

PUSD 2024 Local Indicators Summary Report

The purpose of this document is to provide a summary of Pasadena Unified School District's (PUSD) assessment of its performance on Local Indicators defined by the California School Accountability Dashboard (CA Dashboard). Each year, local school districts must complete a self-assessment regarding five state-defined priority areas listed below. These priority areas are part of California's Local Control Funding Formula (LCFF). The priority areas that must be assessed are

- LCFF Priority 1- Basic Services: Teacher Assignment, Instructional Materials, and Facilities
- LCFF Priority 2- Implementation of State Standards: Academics and Supports to Teachers & Administrators
- LCFF Priority 3- Parent Involvement: Parent Engagement
- LCFF Priority 6- School Climate
- LCFF Priority 7- Course Access: Access to a broad course of study

This document is organized to follow the same general structure as the LCFF Priorities listed above. The California Department of Education Local Indicators webpage¹ provides more information regarding how school districts may assess local indicators.

¹ <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp> with Local Indicators Quick Guide Microsoft Word file available at <https://www.cde.ca.gov/ta/ac/cm/documents/localindquickguide2024.docx>

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LCFF Priority 1- Basic Services: Teacher Assignment, Instructional Materials, and Facilities

This portion of the California Department of Education's Local Indicators Quick Guide directs school districts to provide information regarding

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)
- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.

Insufficient Access to Instructional Materials

There were no reports (0 students / 0%) stating students lacked their own copy of standards-aligned instructional materials for use at school and at home.

Facilities Lacking "Good Repair" Status

There are no school sites lacking a "Good Repair" status or higher based on Facility Inspection Tools completed during the 2023-2024 school year. This is based on FIT inspections completed after submission of the February 2023 SARC reports which used the most recently available FIT reports at that time.

Note: The FIT reports are a "snapshot in time" report and may not reflect repairs or work orders identified for facilities requested after the completion of the site-specific FIT report.

Misassignments

Prior to the 2020-21 school year, assignment monitoring was performed through a process of matching teacher assignments to course content using the California Longitudinal Pupil Achievement Data System (CALPADS). Now, a state reporting system called the California State Assignment Accountability System (CalSAAS) is used. CalSAAS uses course assignment data from the CALPADS system and teacher credentialing information from the California Commission on Teacher Credentialing (CTC). The use of CTC and CALPADS data allows CalSAAS to determine if teachers' credentials (CTC related data) authorize them to provide instruction for a particular course assignment (CALPADS related data).

The California Department of Education's initial reporting on teachers' misassignments was not initially aligned with the Federal Education Department's criteria for determining teacher misassignments under The Every Student Succeeds Act (ESSA). The California Department of Education subsequently adjusted their Teacher Assignment Monitoring Outcomes (TAMO) reports to align with the reporting requirements of ESSA.

It is worth noting that some legal California credentialing and assignment options that are allowable under state law may result in federal classifications of "ineffective" or "out-of-field". To that end, this report focuses on reporting the percentage of "clear" assignments within the school district versus the rate of "clear" assignments within Los Angeles County and California State.

For the 2021-22 School Year (the most recently available data as of April 30, 2024), the table below summarizes Teacher Assignment Monitoring Outcome results by subject area and overall district.

