

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

LEA name:

Pasadena Unified School District

CDS code:

1964881

Link to the LCAP:

(optional)

[LCAP 2018-19](#)

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.)

[Enter all applicable programs here.]

Title I, Part A;

Title II, Part A;

Title III, English Learners & Immigrant Programs;

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.

Pasadena Unified School District (PUSD)'s major priority areas are stated in our five (5) LCAP Goals:

Goal #1: Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement. (*State Priorities: #1: Basic; #2: Implementation of State Standards; #3: Parent Engagement; #4: Pupil Achievement; #5: Pupil Engagement; #7: Course Access; #8: Other Pupil Outcomes*)

Goal #2: There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff. (*State Priorities: #1: Basic; #2: Implementation of State Standards; #4: Pupil Achievement; #6: School Climate. Local Priorities: 2.2: Classroom Teacher Absence Rate; 2.3: PD Quality; 2.4: Positive Working Environment*)

Goal #3: Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning. (*State Priority: #2: Implementation of State Standards; #3: Parent Engagement; #4: Pupil Achievement; #5: Pupil Engagement; #7: Course Access; #8: Other Pupil Outcomes. Local Priority: 3.1: Pupil Engagement; 3.2: Implementation of State Standards; 3.3: Parent Engagement; 3.6: Other Pupil Outcomes*)

Goal #4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child. (*State Priorities: #2: Implementation of State Standards; #3: Parent Engagement; #5: Pupil Engagement; #6: School Climate; #8: Other Pupil Outcomes. Local Priorities: 4.3: Parent Training/Workshops; 4.2: Parent Committee Training*)

Goal #5: Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of the school sites. (*State Priorities: #1: Basic; #2: Implementation of State Standards; #3: Parent Engagement; #4: Pupil Achievement; #5: Pupil Engagement; #6: School Climate; #7: Course Access. Local Priorities: 5.1: Services Coordination, Evaluation, and improvement; 5.3: Operational Key Point Indicators*)

Some of the significant actions in the LCAP for all students are: Goal #1, Action 9 and Action 10; Goal #2, Action 2, and Action 3; Goal #3: Action 8 and Action 9; Goal #5: Action 5 and Action 6.

The additional services that principally directed toward low-income students and English learners are summarized as below:

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.

The activities that are supported with **Title I** funds to provide supplemental academic support to low-achieving students to meet District's goals are: Goal #1, Action 1.1 – Provide balanced, consistent and differentiated instructional support (Coaches) based on tiered support for schools that have high rate of low-income and low academic achievement students; Goal #3, Action 3.3 – Address the needs of Homeless children and youth, through Family Transition program support staff and supplies; Goal #4, Action 4.1 – Provide coordination of targeted parent education, professional development, and family and community engagement to support school needs and goals; Goal #5, Action 5.1 – Provide services to coordinate, research, develop targeted processes and analysis of root causes, process mapping to maximize services and resources to support highest needs students and families (low-income families and low performance students).

The professional development activities that are supported with **Title II** funds are: Goal #1, Action 1.1d) – Professional services including planning, delivery, follow-up and evaluate training on instructional strategies.

The **Title III** funds are used to provide additional support to English Learners (including PD and parental engagement) beyond provided by state basic services, LCFF "increased and improved" services for ELs, and supplement Title I funded services and Title II PD activities: Goal #1, Action 1.1a) - ... Schools will provided coaches to focus on English Learner students; Action 1.2 – Interventions targeted to support proficiency levels of EL and LTEL students and to increase the reclassification rates.

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 2017-18, PUSD has 16,881 total student enrollment. The largest racial/ethnic student group is Hispanic/Latino students at 60%, followed by White at 17%, African American at 12%, a combined Asian, Filipino and Pacific Islander population of 7%, and those of two or more (including unidentified) races at 4%. In 2017-18, there were a total of 3295 EL funding eligible English learners in grades TK-12, among them, 824 (25%) were re-classified as Fluent-English-Proficient (RFEP) Students. There are 266 foster youth and 554 Homeless students enrolled in PUSD. Unduplicated social Economically Disadvantaged students participating in free and reduced lunch program numbered 10,698, or 64.86%. And 13.7% of the students served by Special Education (source: CalPads 1.2 and 1.18 Fall Norm Day).

