or inference of the CAC implies that its function as a group is minimal at best and not important at its worst.

RESPONSE:

We have made significant improvements collaborating with the Community Advisory Committee (CAC) over the last few years. An Associate Superintendent and all four Special Education Directors attend almost every CAC meeting. District staff frequently present information and programming updates, respond to community questions and social media posts, and make every effort to be visible and responsive to this group's needs, interests, and concerns. Staff are actively working with subgroups within the CAC to address concerns related to a variety of topics including dyslexia, inclusion, parent engagement, compensatory education, etc. Additionally, staff are presently working to establish a first-of-its-kind Parent Ambassador program in direct response to feedback and suggestions received from the CAC. Finally, staff are working to connect members of the CAC to the school site council teams at the schools where their children attend so that their voices can be included in the annual revision of the School Plan for Student Achievement (SPSA) this next fall.

DISTRICT ADVISORY COMMITTEE (DAC)/DISTRICT ENGLISH

LEARNER ADVISORY COMMITTEE (DELAC)

LCP ANNUAL UPDATE - PUPIL LEARNING LOSS

- Pupil learning loss seems to compare primarily to MAPS from winter 2020 as well as the newly added iReady assessments. Are the two comparable measures (how do we know) and should this be addressed in the plan?

RESPONSE:

In our transition from MAP to iReady we have worked with Curriculum Associates to access correlation charts.

2021-24 LOCAL CONTROL ACCOUNTABILITY PLAN

SPECIAL EDUCATION COMMUNITY ADVISORY COMMITTEE (CAC)

GOAL 1

- When it talks at the bottom of this section about Student Voice on page 111, that is excellent. I feel it leaves out several large groups of Students who aren't having their voices heard in the current climate of non-inclusive behaviors and intolerance, although "No Place for Hate" is the hot slogan and policy. I believe the LGBTQ+ students and the students with Invisible Disabilities are targeted and left unprotected in the current school settings.

RESPONSE

This is good feedback for us to share with our sites. The District entered into a multi-year contract with Trans Family Support Services in the 2020-21 school year. And while the pandemic set this effort back, services were provided to students and their families virtually this last school year. As part of the current contract, staff at every school will receive training in current and pending legislation and the law as well as the LGBTQIA+ Youth Standards of Care. Some LGBTQIA students are not yet open or out and therefore we want to protect them. Westview High School holds a Unity Week each June and they have included student panels with LGBTQIA representation. We can also leverage the SDCOE Student Voice series that includes students with disabilities and LGBTQIA.

- LCAP Goal #1 is supposed to focus on safe and inclusive learning environments but does not go into depth about what supports or additional measures are made specifically for special education students and integration of said students. Moreover, the CAC was not briefed or consulted on these goals as far as we can tell. Please include the CAC in future discussions of said goals to better work together.

RESPONSE

The goals were developed based on patterns and trends from the ThoughtExchange input survey, as well as Board direction for district wide goals. The Inclusive Practices Advisory has identified metrics which will be utilized to report on the impact of the integration and full inclusion of students with disabilities.

GOAL 2

- To support this effort, and to help meet the needs of all students, teachers and support staff will continue to engage in professional learning in Universal Design for Learning (UDL)" this should include a parent education component to ensure buy-in from both the special education and general education community.

RESPONSE

Thank you for the recommendation. Staff have been providing high quality professional learning opportunities for classified and certificated personnel on the topic of Universal Design for Learning (UDL) over the last two years. It seems logical that the next group we

should seek to engage is our parents. Staff will work with the Community Advisory Committee to calendar an introduction to UDL for parents in the community this next fall.

- Alternative metrics to Smarter Balanced English Language Arts (ELA) assessments are disaggregated by student disaggregated by ethnic group, English Learner, Foster Youth, Homeless youth, Low Socioeconomic status, and Students with Disabilities. " How will these alternative metrics be communicated to parents so that they are in understanding that these alternatives exist. This can help parents when it comes to developing IEP goals with the team.

RESPONSE

iReady student results are posted in My Plan Parent Portal. The alternative metrics are our local iReady assessments which are posted for parents.

