

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

Department Name: Early Childhood Education

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Department Purpose

What does the department do?

The Early Childhood Education department includes PreKindergarten programs, both children centers and ECP, and Transitional Kindergarten(TK).

Department Services

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

Early educational resources and high quality education for kids 3-5 years old includes providing

- high quality instruction
- educators with credentials and higher education
- developmentally appropriate learning tools
- outside and inside of the classroom opportunities to be creative, innovative, and explorative
- social emotional tools and skills to build confidence and strong leadership traits

Total Department Budget

What is your department's total budget?

The total department budget is The preschool budget for the 2022-23 school year is \$5,780,832. This includes staffing, materials, supplies, and professional development.

The budget for Transitional Kindergarten(TK) is \$202,000 which only includes materials, professional development and supplies. The remainder of the TK budget for staffing is housed in general budget with a TK object code, with approximately 14 million dollars.

The TK general budget currently is paying for eleven (11) TK Assistants (8.25

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

FTE) for a total of \$535,382 and eleven (11) TK Teachers (11 FTE) for a total of \$1,185,142..

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

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?

The Early Childhood Education department set out to have consistent communication with all PUSD departments in order to provide support for the 3-5 year olds in the preschool program. This communication was intended to make sure the department would be able to disseminate information to the parents, students and community members that was relevant and representative of the district's messaging.

Prior Year Achievement

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

Yes! ECE now has the lead of both Pre-K and TK and works directly with the enrollment office. Leadership communicates weekly with department leads and updates families accordingly.

There is now alignment of the communication that goes out from the district office and the ECE offices. Additional communication within the ECE department is also reflected in the communication that goes out between school sites where ECE programs are housed.

Parents were surveyed and stated that they were adequately given consistent information from PUSD messaging and ECE specific details.

Prior Year Successes, Challenges, and Learnings

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

All students/families in need of technology had access through the pandemic/remote learning, as necessary however due to the age of the students, many were not able to independently access the work on the devices issued by PUSD.

One major success was that all of the families were able to use both the device and the hotspots for communication with the teachers and school staff

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

for virtual meetings.

Another major success was since virtual tools were available for families, the participation rates were near 100% since transportation and timing were not factors.

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

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?

The main items considered when developing this plan were the UPK framework, current staffing numbers, and enrollment numbers.

Stakeholder Engagement/Input

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

Many stakeholders are engaged when putting together this plan. Stakeholders include the CDE, ECE staff, webinars but state and federal, and legislation bulletin information(revised state regulations).

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?

Based on the data analysis, the staff training and professional development are still in need of further development and alignment. Aligning the UPK requirements and guidelines to current practices will be the new focus as we continue to receive input from the state for regulations and policies.

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?

Based on the key data findings, our root cause analysis will focus on declining enrollment, staff retention, budget restrictions, collaboration among departments, and updated staffing needs for TK and Pre K programs.

Our upcoming plan will prioritize the alignment of budget and needs for the UP3 alignment, professional development, program growth, and an articulation between Pre K-TK-Primary for staffing / pay rates / curriculum / assessment, etc..

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

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... increased staffing and hiring of staff due to increased salary

then... we will allow for all teachers to be more equipped for

which will... Align salaries for permit teachers to be comparable to TK teachers

If we... provide a deeper understanding of the purpose of the DRDP measures

and

provide training on Creative Curriculum to ensure all Pre K and TK teachers have a baseline understanding of 4 year old developmental needs

then... we will ensure teachers know how to use

and

will ensure teachers know how to have conversations and strategies in using

which will... Enhance and utilize developmentally appropriate tools for 4 year olds

If we... attend the QSLA trainings on implementation of

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

developmentally appropriate settings and tools for 3-5 year olds, for all staff

then... will make PUSD more desirable and

which will... Improve alignment of 4 year old developmental stages and kinder benchmarks

If we... on-site enrollment appointments, paperwork, and procedures are clear and easy to navigate

and

increase staffing by providing a payscale that is aligned with local agencies and an increase step in scale comparable to the elementary teachers

then... will promote our strong PUSD opportunities and

and

will allow PUSD to be more competitive in hiring more qualified and dedicated staff and therefore will

which will... Improve student enrollment

If we... advertise the amazing work of our highly-trained staff members

and

value the work and education of prek staff members

then... will remind PUSD families that a warm entrance means a forever home

and

provide systems of equitable access for all families

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

which will...	regardless of transportation need and/or technology challenges
which will...	Increase the total amount of prek staff and students enrolled
If we...	attend the QSLA training on anti-bias for all staff
then...	will allow and encourage staff professional learning and in turn will equip staff with the tools necessary to meet the needs of diverse student backgrounds/understanding and
which will...	Meet the criteria for anti-bias training and help teachers teach all students without a biased lens
If we...	partner with QSLA, Frostig, ECSTEM to provide relevant professional development
then...	we will grow teacher's ability to connect with all of their students and provide additional opportunities for
which will...	Provide high quality equitable professional development for all staff

Priority 1: Align salaries for permit teachers to be comparable to TK teachers

[Action 1]

increased staffing and hiring of staff due to increased salary

Metrics

- a. staff retention rates would be up and more people coming out of early ed programs would be interested in working for the ECE department

Priority 2: Enhance and utilize developmentally appropriate tools for 4 year olds

[Action 1]

provide a deeper understanding of the purpose of the DRDP measures

Metrics

- a. implementation of assessment tool and growth of students

[Action 2]

provide training on Creative Curriculum to ensure all Pre K and TK teachers have a baseline understanding of 4 year old developmental needs

Metrics

- a. alignment of prek to TK standards and developmental benchmarks

Priority 3: Improve alignment of 4 year old developmental stages and kinder benchmarks

[Action 1]

attend the QSLA trainings on implementation of developmentally appropriate settings and tools for 3-5 year olds, for all staff

Metrics

- a. student's seeing themselves being represented in the learning opportunities

Priority 4: Improve student enrollment

[Action 1]

on-site enrollment appointments, paperwork, and procedures are clear and easy to navigate

Metrics

- a. appointment logs and immediate responses from eligibility technicians

[Action 2]

increase staffing by providing a payscale that is aligned with local agencies and an increase step in scale comparable to the elementary teachers

Metrics

- a. increased enrollment in all of the prek classrooms due to having staffing interest

Priority 5: Increase the total amount of prek staff and students enrolled

[Action 1]

advertise the amazing work of our highly-trained staff members

Metrics

- a. website views and facebook likes

[Action 2]

value the work and education of prek staff members

Metrics

- a. contract earnings, parent survey

Priority 6: Meet the criteria for anti-bias training and help teachers teach all students without a biased lens

[Action 1]

attend the QSLA training on anti-bias for all staff

PASADENA UNIFIED SCHOOL DISTRICT
2022-2023 DEPARTMENT PLAN

Metrics

- a. teacher implementation of strategies on anti-bias education through the stories they choose

Priority 7: Provide high quality equitable professional development for all staff

[Action 1]

partner with QSLA, Frostig, ECSTEM to provide relevant professional development

Metrics

- a. teacher hours of professional development would be reflected in the hours logged on Teachpoint