

PASADENA UNIFIED SCHOOL DISTRICT  
2021-2022 DEPARTMENT PLAN

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**Department Name:** Special Projects / State & Federal Programs

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### **Department Purpose**

*What does the department do?*

This department provides support and coordinating services to schools and district departments to ensure compliance with Federal and State funding requirements and guidance. To that end, much of the support and coordinating services are provided in the form of planning supports, documentation of plan development, monitoring alignment between planning documents and implementation of actions, and building the capacity of stakeholder groups. These stakeholder groups include local school site councils, school leadership teams, and parent advisory groups.

### **Department Services**

*What is a general list of services that your department provides?*

- a) monitoring the allowability of expenditures related to Title I, Title II, Title IV, and CSI grant activities
  
- b) training and guidance with respect to the role of local school site councils' purpose in developing, monitoring, and evaluating school plans for student achievement
  
- c) coordinate equitable services for eligible private schools under the Title I, Title II, Title III, and Title IV programs
  
- d) coordinate the development and updating of the district's Local Control and Accountability Plan (LCAP)
  
- e) coordinate the reporting and submission of School Accountability Report Cards (SARCs)
  
- f) capacity building for plan monitoring and reporting

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g) support charter school program monitoring and Prop. 39 evaluations

**Total Department Budget**

*What is your department's total budget?*

The total department budget is \$11,625,477.

Note:

Approximately \$10,525,216 of the department budget is contained within the PUSD one-time use Expanded Learning Opportunities Grant funding. The estimated 2020-2021 award was \$11,533,019. The difference between the \$11.5 million and \$10.5 million is due to expenditures incurred during the 2020-2021 school year prior to July 1, 2021.

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**Prior Year Reflection**

*This section of the department plan reviews the intent of prior department plans and the successes/challenges encountered while implementing the planned actions. This portion of the plan summarizes key learnings that inform the planning for the current year.*

**Prior Year Intended Outcomes**

*What did your department plan set out to achieve during the prior year?*

Last year's department plan had three broad outcomes:

- 1) pilot a process for monitoring and coaching the development of department plans;
- 2) attempt to utilize parent stakeholder and advisory groups as a strategic resource to improve student achievement; and,
- 3) obtain 100% compliance for all monitoring efforts.

**Prior Year Achievement**

*Did the department achieve what it had outlined? How do you know?*

Outcome 1: Overall submission rates for department plans, while consistently above 60%, would indicate that this goal has not been met. The process is being refined this year to determine how it may impact overall performance.

Outcome 2: While stakeholder input and engagement opportunities were utilized more frequently by the Special Projects / State & Federal Programs team, the direct impact of these opportunities on student attendance remains unclear.

Outcome 3: Compliance monitoring efforts include adherence to all board policies, state/federal guidelines, state/federal laws, and program-evaluation best practices. To that end, the "absence" of compliance findings does not necessarily mean the outcome was met; rather, it suggests that Continuous Improvement methods may be better suited for monitoring the annual activities regarding activities that reinforce compliance monitoring processes.

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**Prior Year Successes, Challenges, and Learnings**

*What successes, challenges, and learnings should be highlighted from the prior year?*

The COVID-19 school closures proved to be a unique challenge for the entire Pasadena Unified School District. Compounding this challenge was a sudden change in this department's leadership. The 2021-22 school year will mark the first full school year with both the administrative support staff and certificated-department leadership having had a full year of prior department operations experience. Key learnings already gained from the prior year's operations include:

- 1) reporting of information fosters increased levels of engagement, transparency, and opportunities for two-way communication with stakeholder groups;
- 2) technical practices can reinforce planning done by both school site and district office staff;
- 3) transitions to "virtual" meetings actually increased the level of participation in several parent stakeholder groups.

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**Current Year Priorities**

*This section of the department plan provides a summary of the identified needs that are prioritized for informing the department plan's actions for the current year.*

**Data and Information Used for Plan Development**

*What data did you consider when developing this plan?*

Feedback from Parent Focus Groups; public comment from the development of Expanded Learning Opportunities and LCAP plans; commentary and reflection sessions from LCAP PAC, LCAP Taskforce, DAC, and AAPC.

**Stakeholder Engagement/Input**

*What stakeholder engagement or information was used to inform this plan?*

There are three primary stakeholder groups that have helped to inform the development of this department plan:

- 1) The parent members of the LCAP PAC and the DAC who have provided input into what would promote increased transparency of district department planning;
- 2) School principals who helped describe challenges experienced with developing/evaluating school plans and connecting district departments to those plans;
- 3) Department staff in discussing what internal procedures and processes may amplify or dampen the successes/challenges stakeholder groups experience during their school year.