By subject area

Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self- Contained Class	290.4	90.9%	1.4%	0.0%	3.5%	3.9%	0.3%	0.0%
Art	8.6	86.1%	2.2%	0.0%	0.0%	9.3%	2.3%	0.0%
Career Technical Education	17.9	45.9%	0.9%	0.0%	2.8%	11.6%	38.7%	0.0%
Computer Education	1.3	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dance	2.5	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Drama/ Theater	3.2	74.7%	1.6%	13.4%	0.0%	0.0%	10.3%	0.0%
English Language Arts	66.7	81.7%	3.5%	2.3%	4.4%	6.9%	0.3%	1.0%
Foreign Languages	20.8	72.1%	1.4%	0.0%	10.5%	10.1%	3.2%	2.7%
Health Education	0.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
History/ Social Science	51.8	78.0%	6.8%	0.5%	2.5%	10.7%	0.0%	1.5%
Mathematics	62.8	78.4%	2.7%	6.4%	4.2%	7.5%	0.0%	0.8%
Media Arts	0.2	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Music	17.1	94.8%	0.6%	0.0%	0.0%	1.6%	1.9%	1.1%
Other Instruction-Related Assignments	77.9	83.4%	0.0%	0.2%	4.6%	7.6%	4.2%	0.0%
Physical Education	26.0	80.7%	3.3%	0.0%	9.2%	0.9%	5.8%	0.1%
Science	49.8	70.2%	1.8%	1.9%	14.4%	11.0%	0.0%	0.5%
Special Designated Subjects	1.9	68.4%	0.0%	0.0%	0.0%	0.0%	31.6%	0.0%

Overall

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Pasadena Unified	698.9	83.4%	2.0%	1.0%	4.7%	6.2%	2.1%	0.4%
Los Angeles	52,211.3	86.3%	3.6%	1.6%	3.6%	4.7%	0.2%	0.1%
Statewide	246,966.4	85.8%	3.0%	1.6%	3.8%	5.4%	0.3%	0.1%

Board Approved

LCFF Priority 2- Implementation of State Standards: Academics and Supports to Teachers & Administrators

This portion of the California Department of Education's Local Indicators Quick Guide directs school districts to provide a narrative on its progress towards implementing the California Common Core State Standards (CCCSS) or complete a series of rubrics and a narrative summary explaining the ratings of those rubrics. The rubric scoring and narrative summary are provided below.

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rating
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rating
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	5
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	5

Academic Standards	Rating
History-Social Science	5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rating
ELA – Common Core State Standards for ELA	4
ELD (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4
History-Social Science	4

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	Rating
Career Technical Education	5
Health Education Content Standards	4
Physical Education Model Content Standards	4
Visual and Performing Arts	4
World Language	4

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	4
Identifying the professional learning needs of individual teachers	3
Providing support for teachers on the standards they have not yet mastered	4

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Pasadena Unified School district has focused on improving math, literacy, and graduation rates for students. We recently concluded a 3-year project focused on implementing high-quality instruction in middle school. The learning for this project will be expanded to include high school math in the ensuing school year. Also, a standardized designated ELD curriculum was implemented this year in K-12. This has assisted us in implementing ELD standards consistently districtwide.

LCFF Priority 3- Parent Involvement: Parent Engagement

This portion of the California Department of Education's Local Indicators Quick Guide directs school districts to reflect on its progress, success, needs, and areas of growth in family engagement policies, programs, and practices. This year was the second year staff integrated comments and inputs through a focus group of parent participants. This was done through a series of three focus group sessions where participants in each session participated in a facilitated conversation around each of the elements indicated within the three categories listed.

Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The Office and Family and Community Engagement (aka Family Engagement throughout this report) has established systems and structures for providing ongoing professional development to staff. This includes 1:1 support at school sites in addition to monthly training for Community Assistants and biweekly training for Community Advocates. Recent survey data illustrates that 94% of parent/guardian respondents agree that staff treat parents respectfully (Panorama Family, Spring 2024).

District departments and schools regularly host in-person family nights, resource fairs, and parent coffees as part of a consistent effort to welcome families to campuses. Survey results

indicate that elementary and high school parents increasingly feel welcome to participate in their child's school, with the greatest increase at the elementary level (+10%). Panorama results corroborate these results with 87% of parent respondents agreeing that they feel welcome to participate.

2023-2024 survey data also indicated parental involvement as a relative strength. Results from CalSCHLS parent and staff surveys demonstrate increased parent involvement in school compared to 2022-2023, and student responses regarding the promotion of parent involvement increased at the middle school level. 71% of staff members and 81% of parents agree or strongly agree that district schools have parents who are highly involved (LCAP survey, Spring 2024).

