

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 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?

<https://www.pusd.us/Domain/63>

Total Department Budget

What is your department's total budget?

The total department budget is on attached document.

PASADENA UNIFIED SCHOOL DISTRICT 2023-2024 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?

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;

Prior Year Achievement

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

The LADD department was able to implement MTSS in schools; Tier I support for all students; Tier 2 support was more targeted support; Tier 3 support was the highest priority of support. We were able to give support for each level.

Prior Year Successes, Challenges, and Learnings

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

Successes included acquiring the ELD curriculum. Our biggest success includes the hiring of 14 EL coaches. The coaches are playing a crucial part in implementation of new curriculum/ initiatives for EL students and teachers. Another success included acquiring the Elevation platform to help with the reclassification process. This platform will streamline the reclassification process by cutting down on time involved with reclassification paperwork and freeing up time for coaches to focus on EL instruction.

Challenges included the lack of an ELD curriculum and the use of too many supplemental materials. There were growing pains with a multi-tiered level of support. Also, it has been a challenge to keep our instructional aides. There is a high turnover in aides.

We learned how important it was to maintain our paraprofessional staff. The turnover for those positions were very high.

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 DEPARTMENT PLAN

PASADENA UNIFIED SCHOOL DISTRICT 2023-2024 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?

2022-23 Summative ELPAC Results & Initial ELPAC completion and results;
2022-23 Semester/ Trimester Grades; Graduation Rates; Pathway to
Biliteracy and Seal of Biliteracy numbers; iReady results (EL-specific);
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;

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?

LTELs continue to need significant support in the form of individualized attention; our department has interviewed, hired, and trained specialized EL instructional support with EL instructional coaches and a new ELD curriculum. English Learner coaches will help the district's EL Program; these EL instructional coaches will support with the new curriculum 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 graduate profile; and assist in the facilitation of accessing assessments to make gains on ELPAC; We will continue to provide instructional material support with Scholastic; newsela; and nearpod; Reclassification Data to help target interventions;

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 DEPARTMENT PLAN

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?

Additional Instructional Coaches, with focus on schools with large concentration of At-Risk and Long-term English Learner (LTEL) students
<https://docs.google.com/spreadsheets/d/1QEPBsShwCPidhK3wrtB8vCneV1MXKtyAUbOwXk2u8NQ/edit#gid=398670723>

Implementation of the new curriculum; Training coaches and teachers on using the new curriculum; 13 coaches creating trainer of trainers model; support them with their job duties

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 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... Aligning EL support with departments

then...

which will... collaborations with other departments

If we... Gathering and analyzing iReady and Elevation data

then...

which will... more data analysis

If we... Hiring 14 EL coaches for sites with large EL populations

then...

which will... student support

If we... ELD curriculum: TCM, English 3D, and Elevation

then...

which will... teacher trainings

PASADENA UNIFIED SCHOOL DISTRICT
2023-2024 DEPARTMENT PLAN

Priority 1: collaborations with other departments

[Action 1]

Aligning EL support with departments

Metrics

- a. Conduct quarterly collaborative meetings with an EL focus

Priority 2: more data analysis

[Action 1]

Gathering and analyzing iReady and Elevation data

Metrics

- a. Quarterly data in iReady and reclassification data

Priority 3: student support

[Action 1]

Hiring 14 EL coaches for sites with large EL population

Metrics

- a. Individualized support for EL students at 14 schools

Priority 4: teacher trainings

[Action 1]

ELD curriculum: TCM, English 3D, and Elevation

Metrics

- a. Schedule program launch
- b. gathering subs to ensure training on these programs