

**Poway Unified School District  
District Advisory Committee (DAC) & District English Learner Advisory  
Committee (DELAC) & Community Advisory Committee (CAC)**

**2021-2024 LCAP Feedback  
(5.26.2022)**

| <b>2022-23 LCAP Annual Update</b> |   |
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| General Information               | <p>1. There are plans to change school time. I did not see a reference to it in the LCAP. I assume it (school time change) will require some logistics - buses, custodians to open schools, etc. Support for working parents to adjust to the new times. ~ DELAC</p> <p><b>Response:</b> The changes to school start times did not impact the number of hours for staff but changed the start and end times. These are operational changes and new electric buses were purchased via a grant earlier this school year.</p> <p>2. The first paragraph, the vision, should be something that all school sites communicate and share regularly. It's very powerful and changes the dynamics of how we should see education. It's not just about having high test scores, it's a lot greater than that. ~ DAC</p> <p><b>Response:</b> We absolutely agree. In fact, as many new employees interview for positions in PUSD, they reference the strong vision statement. We will continue to bring this to the attention of site leadership to ensure the district vision lives as a center-piece to all efforts.</p> <p>3. Meetings are helpful. It would be great if I could have direct communication with the teacher who help and evaluate my son for ELPAC. ~ DELAC</p> <p><b>Response:</b> This is a reasonable request that can be accommodated by contacting your school site administrator or EL Coordinator.</p> |
| Reflections                       | <p>1. Do we have some data from students/parents about what they think about iReady in addition to the numbers included in this section? One concern from some parents is that students are more and more focused on device-based learning experience. ~ DELAC</p> <p><b>Response:</b> Engaging in virtual learning during COVID raised our attention to monitoring and balancing online learning tools for our students. We have reduced many site-based online programs over the past two years to only focus on a small number that changes by grade level. TK-1 has Lexia Learning; Grades 2-8 have iReady and English learners also have Imagine Learning to support primary language learning and transfer. We can also bring this topic to a DELAC meeting next year to gather input from parents.</p>   |

2. What prompted the switch from MAP to iReady? How is it different, and what are the positive features of iReady? Does PUSD pay for iReady, and if so what is the cost breakdown? ~ DAC

**Response:** In March 2020 when all schools shifted to Distance Learning, we discovered that MAP assessments could not be facilitated to be taken at home. Prior to COVID, we had piloted iReady at several elementary schools with very positive results. Also during the initial school closures, iReady became available to schools at no cost. The ability to have both an adaptive assessment tool and personalized learning pathway for students was very supportive for virtual learning. iReady allowed us the flexibility of common assessments across learning options, in-person or virtual for all students. It is also very user friendly for teachers to access targeted learning needs for students to inform instruction.

Currently we have a 3-year contract with Curriculum Associates to provide i-Ready services and Professional Development to all PUSD elementary, middle, and high school sites ending July 31, 2024. The cost for Year 1 of the agreement (August 1, 2021 – July 31, 2022) is as follows per the quote dated 3/8/2021:

Expanded Learning Opportunities Grant for student licenses: \$1,408,197.82  
Expanded Learning Opportunities Grant, professional learning: 105,000.00

Total: **1,923,197.82**

3. This document sometimes refers to SBAC and CAASPP. How are they related? When correlating iReady data with SBAC, what does that mean? Also, when did we stop using STARS? How is CAASPP different from STARS? Why is it important for our students to take these tests? Does it help our district, and if so, how? Some students/parents believe they do not need to take it, and just leave the exam blank. Do we account for students who try to fail on purpose? We need more transparency on state testing and why it is important, if it actually is important. Most parents have no idea what these tests are used for and why our kids are taking them. Is it being reflected in their school grades? It doesn't seem it is, but there is probably a benefit that needs to be communicated. ~ DAC

**Response:** This is a great question. CAASPP stands for California Assessment of Student Performance and Progress. This is the overarching assessment system for all schools in California. SBAC stands for Smarter Balanced Assessment Consortium which is a specific tool used to assess English language arts and Mathematics in grades 3-8 and 11. CAASPP also includes the California Science Test (CST) and California Alternative Assessment which is for some students with learning differences.

STARS may refer to two different assessments that are no longer used. Prior to CAASPP, California used Standardized Testing and Reporting System which included paper pencil tests. This ended in 2013. STARS could also refer to a reading assessment some sites used in the past for site-based assessment.

As part of the state and federal school accountability system, districts are required to participate in CAASPP testing annually. The data from these assessments inform

both local improvements and state accountability measures consistent across schools.

The CAASPP testing system is used for district and school accountability at the state and district level. We also use the data in conjunction with other assessments to have a clear picture of students strengths and areas of need across academics.

4. Congratulations on the progress made and successes. What are you doing to keep staff and leaders motivated and engaged to continue doing the work to increase graduation rates/success rates for African Americans, Hispanics, foster, etc.? You mentioned you are actively recruiting more diverse staff but how? I heard there is a staff shortage so how is PUSD keeping salaries competitive, assuring safety in schools and creating ongoing development opportunities? ~ DAC

**Response:** Thank you for your support and recognition of improvement. We are very committed to addressing the opportunity and achievement gaps within Poway Unified. This year, we hired a new Director of Equity and Improvement to ensure our focus and efforts continue to address and improve the success rates for African American, Hispanic, Foster Youth, English learners, Students with learning differences, and Youth in Transition. The focus in 2022-23 will be on using data to identify and address equity issues related to student learning, achievement and belonging.