To support two-way communication with families, several new systems were implemented in the 2023-24 school year. This includes a districtwide public events calendar to serve as a hub for all parent and family opportunities offered by PUSD and partners, opportunities for district Family Engagement staff to host tables at school events and engage with families, and new social media outreach strategies. Family Engagement's social media accounts are an important new strategy to promote information and resources to parents since approximately 29% of parents use social media as a primary source of communication about their child's school (LCAP survey, Spring 2024). Family Engagement's social media posts are in English and Spanish and include "mini-workshops," images and text to convey key takeaways from workshops or events that may have been hosted in a longer, in-person format.

Additionally, translation services and accommodation requests are offered at all parent meetings/workshops as a standard practice, and informational flyers and forms are distributed in multiple languages.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on survey results and focus group conversations, staff has identified several opportunities for improvement to increase trust and improve communication and relationships between staff and families.

First, parents indicate that they would prefer early, increased, and multimodal communication when staff make decisions that may impact their school community. This recommendation includes providing multiple ways to seek feedback and parent input.

Second, parents indicate that they would prefer more information about how to participate in their child's education, more opportunities to participate at the school level (40%), and various modes of participation (e.g., virtual). Of survey respondents, 38% of parents who did not participate in parent activities at school cited uncertainty about how they can participate as the reason (LCAP survey, Spring 2024). Responses suggest that the most effective way to increase parental involvement is by providing more information about how to participate (selected by 44% of parents). Focus group participants concurred that understanding where and how to begin getting involved is an important gateway to greater participation in the school community over time. While parents indicate that they would prefer more information about how to get

involved, recommendations from the LCAP survey and focus groups also indicate that this communication should be concise and free of educational jargon.

Third, results from CalSCHLS parent surveys indicate that most parents do not feel welcome to participate at the middle school level, despite middle school student perceptions that parental involvement is increasingly promoted. Only 19% of middle school parents feel welcome to participate, a decline of nearly 10% from the previous year (CalSCHLS, 2023-2024). Therefore, a focus area for 2024-25 should consider ways to support increased parental involvement of middle school parents, in particular.

Finally, there are opportunities to provide additional support and training to staff in learning about each family's strengths, cultures, languages, and goals for their children. Of staff survey respondents, 44% agree their school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture, an increase of 5% from the previous year (Panorama Staff, Spring 2024). Survey responses indicate a high degree of staff training in examining cultural biases (88% agreement) and school environments that foster diversity (93% agreement). However, relatively fewer (68%) parents agree that their school values the diversity of children's backgrounds (Panorama Family, Spring 2024). For 2024-25 a focus area for Family Engagement includes consideration of adopting a new research-based framework for engagement that approaches engagement through an asset-based lens, a recommendation that emerged from this year's Black Student and Family Taskforce Engagement Committee.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Focus groups and committees conducted as part of the strategic planning process revealed the need to increase Family Engagement support at school sites to engage families who may not be active in school or district-level committees and whose interactions and engagement with school staff are primarily at the school level.

A major theme from focus group findings was that "engagement is embedded into everything we do." In other words, parent engagement is a shared commitment among all staff. The input from these meetings influenced the decision to expand community assistants to all school sites and modify the role of Family Engagement staff at the central office to shift primary activities from attending district leadership meetings and coordinating district workshops to a greater emphasis on supporting and training site-based community assistants who interact with students, staff, and families every day. Family Engagement staff also increased attendance at site-based meetings and events to establish trust and build relationships with students and families. These relationships enable staff to engage more underrepresented families.

Another way engagement can be broadened is to increase multilingual communication. Approximately 10% of families report that they would become more involved in PUSD if there were more communication in their family's primary language (LCAP Survey, Spring 2024). In response, the Office of Family Engagement will offer focus groups and more workshops in a language other than English.

