

**PASADENA UNIFIED SCHOOL DISTRICT
DEPARTMENT PLAN
COVER SHEET 19-20**

Fill in the boxes below, feel free to expand to additional page:

DEPARTMENT	Language Assessment Development Department
DEPARTMENT STATEMENT OF PURPOSE <i>Insert statement describing what your Division does and its purpose</i>	<p>The Language Assessment Development Department in collaboration with all PUSD schools, under the direction of Specialized Academic Instruction provides assistance and support to all PUSD schools to achieve the following:</p> <ul style="list-style-type: none"> ● Ensure that English Learners (EL’s) acquire full proficiency in English and attain parity with native speakers of English; ● Ensure that EL’s achieve and receive the same rigorous grade-level academic standards that are expected of all students so that they meet the graduate profile; ● Ensure that EL’s be provided with English language development (ELD) instruction in their English proficiency level and ensure that appropriate academic instruction provided by our schools.
DEPARTMENT THEORY OF ACTION (TOA) <i>Your TOA provides a road map for what needs to happen and what Division needs to do to achieve desired outcome(s) for students. Can be an IF...AND...THEN statement.</i>	<p>IF, the Language Assessment and Development Department (LADD) provides schools with focused and appropriate supports to identify and serve the needs of English Learners,</p> <p>AND we offer sites with a list of all their registered EL’s, that includes students’ EL levels and progress on assessments,</p> <p>AND we build capacity in our instructional coaches to train teachers and stakeholders through appropriate professional development in English Language Development strategies and research-based best practices,</p> <p>AND as a central office department we regularly communicate to all stakeholders available data and progress of EL’s, as well as celebrate accomplishments,</p> <p>AND we sustain a laser like focus on student achievement and what’s</p>

	<p>best for kids,</p> <p>THEN principals will be able to confidently identify their EL's, build relations with them and their families, and provide efficient, focused school support, which will help teachers be better prepared to target domain areas, so that students will meet the graduate profile and be college and career ready.</p> <p>IF, we hire and retain highly qualified staff to provide specialized teacher training and implementation support for English Language Development</p> <p>AND we invest in development and documentation of curriculum and professional development for implementation of English Language Development standards-aligned instruction,</p> <p>AND we adequately resource dual language programs with specialized materials and equipment,</p> <p>AND we implement policies that enable all students to have equitable access to English Learner programs,</p> <p>AND we educate the community on the benefits of English Learner programs on student achievement, THEN principals will be able to provide high quality English Learner programs wherein teachers increase the quality and quantity of ELD instruction to increase and diversify student enrollment and increase academic achievement.</p>
<p>DEPARTMENT ORGANIZATIONAL CHART</p>	<p><u>ORGANIZATIONAL CHART LINK</u></p> <p><i>Please attach an organizational chart that depicts your current Division, Departments, reporting structure, including staff members, titles, position numbers, and FTE.</i></p> <p>Juan Ruelas, Director - 1.0 FTE Rene Saldivar, Coordinator - 1.0 FTE Ivan Hernandez, Bilingual Program Assistant - 1.0 FTE Aracelly Mendoza, Clerk Typist - 1.0 FTE =====</p> <p>LADD also fully funds the following FTEs at Blair: Luis Escalante, Math Teacher - 1.0 FTE Liliana Zhou, Science Teacher - 1.0 FTE Salvador Garcia, Instructional Aide - 1.0 FTE Rose Valencia, Instructional Aide - 1.0 FTE</p>

DEPARTMENT BUDGET	LCAP - Title III EL - Title III Immigrant - NO funding from state for 2019-20 because the PUSD did not meet 2% growth requirement
DEPARTMENT CONTACT	Juan Ruelas (Director)
TELEPHONE/E-MAIL	(626) 396-3600 Ext. 88299

