

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

School year

2022-2023

Approval/Revision Dates:

Board Approved: June 27, 2019

Revised: Spring 2022

LEA name:

Pasadena Unified School District

CDS code:

19 64881 0000000

Link to the LCAP:

(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

Title I, Part A
Title II, Part A
Title III, Part A
Title IV, Part A

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

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

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

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

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

Strategy

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

The Pasadena Unified School District (PUSD) utilizes Federal funds (Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A) to supplement and enhance State and local priorities implementation. The focus is on the specific instructional needs of at-risk low income and English Learner students to ensure equity for all students: a.) Resources to support instructional programs; b.) Professional development; and c). Instructional Materials.

PUSD also uses Title I funds to provide academic enrichment services to eligible children enrolled in private schools, Title II funding for eligible private school's professional development, and Title III for eligible English Learners enrolled in private schools.

In 2021-2022, PUSD has 14,542 total student enrollment. The largest racial/ethnic student group is Hispanic/Latino students at 59%, followed by White at 18%, African American at 10%, a combined Asian, Filipino and Pacific Islander population of 7%, and those of two or more (including unidentified) races at 5%. In 2021-22, there were a total of 2,092 EL funding eligible English learners in grades TK-12, along with 2,488 (17%) students with an English Language Acquisition Status of Reclassified Fluent English Proficient (RFEP). There are 213 foster youth and 619 Homeless students enrolled in PUSD based on 2021-2022 Norm Day reporting. Unduplicated social Economically Disadvantaged students participating in free and reduced lunch program number 10,156, or just shy of 70% of district enrollment. Approximately 15% of the students enrolled receive services stipulated within an Individual Education Plan (IEP) (source: CALPADS 1.2 and 1.18 Fall Norm Day).

In order to increase and improve these students' academic and other achievements, actions and services were identified in the District's 2021-22 LCAP that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement. The following strategies are employed:

- 1.Ensuring high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic

standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;

2. Actions and services are designed to meet the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
3. Distribute and target resources sufficiently to make a difference to school sites where needs are greatest;
4. Strengthen the accountability system, using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
5. Provide greater decision-making authority and flexibility to school sites and teachers in selecting academic intervention strategies;
6. Elevate the quality of instruction by providing staff with sufficient opportunities for professional development;
7. Coordinate services under all parts of ESSA Title funds and the other available state/local funds provide effective instructions and services to all the students, especially students whose academic performance are below grade level proficiency; and
8. Encourage and promote parent engagement, provide them substantial and meaningful opportunities to participate in the education of their children.

Some specific strategies from the district LCAP that implement these strategies include

- a) the use of the Instructional Coaching network to support consistent support of classroom teachers and professional development. This strategy is grounded in the concept of establishing a Networked Improvement Community (NIC) as part of PUSD's continuous improvement efforts. Monthly coaching meetings promote an ongoing opportunity for PUSD to sustain work aimed at improving student achievement and adapting supports to classroom teachers. Both school site teaching staff and leadership teams have indicated that the instructional coaching work is highly effective in supporting them to meeting the needs of students and teachers at the school.
- b) the use of supplemental instructional supports such as tutoring and instructional aides. This strategy aligns with the use of PUSD's workshop model to support student literacy development and mathematics instructional lesson delivery. The additionally tutoring supports allow for universal instructional supports prioritized for students who are below grade level academic proficiency while instructional aides provide direct instructional support at the point of instructional delivery. This allows for instructional delivery to be a blend of whole group instruction and small group instruction where specific scaffolds are delivered to students to accelerate their learning and growth towards grade level proficiency.
- c) the continuation of the PUSD International Academy. This program provides a single-point-of-contact for students and families who are identified as English learner students/families new to the country for students in grades 6-12. This strategy is based on the concept of a "single point of service" where families and students can regularly access services at the International Academy. When students/families need access to other services that are not specifically available at the

academy, staff are able to connect the family to the service and provide ongoing support in responding to the families' and students' needs.

d) curriculum development that looks at both content and instructional activities that align to California's academic standards while also considering the unique linguistic, cultural, and socio-identities students and their families bring to the school communities. This strategy is connected with the concept that quality learning activities are not developed in isolation from expected content mastery and performance proficiency expectations. To that end, the selection of curriculum and the development of learning activities needs to be supported by highly qualified professionals who can embed opportunities to leverage linguistic, cultural, and social assets of students and families. This asset-based orientation to curriculum development promotes greater student self-efficacy, sense of belonging within school, and improves learning gains.

e) central supports for coordinating instructional interventions, professional development, site-level program improvement, family engagement/support, and strategic alignment. This strategy is implemented so that work across multiple school sites is not done in isolation; rather, the coordination of services allows for systemic review and identification of promising practices. This aligns with Bryk's Continuous Improvement Model which necessitates sharing and reviewing of activities across work groups and program offices at the central-district level.

Alignment

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

Pasadena Unified School District will be using the Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A, to supplement the implement the 2018-19 LCAP 5 goals, actions, and services which are aligned with the eight state priorities: 1. Basics; 2. Implementation of Common Core State Standards, 3. Student Achievement, 4. Course Access, 5. Student Engagement, 6. School Climate, 7. Other Student Outcomes, and 8. Parent engagement.