**Key Data Findings/Information for This Plan**

*Based on data analysis and stakeholder information, what key data findings are considered in the development of this plan?*

While much of the prior year's plan was focused on monitoring the development of department plans, minimal data was monitored to inform how the department supported the capacity for different stakeholder groups to engage in developing plans, monitor their implementation, and ultimately evaluate the effectiveness of the plan.

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### **Current Plan Priorities**

*Based on the key data findings, what needs emerged from your Department's root cause analysis, and which of these needs are given priority for this planning cycle?*

This department has identified that following prioritized needs:

- a) increase overall planning, monitoring, and evaluation capacity of local School Site Councils
- b) strengthen plan developing and evaluation practices at the school site level
- c) build district-level capacity to engage in continuous improvement cycles that align with department planning
- d) work more closely with private schools to ensure timely delivery of Title II Equitable Services across all schools
- e) promote a stronger structure of "two-way communication" between stakeholder groups (especially those where parents are engaged in planning) and district departments

This plan is prioritizing needs (a) and (e) with need (b) as a secondary priority that may be connected to the two primary priorities.

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**Current Year Planned Actions and Metrics**

*This section of the department plan provides a summary of the planned actions that address the identified priorities based on data analysis and stakeholder input. Metrics associated with monitoring and/or evaluating the effectiveness of the planned actions are summarized in this section.*

*What action could you take to address the identified needs of your department?*

*What would you be able to monitor throughout the year (quarterly or more than twice per year) to know that your actions are creating a change?*

**Theory Of Action**

**If we...** Provide initial training to local school site council members. Topics include determining valid school site council composition, Greene Act compliance requirements, and scope of work in developing the school plan for student achievement (SPSA).

and

Provide monthly "focus models" as ongoing supports to school site council members. These will be targeted training/support materials for SSC members designed to take no longer than 20 minutes per month to complete. Example topics include "Effective Minutes & Note Taking", "Creating Readable Agendas", and "Questions for Monitoring Plans".

**then...** All members of school site councils will have a uniform set of knowledge about the responsibilities and purpose of the school site council

and

Members on school site councils will better understand both "the how" and "the why" of certain laws, school district policies, or guidance that involve "the what" of school site councils' work. This will also help support SSC members in building their own skill sets for running and/or participating in school site

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**which will...**

meetings  
Increase capacity of local SSC

**If we...**  
  
  
  
  
  
  
**then...**  
  
  
  
  
  
  
**which will...**

Provide monthly summary updates to central office departments regarding discussions held by AAPC, DAC, LCAP PAC, DELAC, Foster Youth Council

and

Ensures timely posting of department plans and updates

Parent-advisory stakeholder groups and central office staff will have a formal channel through which concerns can be regularly communicated

and

Parent-advisory stakeholder groups and the broader Pasadena community will be able to engage in conversations that promote strategic planning, transparency, and accountability

Promote stakeholder-department communication structures



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**Priority 1: Increase capacity of local SSC**

[Action 1]

Provide initial training to local school site council members. Topics include determining valid school site council composition, Greene Act compliance requirements, and scope of work in developing the school plan for student achievement (SPSA).

Metrics

- a. the number of individuals attending from each school site
- b. the percentage of each school site council that attends the training sessions

[Action 2]

Provide monthly "focus models" as ongoing supports to school site council members. These will be targeted training/support materials for SSC members designed to take no longer than 20 minutes per month to complete. Example topics include "Effective Minutes & Note Taking", "Creating Readable Agendas", and "Questions for Monitoring Plans".

Metrics

- a. the number of times videos and/or materials are viewed
- b. the number of unique viewers
- c. quarterly survey to SSC members to determine support needs and current support effectiveness

**Priority 2: Promote stakeholder-department communication structures**

[Action 1]

Provide monthly summary updates to central office departments regarding discussions held by AAPC, DAC, LCAP PAC, DELAC, Foster Youth Council

Metrics

- a. the time it takes to produce the updates
- b. number of responses made

[Action 2]

Ensures timely posting of department plans and updates

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Metrics

- a. the number/percentage of department plans submitted "on time"
- b. the number/percentage of department plan quarterly updates completed "on time"
- c. date of publishing updates to State & Federal Programs website