Most often, these students are behind or far behind in their academic and other performance areas compare to their fellow peers.

In order to increase and improve these students' academic and other achievements, actions and services were identified in the District's 2018-19 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. 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;
2. 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;
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 exchange for greater responsibility for student performance;
6. Elevate the quality of instruction by providing staff with sufficient opportunities for professional development;
7. Coordinate services under all parts of the Title and the other available state and local funds with each other to provide effective instructions and services to all the students, especially the low performance students; and
8. Encourage and promote parents' engagement, provide them substantial and meaningful opportunities to participate in the education of their children.

The determination on how federal funds are used to support priority areas is based on stakeholder (LCAP PAC, DELAC, teachers, administrators, classified employees, students, and community members) input from LCAP consultation, review of school plans to ensure alignment with LCAP strategies, School Site Council and ELAC input, District descriptions and policies regarding basic/core services.

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.

The Pasadena Unified School District's Mission Statement: "We provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities." Our Vision Statement: "We are the first choice in education for families and students who seek academic excellence, innovation, and diversity in programs and students. We focus our resources, in partnership with our families, so that each child thrives."

The 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 and 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 monies 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 2018-19 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 met with each school site's Principal, Assistant Principal, and Instructional Coaches to analyze root causes identified by teachers and site staff, to prioritize the gaps, needs, changes in practice recommended in 2018-19 to address root causes, and training, resources, and/or services for 2018-19 to support these changes in practice. This year's LCAP also linked to annual accountability planning processes including the school site Single Plans for Student Achievement (SPSAs), School Accountability Report Cards (SARCs), Special Education Local Plan Area (SELPA)'s 2017 Performance Indicator Review (PIR), Consolidated Application (ConApp), the longer term English Learner Master Plan and Technology Plans, and a 5-year Educational Master Plan informing facilities planning that was completed in September 2016.

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.

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, the needs indicate as follows:

* Foster Youth students score at lowest levels (Red) in every category: English Language Arts – 123.2 point below level 3. Mathematics – 156.6 points below level 3, graduation rate – very low, 41.7%. And suspension – very high, 20.2%.

* Students in Special Education are of high concerns (Red). Students with disabilities served by PUSD increased from 2016's 12.6% to 2017's 13.7%. English Language Arts – 102.8 point below level 3, and for the students who took the CA Alternative assessment: Level 1: 64.9%, Level 2: 29.7%, and Level 3: 5.4%. Mathematics – 125.8 points below level 3, and for the students who took the CA Alternative assessment: Level 1: 61.8%, Level 2: 29.4%, and Level 3: 8.8%. Graduation rate – low, 67.7% (Increased significantly +8.2%). And suspension – very high, 8.8%.

* Other student groups in Red or Orange: Superintendent has worked with ten (10) focus schools' principals, Assistant Principals, and Coaches, that have the most needs in the areas of:

A. English Language Arts: English Learners is very low with 70.8 points below level 3 (Red); Homeless (Orange); Social-economically Disadvantaged (Orange); African American (Orange); and Hispanic (Orange).

B. Mathematics: English Learners Math achievement is also very low with 87.8% point below level 3 (Orange); Homeless (Orange); Social-economically Disadvantaged (Orange); African American (Orange); and Hispanic (Orange).

C. Suspension rate: English Learners (Orange); Homeless (Red); Social-economically Disadvantaged (Orange); African American (Orange); American Indian (Red) and Hispanic (Orange).

