

PASADENA UNIFIED SCHOOL DISTRICT
2021-22 DEPARTMENT PLAN

Department Name: Language Assessment & Development Department

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Report Last Generated: Sep 08 2021 @ 11:11:36 (PDT)

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?

Our department provides services including: Primary responsibility for the entire process involving the initial identification of all incoming English Learners (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; LADD mails 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; we facilitate and organize the entire process of the spring state testing of all ELs using the language proficiency assessment called the Summative ELPAC; 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; we coordinate and arrange all translation and interpretation for the PUSD; 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

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Education (CDE) as well as conducting a monthly DELAC meeting ensuring that the PUSD is meeting federal requirements; 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; 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; our department coordinates and is responsible for assigning the California State Seal of Biliteracy award to high school senior students; this is a general list of services that LADD provides.

Total Department Budget

What is your department's total budget?

The total department budget is State: LCFF Supplemental and Concentrated funding:

\$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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Note:

Funding for EL Paraprofessionals coming from ELO program

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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; 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)

Prior Year Achievement

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

We completed all Initial ELPAC testing (currently have 96 TBDs to complete); Summative ELPAC completion percentage was at 94%; Reclassification remains to be seen as we need to see progress made on performance based assessment (i-Ready); Virtual tutoring was provided by most schools; Supplemental resources (physical copies of Scholastic Magazines were not all making it to the students because of contactless guidelines by most schools;

Prior Year Successes, Challenges, and Learnings

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

Success - Summative ELPAC!; Challenges - Completing Summative ELPAC, initially virtually but then moving to in-person got us past the finish line (94%); separate criteria for Reclassification (performance assessments and grades are equally important in process) - sites needing to complete all i-Ready, and or HMRI for students so we have scores;

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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?

2020-21 Summative ELPAC Results; 2020-21 Semester/ Trimester Grades; Graduation Rates

Stakeholder Engagement/Input

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

English Learner Advisory Committees (ELACs); District English Learner Advisory Committee (DELAC); 2020-21 Equity Diagnostic Survey;

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?

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 classroom English Learner paraprofessionals to help the districts EL Program; these 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 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; newela; and nearpod;

EL instructional support with classroom paraprofessional and 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...	Sites focus on their populations of LTELs, a deep dive analysis identifying needs and supports in place, and providing assistance as needed as as creating alternative methods to reclassify LTELs - a menu of supports outlined for LTELs, examples : RtI, SEL, PBIS, providing schools with an EL paraprofessional
then...	Long Term English Language Lernasers will be able to meet creteria requirements for reclassification; LTELs will show improvement towards achieveing grade level reading levels on iReady and HMRI; Reclassification of LTELs will show continuous growth;
which will...	Reclassification - continuous growth in reclassiifying ELs for prevention of students becoming at risk LTELs
If we...	Provide needed attenion on achievement and success of Long Term English Learners - review supports in place; use alternative methods for reclassifying LTELs such grades; ELPAC growth; provide paraprofessionals to work with LTELs in ELD classrooms collaborating with instructional coaches, APs; and teachers to ensure academic success of ELs
then...	Schools and coaches will have needed support with progress monitoring of ELs; paraprofessionals will assist instructional coaches with time consuming

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which will...	paperwork/compliance forms which will allow coaches to carry out more classroom instructional coaching; Continued support of LTELs with alternative methods for reclassification and paraprofessional assistance
If we...	Continue assisting ELs and reclassified ELs with academic support and interventions through LADD's after-school tutorials; Expand EL tutoring program with Varsity Tutoring - will enable schools to conduct targeted in-school tutoring for EL and RFEP students;
then...	Schools will be able to continue to target EL students for academic interventions to access core content and assist in increasing academic performance on reading inventory scores (iReady and HMRI) so ELs can attain grade level reading proficiency and meet that reclassification criteria.
which will...	EL and RFEP support with after school tutoring
If we...	Provide ELD supplementary resources/materials to schools for full implementation; provide professional development to ensure ELD resources/best practices (focus strategies) are implemented/maximized in the classrooms;
then...	We will continue to provide and expand supplemental ELD resources Scholastic Magazines, Newsela, and Nearpod (EL Package) for all ELs at all schools which aligns with Balanced Literacy. 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.
which will...	Mandated ELD at every school

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If we... Provide ELD classrooms with a paraprofessional; paraprofessionals support ELs and ELD teachers with interventions/tutoring; progress monitoring - PSPs; RFEP monitoring; compliance paperwork; in-class/push-in support

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

which will... Support for schools and coaches

Priority 1: Reclassification - continuous growth in reclassifying ELs for prevention of students becoming at risk LTELs

[Action 1]

Sites focus on their populations of LTELs, a deep dive analysis identifying needs and supports in place, and providing assistance as needed as as creating alternative methods to reclassify LTELs - a menu of supports outlined for LTELs, examples : RtI, SEL, PBIS, providing schools with an EL paraprofessional

Metrics

- a. ELPAC scores
- b. semester grades
- c. attendance

Priority 2: Continued support of LTELs with alternative methods for reclassification and paraprofessional assistance

[Action 1]

Provide needed attention on achievement and success of Long Term English Learners - review supports in place; use alternative methods for reclassifying LTELs such grades; ELPAC growth; provide paraprofessionals to work with LTELs in ELD classrooms collaborating with instructional coaches, APs; and teachers to ensure academic success of ELs

Metrics

- a. ELPAC scores
- b. semester grades
- c. reading inventory (HMRI & iReady) data
- d. attendance

Priority 3: EL and RFEP support with after school tutoring

[Action 1]

Continue assisting ELs and reclassified ELs with academic support and interventions through LADD's after-school tutorials; Expand EL tutoring program with Varsity Tutoring - will enable schools to conduct targeted in-school tutoring for EL and RFEP students;

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Metrics

- a. Data from tutors/teachers collected at school sites tracking student participation and monitoring student performance on benchmarks, reading inventory metrics
- b. grades
- c.

Priority 4: Mandated ELD at every school

[Action 1]

Provide ELD supplementary resources/matertials to schools for full implementation; provide professional development to ensure ELD resources/best practices (focus strategies) are implemented/maximized in the classrooms;

Metrics

- a. Data metrics from platform dashboards - nearpod
- b. newsela
- c. scholastic
- d. ELPAC
- e. CAASPP
- f.

Priority 5: Support for schools and coaches

[Action 1]

Provide ELD classrooms with a paraprofessional; paraprofessionals support ELs and ELD teachers with interventions/tutoring; progress monitoring - PSPs; RFEP monitoring; compliance paperwork; in-class/push-in support

Metrics

- a. Grades
- b. attendance
- c. student performance on reading inventories
- d.