We are also working with our employee groups to support competitive salaries for all positions. Over the past 5 years, additional steps and range adjustments have been made to many classifications and positions to ensure the District is well-positioned to retain employees and maintain competitive salaries. To name just a few: teachers, Assistant Principals, speech language pathologists, nurses, and many classified employees in Classification Studies Year 1 and Year 2 (including bus drivers, registrars, guidance technicians), and assistant principals. This is ongoing work. In fact, funds have been set aside to continue classification reviews for Years 3 through 6 for our classified positions. Additionally, our Personnel Support Services has expanded recruitment and retention efforts for improving the diversity of our work force in PUSD. PUSD has been actively recruiting at local hiring fairs in partnership with the San Diego County Office of Education as well as local colleges and universities. Our Communications Department has also supported our Personnel Department to actively market open positions to ensure we are hiring from a diverse pool of candidates.

5. It would be great if classroom teachers could provide test dates via email. I know it's available in the PUSD website, but an email or update in synergy system prior to a week would be beneficial for parents ~ DELAC

**Response:** The English Language Proficiency Assessments for California (ELPAC) test dates are set by the state. Each school site has the ability to set their own schedule, but we will work with our English Learner Instructional Assistants to

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|  | <p>provide communication to parents on when students will be administered the ELPAC.</p> <p>6. In regard to i-Ready assessment, the questions for the assessment are sometimes way beyond the child's understanding. What I mean is the questions are beyond what they learn (especially Math questions). I literally see kids making a guess and selecting the answer. Sometimes, I feel it is a little misleading because the kids should not feel they can just guess their answers. It will be great if the questions are designed based on the concepts the kids are learning in their grade. ~ DAC</p> <p><b>Response:</b> The i-Ready diagnostic assessment is a computer-adaptive test that matches the difficulty of test questions to the proficiency level of each student. As students answer questions correctly, they will get more difficult questions. As students answer questions incorrectly, they will get easier questions. The Diagnostic adapts to find the precise proficiency level of each student in the quickest, most efficient way possible. Once a student has completed the diagnostic assessments in English Language Arts and/or Math, i-Ready provides a personalized learning pathway based on the Diagnostic results.</p> <p>7. SWD - per the District at one of the last BOE meetings the percentage was over 14%, 14.2+-14.6% were the numbers we were being given. This report is listing them at 13.8% ~CAC</p> <p><b>Response:</b> The percentage of Students with Disabilities (13.8%) cited in the LCAP results from the Census Day data snapshot whereas the percentage (over 14%) reported during the referenced Board meeting, results from a real time data pull.</p> |
|  | <p>1. I feel after what happened in Texas a couple of days ago, parents may require more details about the safety measures that PUSD will take in the coming school year and what will be the proportion of budget dedicated to the school site safety. ~ DELAC</p> <p><b>Response:</b> We agree and sent a message to all families on June 2, 2022 to remind all families of the actions PUSD has taken over the years to address and improve the safety aspects of our campuses. Please follow <a href="#">this link</a> to see a detailed list of safety measures. We are also looking at using new one-time funding for the 2022-23 budget to address additional safety needs at our school campuses. This is an ongoing focus following our review of all school sites and the development of the Facilities Master Plan. We continue to work with the limited funding available for facilities improvement efforts, due to the fact that the State does not specifically provide facilities funding to schools.</p> <p>2. Racism clearly still exists and unfortunately, is evident in our school communities. Particularly in a Mandarin Immersion school. My question or feedback is, what is being done to support the staff when they are approached with racist comments from parents and passive-aggressive remarks? If our</p>   |

leadership and staff feel threatened or not empowered then that will get passed down to students and the overall culture of the school. How can we place a bigger focus on celebrating culture vs. being afraid? What are you doing to empower school sites, teachers, and administrative staff at school sites? It bothers me to see and/or hear that they still (in 2022) get yelled at and/or get mean/racist comments. I often see the communications being sent from PUSD but never from the actual school site. This needs to change. ~ DAC

**Response:** This is an ongoing effort for PUSD and included in our Racial Equity and Inclusion Plan. We continue to engage in professional learning with staff to strengthen their understanding, knowledge and skills around racism, microaggressions and how to interrupt incidents of racism. We are also continuing to engage parents and the community in Racial Equity and Inclusion Community Conversations. This year we held 10 sessions for our families to attend. Our elementary sites have just completed year one of their equity professional learning. We continue to grow and learn in this area. Please know we are made aware of all incidents and support our schools to ensure they feel safe.

3. How are staff being supported with their social/ emotional wellbeing? They deal with A LOT! Is there a wellness program in place for them that encourages them to practice radical self-care? ~ DAC

**Response:** We do recognize the impact of the past two years on all staff and students. We have an Employee Assistance Service for Education (EASE) program available to all staff to support their emotional wellbeing.