1. Return to Dr. Stammer By Oct.7, 2019 2. Add to DLN folder Department Plans 19-20

PASADENA UNIFIED SCHOOL DISTRICT

DEPARTMENT ANNUAL PLANNING FORM

Fill in the boxes below:

DEPARTMENT NAME:	Language Assessment Development Department
DEPARTMENT STATEMENT OF PURPOSE (A):	<p>The Language Assessment Development Department in collaboration with all PUSD schools, under the direction of Specialized Academic Instruction provides assistance and support to all PUSD schools to achieve the following:</p> <ul style="list-style-type: none"> ● Ensure that English Learners (EL's) acquire full English proficiency and attain grade level parity with native speakers of English; ● Ensure that EL's achieve and receive the same rigorous grade-level academic standards and content that are expected of all students so that they meet the graduate profile; ● Ensure that EL's are provided with appropriate access, consistent and deliberate English language development (ELD) instruction in their English proficiency level and that appropriate academic instruction provided by our schools.
LIST OF SERVICES	<p><i>Our department coordinates all aspects of the English Learner (EL), which includes Dual Language Immersion Program (DLIP), and Interpretation & translation for the Pasadena Unified School District (PUSD) including:</i></p> <ul style="list-style-type: none"> ● <i>Primary responsibility for the entire process involving the initial identification of all incoming English Learners</i>

(EL), notifying parents of EL programs, their performance on state assessments and district related reclassification criteria, all within Federally mandated 30 day timeline (20 United States Code Section 6312) and ultimately the proper coding of new and incoming ELs on Aeries:

- Specifically, we coordinate with all schools the receipt of their student's registration forms (RIs), which we individually inspect, specifically the Home Language Survey (HLS) page; from the HLS page our department identifies and then coordinates with each school site, the ELs initial language proficiency testing with the state assessment called the [Initial ELPAC \(English Language Proficiency Assessments for California\)](#); once EL students have taken the Initial ELPAC test, we then grade their test in-house, report it to on-line TOMS and each are then identified as either an EL or an IFEP (Initial Fluent English Proficient) based on how well they perform; we then facilitate the offer of the available EL programs at our schools to parents of ELs, follow up with schools, and then follow this up with correct coding on Aeries which correct the errors schools principals receive on CERTICA, in turn updating CALPADS;
- As mentioned previously, we create the letter, merge all relevant data, and mail out to all EL parents the entire EL program and process, including their child's individual performance at school (ELA report card grades, IRI/HMRI level, ELPAC level and performance on state CAASPP), and what is needed to reclassify which is all captured in the [Annual Parent Notification letter](#);
- We facilitate and organize the entire process of the spring state testing of all ELs using the language proficiency assessment called the [Summative ELPAC](#), these ELs are tested every year until they reclassify and become [RFEP \(Reclassified Fluent English Proficient\)](#); we oversee and coordinate all trainings, support, and testing of students as well as assembling their return data;
- We supervise and provide direct support to schools for the EL Students that reclassify to an RFEP, which are to be monitored and supported, so as not to regress, for four consecutive years; our department supports schools

with training, funding, and resources to for RFEPs to maintain grade level progress;

- We generate all RFEP 4 year monitoring forms for schools and furnish all relevant reclassification criteria data including current performance on district and state level performance measurements;
- Our department is responsible for providing professional development, training, and workshops for schools in supporting ELs, our trainings consist of designated and integrated [English Language Development \(ELD\)](#) and the use of effective classroom strategies and data analysis of ELs, RFEPs, and Long Term English Learner (LTEL) students - our trainings are provided at coaches meetings, LACOE workshops, specialized training's in our department, and at various sites through the year;
- Full support (including funding of 2.0 FTE teachers, 2.0 FTE instructional aides, transportation, full PD, and classroom curriculum) and academic supervision of the [International Academy at Blair I.B.](#), which is a specialized program for newcomer students to the country; we provide specialized trainings and workshops with the program and advocate for services for newcomer students;
- Our department coordinates and is responsible for assigning the [California State Seal of Biliteracy award](#) to high school senior students;
- We oversee the family, and community engagement of ELs by supervising, coordinating, and ensuring that all [ELACs are in state compliance with the California Department of Education \(CDE\)](#) as well as conducting a monthly DELAC meeting ensuring that the PUSD is meeting federal requirements;
- We coordinate and arrange all [translation and interpretation](#) for the PUSD;
- Coordinating the Annual Census of English Learners (R-30) & EL Students by Language;
- The monitoring of English Learner Data as reported on the California Dashboard and state and federal English Learner funds;

