

## LCAP Addendum 2018-19

### 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.

Response from Palo Alto Unified:

The PAUSD strategy for using federal funds is to increase low income and English learner student performance to the proficiency level on the CAASP assessment. PAUSD has focused Title One monies to targeted elementary sites with the highest percentage of low income students. The monies focus on literacy as a preventative measure. PAUSD data reveals that the gap between low income students and their counterparts begins at the elementary level. Another strategy that PAUSD employs is to provide college readiness opportunities and resources to low income families at the high school level. PAUSD has also used federal funds to provide dedicated counseling staff at both high schools and provide high school summer programs designed to promote college readiness through application support, transition from middle to high school, how to navigate college requirements and turning in all required forms. The PAUSD English learner program has been very successful in closing the performance gap. PAUSD plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long term learners at the middle school.

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### 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.

Response from Palo Alto Unified:

The district supplements reading intervention programs by offering after school interventions and supplemental Reading teacher support at Title One sites. All sites are funded for Reading Specialists per enrollment numbers. Sites used Title One funding to increase Reading Specialist, Response to Intervention Specialist and Math Intervention Specialists time for greater services. The district uses Title One funds to provide after school tutoring for low income students at sites, and one to one tutoring for low income students at the high school level. Title One funds have also been used to have low income students take the ACT during the school day at their respective high schools with access to ACT resource materials and a study class offered on Saturdays. Increased services for English Learners include primary language aides in the mainstream classroom to assist elementary students access core content areas. At the middle school level the primary language tutors attend math and science courses with students to provide translations. English learner coordinators and teachers coach mainstream teachers on English learner strategies and provide co-teaching in classes with larger English Learner populations.

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Title I Part A

### 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).

Response from Palo Alto Unified:

N/A

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

Response from Palo Alto Unified:

In 14-15 the district revised the family engagement program. The program developed through surveys sent to families & community meetings. Each year surveys are sent to gather feedback on current practices & to ensure programs are meeting family needs. The district created the role of the Family Engagement Specialist (FES). The district hired 8 FES. Each site is allocated hours. The FES serves as the link between the school, parents, & community. They will develop & foster community collaborations, as well as provide referrals to community-based services for families. They expand opportunities to families for continued learning, voluntary community service, & civic participation. They guide parents to understand the educational system to become advocates for their children's education & empower parents to become decision-makers. More information can be found at: <https://www.pausd.org/teaching-learning/family-engagement-specialist-program-fes> The FES also accompany parents to teacher conferences when requested. FES provide family leadership conferences, including literacy training such as Latino Family Literacy Project to work with targeted populations throughout the year & in the summer. PAUSD understands that training all staff to work collaboratively with parents is essential. PAUSD runs an equity workshop series for all staff. The series is two years & provides staff with information on targeted populations, effective strategies & experiential learning. Training modules focus on students with disabilities and inclusive practices. They are offered on a continuous basis, all staff participate. Secondary staff is given further professional learning about college readiness for targeted populations. The family engagement policy is adopted by the board with input received from the LCAP stakeholder engagement process, DELAC and DAC advisory groups. Title One sites also hold annual meetings with all stakeholders and review the policy, which is also reviewed by Site councils. The DELAC & DAC meets quarterly to review that LCAP. The district also holds LCAP public feedback sessions in the fall & spring which distributes the policy in multiple languages. In addition the district has an online feedback tool "Let's Talk" that has a specific LCAP section.. The district held two family leadership conferences to gather feedback from families on how to strengthen the FES Department, as well as surveys. All Title I compacts, meetings and other events are translated into multiple languages and various modes