- This program has \$0 co-pay and is open to **ALL** Poway USD employees and their household members, regardless if they are benefited or not.
- The program provides access to licensed specialists for confidential assistance in a wide range of personal topics.
- Employees can call toll-free 24 hours a day, seven days a week: 1-800-722-EASE (TTY users call 711) - provide group #2759
- Or visit: [www.members.mhn.com](http://www.members.mhn.com)
  - Register with the company code: EASE
- PUSD employees are entitled to six face-to-face sessions or telephonic or web-video consultations for problem-solving support per incident, per calendar year. For more information, go to:  
<https://www.powayusd.com/en-US/Departments/Personnel-Support-Services/Benefits/EASE>

4. Updates are very helpful. Looking forward to seeing improvements with these plans and actions taken by school districts. ~ DELAC

**Response:** Thank you for your support and involvement!

5. As I'm looking at the percentages above the goals, it appears to be misleading. How many of the same students fit into 2 or more of the same categories? SWD, and ELL, and Chronic Absenteeism, let alone ethnic categories are all

going to correlate. SWD are going to have more absences due to having disabilities requiring medical appointments; those rates will increase especially in times where your mental health staffing, SLP, OT, etc. is low due to high demands and hard to fill positions. Under the percentages chart breakdowns, for a district that is so focused on racial equity, I found it hard when every percentage topic was broken out by race and color. I don't know if that's a mandate, but reading it was uncomfortable. It's already uncomfortable knowing that my child is considered as "other" as SWD, but skin tone too?  
~CAC

**Response:** Poway Unified utilizes standard reporting groups of race and ethnicity. There is no grouping by "skin tone." Students are often represented in more than one group.

6. When discussing goal 1, its imperative PUSD does a deep dive into the definition of "safe". Given recent events, parents are extremely concerned with what safety measures can be done to make campuses safer. While we recognize funding was spent to hire an independent analysis of PUSD's campuses, parents are concerned little information was gained or actually put into practice. It would be nice if PUSD could outline exactly what safety measures have been added and what future plans to improve safety are forthcoming (we recognize site-based safety plans might not need to be public information). ~ DAC

**Response:** We agree and sent [this message](#) to all families on June 2, 2022 to remind all families of the actions PUSD has taken over the years to address and improve the safety aspects of our campuses. We are also looking at using new one time funding for the 2022-23 budget to address additional safety needs at our school campuses. This is an ongoing focus following our review of all school sites and the development of the Facilities Master Plan. We continue to work with the limited funding available for facilities improvement efforts.

7. In respect to goal 3, positive relationships with parents and overall family engagement could easily be improved by improving communication. I personally have sent numerous emails to mid and high-level district personnel and many of my attempts at communication have gone ignored. While I understand the burden these individuals are under, certainly they have staff that can respond as needed. I've been fortunate to speak with most of our school board and even the superintendent herself; however, I've been disappointed with other individuals in major roles that have chosen to ignore communications of large-scale concerns. ~ DAC

**Response:** We understand the frustration of emails going unanswered but please know that our District leadership is inundated with emails (especially when it comes to large-scale concerns), and despite their best efforts, some emails may get missed. If this occurs, the best practice would be to reach out by directly calling

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|  | <p>their office and setting up a phone call appointment to get your questions or concerns addressed.</p> <p>8. Regarding Goal 2, it is important to consider the way in which we are defining "inclusive practices". ~ DAC</p> <p><b>Response:</b> Last March, the Special Education Department gave <a href="#">this presentation (video here scroll to 03:10:33)</a> to explain inclusive practices. It is extremely informative in helping to understand the “why” behind our efforts and how inclusive practices is defined and being implemented.</p>   |
| <p>Comprehensive Support &amp; Improvement</p> | <p>1. What are the details of the Middle College program? i.e., who will it cater to, will there be an application, will this be communicated to school sites and parents? Will this be open to all high school students within the district? Will middle or elementary students also have access to Middle College classes? Palomar does have a K-12 program for students, so how is this different from that? Will this be offered at a specific school site, or at the RB Palomar campus? Most parents have no idea about the program. ~ DAC</p> <p><b>Response:</b> The details of PUSD’s new Middle College Program can be found <a href="#">here</a>. Middle College is open to PUSD high school students, who will take classes from PUSD teachers as well as Palomar College instructors at the Rancho Bernardo location of Palomar College. Due to the maturity level required for students to be intermingling with college students, the program is not open to middle or elementary students. Along with earning high school and college credits, students will participate in an internship program for credit. All credits earned will be posted on their high school transcripts. All college credits earned will post to their high school and college transcripts. This program is at no cost to the student. During the 2022-23 school year, we expect to serve 60-80 students in 11th grade only. Beginning in the 2023-24 school year, we expect to serve both 11th and 12th grade students with 80-100 students per grade level. Because we are doing a phased roll-out, starting with students who will be in 11th grade next year (2022-23), all communications have been directed to those students and families first. As we expand enrollment, we will expand communications.</p> <p>2. I believe the supports provided are great. I would like to see addition of new and innovative support during ESS programs. Some ideas can be preparing food, baking classes in Summer ESS. ~ DELAC</p> <p><b>Response:</b> Many of our ESS programs are incorporating wonderful and engaging STEAM curriculum into their summer programs, including cooking challenges, science experiments and more. We can also have our Tech and Innovation team support the ESS team with professional learning.</p> |
| <p>Engaging Educational Partners</p>           | <p>1. This is great. Scholastic is a great partner. waiting to see great collaborations with local Universities. ~ DELAC</p>   |

2. The LCAP document states we met Thursday May 26,2022 to review the revised LCAP, however not enough time was given to DAC to effectively do so. The LCAP is 179 pages and DAC met on a Thursday evening to understand what was being asked of them. Then DAC was asked to have all comments returned by Monday May 30th, all of this over Memorial Day weekend. If PUSD actually wants feedback on the LCAP from the few DAC parents, then more time should be given. One week would be a lot more reasonable and likely PUSD would receive more feedback. ~ DAC

**Response:** We are grateful to our parent advisories and understand the time required to review. In preparation for the LCAP review, our DAC has been provided with each 2021-22 LCAP goal monthly for review ahead of the 2022-23 update. Parent groups were provided the LCAP the morning of Thursday, May 26th for review and feedback and the feedback window was closed the morning of Tuesday, May 31st.

