Student Data and LAUSD Web-site Resources

New Psychologist Training

Meeting 7/30/14

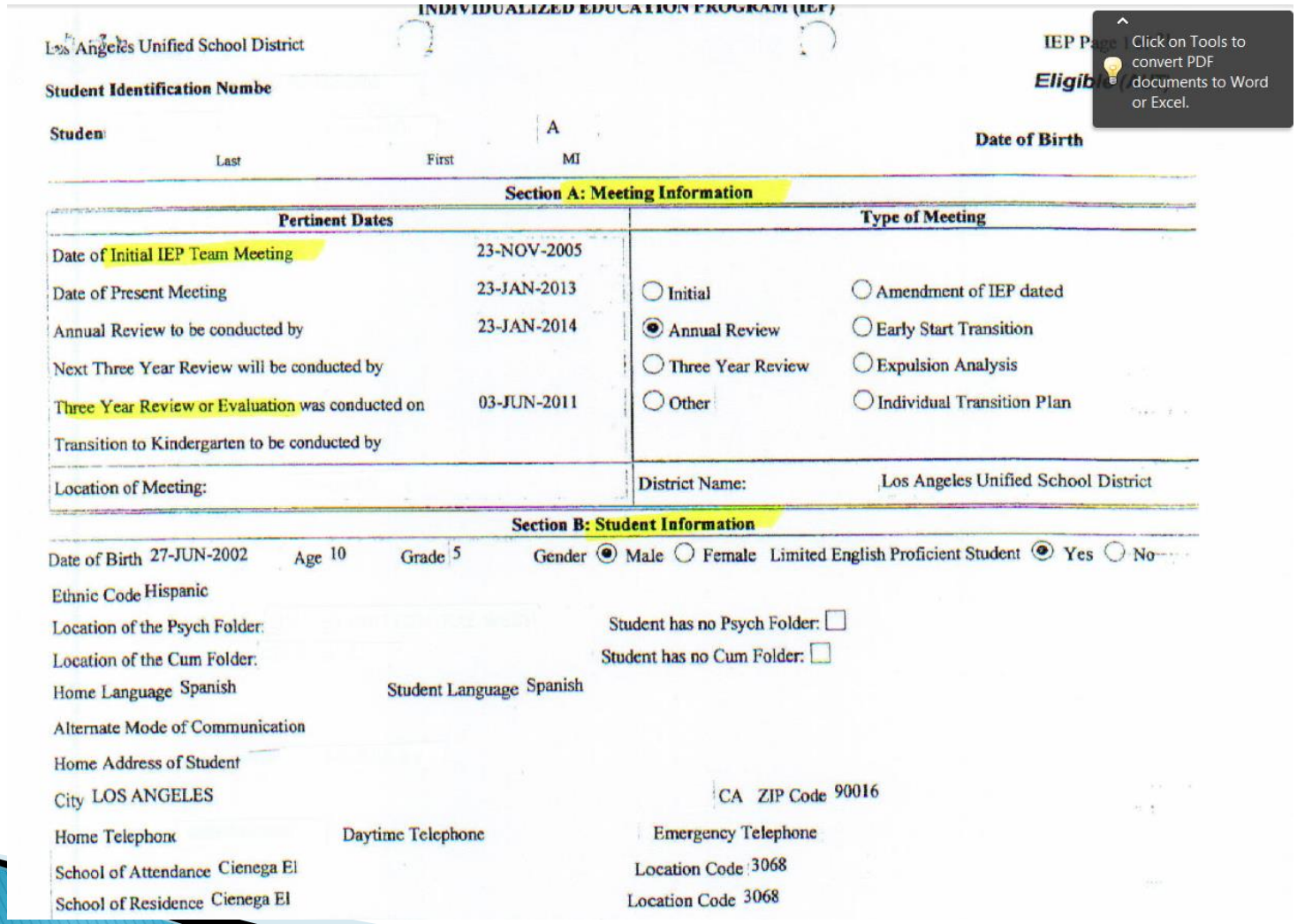
Records/CUM Folder: Legal Requirements

- The Principal of each school or a certificated designee is responsible for implementing policies relating to pupil records maintained at the school
- The Custodian of records is responsible for the security of pupil records and assures that access is limited to authorized persons only
- Mandatory permanent pupil records are those records which are maintained in perpetuity and which schools have been directed to compile by California statute

Records/CUM Folder:

- IDENTIFICATION DATA
- INFORMATION CONCERNING FAMILY
- SIGNIFICANT HEALTH FACTORS
- LAU INFORMATION
- EDUCATIONAL GROWTH AND DEVELOPMENT-TEACHER OBSERVATION
- INDIVIDUAL STUDY RESULTS
- CONFERENCES WITH PARENTS OR GUARDIANS
- SCHOOL HISTORY AND SPECIAL NOTATIONS
- RECORD OF SPECIAL SERVICES
- READERS AND SOCIAL STUDIES UNITS
- ADDITIONAL INFORMATION

IEP Sample



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP Page

Eligibl

Click on Tools to convert PDF documents to Word or Excel.

Student Identification Numbe

Studen A

Last First MI

Date of Birth

Section A: Meeting Information

Pertinent Dates		Type of Meeting	
Date of Initial IEP Team Meeting	23-NOV-2005		
Date of Present Meeting	23-JAN-2013	○ Initial	○ Amendment of IEP dated
Annual Review to be conducted by	23-JAN-2014	◉ Annual Review	○ Early Start Transition
Next Three Year Review will be conducted by		○ Three Year Review	○ Expulsion Analysis
Three Year Review or Evaluation was conducted on	03-JUN-2011	○ Other	○ Individual Transition Plan
Transition to Kindergarten to be conducted by			
Location of Meeting:		District Name:	Los Angeles Unified School District

Section B: Student Information

Date of Birth 27-JUN-2002 Age 10 Grade 5 Gender ◉ Male ○ Female Limited English Proficient Student ◉ Yes ○ No