of communication including texts, emails, flyers, phone calls. PAUSD uses Blackboard which translates all messages into multiple languages and provides a phone number of a specific district staff member that can further assist parents. Technology tools such as Schoology and Infinite Campus provide translation for report cards, progress reports and other notes from teachers. However, the FES can assist with all translation if technology is not accessible with parents, and sits with parents one on one to ensure understanding of school related materials. At Title I sites the FES provide workshops and one on one meetings with parents on current technology to track student achievement, understanding of progress reports, current standards and assessment. The FES also accompany parents to teacher conferences when requested. The FES ensure that childcare, translation and family needs are communicated to site and district staff. The FES program reaches out to targeted populations at sites through phone calls and home visits. The opportunity for informed participation of parents and family members of migratory children is offered through the guidance of the district social worker and FES. With smaller numbers of migratory families the full time district social worker with 8 FES, the program is able to reach out to all families of participating students which include; students with disabilities, migratory, foster youth and McVinney Vento students. The social worker meets with families one on one with special circumstances or needs to ensure access to school. The social worker also meets with families when they are leaving and returning to school to help provide transportation, translation, basic school supplies and other needs that may arise. Each FES and the district social worker is given site access to these distribution lists to ensure families are contacted, informed and how to participate. Sites also have a special education parent advocacy group that the FES meet with quarterly. PAUSD runs an equity workshop series for staff. The workshop series is over two years and provides staff with information on targeted populations, effective strategies and experiential learning. The categorical director meets quarterly with Title I administrative staff for training and informational updates. The Title I office trains principals of Title I sites before school begins. Title I sites receive extra hours of FES.

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## **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.

Response from Palo Alto Unified:

SWP: N/A TAS: Each of the five sites strengthen the use of prevention and early intervention strategies both within and outside the classroom for students at risk of low performance, particularly from Pre-K to grade 3 in early literacy. Differentiate the educational experience to effectively engage, appropriately challenge and ensure mastery for every student. Ensure equity of preparation, access, and support; address processes, procedures, and cultural conditions that may serve as barriers to the high achievement of underserved students and

raise awareness of available resources to support student learning. These sites have full time Reading Specialists to work with primary grades and part time RtI Intervention Specialists to help identify struggling students and provide Tier 2 supports. These sites also are first priority identifying students that are provided summer programs to SED students and summer enrichment programs for HUR, SED, VTP, McKinney Vento and foster youth students, and students whose parents did not graduate from college. Neglected or delinquent: N/A

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Address the ESSA provision:SWP: Describe SWP here, if SWP does not exist type "N/A" TAS: Describe TAS program here, if TAS program does not exist type "N/A" Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

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.

Response from Palo Alto Unified:

PAUSD used data to identify and provide targeted Tier 2 interventions to struggling general education elementary students in literacy and math, and set goals and monitor student progress within the interventions using the RTI Monitoring Tool created by the REA Department. The tool consists of local reading and math assessments, BAS, Everyday Math, CAASP scores, ELPAC scores and teacher input to identify students. Parents can also request assistance through the Family Engagement Specialist.

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## **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.).

Response from Palo Alto Unified:

PAUSD does not provide transportation for students in general. However it does provide transportation to and from school and afterschool tutoring to McKinney-Vento students. The students receive a wide variety of transportation such as busing, private shuttle service and public transportation passes. A designated district social worker is hired and assigned to work with all McKinney-Vento families starting from the registration process. The social worker

provides home visits, arranges translation when necessary and contracts with an outside agency to provide one on one tutoring to garner academic success.

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## **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.

Response from Palo Alto Unified:

N/A

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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.

