

PASADENA UNIFIED SCHOOL DISTRICT  
2022-2023 DEPARTMENT PLAN

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**Department Name:** PasadenaLEARNS Expanded Learning Program

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### **Department Purpose**

*What does the department do?*

Provide before school, after school, and summer expanded learning programs for students in grades TK-8.

### **Department Services**

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

PasadenaLEARNS Expanded Learning Program provides high-quality and academically enriching before, after school, and summer programs for PUSD students. Students receive individual and/or small group tutoring and homework assistance to meet their academic needs. Specialized, hands-on, and highly engaging enrichment opportunities expand students' horizons and encourage the development of new skills. Caring, supportive, and highly trained staff foster students' development of positive peer interactions and social-emotional competencies to help create safe and supportive learning environments.

### **Total Department Budget**

*What is your department's total budget?*

The total department budget is 12876473.

Note:

Budget consists of After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELO-P) funding

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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?*

LEARNS set out to provide more professional development opportunities for classified managers and frontline staff and introduce additional social-emotional learning curriculum into the program.

**Prior Year Achievement**

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

The goal to introduce additional social-emotional learning opportunities into the program was achieved. Staff implemented daily social-emotional learning activities to help students readjust to in-person learning. The goal to work with CIPD to provide coaching for staff to support students' academic progress was not achieved due to high staffing turnovers and shortages.

**Prior Year Successes, Challenges, and Learnings**

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

Successes include creating more opportunities for students to develop the social-emotional competencies needed to be successful in life and career and supporting staff in the implementation of new curriculum. Managing high staff turnovers and shortages created challenges in providing quality professional development opportunities. Important learnings include setting fewer goals to create more managability and to consider the educational and employment climates during the goal setting process.

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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 SBAC assessment data; student surveys; parent surveys; program observations

**Stakeholder Engagement/Input**

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

State requirements and allowable funding uses for ASES and ELO-P; needs assessment information gathered from principals; held multiple formal feedback sessions with internal educational partners (students, Families In Transition, LADD, Special Education, Student Wellness and Support Service, Academics, and Early Childhood Education) and external educational partners (community organizations and parents).

**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 our data analysis and educational partners information, there is a greater need for additional academic support in literacy and math. Students also need more opportunities to collaborate with peers, build relationships, develop social-emotional competencies, and receive behavior support and intervention. In addition, there is a need to create more alignment between school day goals and expanded learning services through increased communication and collaboration between school day and expanded learning staff and professional development opportunities for expanded learning staff that support students' academic needs.

**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?*

There is a need for additional academic support before and after school for students classified as English Language Learners, foster/homeless youth, and students who qualify for free/reduced price meals based on family income. In

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addition, students need opportunities to build positive social skills and develop social-emotional competencies.

The plan prioritizes the need for before and after school academic tutoring and intervention as well as provides more access to expanded learning enrichment opportunities for English Language Learners, foster/homeless youth, and students who qualify for free/reduced price meals based on family income. In addition, the plan provides more behavior support to enable students to be successful in the expanded learning setting.

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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...** Design highly engaging academic intervention curriculum that addresses students' academic (literacy, math) needs.

and

Provide ongoing professional development in academic intervention for classified and unclassified staff.

**then...** An academic intervention curriculum will be developed for expanded learning tutoring in literacy and math

and

Students will receive better homework support

**which will...** improve students' academic performance

**If we...** Increase pay and work hours for classified and unclassified staff

**then...** We will be able to recruit and retain more site-based expanded learning staff

**which will...** increase access to expanded learning programs

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**If we...** Collaborate with SWSS and Special Education to identify and hire behavior intervention staff to provide expanded learning program support.

and

Provide ongoing professional development in social emotional learning for classified and unclassified staff.

**then...** Students will have increased access to staff who are qualified to support student learning and provide positive behavior intervention supports

and

Staff will be able to create environments where students practice positive social interaction and collaboration skills

**which will...** increase students' ability to use self-monitoring and self-regulating strategies

**Priority 1: improve students' academic performance**

[Action 1]

Design highly engaging academic intervention curriculum that addresses students' academic (literacy, math) needs.

Metrics

- a. Quarterly Benchmark Assessment Data

[Action 2]

Provide ongoing professional development in academic intervention for classified and unclassified staff.

Metrics

- a. Quarterly Benchmark Assessment Data

**Priority 2: increase access to expanded learning programs**

[Action 1]

Increase pay and work hours for classified and unclassified staff

Metrics

- a. Increased number of classified and unclassified staff at each school site with quarterly monitoring

**Priority 3: increase students' ability to use self-monitoring and self-regulating strategies**

[Action 1]

Collaborate with SWSS and Special Education to identify and hire behavior intervention staff to provide expanded learning program support.

Metrics

- a. Maintain a minimum of one behavior intervention staff person at each expanded learning program location with quarterly monitoring

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[Action 2]

Provide ongoing professional development in social emotional learning for classified and unclassified staff.

Metrics

- a. Cypherworx (professional development monitoring system)
- b. bi-monthly staff meeting agendas and sign in sheets