Ethnic Code Hispanic

Location of the Psych Folder: Student has no Psych Folder: ☐

Location of the Cum Folder: Student has no Cum Folder: ☐

Home Language Spanish Student Language Spanish

Alternate Mode of Communication

Home Address of Student

City LOS ANGELES CA ZIP Code 90016

Home Telephone Daytime Telephone Emergency Telephone

School of Attendance Cienega El Location Code 3068

School of Residence Cienega El Location Code 3068

Behavior Intervention Treatment Plan Summary (Non-public Service)- Sample

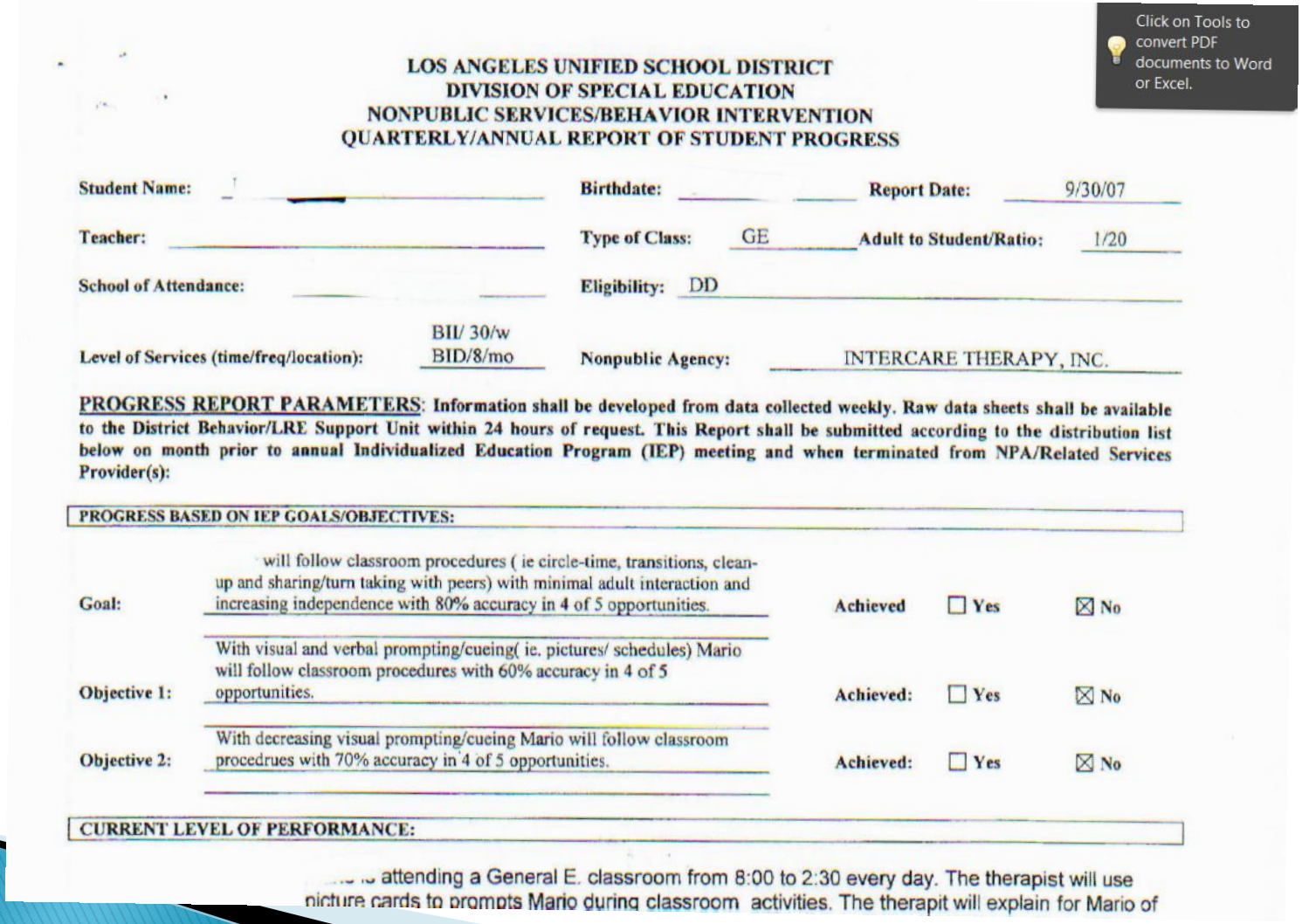
Los Angeles Unified School District
Division of Special Education
Nonpublic Services and Behavior/LRE Support Services
Behavior Intervention Treatment Plan Summary

Student's Name:		**Date of Birth:**		**Eligibility:**	**Date of Reports:** 03/28/08
Teacher's Name:		**Type of Class:**	Special Ed	**Adult to Student Ratio:**	1/20
School of Attendance:	BII/30/w BID/12/mo	**Nonpublic Agency:**		**Supervisor:**	

Directions: A ***Behavior Intervention Treatment Plan*** shall be completed within thirty (30) days of student enrollment and 30 days after the IEP meeting. The ***Behavior Intervention Treatment Plan*** shall be distributed to the LAUSD Least Restrictive Environment/Behavior Support Service Department (1 copy).

I. Target Behavior as Identified by the IEP Team Goals.	Crying, hitting, screaming
II. Assess Behavior (Baseline data collection. Select a recording system)	daily session notes, weekly data record, observation, consultation with BII, teachers, and parents
• **Behavior Frequency (How often does the behavior occur?)**	15-20 tmes per day
• **Behavior Duration (How long does the behavior last?)**	2-5 minutes
• **Behavior Intensity (How forcefully is the behavior expressed? For instance, how insistent, loud or hard is the behavior?)**	moderate
• **Antecedents (Analysis of all ecological variables that interact with the individual)**	non-preferred activities, transition

Behavior Intervention Annual Report of Student Progress-Sample



Click on Tools to convert PDF documents to Word or Excel.

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF SPECIAL EDUCATION
NONPUBLIC SERVICES/BEHAVIOR INTERVENTION
QUARTERLY/ANNUAL REPORT OF STUDENT PROGRESS

Student Name: [redacted] **Birthdate:** _____ **Report Date:** 9/30/07

Teacher: _____ **Type of Class:** GE **Adult to Student/Ratio:** 1/20

School of Attendance: _____ **Eligibility:** DD

Level of Services (time/freq/location): BII/ 30/w BID/8/mo **Nonpublic Agency:** INTERCARE THERAPY, INC.

PROGRESS REPORT PARAMETERS: Information shall be developed from data collected weekly. Raw data sheets shall be available to the District Behavior/LRE Support Unit within 24 hours of request. This Report shall be submitted according to the distribution list below on month prior to annual Individualized Education Program (IEP) meeting and when terminated from NPA/Related Services Provider(s):

PROGRESS BASED ON IEP GOALS/OBJECTIVES:

Goal:	will follow classroom procedures (ie circle-time, transitions, clean-up and sharing/turn taking with peers) with minimal adult interaction and increasing independence with 80% accuracy in 4 of 5 opportunities.	**Achieved**	☐ **Yes**	☒ **No**
Objective 1:	With visual and verbal prompting/cueing(ie. pictures/ schedules) Mario will follow classroom procedures with 60% accuracy in 4 of 5 opportunities.	**Achieved:**	☐ **Yes**	☒ **No**
Objective 2:	With decreasing visual prompting/cueing Mario will follow classroom procedrues with 70% accuracy in 4 of 5 opportunities.	**Achieved:**	☐ **Yes**	☒ **No**

CURRENT LEVEL OF PERFORMANCE:

[redacted] is attending a General E. classroom from 8:00 to 2:30 every day. The therapist will use picture cards to prompts Mario during classroom activities. The therapit will explain for Mario of

Records/CUM Folder:

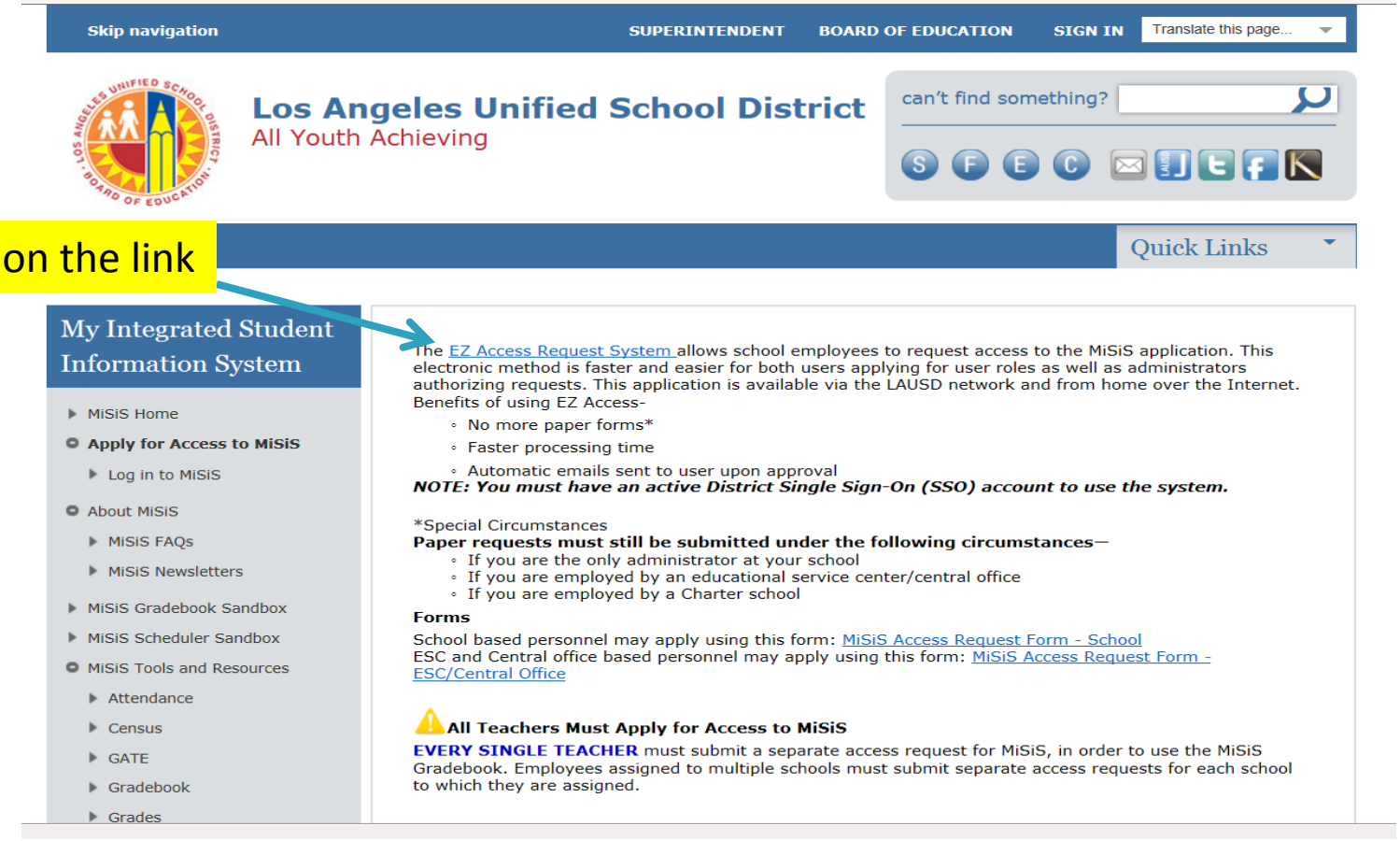
- CUM Record information is also maintained on our District's MISIS system (My Integrated Student Information System)
- All prior district applications are migrating to MISIS
- Click the hyperlink to apply for MISIS:

Apply for MISIS

Records/CUM Folder: MISIS

Records/Cum Folder: MISIS

Click on the link



EZ Access Request System

EZ Access(LAUSD) - Main Menu

Please click on the application that you would like to complete.

Account Request For LAUSD Employees

Comprehensive Assessment Program
NOTICE: As of June 20, EZAccess for the Comprehensive Assessment Program is suspended. It will reopen as of August 4, 2014. All accounts will be cleared. Everyone who previously had access to a CAP platform will need to reapply at that time. Thank you for your understanding.

GATE Portal (now on Principal Portal)
The GATE Portal has been moved to the Principal Portal

ISIS Application
LAUSDMAX is a read-only system. Requests for access are no longer supported by EZ Access

LAUSD on iTunes U Course Manager Application

Magnet Portal
Application

Moodle Shell Request
Moodle Shell Request

MiSiS Application
User Access Request Form

MyData
MyData Access Request

Links to both MISIS and MyData

Student Data

Student Data

- Data Tools Currently in Use
- School Report Card –summarizes performance for an individual school in an easy to read format.
- School Experience Survey –collects perceptions of students, parents, staff and administrators regarding school climate, safety, and parent engagement.
- **MyData –web based reporting system accessible to teachers and administrators to help guide instructional decision-making**
- MISIS –Electronic database for entering, managing, analyzing, and reporting all data connected to any student

MyData: Definition

- Reporting tool that draws from a longitudinal data warehouse with 10 years of student level data
- Provides individual student level data for conducting psycho-educational reports

Attendance	**Behavior/ Suspension**	**School Enrollment History**	**Grades**
CST Results	**Language EL Data**	**Course Schedule**	**Special Education History**

- Reports are also available at the individual, classroom and school level

MyData Web-link

1. The shortcut to the MyData website is http://mydata.lausd.net
2. This will take you to the MyData Homepage

MyData Home Page

Home | About LAUSD | Superintendent | Board of Education | Employment | Resources | Offices | Schools | Contact Us

Los Angeles Unified School District
Today's Learners, Tomorrow's Leaders

Search

STUDENTS | FAMILIES | PUBLIC | EMPLOYEES

- MyData
- About MyData
- Access
- FAQs
- Resources
- Custom Groups
- School Based Assessments

Login to MyData

MyData Help

Hardware, Software & Connectivity? Request Technical HelpOnline

Questions on data accuracy or access?: e-mail MyData@lausd.net

Join the MyData Listserv
The My Data Team has created an electronic mailing list to share information and facilitate discussion among ITD. To join the list, send an email from your LAUSD account to LISTSERV@LIST.LAUSD.NET, with the words **SUBSCRIBE MyData** in the body of the message.

myData

Click to Log In

MyData Weekly Data Loads

Weekly data loads will begin at 6:00 PM on Tuesdays and conclude at 6:00 AM on Wednesdays. During this time classroom reports will be unavailable and users may experience slow performance on school level reports. By doing weekly loads, we will have more up-to-date classroom reports. By Wednesday morning, classroom reports for Periodic and Reading Assessments, Course Marks, Enrollment and Attendance will have information up to the previous Friday's update. NOTE: These weekly updates only apply to reports in the Classroom dashboards. Reports in the School dashboards will continue to be updated monthly.

Click here for a list of known issues and resolved problems

How often is data uploaded? Click here for a schedule.

Announcements

Announcement Search

Incorrect Attendance Data on Class Rosters

Attendance data from July 2009-Jan 2010 is showing some inaccurate counts on the class rosters.

...Read on

April Data Now Available

Reports with monthly refreshes now have April data available. Included in

System Status

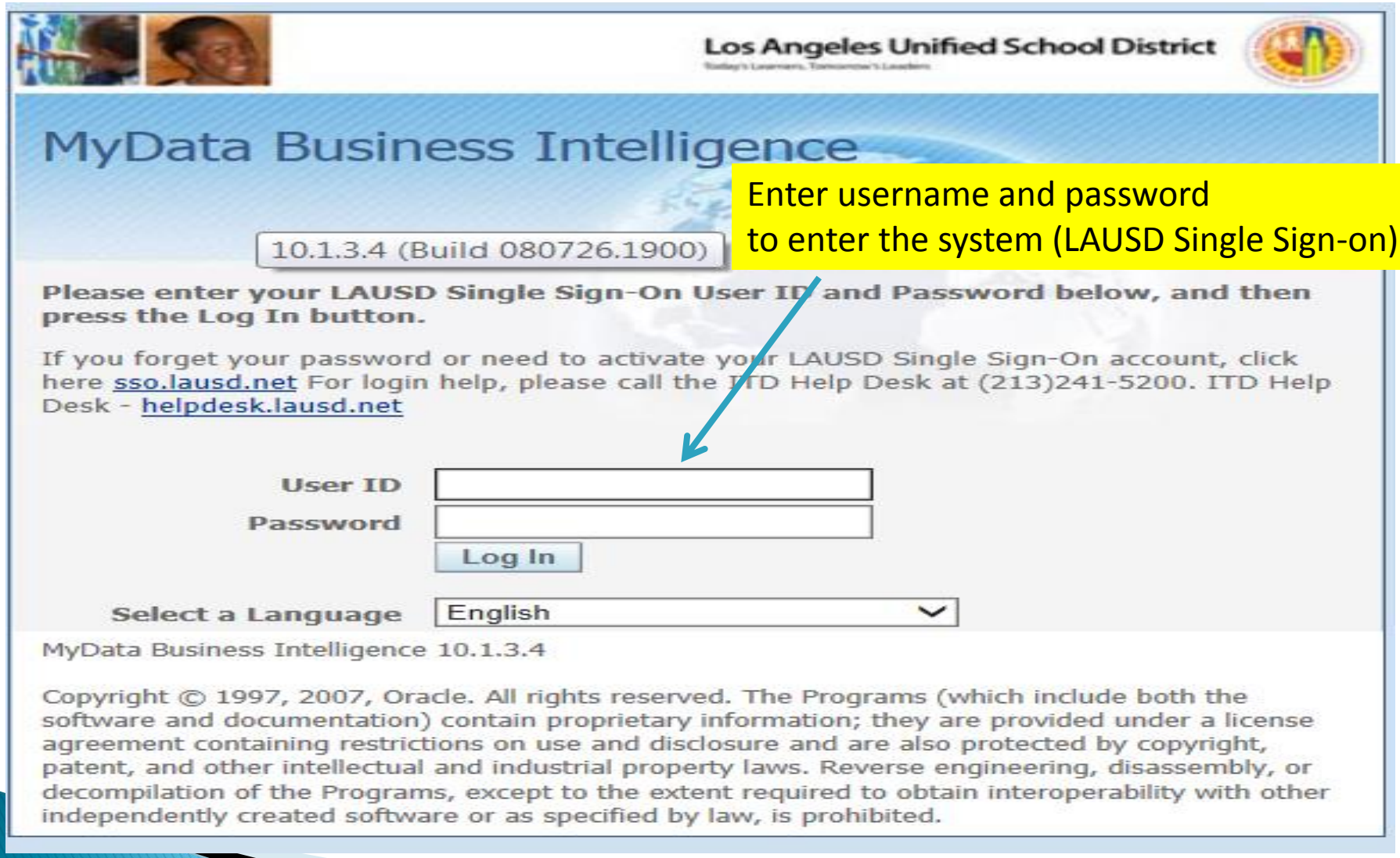
System is Operational: MyData is operational and performing normally.