These goals are set to be accomplished by the utilization of services provided by specialized staff to include both certificated and classified. The primary services provided are interventions, professional development, social-emotional support, and parent education. School sites allocated funds from LCFF-Sup/Con received allocations predicated on the enrollment of the identified student groups. The sites have the authority to hire staff to provide the previously indicated services in addition to site-specific needs that include time for teacher collaboration, technology, and supplemental instructional materials. To make these decisions the Principals collaborate with their School Site Councils and central District leadership to establish site needs based on analysis of quantitative and qualitative data. The specific needs, outcomes, actions/services, progress, and budgets for each school are then reported within their Single Plans for Student Achievement (SPSA) and School Accountability Report Cards (SARC).

The District also posts and regularly updates a Performance Measure Data Dashboard on its website identifying performance indicators, or metrics, which are linked to PUSD's 5 goals which inform and assist in monitoring the progress towards meeting those goals. This LCAP then summarizes what actions and services it has and will provide in support of those goals, as well as the funds allocated for those actions and services.

The 2021-2022 LCAP is more intentionally focused on the student performance displayed in the California Department of Education (CDE) Accountability Dashboard. The Superintendent and the Executive Leadership members engaged school sites' Principal, Assistant Principal, and Instructional Coaches in a process asking sites to analyze root causes identified by teachers and site staff in relationship to practice implemented over the prior three-year cycle of the 2018-2019 LCAP planning cycle. This included a review of root causes, training, resources, and/or services from the 2018-19 through 2020-2021 LCAP implementation timeline. This year's LCAP connects to annual accountability planning processes including the school site Single Plans for Student Achievement (SPSAs), School Accountability Report Cards (SARCs), Consolidated Application (ConApp), and the long term English Learner Master Plan and Technology Plans.

Areas of greatest need relative to overall performance indicators were identified from both the LCFF Evaluation Rubrics as well as from stakeholder input. During the work team process, groups reviewed data specific to their focus area and identified the following needs.

Educational Partners Engagement Process:

Pasadena Unified School District uses input gathered from advisory groups including DELAC, LCAP Parent Advisory Council, and District Advisory Council as three primary groups of parent advocates. This process looks at student-identified needs (through student surveys), parent/family-identified needs, and teacher identified needs. Using common themes and priority areas from those survey results, drivers and critical planning context factors are identified through sustained facilitated dialog with each of these groups.

PUSD departments that lead each of the program work use these two sets of information to begin crafting frameworks that begin to inform any Theory of Action development. Through a combination of consultations with Labor Partners and Student/Parent advisory group checks, the framework is presented and refined through a presentation-feedback format process.

At this point, the framework is then used to guide and construct specific actions that are "carried forward" from previous planning cycles and what actions might be "carried forward with modifications". This practice comes as part of the Continuous Improvement model of action planning where outcome results are measured to determine if actions are effective/not effective. Some actions may not be appropriate to carry forward because there may no longer be an identified/prioritized need for the action or supports.

The next to last phase is to present the Theory of Action and broad level implementation steps associated with this Theory of Action. Each educational partner group mentioned above (Labor Partners, DELAC, LCAP PAC, and the DAC) each have opportunities to provide feedback or clarifying questions into the process. Additional, public comment and input are also provided via public hearings.

Through this planning, PUSD then makes final adjustments to the overall plan and aligns its use of Federal funding to support actions that align within the Theory of Action that provide supplemental supports to students, teachers, and administrators to improve student learning outcomes.

State Priority 4: Pupil Achievement (PUSD LCAP Goal 1 outcomes)

Students' overall performance on state academic achievement indicators, while generally progressing and maintained as showed in the Dashboard (based on 2019 results when this is the most recently available year), the needs indicate as follows:

* Students in foster care score at lowest levels (Red and Orange) in every category:

English Language Arts – 102.0 points below level 3.

Mathematics – 131.8 points below level 3.

Graduation rate – very low, 64.3%.

Suspension – very high, 33.8%.

* Students in Special Education are of high concern (Red and Orange in every category).

English Language Arts – 89.3 point below level 3, and for the students who took the CA Alternative assessment: Level 1: 36.36%, Level 2: 54.55%, and Level 3: 9.09%.

Mathematics – 121.5 points below level 3, and for the students who took the CA Alternative assessment: Level 1: 54.55%, Level 2: 45.45%, and Level 3: 0.00%.

Graduation rate – low, 70.5%.

Suspension – very high, 10.6%.

* Students identified at English learners achieve a status of Red/Orange in every category:

English Language Arts – 76.3 point below level 3.

Mathematics – 100.0 points below level 3.

Graduation rate – very low, 58.4%.

Suspension – high, 5.7%.

* Other student groups in Red or Orange:

A. English Language Arts:

Homeless (Orange);

Social-economically Disadvantaged (Orange);

Hispanic (Orange).

B. Mathematics:

All Students (Orange);

Homeless (Red);

Social-economically Disadvantaged (Orange);

African American (Orange);

Hispanic (Orange).