Response from Palo Alto Unified:

Palo Alto Unified District conducts a High School Freshman Summer Bridge Program, which inspires and motivates students to create college plans, reach their full potential and build skills critical for high school. The program does not run on an intervention model but focuses on leveling the playing field for targeted youth in the community. The program serves Title 1, and Title 3 students. Also, as Palo Alto is part of a desegregation order (VTP) all students under this order are invited to attend. It is a summer school program for rising 9th graders that supports improving their critical thinking skills in reading and writing, Algebra readiness and building college awareness and improving study skills. Students are placed in small groups that will rotate between three classes: English, math and college readiness guidance that runs for 15 days. RISE UP Exiting Seniors: Realizing Individual Success in Education for Undergraduate Preparation is a summer school program that supports students who are the first in their family to attend college. Students were identified by the annual update information provided by parents. The course is a 5-day program that focuses on topics such as living on campus, budgeting time and finances, resources available and individual counseling on how to prepare for the transition to college. There will be a parent night in June to gather information about the RISE Up program. Junior RISE UP Rising Seniors: Junior Realizing Individual Success in Education for Undergraduate Preparation is a summer school program that supports students who are the first in their family to attend college. Students were identified by the annual

update information provided by parents. The course is a 5-day program that focuses on preparing students for the fall college application season. Students will begin work on the personal narrative, explore college choices and create an e-portfolio of documents needed to complete the Common and UC application.

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## **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.

Response from Palo Alto Unified:

N/A

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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.

Response from Palo Alto Unified:

o Hiring in our district has been at an all time low for PAUSD. Due to high pay for teachers and few vacancies the Human Resource department can be very selective and ensure that highly qualified candidates are hired. The director of Academic Supports along with Human Resources and site principals ensure that all sites have experienced teachers. Data is collected from the Dataquest page to identify the highest population of low income and minority students and the leadership team compared the staff at those sites. We have been very successful in ensuring that disparities are not occurring. Teachers are hired at the district level and placement is the final decision of the Human Resource Director. o No, Palo Alto does not have any ineffective or misassigned teachers, there were no differences in rates with minority students and other students. o No, Palo Alto does not have any ineffective or misassigned teachers, there were no differences in rates with low-income students and other students. o In the district there is less

than 5% inexperienced teachers. We have 18 sites with 12% minority and 12% low income. The highest percentage of low income has 31% and does not have any inexperienced teachers. The highest percentage of minority students at 28% does also not have any inexperienced or ineffective teachers. The leadership team did not find any pattern of inexperienced or ineffective teacher at any site. o The district has less than 1% of out-of-field teachers and those teachers are at different sites and do not work at Title One schools. o PAUSD does not have any disparities for either low income or minority students. However, the leadership team which includes the director of Academic Supports and Director of Human Resources will continue to monitor hiring and placement of all teachers to ensure that highly qualified teachers are placed at sites with higher percentages of minority and low income students.

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Title II

## **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.

Response from Palo Alto Unified:

Over the course of the past six years, PAUSD has also benefited from additional funding sources for professional learning. The district received funds for Common Core State Standards Implementation and Educator Effectiveness Funds. Expenditures from each of the three sources have been guided by our vision for professional learning and by Board-approved spending plans: Common Core funds, Educator Effectiveness Plan and PAUSD Professional Learning funds. Current Work: Elementary • Partnership with Teachers College to support Reading and Writing Workshops. Professional learning opportunities include summer institutes, on-site support, coaching institutes, and administrator workshops. • Workshops to build capacity to support students in need of reading support, including those with dyslexia • Responsive Classroom workshops in summer • Support for recent curricular adoptions (mathematics and history/social studies) • Redesigned New Hire Equity Workshops Key Next Steps: Elementary • Support shift to NGSS aligned instruction and curricular materials • Expand Equity Workshop series and open to all staff • Continue focus on supporting struggling students • Increase focus on Universal Design for Learning Current Work: Secondary • Focus on alignment, including learning targets, assessment and grading practices • Redesigned New Hire Equity Workshops • SEL Implementation at high schools Key Next Steps: Secondary • Support shift to NGSS aligned instruction and curricular materials • Continue to focus on alignment topics, including common assessments, grading practices • Increase focus on Universal Design for Learning and instructional practices • Expand Equity Workshop series and open to all staff Strategies & Design In order to reach our goals we will focus on these key strategies and design principles drawn from evidence-based practices in professional learning. Our selected strategies are