In 2023-24, a Black Student and Family Taskforce Engagement Committee additionally formed recommendations as they convened over a series of meetings and Town Hall events. The Engagement Committee's recommendations include diversifying ways to engage and gather input from families, providing opportunities for parents to gather in racial affinity groups centered around shared experiences and support, and analyzing disaggregated survey data by multiple variables, including race/ethnicity, income, geography, school. These recommendations will be implemented during the 2024-25 school year.

Board Approved

Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	2
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

For 2023-24, Family Engagement staff established training systems primarily for site-based Community Assistants, Community Advocates, and Truancy Specialists. Now that these systems are well-established, 2024-25 presents an opportunity to further develop principal and teacher training around family engagement topics. This year, the Family Engagement team laid the groundwork for teacher and principal training by partnering with the Curriculum, Instruction, and Professional Development department around topics of shared interest for training. This collaboration included a joint effort to support parent engagement in supporting students' literacy and mathematics achievement.

In addition to academic learning, parent education offerings included health and wellness topics to support student development. Focus group participants particularly appreciated a workshop about supporting children in processing their emotions, a well-attended event provided by non-profit partner Young and Healthy. Other successful offerings included Intro to Middle School, Transition to High School, and most recently, Welcome to TK/Kindergarten, which was attended by more than 50 parents and live-streamed on social media. Opportunities like this help parents prepare their children for school and establish positive relationships with staff at the start of a student's educational journey.

Advocacy learning opportunities were also offered via a series of staff training events, parent leadership classes, committee meetings, and events. Annual training provided by Student Wellness and Support Services in partnership with the Office of Enrollment includes ensuring staff are aware of the rights of foster youth, students experiencing homelessness, and unaccompanied minors, and that school staff has information and resources to share with students and families. Community Schools additionally contracted with the Pasadena/Altadena Coalition of Transformative Leaders (PACTL) to provide parent leadership training, with topics such as how to navigate school systems. Family Engagement also partnered with the Community Advisory Committee (CAC) and Special Education to host the CAC Resource Fair, ensuring families of students with individualized plans have access to information and services to ensure their children have the support and opportunities they need to thrive in school and beyond.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

At the elementary and high school levels, there were 5% increases in parent perspectives that schools encourage them to be an active partner. However, agreement was still below 50% overall, and agreement at the middle school level decreased (-4%) from the previous year (CalSCHLS Parent, 2023-24).

Survey responses also reveal that parent interactions with teachers are less than 1-2 times per year for most parents (75%; Panorama Family, Spring 2024).

Of survey respondents, 68% of parents agree that schools effectively communicate with parents regarding their child's progress compared to 83% of staff members (LCAP, Spring 2024).

Based on these results, focus areas for 2024-25 include increasing collaboration with Curriculum, Instruction, and Professional Development to expand and enhance learning opportunities for teachers, principals, and families and ensure families receive accessible and timely information about how to support their children's development.

Focus group feedback also indicated that parents are interested in family education topics that are timely and personally affect their children. Sample topics requested for 2024-25 included a range of interests, from IEPs 101 and how to write an IEP goal, to information about school lunches.

Another focus area for 2024-25 is ensuring parents/guardians have access to information about how their student is doing in school. Student attendance, grades, and test scores are primarily accessed via Parent Portal. However, some parents do not have access (23% as of 4/26/2024), a statistic that has improved slightly (-1%) from the previous year. To increase access, Family Engagement will target its efforts in the coming year to increase the percentage of parents who have access to Parent Portal at critical transition grade levels (5th to support the transition to middle school; and transition grades 6th and 9th).

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

To improve engagement of underrepresented families around Building Partnerships for Student Outcomes, Family Engagement proposes several new metrics in addition to the strategies proposed in Section 1. These metrics are intended to better assess the impact of parent partnership training and activities.

Proposed new metrics:

Staff Training survey responses: I use what I learned through professional development to better support student and family needs.

Parent Training survey responses: This experience provided information or resources that I can use to support my student or school.