3. When attempting to engage families, feedback gathered via ThoughtExchange is minimal and often oversimplified or strangely worded which skews any useful data. Please seek to find more opportunities for parents to provide open ended feedback and try to be more thoughtful and carefully word questions on surveys. ~ DAC

**Response:** We agree, and are examining other survey platforms that would allow PUSD to gather more targeted and meaningful feedback (both qualitative and quantitative) from our families. Stay tuned!

Goal 1 –  
Safe and Inclusive  
Learning  
Environments

1. Will PUSD ensure each school and each class will have enough PPE such as hand sanitizer, wipes, etc. for the whole school year? If this is not something in the planned budget, may it be a good idea to inform the parents at the beginning of the school year so parents will be aware of their donation on this subject? ~ DELAC

**Response:** We will continue to support custodial supplies and hand sanitizer for schools. Additionally, teachers/school sites will be reminded to send any supply lists at the beginning of the school year. Parents can also donate year-round for teachers' classroom supplies [here](#). Making a cash donation allows the teacher to purchase PUSD approved supplies using the PUSD discounted price on both supplies and copies. Donating directly to the school site or teacher's classroom supply account allows the PTA and/or Foundation to focus on their fundraising goals: assemblies, equipment, scholarship and special programs for students.

2. Strong improvements from baseline year in key metrics, outcomes seem to reflect a strong correlation to actions, the comments around inclusion and diversity were a great representation of the "how" ~ DAC

3. \$80,000,000 for Equity Teams seems excessive. ~ DAC

**Response:** It appears this question/statement has an extra 0 included. The amount included is \$80,000 which covers a contract with the San Diego County Office of Education for professional learning with all schools throughout the year, also sessions dedicated for the District office leaders to ensure continuity of learning and support. Please note release time for teacher substitutes is \$180 per day.

4. Why isn't PUSD supporting Athletic Trainers at the high school level? There is no line item for trainer's supplies - tape, ice, bandages etc. Trainers are having to fundraise to purchase the necessary items needed to take care of OUR athletes. - ~ DAC (Note: Athletic Trainers are not found in the LCAP.)

**Response:** Only \$65 million of PUSD's \$472 million in total budgeted expenditures is tied to actions/services in the LCAP. Funding for Athletic Trainers is one of those items that is not part of the LCAP. However, as part of each annual school site allocation, each high school receives an athletic supply budget of \$28,000 and it is up to their discretion on how to spend it. We will work with the high schools to determine if this amount needs to be adjusted to meet their needs.

5. Equity team - unneeded intervention might make this worse than better. Young children create friendships without biasing. Exposing young children to ideas of anti-biasing might lead to biasing.... Capital Projects - why capital projects are PENDING? What does 'Low-SES-Transportation' mean? STEAM participation - why to show if budget is zero? Student voice - might lead to confrontation at schools and create unsafe environment. Sounds like a good idea but might lead to opposite results and unsafe environment. ~ DELAC

**Response:** Thank you for sharing your perspective on these topics. Through our conversations and meetings with parents throughout the district over the past two

years, we continue to hear stories of children as young as preschool expressing bias. Children have gone home and said, "XXX told me she didn't want to play with me anymore because I'm brown." Or, "XXX said, 'are you dirty? Your skin is brown.'"

Capital Projects: These items are pending due to the state budget not yet being finalized.

Low SES Transportation: This refers to adding a bus route for students that are in the low socioeconomic category. These students have been chronically absent due to no bus route. We have added a new route to support these students with daily transportation to school.

STEAM participation:

Student Voice: We gather input from our students in a variety of ways to inform and assess our efforts for improving a safe and welcoming climate and culture on all campuses. This can take the form of student surveys or inviting student panels to speak with staff. We are here for their success so their voice is critical.

6. For Action Items (1.15 & 1.16), there is no funding, shall we clarify how these items will be supported financially? (PTA, parent donation, etc.)? ~ DAC

**Response:** Only \$65 million of PUSD's \$472 million in total budgeted expenditures is tied to actions/services in the LCAP. Action 1.15 refers to STEAM Participation through programs such as Project Lead the Way and FIRST Robotics. Action 1.16 focuses on Student Voice which highlights our collaboration with groups such as Diversify our Narrative, #BlackinPUSD, and our site Equity Teams. If it is indicated as \$0 in the LCAP, this means funding for these items that is not part of the LCAP and rather, comes from a different funding source. But they are highlighted in the LCAP because we believe these action items are extremely important and supportive of our goals.

7. Overall safety for schools:

What safeguards are in place to make teachers and staff feel safe at schools? Currently, anyone can walk into our public schools through the front door of the front offices. Why don't we have an intercom system in place and an actual barrier before anyone can actually have access to open a door that allows them to enter the school? According to the CDC, firearms are now the leading cause of death for American children and teenagers and gun violence regulation is still an issue. If we can't change gun violence control then how we can proactively continue to secure our schools and our front office staff?

**Response:** Based on a thorough safety analysis of each school and office building to identify any vulnerabilities, PUSD has reinforced fencing and gates, limited access points onto campus, and implemented a visitor management system. All schools do have an intercom system in place, and the testing of those systems occurs during annual safety walk-throughs. In early September, PUSD will host another School Safety Summit to identify areas of improvement and to go further in depth to review the safety measures. We will share the date and time with you when this is

scheduled. Until then, please know that school safety does not take a day off. It is on our minds 365 days a year, and we will continue to do our very best to ensure our schools remain the safest place for our students and staff.