Specific to DLIP:

	<ul style="list-style-type: none"> ● Overall support to all Dual Language Immersion Program (DLIP) schools, administrators, staff, and teachers, which include training, funding for materials, and funding of all APPL DLIP assessments; ● Support for public relations and the recruitment of students at DLIP schools. ● Budget oversight for training, curriculum development, and procurement of supplies for English Learner programs including DLIP. ● Data analysis of academic and desegregation information including grant evaluation in collaboration with the grant-funded evaluator. ● Coordination of DLIP Parent Advisory Committee (PAC) meetings.
<p>DEPARTMENT THEORY OF ACTION:</p>	<p>IF, the Language Assessment and Development Department (LADD) provides schools with focused and appropriate supports to identify and serve the needs of English Learners,</p> <p>AND we offer sites with a list of all their registered EL's, that includes students' EL levels and progress on assessments,</p> <p>AND we build capacity in our instructional coaches to train teachers and stakeholders through appropriate professional development in English Language Development strategies and research-based best practices,</p> <p>AND as a central office department we regularly communicate to all stakeholders available data and progress of EL's, as well as celebrate accomplishments,</p> <p>AND we sustain a laser like focus on student achievement and what's best for kids,</p> <p>THEN principals will be able to confidently identify their EL's, build relations with them and their families, and provide efficient, focused school support, which will help teachers be better prepared to target domain areas, so that students will meet the graduate profile and be college and career ready.</p> <p>IF, we hire and retain highly qualified staff to provide specialized teacher training and implementation support for English Language Development</p> <p>AND we invest in development and documentation of curriculum and</p>

	<p>professional development for implementation of English Language Development standards-aligned instruction,</p> <p>AND we adequately resource dual language programs with specialized materials and equipment,</p> <p>AND we implement policies that enable all students to have equitable access to English Learner programs,</p> <p>AND we educate the community on the benefits of English Learner programs on student achievement,</p> <p>THEN principals will be able to provide high quality English Learner programs wherein teachers increase the quality and quantity of ELD instruction to increase and diversify student enrollment and increase academic achievement.</p>
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The following is a template for Department staff to think about linking together who they serve, desired outcomes, services/strategies/actions they take, and how they know if desired outcomes are being achieved.

1. Department Goals (Outcomes) 2019-20 (B) <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i>	Metrics (C) <i>How will you measure impact?</i>	Targets (D) <i>Include baseline level, if available</i>
<ul style="list-style-type: none"> ● A series of in-house PUSD year long targeted specialized professional development support to all coaches, all ELD teachers, TOSAs, and administrators; <ul style="list-style-type: none"> ○ Continue specialized training for all school staff on their preferred school needs: data analysis, ELs, ELD, DLIP - at LACOE Downey office and other 	<ul style="list-style-type: none"> ● PUSD assessments (progress is aligned and tracked with our testing calendar) : <ul style="list-style-type: none"> ○ IRI/HMRI; ○ ELA Grades; ○ Performance on teacher/school level tests; ● IO - student profile 	<p>Data would vary per school site and number of students in the school.</p> <p>Schools would have an individual goal to work on with their Instructional Coach, and school and LADD</p>