GOAL 3

- Both appreciative and shocked at the cost of Parent outreach via social media (including YouTube, etc.) at \$87.8K

RESPONSE:

Thank you, while social media platforms are free, there are costs to communication and engagement platforms to reach and accommodate large numbers of participants (such as Zoom webinars and Thoughtexchange). This amount also includes the cost of the Communications Specialist position.

- Overall, I believe the district has done a tremendously admirable job this year despite the setbacks caused by the COVID-19 pandemic. My overall impression from working both with the CAC and families in the community is that communication will be key to moving the needle forward and initiating change in all areas. I appreciate all of the efforts to focus on safe and inclusive learning environments, Improving systems, structures and programs that lead to increased student achievement, and fostering and maintaining positive relationships with parents and the community. I would appreciate it if the District would strongly consider the role of the Special Education Community Advisory Committee in moving forward with plans that involve students in our community. Thank you for your time and effort and we appreciate the opportunity to be involved in the process.

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW INCOME STUDENTS

- The grade disparities between typical and aggregated students was quite alarming by the charts in these sections shown.

RESPONSE:

We recognize this gap and have prioritized summer school for our students with greatest need. We will continue to offer learning support for students during the school year and summer school again in 2022. We have scheduled a targeted summer program dedicated to English learners each summer as well. Throughout the year, school teams review data and prioritize interventions for our students with greatest academic needs.

DISTRICT ADVISORY COMMITTEE (DAC)/DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

PLAN SUMMARY REFLECTIONS CSI

- All looks great

STAKEHOLDER ENGAGEMENT

- PLEASE track feedback from the public at board meetings, etc. and follow up. Please consider a "San Diego "Get it Done" app style. The community can provide feedback and/or lodge a complaint and a "customer interaction number" is generated. Then PUSD folks can review that feedback and track and let the member of the public know the status and/or decisions made about the comments. It is hard to take the time to give personal feedback to board members and then feel that no one is really paying attention. A response of "no" is still a response, and that would be preferable. This may seem like additional work for PUSD staff and it in truth would be, BUT there could be a treasure's trove of important feedback that could improve PUSD long term, while also potentially saving money in the long run as well.

RESPONSE:

This is an interesting idea. We will explore ways to share the follow up on public comments. Past practice has been for staff to follow up directly with the individual on their issues or concerns.

- PLEASE keep the two weeks of public feedback on line (via the survey) open year round. PUSD staff can perhaps review monthly. We ought to be taking advantage of the ideas of parents.

RESPONSE:

We do need to close the LCAP survey after two weeks, since we specifically use that data to inform the LCAP. However, we can definitely survey our stakeholders year-round on different topics and decisions.

- Looks great

GOAL 1

- Proactively address safety concerns regarding active shooter scenarios. Ongoing (i.e. annual) updates from safety experts that take into account specifics of each school... and then please ACTUALLY FUND AND IMPLEMENT recommendations. Improve Closed Circuit TV (CCTV) abilities so can have better view of campus in the case of an event... and ensure announcement systems are backed up (via UPS - uninterruptible power supply) -- and/or also develop text message system to students -- perhaps with love GIS location of where to run, etc.

RESPONSE:

Poway Unified has increased video surveillance on all campuses (K-12) to support security and safety. The district has continued to add or adjust cameras on campuses as needed. Furthermore, the district is in the process of refreshing the uninterruptible power supply (UPS), which will be completed in the fall of 2021.

- I'm interested in learning more about the Equity Teams item. I think this is a great idea and I'm actually concerned at what looks like a very small allocation for it. I think investing in this kind of support for our teachers is incredibly valuable and goes a very long way into creating inclusive classroom and campus environments for our students.
- I'm hoping the low budget means this training and team leadership is provided for free from the County Office's Equity Department, but if not, if we're only allocating \$65K for the entire district, that would only average out to \$1500 per school site, and that's just not a lot. I would like to see us incentivizing these Equity Teams for teachers, as this kind of peer support only works with a critical mass of interested and motivated colleagues. I think work toward culturally proficient/culturally relevant pedagogy at the elementary school level is incredibly powerful and impactful, but it is hard work that necessitates a good team at the site, and so I'd love to see it funded

at a priority level. This, I feel, is where you are going to be able to make the most impact toward Goal 1.