C. Suspension rate:

Social-economically Disadvantaged (Orange);

African American (Orange);

Hispanic (Orange);

Native Hawaiian/Pacific Islander (Orange)

To help facilitated targeted supplemental support to school sites, the Superintendent has identified 4 focus schools based on historical trends related to academic achievement, concentrated student need (high percentages of student demographics that have historically needed greater support within PUSD), and school climate. These schools receive additional intervention supports by coordinating state and federal grants that improve the sites' Instructional Components, Learning Supports, and Leadership Team Supports.

State Priority 5: Pupil Engagement (PUSD Goal 1 – Outcome and Goal 3 – Safe Learning Environment)

* School attendance rate did not reach our target. Per CDE Dashboard data, PUSD 2018-2019 (as reflected on the 2019 Dashboard) chronic absenteeism was 10.6% among the all student group.

The highest rate of chronic absenteeism for groups with 100 or more students are

- Homeless: 21.4%
- African American: 17.8%
- Students with Disabilities: 17.7%
- Socioeconomically Disadvantaged: 13.8%
- English Learners: 13.3%
- Hispanic: 11.6%.
- White: 6.8%

Steps we plan to implement to address the issues above (which are cross referenced to the district LCAP) include

* More support for monitoring student attendance and improvement support; additional coaching and support; training throughout the year on a quarterly basis for principals and instructional coaches. An emphasis will be placed on differentiated instruction for students via small groups and progress monitoring for flexible grouping (Actions 1.1, 1.3, 1.4, 1.6, 1.20, 1.21, 1.25, 3.1, 3.2, 3.4, 3.5).

* Provide high quality professional development to build capacity for all staff and stakeholders (Actions 1.1, 1.2, 1.3, 1.4, 1.9, 1.20, 1.21, 2.1)

* Continue to increase access to technology as a tool for learning (1.3, 1.21, 5.3)

* Enhance Summer School and Credit Recovery Opportunities (1.8)

* Expand learning opportunities, for example, tutoring supports for all students with specific supplemental tutoring for students identified as English learners after school supported by the Language Assessment Development Departments (1.7, 1.15, 1.21, 1.22)

In addition to the steps mentioned in previous Greatest Performance Needs section to address the needs of English learners and students in Special Education, additional steps PUSD will be taking to address greatest performance gaps include (but are not limited to):

* A major reorganization of District Foster Youth Program (all Goal areas)

* Continuing our tiered autonomy approach for providing increased professional development support and resources for high need schools (1.2, 1.3, 1.5, 1.7, 1.20)

* Continue to provide health services and other basic needs assistance to students and provide resources and information to families to support student attendance (3.1, 3.2, 3.5, 3.6, 3.7, 4.3, 4.4)

* Continuing to implement measures to ensure the rights of foster youth and homeless students (3.1, 3.3, 3.4, 3.5)

* Staff to support academic and socio-emotional needs of Foster Youth. (3.1, 3.3, 3.4, 3.5, 3.6)

* Continue social-services to support wrap-around services to highest need students as well as increase leveraging community resources (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5)

* Continue to provide community assistants/site staff to support school climate and provide them with coordination, training, and communication from central Office of Family and Community Engagement that has been reorganized (4.1, 4.2, 4.4)

Alignment of funding allocations:

In addition to LCFF, the District receives an estimated \$6,525,324 in restricted grant funding. Included are federally funded programs such as Title I, which supports increasing academic achievement to low performance students in English languages arts; Title II, which supports professional learning to teachers, paraprofessionals, and administrators; Title III, which supports English learners.

* **Title I** funding is used to provide services to the low performance students through the following Goals' Actions/Services:

Goal 1:

Action 1.1: Instructional Coaching Support at school sites, Curriculum, Instruction and Professional Development Services;

Action 1.7: School site (those who meet the Title I funding requirements) allocation to provide flexibility to address their students' unique needs;

Action 1.20: Superintendent Focus Schools (most performance indicators are Red or Orange on the CA School Dashboard) instructional support to reduce achievement gaps;

Action 2.21: Supplemental Student Services and Resources to provide targeted program improvement and intervention plans

Goal 3:

Action 3.5: Families in Transition (Title I and Homeless Education);

Goal 4:

Action 4.1: Family and Community Engagement;

Goal 5:

Actions 5.1, 5.2: Continuous Improvement supports for school site planning, data informed decision making, and targeted academic/behavior intervention supports.

* **Title II** funding is used to provide services to support students through the following Goals' Actions/Services:

Goal 1:

Action 1.1: Curriculum, Instruction and Professional Development Services.

