

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

Department Name: Language Assessment Development Department

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Department Purpose

What does the department do?

Our department coordinates all aspects of the English Learner (EL) Program, which includes Dual Language Immersion Program (DLIP), and Interpretation & translation for the Pasadena Unified School District (PUSD);.

Department Services

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

LINK to department list of services

Total Department Budget

What is your department's total budget?

The total department budget is LCFF Supplemental and Concentrated funding: \$1,157,485; Expanded Learning Opportunity program: \$1,157,485; Expanded Learning Opportunity program: \$620,406 - (summer 2021, SY 21-22, summer 22); Title III EL Program 2020-21 Carry-over: \$186,923; Estimated Title III EL Program Allocation: \$298,870; Title III Immigrant Program: 0.

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Prior Year Reflection

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

Prior Year Intended Outcomes

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

Completing the Initial and Summative ELPAC were an immense priority; Supporting dual language immersion schools and meeting with them in-person meetings to support coaches and teachers; having all schools conduct the AAPPL assessment of target language proficiency; identifying and awarding many students in the PUSD with the pathway to biliteracy and seal of biliteracy award; Reclassification of ELS; Ensuring ELD was provide to ELs and that our Reclassified ELs were being monitored and tiered intervention was being provided for RFEPs that were not meeting grade level expectations; support for Sped ELs and identifying At-Risk ELs and providing interventions - (supplemental resources, tutoring) (Continue reclassifying at LCAP standard any by 3rd grade; decreasing the number or students at-promise (at-risk); increasing reclassification rate of English learners with an IEP; providing equitable support and resources for English learners)

Prior Year Achievement

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

We did not complete the Initial ELPAC assessing of all incoming Kinder/TK/new to PUSD ELs; Summative ELPAC completion percentage was at 98%; Reclassification was close to 15% of all ELs (300:2,000); we've reclassified all ELs in middle and high school and place priority on all ELs with an IEP; Partnership with Sylvan tutoring was provided at most schools; Supplemental resources (Newsela, Nearpod and physical copies of Scholastic Magazines were implemented well and utilized during designated, integrated, workshop time ELD)

Prior Year Successes, Challenges, and Learnings

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

Success - Completing the Summative ELPAC fully utilizing the support and use of our trained EL Paraprofessionals; coaches were minimally involved, especially at higher number EL schools, thus allowing coaches to coach and

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support teachers; supporting DLIP schools with in-person meetings and the completion of the AAPPL assessment which led to the pathway to biliteracy and seal of biliteracy awards!; Challenges - We have lost our EL Paraprofessionals that we trained and assigned to schools and currently in the phase of trying to replace them all; they were integral in supporting coaches, testing at school sites, and the shadowing of ELs;

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Current Year Priorities

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

Data and Information Used for Plan Development

What data did you consider when developing this plan?

2021-22 Summative ELPAC Results & Initial ELPAC completion and results; 2021-22 Semester/ Trimester Grades; Graduation Rates; Differentiated Assistance data; Pathway to Biliteracy and Seal of Biliteracy numbers; AAPPL assessment results

Stakeholder Engagement/Input

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

The monthly DELAC members provide feedback and pre-planning meetings with ELAC members; stakeholder collaborative feedback from ILT meeting, principal and coaches meetings and DLIP gatherings;

Key Data Findings/Information for This Plan

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

A Multi-Tiered system of support for ELs, LTELs, ELs w/IEPs; DELAC recommendations, expanding of in-person tutoring Programs; instructional resources/materials; classroom paraprofessional support;

Current Plan Priorities

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

LTELs need significant support in the form of individualized attention (tied into their Personal Support Plan-PSP); our department has interviewed, hired, and trained specialized EL instructional support with classroom paraprofessional and supplementary materials classroom English Learner paraprofessionals to help the district's EL Program; these EL instructional aides support with classroom paraprofessional and supplementary materials specialized personnel will assist the PUSD with the statewide and mandated English Language Proficiency (ELP) assessment, the reclassification process, the identifying and early targeted tiered support of At-Risk LTELs and supporting LTELs pass core content classes and become models of the PUSDs

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graduate profile; and assist in the facilitation of accessing makes gains on ELPAC; ELs needs more instructional material support - we are providing that with Scholastic; newsela; and nearpod;

An EL Multi-Tiered level of support outlining types of support for schools and families and the provision of a menu of options for each TIER; fill vacancies left by hiring and assigning instructional support with classroom paraprofessionals to schools and continuation of supplementary materials

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Current Year Planned Actions and Metrics

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

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

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

Theory Of Action

If we... performance on target language proficiency assessment

then... Paraprofessional support will allow instructional coaches to focus on classroom teachers to complete assigned duties such as leading coaching cycles around academic achievement goals for ELs.

which will... Provide enhanced coaching support for schools in providing coaching cycles for teaches and Accelerated Learning

If we... hiring, training EL Paraprofessionals

and

provide PD and training

and

have a data warehouse for ELs and compliance forms

and

Ensure in-person tutoring at TIER II/III sites

and

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Deep dive on LTELs and ELs w/IEP at secondary sites

then...

We can provide effective ELD training and PD, utilizing universal EL Strategies, with ELD supplementary resources/materials schools are familiar with for full implementation; provide professional development to ensure ELD resources/best practices (focus strategies) are implemented/maximized in the classrooms that align and work with the Accelerated Learning Model; We will continue to provide and expand learning and using of supplemental ELD resources Scholastic Magazines, Newsela, and Nearpod (EL Package) for all ELs at all TIERED need schools. ELD supplemental resources will assist teachers with providing mandated designated/integrated ELD and identified universal instructional materials for schools with the goal of getting ELs to read at grade level and by 3rd grade - and that ELD is a mandated protected designated time at Tier II/III sites .

and

and

and

and

Long Term English Language Learners will be able to meet criteria requirements for reclassification meeting grade level expectation, reduce drop-out rate and increase graduation rate; LTELs will show

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which will...

improvement towards achieving grade level reading levels on iReady and in content classes and progress toward the PUSD graduate profile;

Priority 1: DLIP support

[Action 1]

performance on target language proficiency assessment

Metrics

- a. results on language proficiency assessment

Priority 2: EL Paraprofessionals

[Action 1]

hiring, training EL Paraprofessionals

Metrics

- a. A/B Monday meeting with EL Paraprofessionals to continue training and PD as well as to be periodic check-ins on level of support and get site feedback
- b.

Priority 3: ELD supplemental resources

[Action 1]

provide PD and training

Metrics

- a. survey questionnaire feedback
- b.

Priority 4: Ellevation to have a data warehouse for ELs

[Action 1]

have a data warehouse for ELs and compliance forms

Metrics

- a. Usage reports and FPM process of compliance paperwork

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Priority 5: in-person tutoring

[Action 1]

Ensure in-person tutoring at TIER II/III sites

Metrics

- a. attendance
- b. report card grades
- c. progress toward reclassification criteria or on RFEP monitoring

Priority 6: LTEL EL w/IEP focus

[Action 1]

Deep dive on LTEs and ELs w/IEP at secondary sites

Metrics

- a. progress toward reclass criteria
- b. semester grades
- c. i-Ready performance