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 2016-17 average chronic absenteeism rate is 11.4%: among the student groups, the highest absenteeism groups (student count more than 100 within the group) are: African American: 16.1% and Hispanic or Latina: 12.8%. Steps we plan to implement to address the issues above (which are cross referenced to specific 2018-19 actions in parenthesis): Instructional coaches: in 2018-19 for each school, expanding role to encompass all student support, particularly English learners.

* More support for monitoring individual EL and Special Education student progress will be provided through continued data clerk support at school sites. Focus schools will receive additional coaching and support (one Coach per Focus school). Training throughout the year will continue on a quarterly basis for principals and coaches. The emphasis will be on differentiated instruction for students via small groups and progress monitoring for flexible grouping (Actions 1.1 a, 1.1 b, 1.1 c).

* Provide high quality professional development to build capacity for all staff and stakeholders (Actions 1.1 c, 1.1 d, 1.1 e, 2.1 b, 2.2, 2.3, 3.3, 4.1 a, 4.1 b, 4.2, 4.3, 4.4, 5.1 a, 5.1 b, 5.1 c,)

* Continue to increase access to technology as a tool for learning (1.4 d, 1.6, 5.2 a, 5.2 b, 5.2 c, 5.2 d)

* Enhance Summer School 2018 so that we may include students who need to remediate "D" grades (1.2 d, 1.4 c)

* Expand extended learning opportunities for 2018-19, for example, tutoring curriculum will be developed jointly by after school and Language Assessment Development Departments to better serve English learners and offered during the week at multiple sites. (1.4f)

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)

* A major reorganization of District Special Education Department (all Goal areas)

* Continuing our tiered autonomy approach for providing increased professional development support and resources for high need “focus” schools (1.2 j, 1.6, 1.7)

* 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, 3.1 a, 3.1 b, 3.2, 3.3, 3.4, 3.5, 3.6)

* Continuing to implement measures to ensure the rights of foster youth and homeless students (Goal 3 actions)

- * Staff to support academic and socio-emotional needs of Foster Youth. (Goal 3 actions)
- * Continue social-services to support wrap-around services to highest need students as well as increase leveraging community resources (Goal 3 actions)
- * 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, 4.1 a, 4.1 b, 4.2, 4.3)

Alignment of funding allocations:

In addition to LCFF, the District receives 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** fund is used to provide the 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 1.6: Superintendent Focus Schools (most performance indicators are Red or Orange on the CA School Dashboard) instructional support to reduce achievement gaps;

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

Goal 3: Action 3.3: Families in Transition (Title I and Homeless Education);

Goal 4: Action 4.1: Family and Community Engagement;

Goal 5: Action 5.1: Continuous Improvement.

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

Goal 1: Action 1.1: Curriculum, Instruction and Professional Development Services.

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

Goal 1: Action 1.2: Instructional support for English Learners.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pasadena Unified School District (PUSD) has been making every effort to ensure that low-income and minority at-risk students are not taught at greater rates than other students by “ineffective, out-of-field, or inexperienced teachers”. PUSD ensures the all the students have the equal access to fully credentialed, experienced, and appropriately assigned teachers and classified staff.

PUSD also ensures to provide equal Professional Development opportunity to all the teachers and classified staff. Please see the following items in our 2018-19 LCAP:

Professional Development, LCAP Goal #1, Action 1.1 d): Professional development services including planning, delivery, follow-up and evaluated training on instructional strategies. To include release time for collaboration and participation (CIPD, and by district or school site location and resource. (Up to) 7 FTE (combination of Coordinator I, TOSA I, or TOSA II) to realignment for targeted services.

Induction Program, LCAP Goal #2, Action 2.1: Increase and improve services for new teachers through mentoring, professional development and other resources:

a) Teacher Induction Coordinator and Support Staff: Provide and organize professional development for new teachers; extend and improve supports to all eligible general education and Special Education teachers for them to fulfill the requirements for the California Clear Multiple and Single Subjects Credential; organize and pair teachers - mentors with new teachers; place student teachers from the universities into PUSD school classrooms; provide New Teachers orientations (Human Resources). 1 FTE New Teacher Induction Coordinator. 1 FTE Admin and Receptionist. Materials and supplies

b) Professional development (PD), materials, and services - Training and mentoring for: on-boarding of new personnel; capacity building for classified and certificated staff; PD that targets customer services and job specifications and expectations; improving substitute teachers; resources and materials for all new hires; facilitators and mentors; PD and outreach and recruitment materials. (HR, by location and resource).