Parent Portal Access rate: Measure access rates for targeted grade levels (5th to support the transition to middle school; and transition grades 6th and 9th).

Board Approved

Seeking Input for Decision Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Of survey respondents, 62% of parents agree or strongly agree that district schools offer parents a say in the decision-making process at their child's school compared to 77% of staff. (LCAP survey). At the elementary and high school levels, there were slight increases (1-2%) in parent perspectives that actively seek the input of parents.

In addition to School Site Councils, English Learner Advisory Committees, African American Parent Councils, PTSAs, the Community Advisory Committee, LCAP Parent Advisory Committee, and the Foster Youth Council, PUSD offers a multitude of ways to seek input in decision-making.

Throughout the 2023-24 school year, Parent Leaders Network provided monthly opportunities for parents and caregivers to meet and engage in team-building activities and shared learning experiences to understand school and district plans. These meetings were offered at varying times and via multiple modalities to encourage participation among parents with diverse scheduling preferences.

A Roadmap Advisory Committee (RAC) comprised of teachers, labor partners, parents/caregivers, and administrators meets regularly to develop a cohesive five-year Implementation Roadmap. This committee's overarching mission is to ensure the PUSD community and educational partners can understand and inform our District's action strategies to deliver on the promises made in the 2028 Strategic Plan.

Another collaborative structure, the Community Schools Advisory Council, met monthly this year and has reviewed PUSD's Strategic Plan and the CA Community Schools Framework to inform revisions to PUSD's Vision and Mission for Community Schools. This council collaboratively develops and shares the Community Schools Implementation Plan.

PUSD additionally launched the Black Student and Family Task Force in 2024 to seek community input on strategies to ensure the success of Black students.

Specialized programs also have established structures for shared decision-making, including College and Career Academy advisory boards and magnet school advisory boards.

When asked how involved parents have been with parent group(s) at their child's school, 43% responded somewhat involved or more, and 31% responded that they are slightly involved (Panorama Family, Spring 2024).

Families, staff, and community partners who are not actively involved in one of these committees have the opportunity to contribute feedback by participating in focus groups, town hall meetings, surveys, and other less formal means of sharing feedback such as conversing with staff.

Of survey respondents, 85% of families agreed that staff welcomes their suggestions, an increase of 2% from the previous year (Panorama Family, Spring 2024).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While there are extensive opportunities to provide input, focus areas of improvement include actively seeking middle school parent input. Of the respondents, 13% of middle school parents agreed that schools actively seek the input of parents, a decrease of 4% from the previous year (CalSCHLS Parent, 2023-24).

Another area of focus based on LCAP survey recommendations is to continue to enhance transparency by fostering a culture of parent/community input. Overall recommendations based on LCAP survey data suggested that PUSD continue to prioritize transparency and expand opportunities for active involvement and input in decision-making. While this recommendation specified staff involvement, in particular, focus groups with parents indicate that this recommendation could equally apply to parents and caregivers.

Additionally, focus group feedback recommends that participation be meaningful, including ensuring that parent groups and events to gather input provide clarity of the purpose and

intended outcomes of the engagement as well as how feedback will impact decision-making. Parents would like to understand how and why they are made.

Finally, there are opportunities for cross-departmental collaboration to evaluate the various surveys administered and determine ways to reduce survey fatigue.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

When asked how involved parents have been with parent group(s) at their child's school, a majority of parents indicate at least slight involvement. However, 26% of respondents indicated they are not involved in parent groups (Panorama Family, Spring 2024).