Videos

Logging In

From the home page, click on the large MyData icon in the middle of the page or the smaller icon

MyData: Password Protected



Inside MyData System:

Classroom | School | Student Search | Site Map

AYP/API

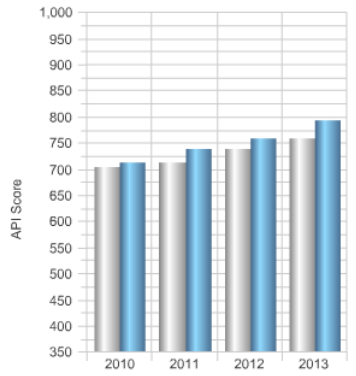
Welcome, annmarie.serrano! Dashboards More Products

Center

Go

API Base-Growth Comparisons of the School with the District and State

10TH ST EL

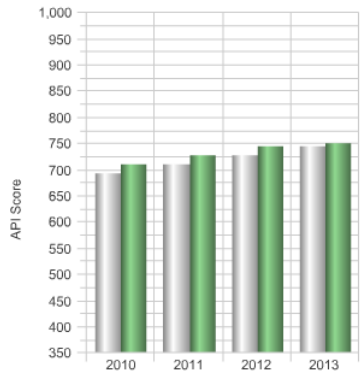


	2010	2011	2012	2013
Base	704	712	740	758
Growth	712	739	758	795

Report ID: AGG9.1

Print - Download

LAUSD

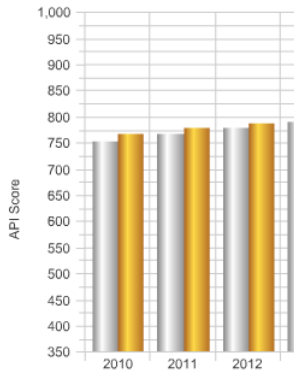


	2010	2011	2012	2013
Base	693	709	729	746
Growth	709	729	744	750

Report ID: AGG9.2

Print - Download

STATE of CA



	2010	2011	2012
Base	754	768	778
Growth	767	779	788

Print - Download

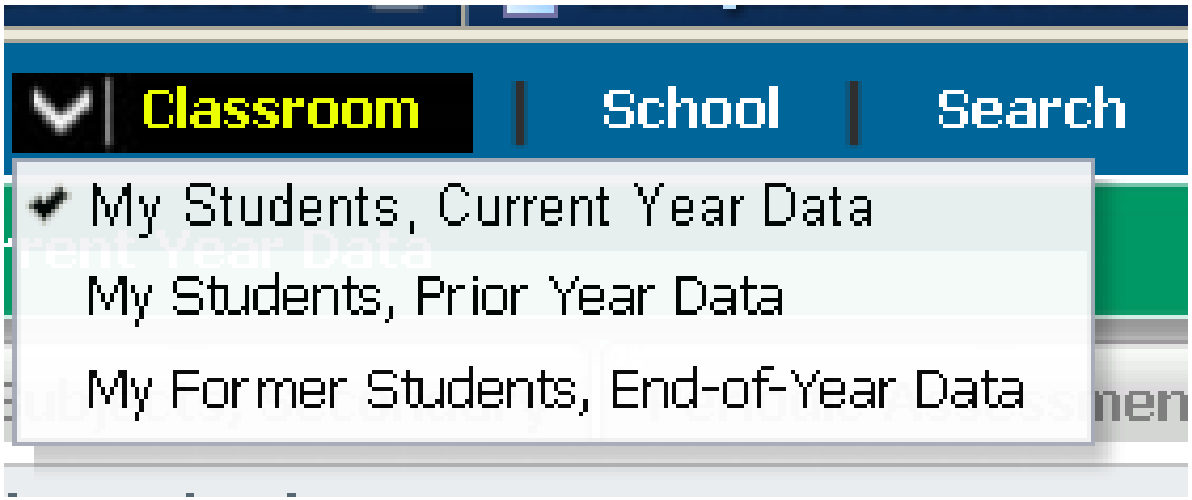
School Academic Performance Index (API) Growth Report

School Year: *2012-2013*

Sub-Group Description	Num Signfcant	API Base	API Growth	Growth Target	Actual Growth	Met Target?
WHOLE SCHOOL	N/A	758	795	5	37	Yes
AFRICAN AMERICANS	No	0		0		N/A
AMERICAN INDIANS	No	0		0	0	Yes