aimed to support alignment and continuous improvement by focusing on implementation and ongoing support; to consider differentiation needs for teachers at various levels of expertise; and incorporate assessment and evaluation measures to understand the impact of our work on both teacher knowledge and student outcomes. 1. Provide support to teacher leaders and administrators for facilitating effective job-embedded professional learning 2. Focus on implementation and support 3. Measuring outcomes of professional learning - teachers and students Provide support to teacher leaders and administrators for facilitating effective job-embedded professional learning In order for teachers to focus on ongoing implementation of new instructional strategies they need time and support to work together. Principals and teacher leaders create the culture, structures and dispositions for continuous professional learning and keep the focus on understanding student learning needs, making data-informed decisions and identifying evidence-based practice (Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009). When teachers engage in collaborative conversations, a “collective efficacy” develops—“a sense that teachers can overcome learning challenges when they rely on one another’s expertise.” Additionally, confident leaders have knowledge of the initiatives they are supporting. Our goals include a focus on professional learning from the leadership perspective to ensure that teacher leaders and administrators can support implementation efforts at their sites. Measuring the Effectiveness of Professional Learning Examining the impact of professional learning on students’ experiences and outcomes requires a multi-faceted approach and evaluation over time. While we can measure what participants learned in a workshop, we also need to understand how, and to what extent, the new strategies were implemented, with what support and in what context. • Level 1: Participants’ Reactions • Gauges participant reactions to a learning experience. At this level we might ask questions such as: Did teachers feel their time was well spent? Was the professional learning meaningful? Will the skills/knowledge learned be practical? • Level 2: Participants’ Learning • Assesses participants’ learning. By asking about key takeaways, personal goals based on the learning, we can assess what participants learned in a professional learning experience. • Level 3: Organization Support and Change • Assesses, over time, the organizational support and change. Questions might include: Was individual change supported and encouraged? Do the administrators have the knowledge and commitment to support the change? Are sufficient resources available to support ongoing change? • Level 4: Participants’ Use of New Knowledge and Skills • Assesses participants’ use of new knowledge and skills over time. This assessment requires indicators for both the degree and quality of use. First, our administrators and teacher leaders are often in classrooms and can gather data, formally or informally.

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## **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).



Response from Palo Alto Unified:

Teachers On Special Assignment (TOSA) support uses current data platforms to determine which sites need additional support in literacy and math. The allocation of support is then used in conjunction with Response to Intervention plans from the site to provide coordinated support. TOSAs review CAASP data to deliver targeted support for schools with high percentages of students below benchmark. Identified Title I schools in the district are given priority for TOSA support and have higher percentages of supplemental teachers such as English Learner Specialists, Reading and Math Specialists. Each year the Title One Director reviews CAASP and low income data across sites and percentages of teacher days for supplemental teachers are distributed to sites with larger numbers of low performing students, low income and English Learners.

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## **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.

Response from Palo Alto Unified:

Literacy assessments are required. All PK-5 classrooms are implementing the workshop model following the Lucy Calkins Reading and Writing Workshop from Teacher's College at Columbia University. Teachers have committed to providing whole group and one-to-one strategy lessons that are rigorous and target the needs of each student. In addition to mini lessons, students engage in interactive read alouds, modeled writing, shared reading and writing, guided reading and writing, independent reading and writing, and word work. PK-5 teachers are asked to administer the Fountas & Pinnell Benchmark Assessment System (BAS) three times throughout the year (BOY, MOY, EOY) for oral reading and reading comprehension. There is also a required Informational Writing assessment in the Fall and Spring to monitor progress and determine individual writing goals for each student. The data above is shared with several consultation loops. The data is presented to the District Advisory Committee for LCAP and at several stakeholder meetings. Parent feedback for areas of professional development are considered. Certificated and classified stakeholders are also included in these sessions. A separate meeting with administrative staff to get feedback, review staff survey data occurs in the beginning and end of the school year. The LCAP district team also includes these discussions with bargaining units. Staff development is embedded in LCAP goals #2 and #3. This year the focus will be on expanding equity workshops per the feedback of all stakeholder groups.