Pasadena Unified School District notifies the parents of their “Right to Know” teacher qualification and if their child is taught four of more consecutive weeks by a teacher who has not met state certification or licensure requirements at the grade level and subject matter in which they are assigned. For more details, please see PUSD website “[Williams Complaint Notice](#)” to parents, guardians, pupils, and teachers.

If it were determined that a disproportionate number of teachers without appropriate credentials were found to be teaching in high poverty schools, PUSD HR would:

- Notifying parents and guardians that their child is taught by a teacher who has not met state certification or licensure requirements at the grade level and subject matter, and the District’s actions to address the problem;

- Working with teachers to make necessary transfers to secure experienced high quality teachers be assigned to the areas where there is high percentage of low-income students;

- Working with Higher Education institutions to help those new teachers to complete and obtain their credential as soon as possible.

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.”

Please see Family and Community Engagement actions in PUSD 2018-19 LCAP Action 4.1: Leadership and services to provide coordination of targeted parent education, professional development, and family and community engagement to support school needs and goals.

a) Office of Family and Community Engagement and Adult Education Managers who work directly with schools and site level staff to engage and communicate with parents; Participate and support parent advisory committees; Provide professional development for parents, staff; Organize parent outreach in the community; Support volunteers; Collect and maintain data. Materials and services to facilitate volunteer processing and training and for family and community engagement activities (Family and Community Engagement). 2 FTE Parent Engagement Managers. 1 FTE Volunteer Coordination support staff. 1 FTE Parent Engagement Clerk. Supplies and Materials.

b) Produce required parent notifications, information and outreach services to parents and community about the schools and programs available in PUSD (by location). 0.8 Communications coordinator and events and 3.5 FTE for KLRN, website and communications staff.

c) Welcome Center Enrollment Services.

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 apply the following ways to support the parents:

- Assisting parent’s standards, assessments, requirements of the Title I programs, how to monitor and support the learning needs of their children.
- Supporting on-going meaningful, two-way communication.
- 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 of parents.
- 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:

Not applicable. PUSD does not receive Title I, Part D fund.

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 School District (PUSD) makes every effort to ensure that our district provides to homeless children and youths the necessary services to help them achieve student academic success, 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 District is providing under the McKinney-Vento Homeless Assistance Act.

PUSD 2018-19 LCAP Goal #3, Action 3.3 Addresses the needs of homeless children and youth, and foster youth through Families in Transition and Child Welfare, Attendance, and Safety (CWAS). 2 FTE Homeless program support staff (Liaisons) and supplies.

In the school year 2017-18, there were 554 students identified as Homeless within PUSD. According to the CA School Dashboard, PUSD Homeless students' suspension rate are in Red, ELA and Math are in Orange. This action is to provide support to these students to ensure that their basic living and school needs are met so that they can increase their academic achievement.

Student Transitions

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

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

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

- (A) coordination with institutions of higher education, employers, and other local partners;
- and

- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 2018-19 LCAP:

Goal #1, Action 1.4 - Provide instructional services and resources designed to increase and improve college and career readiness:

- a) Career Technical Education (CTE) instructional support and professional development (High School College and Career and grant resources). 1 FTE CTE Coordinator, PD, and materials
- b) Career Technical Education (CTE) - teachers and related supports, Site-based instruction and increased access to challenging and engaging courses (grant resources, and by site). 6 FTE CTE teachers at secondary schools (exact # TBD depending on CTEIG grant)
- c) CIS Academy Support for students at-risk of dropping out/Credit Recovery. Access to extended learning opportunities was streamlined with systems in place for equitable access for students needing additional supports through Credit Recovery. Increased offerings for PUSD Summer programs as well as online/blended learning options (Secondary Education 136). CIS Academy Support for students at-risk of dropping out ((7.5 FTE Teachers, and 0.5 FTE Adult Ed. Director, 0.5 FTE CIS Principal, 085). Including alternative education for at-risk students (Rose City High School, 4 FTE)
- d) Secondary/ Software and contracts for and Career Readiness: Provide resources for outreach, training, and information for students and parents for college and career post-secondary. Training for AP teachers-best practices (Secondary)
- e) Library Services for Middle and High Schools including librarians, materials, and resources (by site). 5.4 FTE secondary Librarians
- f) After school services to provide aligned enrichment and academic support courses offered (LEARNs 108, by a grant)
- g) Participation in the California Colleges Guidance Initiative (CCGI) to provide students a tool for college and career planning (e.g. tracking A-G completion) and educators with a tool to monitor student progress toward college and career readiness and post-secondary outcomes. Additionally, participation in the initiative will facilitate significant course code cleanup and corrections in the Districts student information system, resulting in improved data accuracy in other data systems as well.

Goal #1, Action 1.5 - Provide enrichment, differentiation, and signature programs to support student engagement and college and career readiness (previously Action 1.13)

- b) Athletics and extra-curricular activities
- c) Offer Signature Programs Magnet schools, International Baccalaureate (IB), and dual language immersion programs designed to provide specialized, unique, theme-based programs to increase student engagement, socioeconomic integration, and academic achievement (by resource and site). 3 FTE IB teachers and 1 FTE

Middle Years Program Coordinator at Blair. 1 FTE IB Coordinator and 1 FTE Spanish Teacher at Willard Elementary.

d) Offer a Math Academy for accelerated learning - 1 FTE math teacher

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).

Goal #1, Action 1.5 (with LCFF Supplemental and Concentrated fund) - Provide enrichment, differentiation, and signature programs to support student engagement and college and career readiness: a) Provide arts education and enrichment including instrumental music for 3-5 students, K-12 arts education leadership and support. 1 FTE Arts Education Coordinator. 5 FTE Teachers serving all 18 elementary and secondary schools with direct instruction to students in 3rd, 4th, and 5th grades. Arts supplies.

Goal #1, Action 1.6 - Superintendent Focus School Support: targeted support and interventions provided to schools based on needs identified on evaluation rubrics and through root cause analyses. Expected outcomes and targets will be defined within Single Plan for Student Achievement (SPSAs). Includes additional staffing for schools with a higher percentage of unduplicated pupils.

Goal #1, Action 1.8 - Instructional Resources - materials to support instructional program, English learners, libraries, interventions, NGSS, and signature instructional programs, and instructional software

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Formal Agreements

ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Social, Health, and Other Service

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding).

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable (PUSD does not receive Title I, Part D Funding.

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:

The Pasadena USD provides professional growth opportunities to address learner needs (new ---> veteran) and role-specific (teacher, aides, administrators, coaches, etc.). Induction services are provided for new teachers that is inclusive of mentorship and coaching. All teachers and staff are provided training on pupil-free dates multiple times a year in a symposium format of job-related workshops. Schools make use of staff development “A Mondays” to provide training on school and district initiatives. Additionally, training on districtwide priorities are provided for teachers as appropriate in sub release and supplemental settings. This includes Balanced Literacy, Math Workshop, NGSS Transition, and technology integration. Principals and assistant principals are trained monthly in district priorities via literacy labs and instructional rounds focused on specific problems of practice. At the elementary level, principals focused on NGSS Transition for these instructional rounds. Finally, a coaching network, Coaches Weekly, provides consistent training for instructional coaches to support initiatives and train teachers.