Additionally, I understand there is a staff/ teacher shortage. What are we doing to retain and attract highly qualified teachers? Are salaries, and benefits competitive and attractive? Are they reassured and provided ongoing training regarding safety and how to care for their own mental health & wellbeing?

**Response:** It is a priority for PUSD to ensure that our employees feel valued, respected, and are being fairly compensated. It is also a priority to ensure that we offer competitive wages that allow us to attract, recruit, and retain the highest quality employees. As a direct result, we have offered raises and/or bonuses (or both), every single year since 2017. Additionally, PUSD has award-winning professional learning and professional support/mentoring programs in place for teachers, including PPAP (Poway Professional Assistance Program) and TLC (Teaching and Learning Cooperatives).

We are also working with our employee groups to support competitive salaries for all positions. Over the past 5 years, additional steps and range adjustments have been made to many classifications and positions to ensure the District is well-positioned to retain employees and maintain competitive salaries. To name just a few: teachers, Assistant Principals, speech language pathologists, nurses, and many classified employees in Classification Studies Year 1 and Year 2 (including bus drivers, registrars, guidance technicians), and assistant principals. This is ongoing work. In fact, funds have been set aside to continue classification reviews for Years 3 through 6 for our classified positions.

3. Regarding Metric 7 under goal 1: - Parents need to be notified of the surveys being given to students regarding providing feedback on bullying behaviors that includes a copy of the survey before students answer it.

**Response:** Schools do send out advance notification of surveys to parents, as we did recently for the equity survey as well as the PASS (mental health survey). The survey you are referencing is the California Healthy Kids Survey (CHKS). Parents can download the CHKS surveys [here](#).

4. Action 1.12 - PLEASE reconsider saying YES to maintain custodial support to ensure the health, well-being, and safety of all students and staff. Many areas at schools are not properly maintained and appear dirty, trashy, and, messy. Bushes are overgrown and not maintained, enabling spots for active shooters to hide inside, and outside of the school grounds. There are also no trash cans outside, and in front of schools where many gather to drop/off and pick up kids before/ after school making it easy for people to leave their trash on the floor.

**Response:** Thank you for your feedback. The “Yes” or “No” in the Contributing column only refers to whether this particular action item directly contributes to our

unduplicated students. This funding will continue and we will maintain custodial support for school campuses. Our custodial and grounds teams work extremely hard, and our schools are working with our students to remember to take pride in their campuses and clean up after themselves! It is definitely a schoolwide effort to keep our campuses clean. There was definitely a learning curve this year when students returned full time! Having trash cans in front of the school seems like a simple and easy solution to suggest to your site administration.

5. Action 1.13 We need to be sure the structural environments of all classrooms are conducive to creating a welcoming environment for learning. Otherwise, the pressure is on parents to raise funds to do something that should be funded by the district.

**Response:** We agree, however, we are extremely limited on funding for our classrooms, buildings, and facilities because the state does not provide PUSD with facilities funding; as such, districts are left to try to pass bond measures for facilities improvements and modernization. However, PUSD's last attempt was not passed by the voters.

6. Action 1.14 Assure the language portion is taught by credentialed teachers and/or assist them in attaining their credentials. For the Mandarin program, since it is still fairly new, we need more proactive communication from PUSD, and the corresponding schools regarding the pathway to middle school and even high school. While the staff is doing the best that they can to continue to evolve the program and make it the best, it needs more support - that's my impression. As a Mandarin immersion parent and also since PUSD's vision is to create and culture and conditions to empower world-class learners, I'd love to see the school sites celebrate diversity, culture, etc. I'm not a teacher so I don't know what that looks like. What are the standards kids need to be meeting and what do we need to do at home to assure they are feeling confident in both languages? We just need more proactive communication and reassurance/support for parents to assure we are doing our part at home to support the students/ teachers and know what resources to use at home. How are the funds being allocated between both schools? Valley has a well-established program while Adobe Bluffs is still creating it. My impression is that starting a new program would require more resources.

**Response:** We have expanded our commitment to developing our world language programs with the new position of Director of Global Language and Innovative Programs. Our goal is to address you specific concern by strengthening existing programs and expanding new programs. Principal Peterson has worked hard this year to establish a strong trajectory for the Adobe Bluffs program and has also worked with the Director of Global Language and Innovative Programs to recruit certificated Mandarin teachers.

We are excited to share a new grant opportunity that will allow PUSD to greatly expand our world language programs. Thanks to a generous donation from the Avery-Tsui Foundation, PUSD will have the funds to complement Global Language and Culture classes for all PUSD TK-5th grade students. This funding will be used to hire teachers, purchase technology and educational materials, and ensure the necessary professional development to build a top-notch program District wide.

7. Action 1.15 Why is PUSD not supporting this action financially? 8. Action 1.16 I'm surprised no financial support is being provided for this initiative given the district's mission to create conditions to empower world-class learners and the focus on assuring that minority groups are empowered to excel, graduate and feel like they belong. The voice of the student is critical. Can we get creative in providing students with some kind of a budget and/or stipend for them to create some kind of community event? It seems contradictory to say you support equity and not provide support for students to be heard and seen.  
~ DAC

**Response:** Only \$65 million of PUSD's \$472 million in total budgeted expenditures is tied to actions/services in the LCAP. If it is indicated as \$0 in the LCAP, this means funding for these items that is not part of the LCAP and rather, comes from a different funding source. But they are highlighted in the LCAP because we believe these action items are extremely important and supportive of our goals.