RESPONSE:

Thank you for your interest in our Equity efforts. In August 2020, LSS contracted with SDCOE Equity Department with a two-year contract for professional learning. The two-year contract covers professional learning for middle and high school equity teams in 2020-21 and elementary equity teams in 2021-22. Secondary teams will continue with three sessions in 2021-22. The contract with SDCOE was paid in 2020 for \$50,000. The \$65,000 allocated for 2021-22 will cover substitutes for equity teams to attend professional learning. The equity teams engage in deep learning around various aspects of equity and then they work with an SDCOE equity coach to bring their learning back to all staff.

- Looks great
- Supporting the addition of specialized skill sets to meet the ever complex issues facing today's children seems paramount. It does not appear to be impacting overall teacher student ratio either, which is also important.
- What I would find interesting for me and my children, as foreigners living in the USA on a visa, is to get in touch with other English learners, and to connect with people in the same situation.

RESPONSE:

Thank you for this suggestion. We can bring this to DELAC and work to create opportunities for families to connect with one another.

- Regarding Inclusive Learning Environments: PLEASE teach history curriculum that provides history from many different cultural and ethnic perspectives. I went to a back to-school night once (not my current school) where one teacher discussed what her plans were for the semester. She spoke for quite some time about the founding fathers - I believe mentioning Betsy Ross.. and then partially under her breath said that they'll end on the Civil War and may be able to spend a little time on Reconstruction. I asked my child about Reconstruction at the end of the semester and was greeted with a blank stare. I love our country and am grateful for the many important documents created by our country's founders, but I believe our curriculum needs to stop treating our founders like gods and also stop glossing over some VERY important parts of our history (such as the Reconstruction period... and the rather quick ending of it). Straight lines can be drawn from some darker parts of our history and many of the societal issues our children are seeing on the news (and in person) today.

RESPONSE:

We recently adopted new History-Social Studies textbooks for elementary. Middle school will be engaging in the adoption process in 2021-22. We recognize the importance of ensuring history is taught accurately and includes diverse perspectives.

GOAL 2

- Continue to utilize "zoom learning" technologies where advantageous and helpful to certain students. Build infrastructure to improve ability for teachers to teach in person and via zoom simultaneously. Fund this development as well.

RESPONSE:

We have continued our contract for Zoom Education in Poway Unified. We recognize the value Zoom provides for students and parent meetings.

- Looks great
- For Student Achievement: PLEASE make it a requirement for all students to take at least one formal logic class in high school. Students really need to learn things like strawman arguments and ad hominem attacks so they can recognize them in their

professional and personal worlds. Our citizenry needs to have the tools to not fall for propaganda and deflection techniques.

RESPONSE:

Our English and History Social Science teachers do teach our students all aspects of propaganda in text to develop critical thinkers, readers and consumers. State standards require instruction in argumentative reading and writing which includes understanding logical fallacies and developing arguments using claims, evidence and reasoning.

- For Student Achievement: PLEASE make it a requirement for all students to take at least one computer coding class in high school. Students will be interacting with artificial intelligence and "thinking machinery". I believe that understanding the basics of that language will be important, regardless of career choice.

RESPONSE:

At the high schools we offer a wide range of Computer Science classes through our CTE pathway called Information and Communications Technologies. The pathway includes the following courses: AP Computer Science and Computer Science Principles, Computer Information Systems, Computer Science Principles and Software Engineering, Cybersecurity, Data Structures, Introduction to Computer Science, Computer Programming and Computers.

Although completing a Career Technical Education pathway is not a graduation requirement, we highly encourage students to take courses that align with their interests and passions which may or may not include computer coding. Many students have very restrictive schedules that do not allow much room for additional classes outside their interests. For example, students in band, choir, theater, orchestra, or any performing arts tend to have limited room in their schedules to take additional classes like coding. Students also have very specific CTE pathways they are wanting to focus on which also limits the number of additional classes they can take. By making a coding class a requirement, many students would have to forgo taking other classes related to their career path, interest, or four-year college preparatory plan.