* **Title III** funding is used to provide services to the English Learner students through the following Goals' Actions/Services:

Goal 1:

Action 1.6: International academy program for English Learners new to the country;

Action 1.7: LADD coordinating services for English Learners;

Action 1.21: Targeted tutoring supports to promote Academic language development

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

Preliminary Elementary Equity Table

School Name	Total Enrollment	Low Income Enrollment	% Low Income Enrollment	Minority Enrollment	% Minority Enrollment	Total Num Teachers	Unduplicated Num Ineffective / Misassigned Teachers	% Ineffective / Misassigned
Altadena	469	302	64.4	370	78.9	23	1	4.3
Don Benito	471	252	53.5	334	70.9	19	1	5.3
Field	450	127	28.2	411	91.3	22	0	0
Hamilton	535	288	53.8	398	74.4	26	0	0
Jackson	662	421	63.6	548	82.8	29	1	3.4
Longfellow	634	540	85.2	597	94.2	28	3	10.7
Madison	488	454	93	481	98.6	22	0	0
McKinley	935	721	77.1	835	89.3	33	9	27.3
Norma Coombs	346	241	69.7	300	86.7	17	0	0
San Rafael	400	160	40	339	84.8	20	0	0
Sierra Madre Elem	627	191	30.5	310	49.4	31	0	0
Washington Elem	445	397	89.2	434	97.5	25	0	0
Webster	339	221	65.2	175	51.6	22	0	0
Willard	577	381	66	489	84.7	30	1	3.3
Total	7378	4696	63.6	6021	81.6	347	16	4.6

Preliminary Middle Equity Table

School Name	Total Enrollment	Low Income Enrollment	% Low Income Enrollment	Minority Enrollment	% Minority Enrollment	Total Num Teachers	Unduplicated Num Ineffective / Misassigned Teachers	% Ineffective / Misassigned
Eliot	517	386	74.7	456	88.2	22	1	4.5
Sierra Madre Middle	588	210	35.7	348	59.2	25	2	8
Washington Middle	475	424	89.3	452	95.2	22	1	4.5
Total	1580	1020	64.6	1256	79.5	69	4	5.8

Preliminary Secondary Equity Table

School Name	Total Enrollment	Low Income Enrollment	% Low Income Enrollment	Minority Enrollment	% Minority Enrollment	Total Num Teachers	Unduplicated Num Ineffective / Misassigned Teachers	% Ineffective / Misassigned
Blair	1102	687	62.3	885	80.3	53	4	7.5
CIS	154	107	69.5	131	85.1	18	0	0
Marshall	2012	1453	72.2	1609	80	73	0	0
Muir	927	802	86.5	884	95.4	45	4	8.9
Pasadena High	1842	1200	65.1	1486	80.7	75	3	4
Rose City	170	147	86.5	162	95.3	12	1	8.3
Total	6207	4396	70.8	5157	83.1	276	12	4.3

THIS ESSA PROVISION IS ADDRESSED BELOW:

Finalized Teacher Monitoring reports, including verified misassignment and inexperienced teacher data, for the 2020-2021 school year is delayed and preliminary reports are provided in this revision of the LCAP Federal Addendum. Context specific information when interpreting both the preliminary and final reports include

- * secondary schools are schools who serve any of grades 9 through 12, even if they also serve grades 6-8. This means that while Marshall and Blair are grade 6-12 schools, their reporting categorization is “secondary” which compares the schools with Muir and Pasadena high school which are exclusively grades 9-12.
- * Rose City is an Alternative Education – Continuation school which serves grades 9-12 students
- * The Center for Independent Study (CIS) is categorized as a secondary school and serves primarily students in grades 9-12; however, not all students in CIS are exclusively in grades 9-12
- * McKinley is the district’s only K-8 school and is grouped with elementary schools since it does not serve exclusively grades 6-8.

At the elementary span, there are minimal levels of misassigned teachers labeled as “ineffective” or “misassigned” with the exception of McKinley. This school’s unique K-8 structure is showing initial evidence that “elective course assignments” are triggering “out of field” assignments. Both Instructional Services and Human Resources are coordinating actions to ensure that course codes more accurately reflect “middle grades” elective courses and that teacher credentials match these assignments. Other instances of misassignments at the elementary involve credentialing assignments and coordinating within the Dual Language Immersion Program (DLIP) sites of Altadena and Longfellow where teacher credentialing could not be verified prior to CalSAAS assignment matching. This has led to PUSD staff exploring pathways to support DLIP teachers in transitioning into classroom teaching from countries outside of the United States and recruiting individuals who may have begun teacher credentialing programs and are finalizing their preliminary licensing in California.

Middle School instances of misassignment are generally low; however, due to the lower number of teaching staff, one instance of misassignment appears as a close to 5% rate of misassignment per occurrence. Within the span cluster, there does not appear to be systematic instances of educator assignment inequities.

The secondary school cluster reflects general comparability of students from minority backgrounds (with Rose City and Muir having higher percentages of minority enrollment than other schools within the cluster). Misassignments at both schools center primarily around assignment of teachers in Elective areas and their assigned course content. Human Resource, Instructional Services, and the Visual & Performing Arts/Music departments have begun working with school site leadership teams to better align master schedule planning, course offerings, and appropriate teacher assignment alignment.

Additionally, PUSD supports parents “Right to Know” teacher qualifications at any of our school sites regardless of the school’s Title I, Part A funding eligibility. In the event where teacher assignments result in an “ineffective assignment” that cannot be remedied by submitting appropriate credentialing applications to the California Commission on Teacher Credentialing,

- * parents/guardians would be provided with notice that student is being taught by a teacher who has not met state certification requirements at the grade level and subject area assigned. This notice would actions PUSD is taking to address the assignment;

- * PUSD would also work with the individual teacher(s) to ensure that either appropriate transfers can be made to ensure there is not disproportionate assignment of ineffective/inexperience teachers to schools with higher levels of socioeconomically disadvantages students.