8. Great! ~ DELAC

9. 1) There is a large amount of funding that is going toward counseling services or similar services to middle and high school students. The amount of funding in general being allotted for Goal 1 related services to elementary versus middle and high school seems off balance a lot. Elementary school health related services seem low in comparison and students are in elementary school the most years. All school grades have been negatively impacted by the pandemic and goal 1 related funding should be equal to these age groups.

**Response:** We share your concern with support across all grade levels with counseling and wellness support. We continue to seek funding and apply new incoming funding to this area of need.

2) It has been proven that physical health improves mental health. Rather than focusing solely on counseling, which is the result of a need for mental health improvement. Let's try to remove the problem from the beginning by providing proper physical education to elementary students. This will improve both their physical and mental health and over time likely reduce counseling related expenses in PUSD. Furthermore, there are many elementary schools who's education fund pays for PE teachers so their students get PE regularly. This creates an inequity because schools such as Valley Elementary (title 1) do not get PE- BIG RED FLAG FOR EQUITY ON A VERY IMPORTANT TOPIC. Elementary

students should get PE at least twice per week. PE provides them exercise, access to outdoors, and opportunities to work as a team- all which improve mental health and learning abilities. I understand X-ploration includes some outside time, however it is only twice a month. That is not enough regular exercise. Elementary kids are being way too sedentary at school. I personally think we should stop X-ploration and fund elementaries to have on site PE teachers to provide PE twice a week. Elementary teachers are capable of providing students with art and STEM type of activities in the classroom. Districts stopped valuing PE at some point and now we are seeing the price be paid in childhood obesity and mental health needs. If a child is not physically or mentally healthy, then topics like learning art and STEM do not matter. I do understand this would be a big change for the district to now have PE, but it is necessary.

**Response:** All elementary teachers are required to provide instruction in PE regularly. Students receive 200 minutes of PE every 10 days as required by Education Code.

3) In addition to students needing PE multiple times a week for their health, the food at school also needs to be addressed. The ESS program provides afternoon snack to students and it is usually full of sugary or highly processed food daily. Similarly, at least in kindergarten parents are encouraged to provide bulk morning snacks for the teacher to use for the entire class. Anything that is individually packaged and not refrigerated like this, is going to be junk food. I am not even touching on the unhealthiness of the food given by the state program for lunch and now breakfast. Given the eating habits we are setting at these young ages, these children do not stand a chance to be at a healthy weight long term. This then plays into their mental and physical health. Furthermore, the amount of food waste that is occurring due to the free lunch program and soon to be free breakfast program is terrible for our tax payers, earth, and just all around a waste of resources. Lastly, even when a parent packs a kid a healthy lunch, the cafeteria will give that kid a free unhealthy lunch when the parent does not want that. There needs to be more parent control on if their child is to get the free lunch or not.

**Response:** Our school lunches follow FDA guidelines for health and nutrition. You can learn more on our [Food and Nutrition webpage](#). ESS also works with our Food and Nutrition Department to ensure guidelines for snacks are followed. Individual servings are provided to work within health and safety guidelines. You can read more about [healthy snack guidelines here](#). We are working with our schools on supports to reduce food waste and there are requirements for the types of servings students must take that are not local decisions.

We do encourage parents to always support developing healthy habits at home as well.

4) Maintenance of schools- Valley Elementary (and others) need trash cans placed in front of the schools/around the school perimeter. I assume it is because parents with the students are no longer allowed on campus, but there is a ton more trash all the time on the ground outside of the school gates all year. This is still school property, just not inside the gates. Parents and kids outside the gates have no access to a trash can so it is all over the ground/grass etc. As a parent, I would help the school by picking up trash and throwing it out, if there were trash cans to do so. I have picked up beer bottles at my son's elementary school and had no where to then throw them out. Obviously then these trash cans would need to be managed by the janitors.

**Response:** Thank you for your feedback. Our custodial and grounds teams work extremely hard, and our schools are working with our students to remember to take pride in their campuses and clean up after themselves! It is definitely a schoolwide effort to keep our campuses clean, and there was a learning curve this year when students returned full time on campus. Having trash cans in front of the school is a reasonable and easy solution and we will remind our custodians and site administrators to make this an option; a reminder or suggestion to your site administrator is also appreciated as well.

5) There should be something about funds in this goal to address either training or drafting plans on what school staff should do if students are in danger of a shooter. Similar to what we used to do for fire safety and earthquakes, schools and staff had a plan in place for these emergencies and it was part of annual drills or training. Also parents need to know how they would be notified in the event of a school shooting or other emergency via text etc???

**Response:** At the direction of the Board of Education, staff has added \$5 million of one-time funds into PUSD's 2022-2023 General Fund Budget for physical site safety and facilities improvements. Every school site has a comprehensive School Site Safety Plan, which is reviewed and updated annually. Additionally, our students and staff practice a variety of drills (fire, earthquake, lockdown, etc.) multiple times a year. In addition to lockdown drills, staff have been trained in the Run, Hide, Fight protocols created by the U.S. Department of Homeland Security. In collaboration with the County Office of Education, PUSD re-trained school site threat assessment teams and crisis response teams. PUSD has updated our emergency notification system to enable a text feature that parents and staff can opt into.