<p style="text-align: center;"><i>out-of-district venues;</i></p> <ul style="list-style-type: none"> ● <i>Increased focus on the LTELS, specifically in the areas of reclassification, graduation, meeting grade level proficiency, and, if needed, identifying a need for alternative access;</i> ● <i>Provide targeted intervention, to ELs that are demonstrating below grade level proficiency in the area of reading and writing, by enrolling them in before and after-school intervention (tutoring) from a site level and qualified teacher;</i> ● <i>Continuation of our focus on:</i> <ul style="list-style-type: none"> ○ <i>EL students at focus schools;</i> ○ <i>Ensure ELs reclassify before leaving elementary school;</i> ● <i>Attendance: Target LTEs with excessive truancy;</i> <ul style="list-style-type: none"> ○ <i>Continue home visits of IA students and maintain a record of visits and outcomes;</i> ● <i>Full academic and financial support of incoming immigrant students that attend the International Academy at Blair;</i> <ul style="list-style-type: none"> ○ <i>Provide full assistance to the teachers and staff with curriculum and professional development;</i> ● <i>Provide an ELD supplemental resource for all teachers with on-line capability and for parents of ELs to use and reinforce literacy at home;</i> <ul style="list-style-type: none"> ○ <i>This supplemental literacy ELD resource will be aligned with the PUSDs Balanced Literacy initiative and meeting the needs of both designated and</i> 	<p style="text-align: center;"><i>option;</i></p> <ul style="list-style-type: none"> ● <i>ELPAC - domain scaled scores;</i> ● <i>Reclassification rates by school with related year breakdowns</i> ● <i>CALPADS as needed - to track incoming, new students for their previous scores</i> ● <i>Aeries - Attendance;</i> ● <i>DataQuest;</i> ● <i>CA Dashboard;</i> ● <i>CAASPP Data for ELs;</i> ● <i>EL Graduation rates;</i> 	<p style="text-align: center;"><i>administration.</i></p>
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<p><i>integrated ELD standards;</i></p> <ul style="list-style-type: none"> ● <i>Provide equitable access to all our non-English speaking families and stakeholders;</i> ● <i>Provide parents and community members with engaging workshops and trainings surrounding English Learners, ELD, and CDE compliant topics;</i> 		
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<p>2. Department Actions for 2019-20(E) <i>What will we do in 19-20 to achieve our goals and meet our targets?</i></p>	<p><i>Will this take additional resources to do in 20-21?</i> <i>Yes/No</i></p>
<ul style="list-style-type: none"> ● <i>In collaborations with the CIPD, we have a series of in-house PUSD specialized professional development for all coaches, all ELD teachers, TOSAs, and district and site administrators; all of which will be provided by LADD, CIPD, at coaches meetings/trainings, and in an existing 5 goal contract with the CABE professional development dept.;</i> <ul style="list-style-type: none"> ○ <i>Further support will be reinforced and provided to all school staff who have the opportunity to choose specialized trainings through LACOE, etc. and notify the LADD of their preference which we then prepare and fund for them to attend;</i> ○ <i>As a result the transfer of learning will support our efforts on ELs, ELD, RFEPS, the LTELS, specifically in the areas of reclassification, graduation, meeting grade level proficiency, and, if needed, assist in identifying a need for alternative access;</i> ● <i>The provision of targeted intervention, to ELs that are demonstrating below grade level proficiency in the area of reading and writing, will be accomplished by enrolling them in before and after-school intervention (tutoring);</i> <ul style="list-style-type: none"> ○ <i>In turn supporting our continuation of focus on:</i> <ul style="list-style-type: none"> ■ <i>Schools with high % of EL students;</i> ■ <i>ELs reclassify before leaving elementary school;</i> 	<p><i>Yes. We will use our Title III EL funding source for these action goals;</i></p>