- * PUSD also works with teacher preparation and BTSA program providers to ensure new teachers are able to complete all California licensure requirements for teaching and clear the credential.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena Unified School District (PUSD) makes every “Efforts to seek parent input in decision-making at the district and each school site, including how the district will promote parental participation in programs for unduplicated pupils and individuals with special needs subgroups.”

Specific actions involving Family and Community Engagement actions in the 2021-2022 LCAP include

Action 4.1: Family engagement services;

Action 4.2: KLRN family & student outreach;

Action 4.3: Enrollment & Permit services;

Action 4.4 Communication services; and,

Action 4.5: Translation services

The above services provide coordination of targeted parent education, professional development, and family and community engagement to support school needs and goals.

As part of this work, the Office of Family and Community Engagement and Office of Adult Education who work directly with schools and site level staff to engage and communicate with parents; Facilitate and support parent advisory committees; Provide professional development to school site staff and trainings for parents; Organize parent outreach in the community; Support community/parent volunteer activities. This work is coordinated through a set of Senior Community Liaisons who also act is the primary Central Office staff that coordinate training priorities and facilitate the work of Community Assistants at the school sites.

These actions also include work such as the production of required parent notifications, information and outreach services to parents and community about schools and programs available in PUSD (by location) and events occurring within the broader Pasadena Unified community (which includes the cities of Pasadena, Altadena, and Sierra Madre).

PUSD District Office holds annual Title I meetings and trainings for the School-Parent Compacts and School Site Council members (including ELAC members). Student progress reports are sent to quarterly to the elementary parents and twice a year to the secondary parents. Parents and teacher conferences are held each semester and more as needed.

The District also utilizes the following activities to support parents/guardians:

- Assisting parents with understanding the standards, assessments, and requirements of the Title I programs, including how to monitor and support the learning needs of their students.
- Supporting on-going meaningful, two-way communication with families through email channels, parent portals, telephone hotlines, and website postings.
- Building capacity of parents and school staff to build partnerships for student success, including educating teachers and principals on the value and utility of contributions from students' families.
- Provide informed participation of parents who have limited English proficiency and parents with disabilities.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

While PUSD does not operate programs for neglected or delinquent children, schools do operate Title I, Part A programs utilizing either "Targeted Support" or "Schoolwide" program formats. School sites operating "targeted support" Title I, Part A programs work through their school site council (a group of parents/community members selected by parents, classroom teachers selected by classroom teachers, and non-classroom schools staff selected by non-classroom schools staff) to develop the school site's plan for student achievement (the SPSA). The SPSA defines goals that the school site council collectively developed and what annual metrics school staff will monitor as part of the goals.

Within the SPSA, targeted support programs define multiple measures by which students may be assessed as "in need" for additional academic supports. These criteria may be formative assessment results in ELA/Reading or Math, academic progress reports from grading periods, student support team recommendations, attendance trends, and student/family requests for additional supports. While some factors for targeted support may consider historical academic performance, targeted assistance schools are reminded that identified need should be based first, and foremost, on current levels of academic performance.

When needed, support staff in both Instructional Services and the Special Projects/State & Federal Programs offices work with school site leadership teams to facilitate the identification of possible students for additional support and available instructional strategies that may promote learning gains.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena Unified connects students experiencing homelessness to services that help them to achieve academic success, maintain enrollment/attendance at their current schools. These activities, which are funded in part with the use of Title I reservations for homeless students, are coordinated with services provided under the McKinney-Vento Homeless Assistance Act.

LCAP Actions 3.1, 3.5, and 3.7 provide services and staffing for the Families In Transition office and child welfare team to ensure families are connected with resources to support students and their families who are experiencing housing instability or insecurity. This includes homeless program support staff who can also help refer students to additional teams within the Student Wellness and Supports department to meet both mental, psychological, and/or physical health needs. These supports include academic counseling, health monitoring, food assistance, and provisions for learning supplies/materials. Families in Transition staff also coordinate with community organizations to connect families to community service providers that may also help meeting the needs of students/families experiencing homelessness.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena Unified School District's Early Childhood Education (ECE) programs are following Federal and State regulations for their transition procedures. Title I, II, and III funds are not allocated to ECE programs.

For the school age students' transition and instruction services, please see the following actions in PUSD 2021-22 LCAP:

Goal #1, Actions 1.11 and 1.13 which support both CTE programming options and College/Career Readiness. These actions provide instructional services and resources designed to increase and improve college and career readiness including supports for coordination of programming and resources. Funds are braided with other State and Federal grants to provide expanded access to work-study and internship pathways within a Linked Learning model.

Additionally, Action 1.12 provides resources to CIS Academy and Rose City High School for students at-risk of dropping out and/or not graduating on time. These two alternative format schools provide additional avenues for students to engage in 9-12 programming that will lead successful completion of a high school diploma and meet College/Career readiness indicators.