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Title III

## **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.

Response from Palo Alto Unified:

PAUSD will provide ELPAC trainings, Special Education and EL Workshops and Sheltered Instruction Observation Protocol yearly to staff. All certificated staff new to the district are part of a two year professional development sequence that targets Title I, Title III and Tinsely (desegregation program) students. English Learner Coaches support general education teachers on how to adjust delivery instruction to include EL strategies within all core subjects.

## 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.

Response from Palo Alto Unified:

PAUSD provides: Translation Services: Instructional aides provide academic and social support in primary language for immigrant students Aides work within the students to translate lessons, tests, quizzes and assignments to ensure students are receiving and being assessed for content and not English language ability

## 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.

Response from Palo Alto Unified:

PAUSD provides: Primary Language Access: • Primary language instructional aides are assigned to all CEDLT 1 and 2 students for approximately one semester in the general education at the elementary level. • After school tutoring in the primary language is also offered to secondary students. • Primary language instructional aides are assigned to all CEDLT 1 and 2 students for approximately one semester in math and science courses at the secondary level. Course Access: Elementary English Learner Instructional Coaches are placed at each site, dependent on English Learner student count. Title III funds increase coach time. The coaches: • Model and observe lessons • Provide feedback to teachers • Demonstrate on how to use ELD strategies • Incorporate ELD strategies within the lesson • Identify curriculum • Model and observe lessons • Provide feedback to teachers Provide supplemental instruction directly with Long Term Learners on improving writing skills, after the school day.

## **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.

Response from Palo Alto Unified:

PAUSD has a comprehensive English Learner plan preK-12. Dedicated staff is at every site. PAUSD ensures that English Learners achieve English proficiency by providing elementary English Learner Specialists and secondary English Learner Coordinators that monitor all English Learners and recently exited English Learners for two-four years. Long term learners and recently exited English learners will have access to interventions through monitoring. Monitoring includes working with site leaders to assist in interventions for long term English Learners, which include an Academic Language Development class at the middle school level. Primary Language tutors and aides are also available to students who are struggling in literacy and English proficiency.

Title IV

## **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.

Response from Palo Alto Unified:

Title IV federal grant funds are part of the Elementary and Secondary Education Act (ESEA) originally signed into law by President Lyndon Johnson in 1965. Title IV, otherwise known as the Student Support and Academic Enrichment grant program, supports the high quality education of students in three major areas: 1) Access to well-rounded educational opportunities, 2) Safe and healthy students, and 3) Effective use of technology. Palo Alto received less than \$30,000 in funds and thus was required to address one or more the three content areas. The focus for Palo Alto was effective use of technology and parent involvement. With limited funds PAUSD developed the technology workshops internally and did not consult with outside entities. . Palo Alto Unified School District (PAUSD) Title IV grant monies are being specifically used to support parent involvement in schools, build community partnerships, and prevent digital bullying and harassment through the 2018-19 Parent and Guardian Technology Sessions, a series of eight educational events that foster positive, healthy, and safe technology skills for all. The objectives of these workshops is to provide greater access to technology tools in PAUSD such as infinite campus for report cards and progress reports, and Schoology for parents to check on student attendance, homework and ongoing assessments. The program and educational series begin as a result of LCAP feedback in 17-18 that requested parent education in technology. Parents are asked after each workshop for feedback on the current workshop and ideas for future technology workshops. Additional Title IV grant funds are being used to support the innovative PAUSD blended learning program. Funds will be used to provide teachers with an outstanding blended learning professional development event, the PAUSD Blended Learning Symposium. This half day conference is specifically designed for teachers implementing blended learning to build skills and knowledge in blended pedagogy, as well as share best practices for blended learning with each other and experts in the field.

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