LCAP survey data indicates a variety of reasons for lack of involvement (needs for more information, more convenient times for participation, more convenient locations for participation, and more communication in the family's primary language, among others). Focus groups conversations revealed that the most convenient time or location for one parent may be less convenient for another. Therefore, PUSD can improve engagement of underrepresented families in decision making by:

- Providing training to provide parents and committee members with information to help them feel confident to participate in decision-making and to promote increased transparency and trust
- Ensuring accessibility, including accommodations to mitigate barriers to engagement and the inclusion of parent and caregiver voices that may be underrepresented
- Using a variety of communication strategies in parent-friendly and home languages to gather feedback from parents/caregivers who may not want or have the cavity to participate in parent groups
- Promoting environments that instill a sense of belonging and shared commitment to improvement

LCFF Priority 6- School Climate

This portion of the California Department of Education's Local Indicators Quick Guide directs school districts to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

Background Information

This is the fourth year that Pasadena Unified has utilized the Panorama School Climate survey. The Panorama Student Climate & Culture Survey was administered to students in grades 3-12 with 929 students responding to the Elementary Student Survey (grades 3-5) and 1,659 students responding to the Secondary Student Survey (grades 6-12).

Summary tables shown summarize the student program groups and race/ethnicity membership of students across survey responses for most recent available survey results (Spring 2023). When summary results are presented, the percentage provided shows the percentage of student responses that indicate a "favorable response" based on Panorama's assessment of the construct ("safety", "sense of belonging", "supportive relationships").

These three constructs are assessed by the percentage of students responding favorably to the following questions:

Sense of Belonging

- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel you are part of this school?
- Do teachers treat students fairly at school?

Safety

- Do other kids hit or push you at school when they are not just playing around?
- Do other kids at school spread mean rumors or lies about you?
- Do other kids at this school ever tease you about what your body looks like?
- Do other kids steal or damage your things, like your clothing or books?
- How safe do you feel when you are at school or in online school sessions?

Supportive Relationships

- Do you have a teacher or other adult from school who you can count on to help you, no matter what?
- Do you have a family member or other adult outside of school who you can count on to help you, no matter what?

- Do you have a friend from school who you can count on to help you, no matter what?

Additional Supportive Relationship (secondary only question)

- Do you have a teacher or other adult from school who you can be completely yourself around?
- Do you have a family member or other adult outside of school who you can be completely yourself around?
- Do you have a friend from school who you can be completely yourself around?

Summary of Participation

Student Group	Elementary Survey (n= 929)	Secondary Survey (n=1,659)
Free/Reduced Lunch Eligible	63	64
English Learners	11	7
Special Education	14	14
Asian	4	7
Black/African American	9	10
Hispanic/Latino*	48	53
Multiple Races	8	7
White*	27	20
Other & Confidentiality Protected	3	1

Table 1: Percentage of student respondent membership.

* Prior to 2023, reports classified "White" as independent of "Hispanic/Latino" where 2023 and onward treats these as mutually exclusive reporting categories

Summary of Safety Results

Student Group	Elementary Survey (n= 929)	Secondary Survey (n=1,659)
All	63	54
Free/Reduced Lunch Eligible	60	53
English Learners	56	45
Special Education	57	50
Asian	77	86
Black/African American	54	45
Filipino	(shielded)	46
Hispanic/Latino*	60	53
Multiple Races	75	53
White*	68	60
Confidentiality Protected	78	58

Table 2: Percentage of student responding favorably to safety questions (5 questions)

* Prior to 2023, reports classified "White" as independent of "Hispanic/Latino" where 2023 and onward treats these as mutually exclusive reporting categories

Note: Shielded reporting is for student groups with fewer than 20 students.

Summary of Sense of Belonging (School Connectedness)

Student Group	Elementary Survey (n= 929)	Secondary Survey (n=1,659)
All	75	55
Free/Reduced Lunch Eligible	74	53
English Learners	70	51
Special Education	71	51
Asian	75	68
Black/African American	70	50
Filipino	(shielded)	46
Hispanic/Latino*	75	54
Multiple Races	81	57
White*	76	60
Confidentiality Protected	73	32

Table 3: Percentage of student responding favorably to sense of belonging (4 questions)

* Prior to 2023, reports classified "White" as independent of "Hispanic/Latino" where 2023 and onward treats these as mutually exclusive reporting categories

Note: Shielded reporting is for student groups with fewer than 20 students.