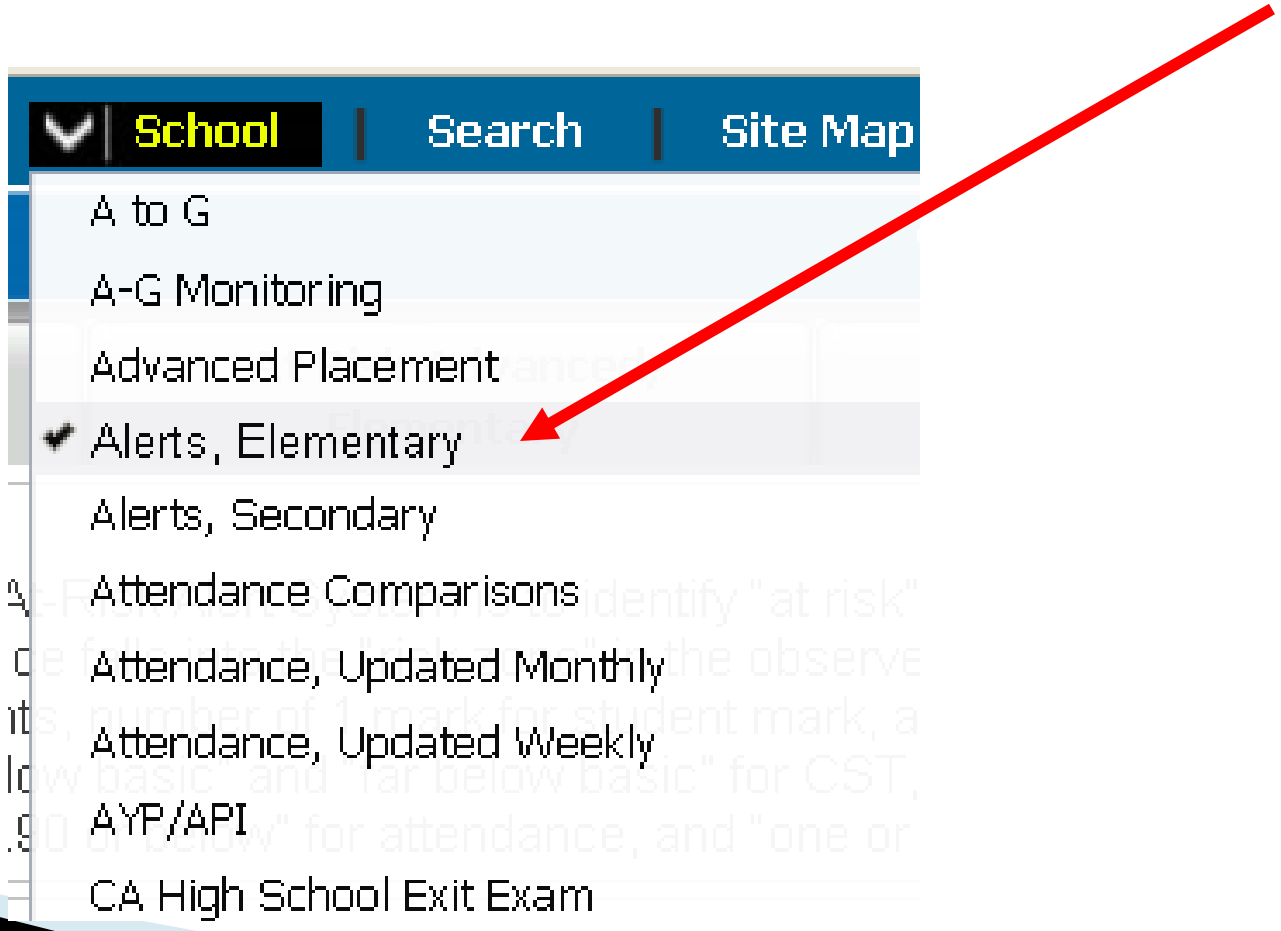
Menus

- Each menu along the top contains lists of dashboards
- For example, the Classroom menu contains the following dashboards:

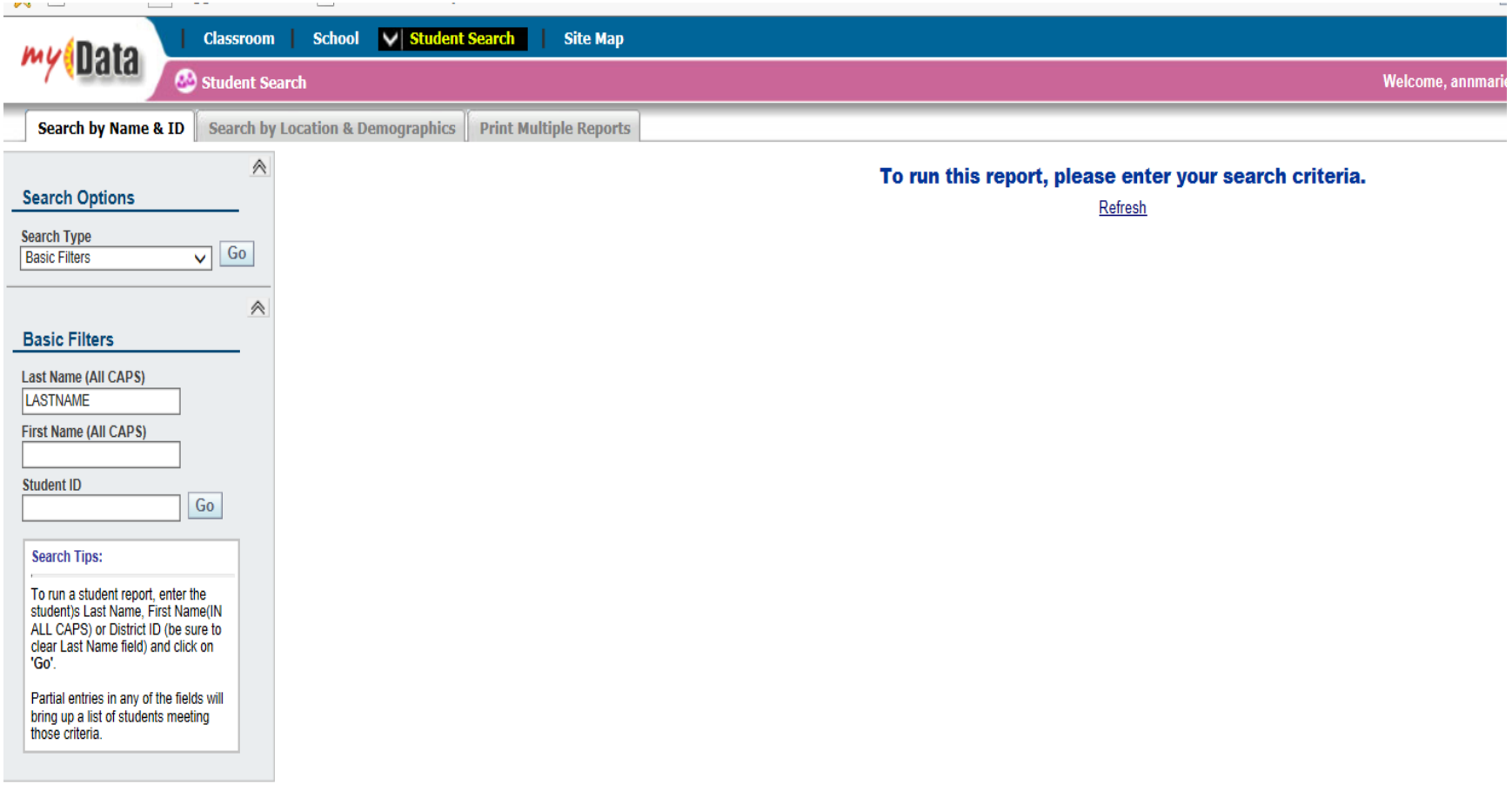


Next, choose a Dashboard

Let's say you're interested in the At-Risk reports for elementary school:



Individual Student Search



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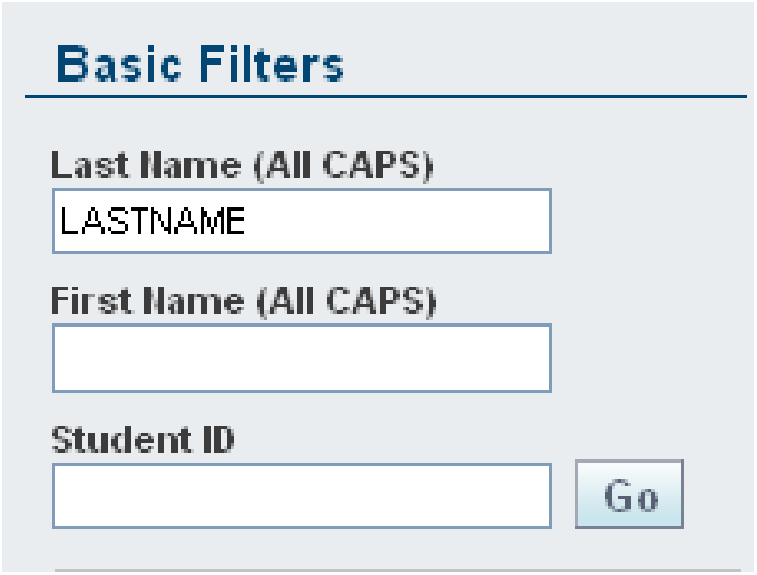
The Search Menu



Allows you to search for data on an individual student

Enter the student's last and first name (***use all CAPS***) **OR** enter student ID #

Click 'Go'