Action 1.8 also provides opportunities for Credit Recovery programs both within the school year and as an extension of the school year. New to this iteration and LCAP planning cycle, Twilight school is being piloted to provide students "within the school year" credit recovery options beyond traditional "online software based" credit recovery options. This format allows students to engage within in-

person learning environments that reflect learning formats they are more familiar with. It also provides a mechanism for students to completely avoid the need for Summer School credit recovery options.

Lastly, additional materials and program present within the district include dual credit courses at two of PUSD's secondary schools. While some of this is support through supplemental federal funding such as the Magnet grant, other services are coordinated along side these programs to ensure that students are receiving appropriate credit and recording for graduation purposes, College/Career tracking purposes, and A-G completion tracking purposes.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena Unified School District (PUSD) also provides services to meet the purpose of this part:

Goal #1, Action 1.1 – Provide balanced, consistent and differentiated instructional support and professional development through the Instructional Coaches (Resource Teachers) model. This includes supports to student groups which includes Gifted and Talented (GATE) identified students and supporting teachers' professional development in meeting the needs of all students through intentional, systemic pedagogical practices.

Goal #1, Actions 1.18 and 1.24 (with LCFF Supplemental and Concentrated fund) - Provide enrichment, differentiation, and signature programs to support student engagement and college and career readiness pathways that diversify the learning opportunities including International Baccalaureate options and GATE coordinated services.

Goal #1, Action 1.14 (Library Services) and 1.22 Instructional Resources support students in the development of digital literacy skills and critical consumption of information related to research topics and current events/issues that impact Pasadena, California, The United States of America, and the global communities. This also provides for increased materials to augment the instructional program for libraries, academic interventions, NGSS materials, and signature instructional program resources such as IB, DLIP, and Linked Learning pathways.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena unified does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers

Professional development for teachers incorporates a combination of district-directed trainings and professional development offerings and sustained bi-weekly "A Monday" school-site directed professional development opportunities. Teachers are provided opportunities to participate in a week long "Summer Academy". The sessions and topics addressed in Summer Academy are determined through a combination of survey input from school site administration teams, classroom teachers, instructional coaches, curriculum specialists, and alignment of instructional strategies to support strategic direction setting to support student academic achievement and outcomes.

Teachers who exhibit willingness to lead professional development sessions are encouraged to submit either PD session proposals of their own or work with the Curriculum, Instruction, and Professional Development (CIPD) department to facilitate PD sessions that are integrated as part of the Summer Academy or part of the "District PD Days." District PD Days occur at two points throughout the instructional year. These days are used as district professional development days to hone development strategies that are prioritized for the current school year to ensure that the development is sustained and carried out with room for adjustments based on implementation constraints and factors that might not have been knowable at the start of the PD planning cycle. For teachers new to PUSD, a summer orientation is conducted where they are introduced to the PUSD Instructional Framework, assessment cycle, and given an overview of what instructional supports and coaching cycles are available to them.

Principals

Principals are provided professional development through three primary avenues:

- a) principal workshop/retreat that occurs prior to the return of teachers;
- b) monthly principal operations and/or academic meetings; and,
- c) leadership conferences related to either advance skill capacity building or equity-based decision-making models for leadership.

For early career principals, a mentor principal is also available as a point-of-contact and though partner which foster the development of both principals (one gaining knowledge, skills, and competencies as a new leader while the other gains knowledge, skills, and competencies as a mentor).

When possible, Assistant Principals are encouraged to attend the monthly operations/academic meetings during the professional development periods. This helps to ensure that professional development sessions are capacity building activities that strength school site teams rather than single individuals at the school site.

Other school leaders

Counselors and Instructional Coaches each receive ongoing PD and sustained training throughout the school year. Counselors participate in district PD days and have similar PD opportunities to those that teachers have during the Summer PD Academy. Additionally, Instructional Coaches engage in a “coaches weekly” meeting series where portions of meetings are dedicated to sustained professional development learning, reflections, and building the instructional leadership capacity of the coaches. Additionally, school Assistant Principals have quarterly meetings to promote their own development as a Network Improvement Community and engage in Continuous Improvement facilitation, skill building, and explorations.

The overall monitoring PUSD’s PD structures is done through a combination of post-PD session surveys, attendance tracking, surveys to solicit role-specific topics/desires for future PD, and information collected through instructional rounds “classroom walkthroughs” conducted by instructional coaches, CIPD curriculum specialists, visiting principals, and other central support staff. PD calendar planning, pacing, and implementation plans are revised to respond to students, staff, and district leaderships’ needs with specific considerations given to how these impact

Core Instructional Practices;

Key Levers such as curriculum selection and instructional leadership; and,

The use of balanced, consistent practices that support differentiated supports in the classroom.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schools sites engaged in comprehensive support and improvement activities are provided with priority access to PD opportunities during district-driven professional development events. Additionally, school site councils at these same schools work collaboratively to determine what specific professional development may be needed that is supplemental to address needs identified from the schools’ comprehensive needs assessments. School site leadership teams may also work to develop their own specific PD schedule with the support of the CIPD department to drive their site-based “A Monday” professional development calendar.