Please see PUSD 2018-19 LCAP Goal #1, Action 1.1 b): District Curriculum Content Specialists Teachers on Special Assignment (TOSA IIs) for curriculum and assessment design, site and district level PD in the areas of Math, ELA, Science, and Social Science - History (Curriculum Instruction and Professional Development)

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:

Funding support for schools is determined using a tiered system of support. Schools are designated in categories of “Excelling”, “Achieving”, and “Focus” based on multiple data points including student achievement, attendance, climate, percentage of students counted under Section 1124(c). Schools receive additional resources when data indicates student need. Additionally, a process for budget development in alignment with a school’s SPSA and Theory of Action has been put in place to ensure appropriate determination for use of funds.

Please see PUSD 2018-19 LCAP Goal #1, Action 1.1 a): Instructional Coaching based on the tiered support for schools model. Schools will be provided coaches to focus on English Learner, Foster Youth, Special Education, and social-economically disadvantaged students’ needs (see also actions 1.3-5). The factors were based on enrollment and need with an estimated twenty (20) full-time equivalent Instructional Coaches (Resource Teachers) to be deployed. Coaches support job-embedded professional development at school sites, lead data chats following trimester Informal Reading Inventory assessments, and train teachers in balanced literacy implementation. Focus schools will have additional coaching time dedicated to their schools. (By site and resource).

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 Pasadena USD reviews data on an interim basis to ensure actions and supports are productive. Among data that is reviewed are Reading Inventory and Math Diagnostic (both administered at beginning, mid and end of year), science benchmarks, student suspension, EL reclassification and progress. Analysis is conducted as a cross-functional team and revision or updates to activities have been made to support areas evidenced by data. Please see PUSD 2018-19 LCAP each Goal's "Expected Annual Measurable Outcomes" Metrics/Indicators.

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 1.2 - Language Acquisition and Development Department guidance, professional development and assessment services:

- e) Professional Development to provide targeted support and services to increase the proficiency of non-English speaking students new to country
- f) Professional development for general education and Special Education administrators, teachers, behavior aides, behavior interventionists, and clerical staff to support the needs of students who are English Learners and foster youth and SWD identified for Special Education services
- g) Spanish Dual Language Immersion Program (DLIP) coaching and professional development to improve learning outcomes for English learners through Dual Language Immersion strategies (by site). 0.5 FTE Teachers on Special Assignment (TOSA) per Spanish DLIP school. Total 2.5 FTE Spanish DLIP TOSA positions

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:

We have 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 1.2: a) 4 FTE for International Academy (Located in Blair HS for English Learners new to the country). 2 FTE Bilingual Aides for International Academy;

Interventions targeted to the school site to support proficiency levels of EL and LTEL students and reclassification rates as applicable are also included in Actions 1.6 and 1.7

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Pasadena Unified School District develops, implements, and administer effective programs and activities including language instructions 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.

LCAP Goal#1, Action 1.2 a) - 4 FTE for International Academy (Located in Blair HS for English Learners new to the country). 2 FTE Bilingual Aides for International Academy

English Proficiency and Academic Achievement

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

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

- (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 1.2 c) - Initial ELPAC testing project; d) Summer school targeted support for long-term English learners (LTELs) to earn credits and be able to graduate.

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.

Upon receiving Title IV, Part A fund, Pasadena Unified School District will carry out the activities and programs as follow. PUSD will evaluate the effectiveness of the activities carried out annually.

* Funds will be used for activities related to supporting well-rounded education under Section 4107. The programs/activities may include:

- Music & Arts

- STEM
- College & Career Guidance & Counseling
- Accelerated Learning (reimbursing low-income students for exams, dual enrollment)
- Foreign Language
- Environmental Education
- Programs Promoting Volunteerism/Community Involvement
- Integrated content

* Funds will be used for activities related to supporting safe and healthy students under Section 4108. The programs/activities may include:

- 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 (suicide prevention, trauma-informed practices, conflict resolution, etc.)
- Plans to reduce exclusionary discipline practices
- PBIS
- Site Coordinators

* 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)