Individual Student Record

Comprehensive Student History Report - Summary

Student Name		**School Name**	
District ID		**School Code**	6148
Prior Dist ID(s)		**Current Grade**	6
SSID		**Grade entered LAUSD**	0
Contact Address		**Class of**	
		Ethnicity	WHITE
		Poverty Indicator	NO
Date of Birth	27-Jun-02	**Migrant Indicator**	NO
Gender	FEMALE	**Homeless Indicator**	NOT HOMELESS
Lang Class	ENGLISH ONLY	**Gifted**	
Home Language	ENGLISH	**SPED**	Y
Birth Country	USA	***last updated on***	JUL 18, 2014

Student History

Enrollment History

Tot. # of LAUSD Schools	4

Attendance

Latest Attendance Rate (%)	89.4

Truancy

YTD Truancy Occasions	12

Student Programs

# of current Student Programs	2

Intervention History

JUNE 2010-2011

Hrs of Intervention Attempted	0

CORE K12/Periodic Assessments

Reading		
UNIT 5 20102011	BENCHMARK	
ELA		
ASSESSMENT 3 20122013	BELOW BASIC	
Math		
ASSESSMENT 3 20122013	BELOW PROFICIENCY	
Science		
PHYSICAL SCIENCE 20122013	APPROACHING PROFICIENCY	
History-Social science		
DIBELS NEXT		
MIDDLE OF YEAR 20132014	BENCHMARK	

Elementary Information

Elementary Marks

ELEMENTARY REPORTING PERIOD 3 2013-2014

Reading	2
Writing	1
Arts	4
Math	2
Science	2

Grade 2 OLSAT

Total Age-Based Percentile Rank

Secondary Information

Counselor Name

Cumulative GPA

Course Enrollment & Marks, Current Year

Individual Student Record

Comprehensive Student History Report ? Enrollment History

Student Name
District ID
SSID
Date of Birth Jun-27-02

School Name
School Code 6148
Recent Grade 6
last updated on JUNE 2013-2014

School Year	Grade	Occurrence	School Name	Location Code	School Type	Calendar/Track	Resident School Name	Resident School Type	Request for Records
2013-2014	06	MAY	PRESIDENT EL	6148	ELEMENTARY SCHOOL	A - SINGLE-TRACK	FLEMING MIDDLE SCHOOL (8127)	MIDDLE SCHOOL	UNKNOWN
2012-2013	05	JUNE	PRESIDENT EL	6148	ELEMENTARY SCHOOL	A - SINGLE-TRACK	PRESIDENT ELEMENTARY (6148)	ELEMENTARY SCHOOL	UNKNOWN
2011-2012	04	JUNE	BANDINI EL	2288	ELEMENTARY SCHOOL	A - SINGLE-TRACK	BANDINI ELEMENTARY (2288)	ELEMENTARY SCHOOL	UNKNOWN
2010-2011	03	JUNE	BANDINI EL	2288	ELEMENTARY SCHOOL	A - SINGLE-TRACK	BANDINI ELEMENTARY (2288)	ELEMENTARY SCHOOL	UNKNOWN
2009-2010	02	JUNE	BANDINI EL	2288	ELEMENTARY SCHOOL	A - SINGLE-TRACK	BANDINI ELEMENTARY (2288)	ELEMENTARY SCHOOL	UNKNOWN
2008-2009	01	JUNE	BONITA EL	2473	ELEMENTARY SCHOOL	A - SINGLE-TRACK	BONITA ELEMENTARY (2473)	ELEMENTARY SCHOOL	UNKNOWN
2007-2008	00	JUNE	BONITA EL	2473	ELEMENTARY SCHOOL	A - SINGLE-TRACK	BONITA ELEMENTARY (2473)	ELEMENTARY SCHOOL	UNKNOWN
2006-2007	PRE K	JUNE	SP ED-INF/PRESCH PGM	1989	UNKNOWN	A - SINGLE-TRACK	BONITA ELEMENTARY (2473)	ELEMENTARY SCHOOL	UNKNOWN
2005-2006	PRE K	JUNE	SP ED-INF/PRESCH PGM	1989	UNKNOWN	A - SINGLE-TRACK	BONITA ELEMENTARY (2473)	ELEMENTARY SCHOOL	UNKNOWN

Classroom Report: Elementary

AVALON GARDENS EL
Roster for BROWN, DIETRICH T (2678)

Display Student Name as: Student Name (Last, First)

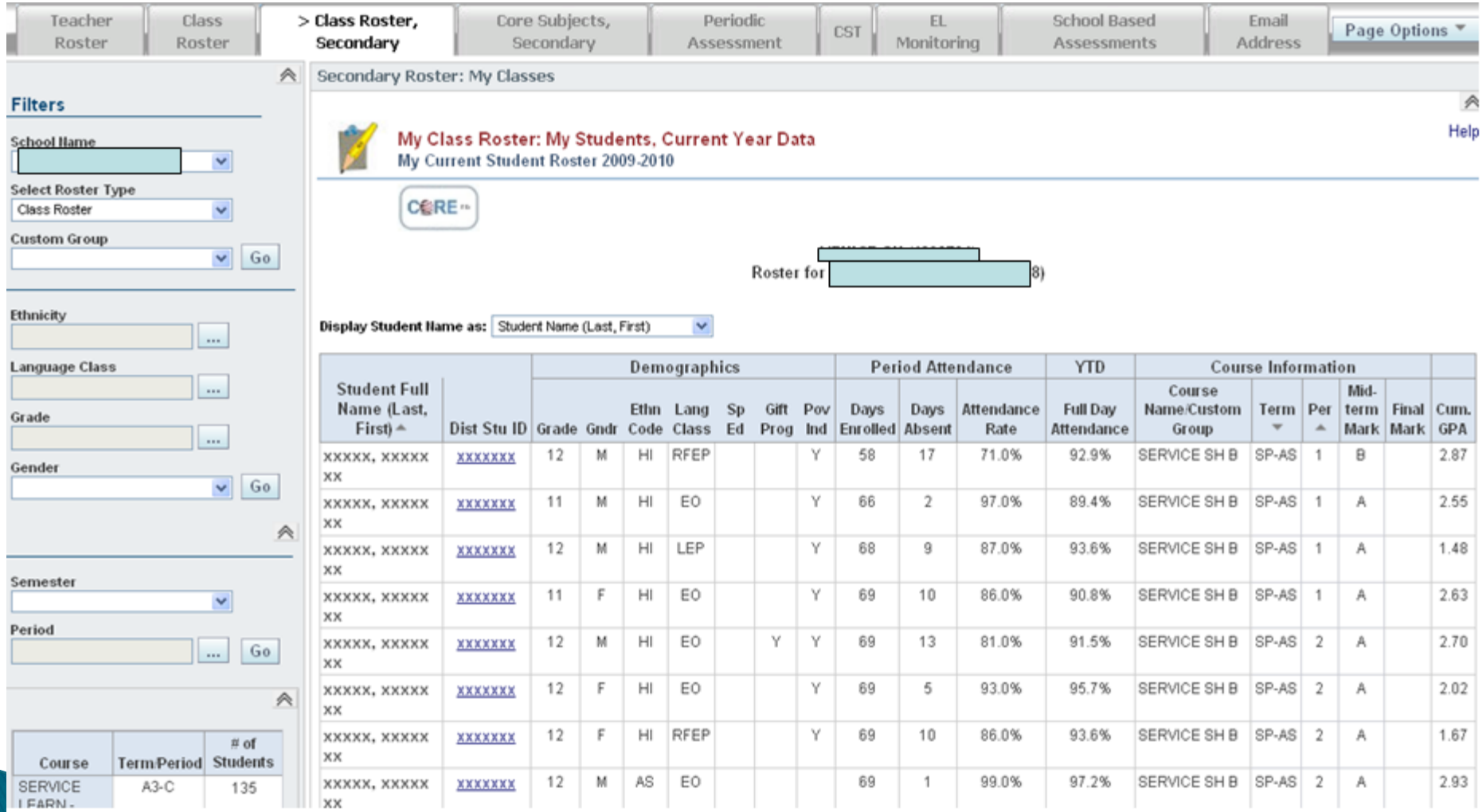
Student Name (Last, First)	Dist Stu ID	Current Demographics								Most Recent CELDT					DIBELS Next, Composite			Periodic Math Assessments		
		Gr	Gndr	Eth	Lang Class	ELD Lvl	Sp Ed	Gift Prog	Attend	Overall	Lstng	Spkg	Rdg	Wrtg	BOY	MOY	EOY	#1 %	#2 %	#3 %
EZ, ANGEL		0	M	HI	LEP	2			97.8%	3	2	3	3	2	BNCH	BNCH	BNCH			
		0	F	HI	LEP	2			96.7%	3	2	4	2	3	BB	BB	BB			
.		0	F	HI	IFEP				98.9%	4	4	4	2	3	BNCH	BB	BNCH			
۱.		0	M	BL	EO				94.3%								BB			
K.		0	F	BL	EO				97.2%						BNCH	BNCH	BNCH			
IMORA M.		0	F	BL	EO				96.1%						WBB	WBB	WBB			
).		0	M	BL	EO				91.7%						BNCH	BB	BB			
۱ E.		0	F	BL	EO				77.3%							WBB	WBB			
		0	M	BL	EO				98.9%						BNCH	BB	BB			
		0T	F	BL	EO				88.9%						BNCH	BB	WBB			
).		0	F	BL	EO				91.1%						BNCH	BNCH	BB			
OO, OMAR		0	M	HI	LEP	1			94.9%	2	2	2	1	2	WBB	WBB	WBB			
		0	F	HI	LEP	1			93.3%	2	1	2	2	2	WBB	BB	BB			
AH S.		0T	F	BL	EO				93.3%						BNCH	BNCH	BNCH			
M.		0	M	BL	EO				100.0%						BNCH	BNCH	BB			
N R.		0	M	HI	EO				98.9%						BB	BB	BB			
		0	M	BL	EO				98.9%						WBB	WBB	WBB			
		0	F	BL	EO				98.3%						BNCH	BB	BB			
		0	M	BL	EO				95.6%						BB	WBB	WBB			
.		0	F	BL	EO				98.3%						BNCH	BNCH	BB			
		0	M	BL	EO				92.2%						WBB	WBB	WBB			
GUEZ, KEVIN		0	M	HI	LEP	1			97.8%	3	3	3	2	3	BNCH	BB	WBB			
		0	F	BL	EO				95.0%						BNCH	BB	BNCH			
WILLIAMS, A'NIYA I.	072508F053	0	F	BL	EO				96.1%						BNCH	BB	BB			