<ul style="list-style-type: none"> ● <i>Attendance: reaching out to parents of our target LTELs with excessive truancy through parent letters and home visits;</i> ● <i>Our action goal of providing an ELD supplemental resource for all teachers with on-line capability and for parents of ELs to use and reinforce literacy at home will be accomplished by purchasing:</i> <ul style="list-style-type: none"> ○ <i>Scholastic Magazine for Kindergarten and 1st grade;</i> <ul style="list-style-type: none"> ■ <i>Spanish version for SDLIPs</i> ○ <i>Scholastic’s StoryWorks Jr. for 2nd and 3rd grade;</i> ○ <i>Scholastic’s StoryWorks for 4th, 5th, and 6th grade;</i> ○ <i>Scholastic’s Action series for all secondary ELD classrooms;</i> <ul style="list-style-type: none"> ■ <i>This supplemental literacy ELD resource, in the form of a high student interest, current affair topic themed and relevant magazine, is aligned with the PUSDs Balanced Literacy initiative as well as meeting the needs of both designated and integrated ELD standards;</i> ● <i>Create a user friendly on-line request and cancellation interpreter/translator services for all PUSD stakeholders to access;</i> <ul style="list-style-type: none"> ○ <i>Provide quality interpretation and translation at meetings and of documents;</i> ● <i>Parent meetings, such as DELAC, ELACs, and trainings, will be provided by LADD to educate and empower parents;</i> 	
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1. Department Goals (Outcomes) 2019-20- for DLIP <i>What outcomes do you want to see? For who? Are they aligned to LCAP, other plans?</i>	Metrics (C) <i>How will you measure impact?</i>	Targets (D) <i>Include baseline level, if available</i>
<ul style="list-style-type: none"> ● Provide quality professional development for all DLIP teachers to reinforce our guiding principles; 	<ul style="list-style-type: none"> ● Attendance and survey feedback; 	

<ul style="list-style-type: none"> By Norm Day of 2019, at least 50% of entering kindergarteners at each DLIP school will be dominant in the program's target language; 	<p>The percentage of entering kindergarteners who are dominant in the DLIP program's target language</p>	<p>Baseline not available</p>
<ul style="list-style-type: none"> Increase the reclassification of English Learners enrolled in all DLIP programs; 	<p>The percentage of previously identified ELs (specific to DLIP schools) who reclassified as Fluent English Proficient</p>	<p>Determine baseline based on prior years' data.</p>

<p>2. Department Actions for 2019-20 – DLIP</p> <p><i>What will we do in 19-20 to achieve our goals and meet our targets?</i></p>	<p><i>Will this take additional resources to do in 19-20?</i></p> <p>Yes/No</p>
<ul style="list-style-type: none"> Educate families and staff members on the benefits of dual language immersion programs for all students. Target outreach to families of English Learners. 	<p>Yes, minimal funds for print materials</p>
<ul style="list-style-type: none"> Collaborate with the CIPD in providing yearlong professional development for all DLIP teachers from our CIPD TOSAs in guiding principles and best practices and in the development and documentation of DLIP curriculum; 	<p>Yes, summer and supplemental hourly pay for trainers and attendees;</p>

<ul style="list-style-type: none"> ● Revise EL Master Plan and DLIP for relevant updates and alignment. Where appropriate, engage teachers, coaches, administrators and parents in providing input and or reviewing suggested changes; 	<p>Yes. In collaboration with our outside consultants, Dr. Hafner and Dr. Snow, funding used to support their assistance so that we are in compliance;</p> <p>Also, minimal funds for refreshments and childcare for parent meetings, possible additional training for administrators in new legislation</p>
<ul style="list-style-type: none"> ● Provide equitable resources across programs: <ul style="list-style-type: none"> ○ Continue to fully fund the on-line assessment program, APPL, with tech support for schools including headphones w/microphone for all DLIP schools, and monitor proficiency levels of students; 	<p>Yes, funds for APPL testing, instructional materials, textbooks, headphones with built in microphones;</p>

Return to Dr. Stammer by Oct. 7