6) We need to acknowledge that the damage done to our children by the COVID pandemic measures of social distancing, masking, learning loss, etc caused greater harm to ALL our children than the disease itself. We will continue to understand all these emotional and social negative impacts our kids burdened for years to come. We cannot take steps backyards in this area, we cannot mask then unmask and mask our kids like that is normal and a way

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|   | <p>of life. We should not restrict their freedom as students and parents to manage their health choices and we should not force things on others-- that is not inclusive. By removing all COVID era restrictions at schools, students can return to their version of normalcy and families can make their own choices. Sorry to say but COVID is here to stay and we need to live with that and not treat it like something that will be gone soon. COVID has shown us the importance of being healthily and is all more the reason why we need to create healthy habits young from diet to exercise at school. ~ DAC</p> <p><b>Response:</b> Thank you for sharing your thoughts. It has been an extremely challenging couple of years with all of the changing health protocols. As a public school district, we are required to continue to follow public health guidelines as they pertain to schools.</p>   |
| <p>Goal 2 – Improving Systems, Structures and Programs the Lead to Increased Student Achievement and Learning Opportunities for All</p> | <p>1. Return homework to elementary school. Children should practice at home and it is a very good communication tool between school and parents. X-Ploration program is VERY important. PE and Art should be regularly taught at elementary school and not be an option.</p> <p><b>Response:</b> You can read PUSD’s Board policy on the purpose and objectives of homework as well as homework guidelines for teachers <a href="#">here</a>. For elementary students:</p> <ul style="list-style-type: none"> <li>● In the primary grades (K-3), homework should consist primarily of reading and a limited number of independent exercises to reinforce previously taught basic skills.</li> <li>● At the upper grades (4-5), homework should primarily consist of reading, practice in mathematics, application of writing skills, and beginning research. At this level, homework should be designed to build independent study habits.</li> <li>● Long-term assignments at the upper grades should be limited in number and duration. These assignments should include clear checkpoints to monitor progress towards completion.</li> <li>● Homework at the elementary grades should not be assigned over the weekends, breaks, or holidays.</li> </ul> <p>To ensure access to a well-rounded educational experience for all elementary students, we will continue to support our X-ploration program.</p> <p>2.7 Teaching and Learning TOSA - consider to increase the number more than 3. ~ DELAC May be in the details, but is there course development or allocation of funds for course development that targets lower performing cohorts? ~ DAC</p> <p><b>Response:</b> All of our schools receive Educationally Disadvantaged Youth allocations which typically support intervention classes and/or Impact teachers to provide additional support for underperforming students.</p> <p>2. would be great to see more specific discussion around trade development or direct to career preparedness ~ DAC</p> |

**Response:** We realize not all students choose to go to college, and some go directly into a career. We are extremely excited about the development of many of our career pathways, which you can explore [here](#). Career Technical Education remains a priority for PUSD and Career and College Readiness is one of the key indicators we are accountable to the state for, when it comes to the [California School Dashboard](#).

3. As GATE program has phased out a couple of years ago at PUSD, a lot of parents are wondering if PUSD will support (not financially) parent groups to organize advanced learning opportunities for students who exceed the average level. We believe PUSD should clarify its position and encourage volunteered parents on this. ~ DELAC

**Response:** As a district, PUSD has made a concerted effort to customize learning and tailor instructional practices to meet the individual needs of our learners. Through our districtwide TLC program, teachers have participated in 188 different courses such as Universal Design for Learning/Personalized Learning which offers technology training focused on personalization of learning. Students are offered educational playlists that align with their learning goals and are offered open access to rigorous learning opportunities and courses that align with their individual school goals allowing many to peel back labels they may be carrying throughout their academic journey. We are also committed to providing our teachers with on-going professional learning to optimize students' passions, outcomes, and opportunities for learning. Teachers have created classrooms where personalized learning for all students is the cornerstone of the work.

Due to the fact that PUSD addresses the varied needs of our learners by offering differentiated, individualized, and voice and choice options in learning so all students have greater opportunities to excel, the need to have a separate program to instruct those students labeled gifted and talented is no longer required. Accordingly, the decision has been made to discontinue the GATE Program in PUSD which currently serves students in grades 3-8. Poway Unified will be in alignment with neighboring school districts, such as Solana Beach and Del Mar, which discontinued the GATE program many years ago.

4. on page 71 of 135, the 4th full paragraph indicates due to staffing several classrooms had the maximum number of children (31) and then discusses the benefits of the reduced class size??? i think you mean k-3 were smaller, but maybe some clarity... ~ DAC

**Response:** During the 2021-22 school year, we reduced the maximum class size at grades 4-5 to 31 students. TK is 25; K-3 is 26 and next year, 4th and 5th grade will return to a cap of 33 students. Class size reduction was funded using In-Person Learning funds which have been expended.

5. ...i missed the detail on Pathways the first time and made a comment suggesting more specific direct to career opportunities...found them!