Total Number of Records is: 24

Report ID: TCH2

Print - Download

Classroom Report: Secondary



Teacher Roster | Class Roster | > Class Roster, Secondary | Core Subjects, Secondary | Periodic Assessment | CST | EL Monitoring | School Based Assessments | Email Address | Page Options

Filters

School Name

Select Roster Type: Class Roster

Custom Group: Go

Ethnicity

Language Class

Grade

Gender: Go

Semester

Period: Go

Course	Term/Period	# of Students
SERVICE LEARN -	A3-C	135

Secondary Roster: My Classes

Help

My Class Roster: My Students, Current Year Data

My Current Student Roster 2009-2010

CORE

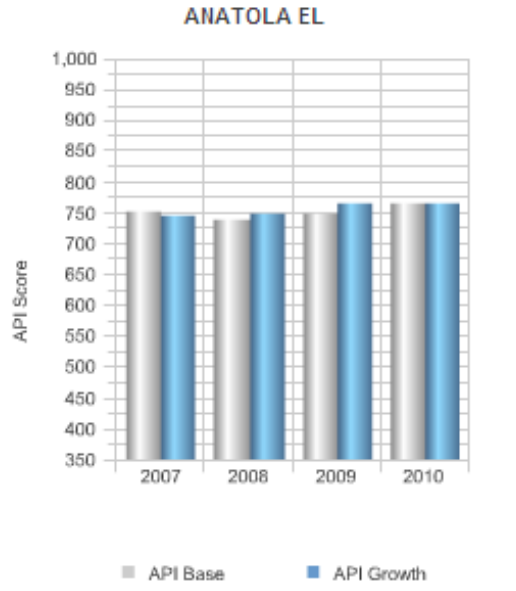
Roster for [redacted] 8)

Display Student Name as: Student Name (Last, First)

Student Full Name (Last, First)	Dist Stu ID	Demographics							Period Attendance			YTD	Course Information					
		Grade	Gndr	Ethn Code	Lang Class	Sp Ed	Gift Prog	Pov Ind	Days Enrolled	Days Absent	Attendance Rate	Full Day Attendance	Course Name/Custom Group	Term	Per	Mid-term Mark	Final Mark	Cum. GPA
xxxxx, xxxxx xx	xxxxxxx	12	M	HI	RFEP			Y	58	17	71.0%	92.9%	SERVICE SH B	SP-AS	1	B		2.87
xxxxx, xxxxx xx	xxxxxxx	11	M	HI	EO			Y	66	2	97.0%	89.4%	SERVICE SH B	SP-AS	1	A		2.55
xxxxx, xxxxx xx	xxxxxxx	12	M	HI	LEP			Y	68	9	87.0%	93.6%	SERVICE SH B	SP-AS	1	A		1.48
xxxxx, xxxxx xx	xxxxxxx	11	F	HI	EO			Y	69	10	86.0%	90.8%	SERVICE SH B	SP-AS	1	A		2.63
xxxxx, xxxxx xx	xxxxxxx	12	M	HI	EO		Y	Y	69	13	81.0%	91.5%	SERVICE SH B	SP-AS	2	A		2.70
xxxxx, xxxxx xx	xxxxxxx	12	F	HI	EO			Y	69	5	93.0%	95.7%	SERVICE SH B	SP-AS	2	A		2.02
xxxxx, xxxxx xx	xxxxxxx	12	F	HI	RFEP			Y	69	10	86.0%	93.6%	SERVICE SH B	SP-AS	2	A		1.67
xxxxx, xxxxx xx	xxxxxxx	12	M	AS	EO				69	1	99.0%	97.2%	SERVICE SH B	SP-AS	2	A		2.93

School Level Reports

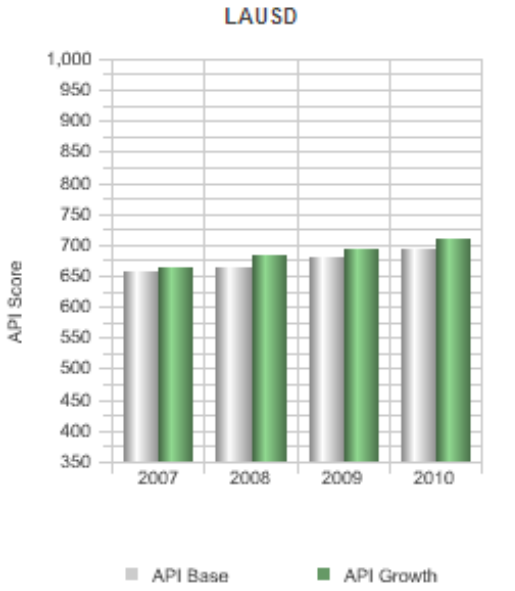
API Base-Growth Comparisons of the School with the District and State