Within the Instructional Coaches network, specific cohorts of coaches may be identified for differentiated PD opportunities based on the needs of their schools’ academic needs and/or student demographic & program considerations. This process helps to ensure that Instructional Coaches are

receiving Professional Development activities that build their own role-specific competencies while also developing skills/knowledge that is directly linked to school site-identified needs for improvement.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of Title II, Part A funds is coordinated with other programs through the analysis of student performance on interim benchmark assessments throughout the year. These assessments include iReady Reading; iReady Math; HRMI Reading Inventory; CAASPP/SBAC Interim Assess Benchmarks; summative CAASPP Assessments in grades 3-8 and 11; ELPAC initial and end-of-year assessments; and, findings from annual surveys such as the school climate and student social-emotional screeners. Formative academic assessments are monitored at least twice throughout the year with most grades having three formative academic assessments. School climate surveys are monitored on an annual basis with “deeper dives” embedded into data reviews that are a part of monthly principal meetings and “A Monday” school-site activities.

The coordinated activities live and breath in the work that Instructional Coaches do to support school sites in reviewing data outcomes for continuous improvement usage. This work impacts not only the instructional coaching that classroom teachers receive but also intersects with the work of Instructional Leadership Teams at each school site as well as School Site Councils. To that end, instructional decisions that impact changes to the instructional core are paralleled along decisions that impact the professional development of teachers, principals, and student support personnel.

To ensure that decisions are not made in isolation, PUSD utilizes distributed leadership networks to collectively review, refine, and adjust decision-making processes. These structures include district level

Executive Leadership Team consisting of the chief officers from Human Resources, Business/Operations, Academics, Innovating Technology Solutions, Special Education, and Communications;

Instructional Leadership Team which consists of key directors from Early Childhood Education, Professional Development, Instructional Services, Student Wellness, Education Technology, Expanded Learning Opportunities, and Strategic Planning;

District Leadership Network which consists of directors and coordinators across the Academics, Human Resources, and Technology Solutions divisions; and,

Principals Design Team which is a rotating team of principals who collaborate with Central Office leaders to guide the development of principal meetings and PD activities.

Ongoing meetings with labor partners including Teamsters, CSEA, and UTP occurs at minimum monthly through a “check-in” process where key decisions makers can be made aware of matters related to operational needs and professional development are concerned. A formal consultation is held at least once a year for input and feedback related to goal and actions within PUSD’s LCAP and

its annual update. Other consultations are had when opportunities arise such as the Educator Effectiveness Block Grant Plan, PUSD ESSER III Expenditure Plan, and Expanded Learning Opportunities Grant Plan were developed. While not as formalized, “charter check-in” meetings are used to help gather specific concerns, needs, and information related to charter schools’ unique vantage points within the PUSDs community. Lastly, community organizations and parent groups are engaged through a bi-monthly “Parent Leaders and Community Partners” meetings.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schools will have district supported coaches that meet weekly and receive professional development that is then provided to respective sites to support and address the needs of targeted students; effective supports will consist of demonstrating strategies to support English Language Development and services to increase the language proficiency of English Learners and reclassification rates.

Goal #1, Action 1.7 - Language Acquisition and Development Department guidance, professional development and assessment services include professional development to provide targeted support and services to increase the proficiency of non-English speaking students

Action 1.9 also provides Dual Language Immersion Programming (DLIP) coaching and professional development to improve learning outcomes for English learners through Dual Language Immersion strategies (by site).

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PUSD has an established International Academy located at Blair HS for English Learners new to the country. Four teachers provide specialized instruction for English Learners in all content areas focusing on rapid English language development. There are two Bilingual Aides for International Academy to support targeted interventions such as small group instruction and one on one classroom support. Instructional materials are used to meet the needs immigrant students such as computer technology software that assists with rapid language acquisition. (LCAP Goal #1, Action 1.6):

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Pasadena Unified School District develops, implements, and administers effective programs and activities including language instruction educational programs, to help English Learners increase English Language proficiency and meet the challenging state academic standards.

PUSD developed Language acquisition programs which are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (EC Section 306[c])

STRUCTURED ENGLISH IMMERSION (SEI) INSTRUCTIONAL PROGRAM for ELPAC Levels 1 or 2.

Program Option 1 is designed to immerse the students in English language instruction, provide Specially Designed Academic Instruction in English (SDAIE) and a structured, daily period of English Language Development (ELD). Instruction in the SEI program is predominantly in English, with primary language (if available) used for clarification and support to provide English Learners (ELs) with equitable access to the English language curriculum. Teachers, instructional assistants, peer tutors, community volunteers, and/or appropriate instructional materials may be utilized to provide primary language support. ELs are transitioned to Program 2 upon attaining a reasonable level of English language proficiency of level Expanding/Bridging or better on the state's official assessment for English Learners.

ENGLISH LANGUAGE MAINSTREAM (ELM) INSTRUCTIONAL PROGRAM with Specially Designed

Academic Instruction in English (SDAIE) and daily English Language Development for ELPAC Levels 3-4. Program Option 2 is designed for English Learners who are reasonably fluent in English and who are at ELPAC proficiency levels of Expanding/Bridging (Level 3), Bridging (Level 4). English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension, if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient proficiency in English to meet grade level and core content standards that will lead to reclassification.