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|   | <p>6. Great. ~ DELAC</p> <p>7. 1) As I stated in my Goal 1 feedback form, Elementary students should receive physical education (PE) at least twice a week at every grade. Please refer to my comment on Goal 1 on PE. And X-ploration is too infrequent to provide significant value in the physical health PE area. 2) Title I school support of academic and social emotional student needs based on the annual Site Needs Assessment.-- why is this being de-funded next year and how is this need now being met for our title 1 schools? 3) An observation is that a lot of programs related to goal 2 are not continuing to be funded next year. Where did these funds then get shifted to? And are we still meeting goal 2 with the few programs we are continuing to fund? Are we able to try to provide half day aides daily in lower grade classrooms to provide a better learning experience? Since we do not have the funding to provide smaller class sizes. ~ DAC</p> <p><b>Response:</b> We utilized one-time funds through COVID monies to reduce class sizes for one year in grades 4-5. To reduce class size by one student at a grade level, the cost is approximately \$1 million. We are shifting some of the resources and support to ongoing funds so we can continue to serve our students. PE is provided to all elementary students regularly, 200 minutes every ten days. Through the new Universal Transitional Kindergarten program, we will be adding instructional assistants to those classrooms.</p> |
| <p>Goal 3 – Foster and Maintain Positive Relationships with Parents and Community</p> | <p>1. 3.2 Two-Way Communication: Make homework for elementary schools mandatory. It is a very good communication tool between the parents and school about the academic level of the student. Missing: preparation for the time change next school year. I foresee it will generate a big mess. More communication should be sent about that and maybe assistance will be required for working parents to adjust. Provide ESS for the first months of the year, etc. Not all parents can afford ESS - it will be a new expenditure. Maybe allocate budget for free ESS for the first 1 or 2 month of the next school year. ~DELAC</p> <p><b>Response:</b> Homework <a href="#">Board Policy</a> and <a href="#">Administrative Regulation 6145</a> are followed by all schools. Homework should be developmentally appropriate. Regarding the bell schedule changes-we did provide communication for the community beginning in December 2021 and January-April 2022. We recognize everyone will adjust to the time changes within the first few days of school. ESS is a self-funded program and we are not able to offer it for free.</p> <p>2. great to see so many on campus events to share our youth ~DAC</p> <p>3. Mental Health needs to be a priority. More counselors at school (elementary, middle and high school) who specialize in trauma, depression, anxiety etc. Counselors who are trained to see the warning signs. Now more than ever our children need to feel wanted, loved, supported and valued. ~DAC</p>     |

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|                                 | <p><b>Response:</b> We agree; PUSD has re-trained our crisis response teams to recognize the warning signs, and our mental health support for elementary, middle, and high schools has been expanded.</p> <p>4. Great ~DELAC</p> <p>5. In order to re-engage parents, we need to resume in person and on school campus activities with families. We need to work with PTAs and resume things like monthly coffee with the principal in person (not Zoom). We need to encourage parents to be on campus in class volunteers. The students and teachers need this help especially given the class sizes. Thus we need to continue to remove restrictions related to COVID to get parents involved again in their child's learning. ~DAC</p> <p><b>Response:</b> We agree. Our parent volunteers are vital to our schools' success! This past year was a transition year as we worked to resume full-time on-campus learning for our students; in the coming years, we will continue to expand parent/volunteer access and interaction and ensure our PTAs and Foundations are supported.</p> |
| Increased or Improved Services  | <p>1. No comments. ~DELAC</p> <p>2. Need direct feedback from English learner program teacher. This will give confidence to parents and keep focusing on right tools. ~DELAC</p> <p><b>Response:</b> This is a reasonable request that can be accommodated by contacting your school site administrator or EL Coordinator.</p>   |
| Total Expenditures Table        | <p>1. What is the reason to show lines with 0 budget in the LCAP? ~DELAC</p> <p><b>Response:</b> Only \$65 million of PUSD's \$472 million in total budgeted expenditures is tied to actions/services in the LCAP. If it is indicated as \$0 in the LCAP, this means funding for these items that is not part of the LCAP and rather, comes from a different funding source. But they are highlighted in the LCAP because we believe these action items are extremely important and supportive of our goals.</p> <p>2. No comments ~DELAC</p> <p>3. under several categories that SWD is high in percentage of, their name isn't in the category of; ie: absenteeism, equity, etc. from checking the numbers at the LCAP presentation SWD make-up more than 20% of the other three groups (ELL, low income, Foster care) so should always still be listed because in fact those kids ARE students with Disabilities ~CAC</p> <p><b>Response:</b> This is a great point! Thank you for identifying this so we can be more explicit in our identification of our students.</p>               |
| Contributing Expenditures Table | <p>1. No comments. ~DELAC</p> <p>2. It would help parents, if we can get chromebook information for kindergarten students from school. It would help parents to obtain one for at home practice. ~DELAC</p>  |

**Response:** Families can use the [Account Self-Service](#) from the District website to access student Chromebook account information.

3. Goal 1: 1.14 - did you mean Westview High School instead of Del Norte?

**Response:** No, Westview High School is correct. This will be a new Mandarin pathway from Black Mountain Middle School to Westview High School.

Parent academy: are there measurements that speak to the impact of this initiative? I recall trying to log on and there really wasn't much for me to explore.

**Response:** [Parent Academy](#) is a one-stop shop web page where parents can learn about the numerous educational technology tools that teachers are using with students in their classrooms. This page was created back in 2020 when PUSD was primarily providing distance learning during the height of the pandemic. These resources were provided to make it easier for parents to understand how teachers engage students in meaningful ways in a technology integrated environment. We had just under 1,000 visits to the Parent Academy page in September 2020, and some how-to videos created by PUSD staff were viewed by about 100 people each, but we do not have additional measurements because many of the how-to videos and resources are provided by the actual technology providers themselves. In contrast, our Caring Connections Parent Education program continues to grow based on needs communicated by our community. Topics include supporting children experiencing anxiety, cultivating emotional resilience in children, navigating social media and screen time, and more. In the 2021-22 school year, the number of parent education courses offered nearly tripled. The feedback of our participants is extremely important and data was collected following the close of sessions. For example, session feedback for our well-attended Teen Positive Parenting Program reported 89.9% of families found the course "Useful" and "Very Useful" and 98.8% of respondents would recommend the course to other parents/guardians. We look forward to continuing to offer Parent Education courses in service of our students and families in the 2022-23 school year.