Summary of Supportive Relationships

Student Group	Elementary Survey (n= 929)	Secondary Survey (n=1,659)
All	86	81
Free/Reduced Lunch Eligible	87	82
English Learners	86	78
Special Education	84	78
Asian	81	68
Black/African American	87	82
Filipino	(shielded)	86
Hispanic/Latino*	87	81
Multiple Races	84	79
White *	85	82
Confidentiality Protected	82	88

Table 4: Percentage of student responding favorably to supportive relationships (3 questions elm/6 questions)

* Prior years reported "White" as independent of "Hispanic/Latino" where 2023 reports these as mutually exclusive

Note: Shielded reporting is for student groups with fewer than 20 students.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The data reviewed is from PUSD’s fourth year of administering the Panorama CORE School Climate Survey in grades 3-12 during the Spring Semester. Elementary and Secondary School versions of the survey are administered and the “favorable response rate” to questions are reported. The three main areas of focus for this local indicator are Safety, Sense of Belonging, and Supportive Relationships.

General results for Safety contained the following favorability rates for elementary and secondary disaggregated by student group:

- All 63 54
- Free/Reduced Lunch 60 53
- English Learners 56 45
- Special Education 57 50
- Asian 77 86
- Black/African American 54 45
- Filipino (shielded) 46
- Hispanic/Latino 60 53
- Multiple Races 75 53
- White 68 60
- Confidentiality Protected 78 58

General results for Sense of Belonging contained the following favorability rates for elementary and secondary disaggregated by student group:

- All 75 55
- Free/Reduced Lunch 74 53
- English Learners 70 51
- Special Education 71 51
- Asian 75 68
- Black/African American 70 50
- Filipino (shielded) 46

Hispanic/Latino 75 54

Multiple Races 81 57

White 76 60

Confidentiality Protected 73 32

General results for Supportive Relationships contained the following favorability rates for elementary and secondary disaggregated by student group:

All 86 81

Free/Reduced Lunch Eligible 87 82

English Learners 86 78

Special Education 84 78

Asian 81 68

Black/African American 87 82

Filipino (shielded) 86

Hispanic/Latino 87 81

Multiple Races 84 79

White 85 82

Confidentiality Protected 82 88

When considering specific findings that may drive portions of these results, Q3 within the Sense of Belonging construct, “I feel like I am part of this school,” for secondary school students showed the lowest favorability result at 49% (an increase of 3% points from Spring 2023) while “I am happy to be at this school” and “I feel close to people at this school” showed favorability rates of 57% (an increase of 6% points) and 60% (a decline of 2% points), respectively.

Other considerations and findings include participation rates across schools are not consistent. While some school sites reached 80+% student participation, other schools reached only single-digit rates of student participation (and grade span does not appear to be a determining factor in this).

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The first key learning is that work focusing on secondary school’s “sense of belonging” appears to be moving student response rates in the right direction. While the favorability rating was relatively low, each isolated question showed a general increase in favorability response rates when compared to the prior year. This can be attributed to the work completed by the Wester

Justice Center who has been working with secondary schools to embed restorative justice practices within the day-to-day culture-building and behavior-management plans.

At the elementary level, the implementation of 2nd Step as a material component to help build community and reduce instances of bullying appears to be working. At the same time, supportive relationships and favorable response ratings are relatively high for both elementary and secondary grades. When disaggregating this by question, elementary students do not respond with as high of a favorability rating to having a “teacher or other adult from school who they can count on, no matter what.” While elementary students had a 78% favorable response rate and secondary students had a 72% favorable response rate, these reflected an increase of 1% point and 6% points when compared to Spring 2023 results. This suggests that RTI & Wellness Coaches placed at school sites are impacting students’ perceptions of adults and how well they are supporting them at school.

