



PASADENA UNIFIED SCHOOL DISTRICT

To: Begonia Bautista, Pasadena DELAC Chair
Pasadena DELAC Members

From: Dr. Elizabeth Blanco, Chief Academic Officer

Re: Response to 22-23 Recommendations from DELAC

Date: June 29, 2022

On behalf of the leadership team of the Pasadena Unified School District, I want to thank you for your valuable time and effort advising us in our planning efforts. We are very grateful for your recommendations presented to the Board of Education for our 2022-23 Local Control and Accountability Plan. In response, we have provided both an overview of how feedback from all of our educational partners has impacted the 22-23 LCAP, excerpted from the Engaging Education Partners Section of the LCAP 22-23 as well as responses for how your recommendations have informed specific actions within the LCAP that will be submitted to the Los Angeles County Office of Education (LACOE) subject to its approval by the Board of Education on June 30, 2022.

A. Summary of Feedback from Educational Partners

UTP, CSEA, DELAC, and LCAP PAC highlighted challenges facing the return to in-person learning after almost a full year and a half of distance learning. Examples of highlighted challenges include an increase in instances of students experiencing anxiety, greater reported cases of bullying behaviors, and lack of student engagement in classroom activities. Positive highlights included a sense of "starting to return to normalcy" in the form of regular everyday attendance in physical classrooms. Academic intervention supports such as tutoring, supplemental learning materials, and a focus on targeted instructional scaffolding were apparent across all stakeholder groups.

A recurring theme that emerged across all stakeholder groups was the need for both a framework that integrates Response to Instructional Intervention (RTI) strategies and Behavioral Intervention Support strategies (such as PBIS: Positive Behavior Intervention Supports). This underscored additional information that was collected through a collaborative effort between the district LCAP PAC and district Foster Youth Council. This collaboration involved the LCAP PAC leadership committing to meeting with multiple PUSD foster care families to better understand the scope of need that students in foster care bring into learning spaces such as the school building, foster family homes, and the broader Pasadena community.

B. Aspects of the LCAP 22-23 Influenced by Input from Educational Partners

Feedback gathered from the Foster Youth Council through the LCAP PAC highlighted specific needs to include school site level actions and expansion of coordinated services for youth living

in foster care. This led to the action of identifying Foster Youth Advocates at each school site and additional academic counseling services. Feedback from all educational partner groups noted that various aspects of school climate (be it discipline or attendance) need to be addressed with the idea of tiered interventions and supports/resources. This has led to expanded attendance monitoring, reporting, and case management resources within Child Welfare and Attendance (CWA) and Families in Transition (FIT). Additionally, Behavior RTI services are being prioritized for 10 schools to support school staff with building positive learning environments that promote a shared identity of diverse scholars within a learning community. These services will help address students' behavior/social-emotional needs while building the capacity of teachers to integrate strategies into their lesson planning & delivery cycles.

C. Response to 22-23 Recommendations made by DELAC

All written recommendations and minutes from consultations were compiled and conveyed to the District Divisions and Departments to facilitate and enhance their Department planning processes. In an effort to provide greater transparency for the LCAP, we have provided both a summary of your specific recommendations followed by a response grouped by the goal area under which a specific action and funding allocation if applicable will be taken as part of our LCAP 2022-23, with the relevant Goal and Action number(s) noted in our response.

Goal 1: STUDENT ACHIEVEMENT

Students will demonstrate grade level knowledge in all core subjects and graduate in four years, exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free and Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will have shown academic achievement.

Recommendations:

- Additional Instructional Coaches, with focus on schools with large concentration of At-Risk and Long-term English Learner (LTEL) students (DELAC)
- Paraprofessionals/teacher assistants for secondary schools (focus on schools with large concentration of LTEL students (DELAC)
- Tutoring and ELD opportunities for all schools, including: Tutoring for students 3rd -5th grade with focus in ELA, ELD and Math (DELAC) and explore Sylvan Learning as an option tutoring during and after school (DELAC)
- Provide efficient and effective monitoring of reclassified students. More needs to be done when tracking LTEL students in secondary schools close to graduation. Hold school administrators accountable for no progress on reclassifications and failure to monitor students who are already reclassified. (DELAC)

Response to Goal 1 Recommendations:

Goal 1, Action 7 then provides for Language Acquisition and Development Department (LADD) Coordinating Services including the following:

- **English Learner Paraprofessionals** who are fully trained in ELD, ELPAC, and EL strategies will again be provided to secondary schools to support LTELs and monitoring of RFEPs; they will shadow students, assess students, and assist with reclassification efforts, communication to families and staff, and compliance paperwork, and small group tutoring;
- **Tutoring** will continue at designated sites to reinforce learning and understanding; including:
 - Interventions in ELD, Math and ELA will continue and paired with EL strategies;
 - LADD partnership will continue with Sylvan to provide specialized tiered intervention support both virtually and in-person.
 - LADD is exploring a partnership with ELLEVATION that assists with facilitating paperwork and monitoring of RFEPs and LTELs; generating and producing of compliance forms and documents to track EL progress for FPM is at the core of our departments function and ELLEVATION works in unison with Aeries to help create these forms, helping cutdown on time, and providing training, so that site administrators can access and know this information well.
- **Action 1.1:** Provides for Instructional Coaches are provided at every school with targeted support to high-need schools also provided through Action 1.5, 1.20 and 1.21.
 - **Action 1.5:** Intervention supports and services to identified Comprehensive Support Improvement (CSI) schools which are Center for Independent Study, Norma Coombs Elementary, Rose City High School and Octavia E. Butler Magnet (formerly Washington Middle School).
 - **Action 1.20.** At the strategically identified Superintendent Success Zone Schools (Madison Elementary, Washington STEM Elementary, Eliot Middle and Octavia E. Butler Magnet), low income, foster youth, and English Learners will receive additional access to teaching and support staff to provide reduced class size, behavior intervention supports, health services, and school site-based English Learner Aide/Clerks. This will help to address students' and their families' need for individualized attention, school-based relationships, and health care needs.
 - **Action 1.21:** Supplemental Student Services and Resources provides for increased access to school instructional and support staff to increase student attendance, family engagement, and/or increased small group instruction time with certificated teachers and instructional aides. Additional support includes access to before/after-school tutoring and enrichment programs to address students' need for additional academic supports and engagement opportunities, expanded academic counseling services, school site Summer student orientations, and family engagement supports.

- **Action 1.23:** Foster youth, English learners, and Low Income students will receive academic counseling and college/career readiness completion support in middle school and high school grades.

Goal 4: PARENT & COMMUNITY ENGAGEMENT

Parents and Guardians feel welcomed at their school, have sufficient two-way communication with their school, and are provided with the knowledge and skills to successfully support and advocate for their child.

Recommendations

- Have a community liaison in the LADD to help connect with the parents and the community. Plan family and community events to educate parents about the EL program.. Offer more in person activities that promote parent involvement (DELAC)

Response to Goal 4 Recommendation:

Through LADD's collaboration with LACOE on the Latino/a Family Literacy Project and planning meetings with the Family and Community Engagement department, we have a number of events planned and exploring the hiring of a community liaison.

Additionally, while not utilizing LCAP funds directly, each school site has a centrally funded community assistant for the 2022-2023 school year to assist with engagement and outreach activities.

LADD also provides leadership and support in translation and interpretation services (parent meetings, parent notices, PTSA meetings, etc.) for all sites and families and will continue with hourly translation/interpretation services as needed due to the high demand (such as transitions from distance learning to in-person learning).