PRIMARY LANGUAGE CLASSROOM – PARENTAL WAIVER OPTION. Elementary School (TK-5)

Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further-develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English language skills. As the students transition to English-language content instruction, SDAIE techniques are used to provide clear instruction and greater

access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.

INTERNATIONAL ACADEMY/NEWCOMER PROGRAM – for 6-12th grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Secondary School (6-12) Program Option 3 is the International Academy/Newcomer Program, which provides the opportunity to develop English proficiency skills as well as academic instruction. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction. The Newcomer Center is available at Blair International Baccalaureate School.

DUAL IMMERSION CLASSROOM. The District offers three dual language programs. A Spanish Dual Language Program is available at San Rafael Elem, Jackson Elem, Jefferson Elem, Blair Middle Schools and Washington M.S. A Mandarin Dual Language Program is available at Field Elementary and Sierra Middle Schools. A French Dual Language Program is available at Altadena. Dual language teaches literacy and content in two languages. Pasadena Unified utilizes the 90/10 model of instruction whereby in kindergarten 90% of instruction is in the target language and 10% in English. The percentage of instruction in the target language decreases by 10% per year during the subsequent years. (i.e. K—90/10; 1st – 80/20; 2nd –70/30, etc.)

LONG TERM ENGLISH LEARNER PROGRAM for 6-12th grade students. Secondary School (6-12) Program Option 4 seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6th year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready. Program options for students consist of district signature programs such as Magnet schools, International Baccalaureate (IB) and dual language immersion programs (DLIP); each school provides enrichment, differentiation, developed curriculum designed to provide specialized, unique, theme based programs to increase student engagement, socioeconomic integration, and academic achievement; each school will have specialized staff to support learning needs and supports as well as closely monitoring individual progress of students.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Development to provide targeted support and services to increase proficiency of non-English speaking students new to the country. The district also provides summer school targeted support for long-term English learners (LTELs) to earn credits and be able to graduate. The Language Assessment and Development Department provides an Initial ELPAC testing project (paid with LCFF Supplemental and Concentrated funds) to support schools in identifying, assessing and placing English Learners new to the district as well as language and curriculum supports. (LCAP Goal #1, Action 1.7)

School sites' ELAC teams review their school's English Learners proficiency progress and the EL students' reclassification rates to determine the needs of the support. The Resource Teachers regularly monitors the EL students' progress, using IRI, SRI, Data Chats, and ILP ensure the fidelity of the EL instruction.

The District EL Office (Language Assessment and Development Department – LADD) holds weekly meetings with Resource Teachers to ensure the academic ELD Standards are being implemented in the most effective way possible and to address the on-going needs of the EL students.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena Unified School District developed its Title IV, Part A application based on the consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, and community based organizations, local government representatives. The inputs from the groups listed above were collected, consolidated and included in the 2018-19 LCAP with subsequent revisions in the 2021-2022 LCAP.

Pasadena Unified School District and its stakeholders have found greater flexibility in utilizing Title IV funds as part of the resources used to strategically align PUSD's professional development strategies as part of Title II,

Part A activities. To that end, this section outlines how Title IV, Part A funds would be used for program absent its transfer to support Title II, Part A activities.

Each of the activities aligns with student wellness activities (Goal 3 actions 3.1, 3.2, 3.6 and 3.7), Content Enrichment activities (Goal 1 actions 1.2, 1.3, 1.11, 1.13, 1.14, 1.17, and 1.24), and Technology Literacy activities (Goal 5 action 5.3, Goal 1 action 1.3). These would be evaluated as part of the LCAP Annual Update where appropriate metrics such as AP/IB exam participation rates, completion of arts pathways, and GATE identified student demographic composition vs district demographic composition comparisons could indicate the effectiveness of these strategies.

* Funds used for activities related to supporting well-rounded education under Section 4107.

The programs/activities including

- Music & Arts education in grades 3-5
- STEM integrated curriculum and activities in grades 3-6
- College & Career Guidance & Counseling with a focus on post-secondary readiness
- Accelerated Learning (reimbursing low-income students for exams, dual enrollment)
- Foreign Language programs that promote cultural and linguistic competency
- Environmental Education with service-based learning opportunities
- Programs Promoting Volunteerism/Community Involvement

* Funds used for activities related to supporting safe and healthy students under Section 4108.

The programs/activities including:

- Drug & Violence Prevention
- School based Mental Health Services
- Integrating safe & healthy practices into school program (Healthy life style, mentoring, and bullying, dropout prevention)
- Training School Personnel on suicide prevention, trauma-informed practices, and conflict resolution
- Plans to reduce exclusionary discipline practices such as suspension and expulsion
- Positive Behavior Intervention Supports / Response to Instruction & Intervention

* Funds will be used for activities related to supporting the effective use of technology in schools under Section 4109.

- Providing educators tools, devices content and, resources to personalize learning & use technology in the classroom (15% cap on infrastructure)