- It is hard to tell without full context, but seeing additional funding for CTE seems positive and any additional effort toward non-college advanced career development is appreciated

GOAL 3

- Proactively address safety concerns regarding active shooter scenarios. Ongoing updates from safety experts and then ACTUALLY FUND AND IMPLEMENT recommendations. Improve CCTV abilities so can have better view of campus in the case of an event... and enjoy announcement systems are backed up -- and/or text messages to students.

RESPONSE:

Every PUSD school's Threat Assessment Team (admin, counselor, psychologist, and student support specialist at the secondary level) has been fully trained in Dr. Dewey Cornell's Threat Assessment for Schools. Threat Assessment allows staff to identify behavioral and threat assessment long before a shooting happens. Using this strategy, interdisciplinary teams work to identify concerning behaviors and potential threats before they escalate so that the appropriate authorities or facilities can intervene.

Poway Unified has increased video surveillance on all campuses (K-12) to support security and safety. The district has continued to add or adjust cameras on campuses as needed.

Furthermore, the district is in the process of refreshing the uninterruptible power supply (UPS), which will be completed in the fall of 2021.

Members of the school site safety team (admin, custodian, certificated, classified, parents, etc.) walk their campuses annually (typically in the fall) with a comprehensive site safety checklist to identify any areas of concern. Concerns are discussed and shared with the appropriate personnel.

SRO's and Community Service Officers are frequently consulted. Data collected on these annual site walks drives the identification of areas needing improvement (social/emotional; physical environment) and are included in the Comprehensive School Site Safety Plan.

Every PUSD school's Threat Assessment Team (admin, counselor, psychologist, and student support specialist at the secondary level) has been fully trained in Dr. Dewey Cornell's Threat Assessment for Schools. Threat Assessment allows staff to identify behavioral and threat assessment long before a shooting happens. Using this strategy, interdisciplinary teams work to identify concerning behaviors and potential threats before they escalate so that the appropriate authorities or facilities can intervene.

- Goal of 3% increase on "school actively seeks input of parents...." from 67% seems like a pretty small increase on something that should be much higher (particularly in light of the events of the past year). Should a higher goal be set here?

RESPONSE: *We agree that the pandemic has led to a significant increase of parent knowledge of and participation in important school and District decisions. The 3% increase goal is conservative, based on a pre-pandemic baseline. We can revise future goals if needed. We will continue to train school site leaders on the importance of two-way communication and engagement, including professional development with our partners at Thoughtexchange, in order to increase the parent input outcomes beyond a 3% increase. We foresee parent surveys, Zoom meetings, principal chats, and Q&A forums (to name a few) to become the norm, not the exception.*

- PLEASE keep the Thought Exchange operational year-round and/or develop a system (i.e. perhaps an app like the City of San Diego's "Get it Done" app). I believe this would GREATLY improve communication access -- allowing PUSD to obtain this potentially needed feedback, while giving submitters (parents/students) a means to track feedback to see that they are being listened to. PUSD could lead the way on this. I think development of such a tool would be great for the District from a public relations standpoint as well. Thanks.

RESPONSE:

This is an interesting idea. We will explore ways to share the follow up on public comments. Past practice has been for staff to follow up directly with the individual on their issues or concerns.

- Looks Great
- It is encouraging to see how involved parents can be - this is not an overall material amount of funding but community needs to have an impact on how our children learn.

INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW INCOME STUDENTS

- Seems overall to address so many of the critical issues facing our education systems. I feel fortunate to be in the Poway School District. I do wonder what are some of the initiatives that did not make the cut. Also, so hard to tell without context, but of course, even harder to develop that context, so no overall suggestions, just not sure of the

"volume" for comments I might have.

OTHER GENERAL COMMENTS

- Thank you so much for the Budget Basics and Covid Funds Webinars!!!