Question-level results within school safety around “fighting” show relatively positive favorability rates with elementary students responding 80% favorably. At the secondary level, the results show a 47% favorability rate. These are paired with the fact that question-level results regarding “people disrespectful to others at your school” have low rates of favorable responses (35% for elementary and 25% for secondary). These findings mean that more supports need to be put in place to provide norms for how students positively interact with each other and communicate with each other, even in situations where there is disagreement.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Next steps for adjusting programs and implementation for the 2024-2025 school year include

- 1) increasing the survey window to allow school sites greater flexibility in administering the school climate and SEL survey for students;
- 2) integrating the use of the social-emotional learning survey as part of the universal screening process for students in grades 3-12;
- 3) building activities for raising students’ awareness regarding behaviors that constitute bullying and how to prevent/report instances of bullying;
- 4) continuing mental health case management for students eligible through Medi-Cal;
- 5) increasing opportunities to engage in Project Prevent Grant activities for students who have been exposed to pervasive violence;
- 6) engage school site parent organizations to support the increase in awareness and utilization of positive student social-emotional development strategies;

- 7) continuing to work with school site leadership teams (both administrative and instructional) to engage educational partners in improving attendance and student emotional/psychological wellbeing;
- 8) continuing to support the integration of restorative justice practices into school discipline practices with the aim of preventing disruptive behaviors;
- 9) expand the use of secondary social-emotional curriculum materials;
- 10) work with student focus groups to gain insight into the secondary school climate survey responses that drive favorability ratings in the “cultural awareness and action” survey construct.

Board Approved

LCFF Priority 7- Course Access: Access to a broad course of study

This portion of the California Department of Education's Local Indicators Quick Guide directs school districts to address the following prompts:

- Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
- Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
- Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
- In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Identify the locally selected measures or tools

Staff utilized students' course-level enrollment data from the first and second semesters for students in grades 6-12 as of February 2024. Using student demographics and program eligibility status (foster youth, special education, etc.), each school's total student population was reviewed to determine the percentage of students with membership in each race/ethnicity and program group. The course-level enrollment and school-level demographic composition created an "expected range" for each student group. When the number of actual students enrolled in the course fell outside of the expected range, the enrollment entry was flagged as "anomalous".

When a course enrollment had more than 30 students and the amount of "overrepresentation" or "underrepresentation" was 10% or more of the total course enrollment, the anomalous entry was said to be "significant". The total numbers of anomalous entries were organized by school site, subject area, and course level (honors, general, AP, etc.).

Summarize the extent to which students have access

Looking within English and Math courses, locally identified honors courses (non-UC Certified), there is significant underrepresentation of socioeconomically disadvantaged students and overrepresentation of White students; meanwhile, Dual Credit courses have no significant over-/under- representation across all student groups.

Shifting to school-site conditions, schools with a high number of AP and IB course offerings tend to have higher frequencies of underrepresentation of students who are identified as socioeconomically disadvantaged and English learners.

Identification of barriers

In the case of underrepresentation of English learners in IB courses, this may be due to the large number of students who also need English Language Development (ELD) courses. Since there is a requirement to provide specific ELD courses as a period-based class, the result is fewer period-by-period opportunities for English learners to access IB courses at the same school site.

The prevalence of underrepresentation of students identified as English learners in AP courses in addition to IB courses across multiple campuses provides additional evidence that lower rates of reclassification impact English learner students' enrollment opportunities in courses that are designated as honors, AP, and/or IB.

Another identified barrier is inadequate criteria/processes to identify students who may be successful in honors-level courses that result in representative course enrollments that reflect of each school site's student population.

Response to results

One school site in the analysis has significantly lower instance of over/under-representation of all student groups when compared to other schools across subject areas, honors designation, and college credit eligibility. Next steps include identifying "best practices" or "guiding principles" used at this school site to develop both the master scheduling and course offerings. Next steps also include instructional service teams looking at structuring new levels of support for English Language Development courses to accelerate the progress of students identified as English learners toward reclassification to "English Proficient". Once a greater rate of students are reclassified prior to entry into grades 9-12, the monitoring of over/under-representation in course enrollment can be used to determine other structural barriers.