	2007	2008	2009	2010
Base	753	740	748	764
Growth	745	749	764	764

Report ID: AGG9.1

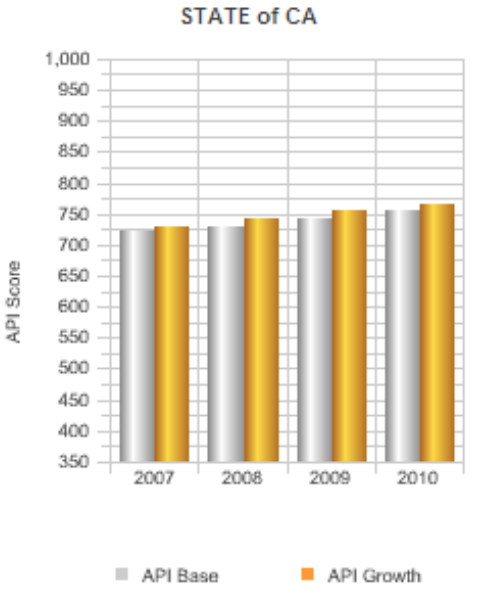
Print - Download



	2007	2008	2009	2010
Base	655	662	681	693
Growth	664	683	694	709

Report ID: AGG9.2

Print - Download



	2007	2008	2009	2010
Base	721	728	741	754
Growth	728	742	755	767

Report ID: AG

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Information from School Level Reports

- How does the API at my school compare to the District? State?
- Did my school meet federal AYP?
- How can we meet federal targets next year?
- Identifying Students at-risk
- Which students are most at-risk?
- How many students have chronic absence problems?
- Who are the students that are attending 87% of the time or less?

Identifying At-risk Students

List can be sorted by a number of risk factors

Cost Center	School Name	Student Name (Last, First)	Student ID	AT Risk Count	At Risk No CST Count	Grade	Gndr	Ethn	Lang Class	Sp Ed	Gift Prog	Intervention Hours	CST ELA	CST Math	Rdg Asmt	Math Asmt	# of 1 Marks Achievement	# of 1 or 2 Marks Work Effort	# of 1 Marks Work Habit	Attend Rate	Times Suspended
1211001	ANATOLA EL	xxxxxxx, xxxxxxx A.	xxxxxxx	6	4	U	M	WH	EO	Y		0	BELOW BASIC	FAR BELOW BASIC	STRATEGIC		1	7	3	90.0%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx A.	xxxxxxx	5	3	05	M	HI	EO	Y		0	FAR BELOW BASIC	BELOW BASIC	INTENSIVE		0	6	0	70.0%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx C.	xxxxxxx	5	4	U	F	HI	UNKNOWN	Y		0		FAR BELOW BASIC	INTENSIVE		0	12	2	85.7%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx	xxxxxxx	4	2	U	M	HI	LEP	Y		60	FAR BELOW BASIC	FAR BELOW BASIC	INTENSIVE		0	0	0	90.0%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx	xxxxxxx	4	2	U	M	WH	EO	Y		0	FAR BELOW BASIC	FAR BELOW BASIC	INTENSIVE		0	0	0	86.7%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx R.	xxxxxxx	4	2	04	F	WH	EO			0	FAR BELOW BASIC	FAR BELOW BASIC	INTENSIVE		0	0	0	90.0%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx R.	xxxxxxx	4	2	U	M	HI	EO	Y		0	FAR BELOW BASIC	FAR BELOW BASIC	INTENSIVE		0	0	0	90.0%	0
1211001	ANATOLA EL	xxxxxxx, xxxxxxx	xxxxxxx	4	2	U	F	HI	EO	Y		0	BELOW BASIC	BELOW BASIC	INTENSIVE		1	0	0	96.7%	0

CELDT: California English Langauge Development Test 2013-14

- The CELDT is an untimed test that evaluates a student's English Language Proficiency in *four* domains:

  Listening, Speaking, Reading and Writing

The CELDT is to be administered to:

- Newly enrolled students in grades K-12 if the response to any of the first three questions on the Home Language Survey is a language other than English or there is sufficient information to suggest English is not the student's primary language
- All students identified as EL enrolled in grades 1-12 and retained Kindergarteners
- Continuing Els are tested each year until they are reclassified as RFEP (Reclassified Fluent English Proficient)
- There are no provisions for parent exemptions

CELDT: California English Langauge Development Test

- Special Education Els are required to take the CELDT
- Accommodations and modifications must be provided as indicated in the student's IEP
- Must take CELDT for their grade level
- Low and non-verbal special education students who cannot respond to the CELDT questions must have "Alternative Assessment" identified as part of their IEP, and documented on the CELDT booklet as "Test Variation"
- For those students, a Parent Interview, Teacher Checklist, and COM (Communication and Observation Matrix) must be administered

CELDT: California English Language Development Test

- All students are tested between Aug. 13-Oct. 18 (single track schools)
- School's receive the results (bar code labels) Sept.23-25th
- School's with late submission dates receive the results Oct. 8-9
- By mid October, schools should have current CELDT data for all students identified as EL

CELDT Results: SAMPLE

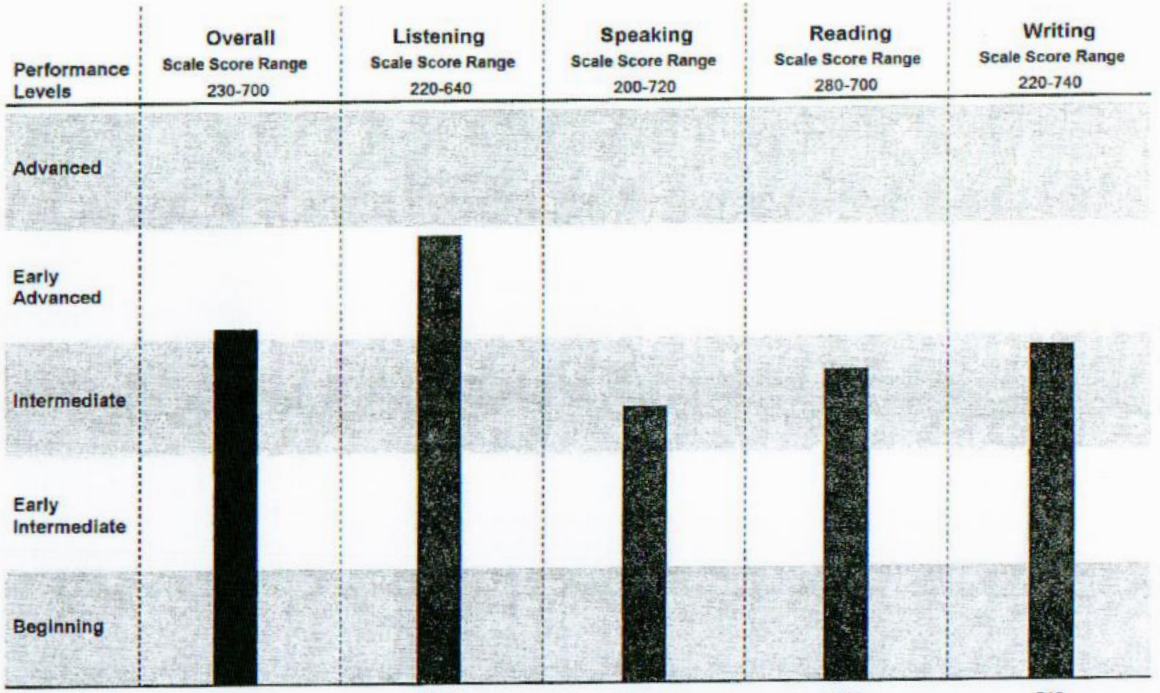
FOR THE PARENT/GUARDIAN OF:

LOS ANGELES, CA 90016

Student Performance Level Report

ANNUAL ASSESSMENT

California English Language Development Test (CELDT) 2011–12 Edition



Comprehension Score (average of Listening and Reading domain scale scores): 556

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

CELDT: Performance Descriptors

Grades 3-5

California English Language Development Test Performance Descriptors

Overall Performance Levels	Listening	Speaking	Reading	Writing
Advanced Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning, medial, or ending sounds; use context clues to determine/negotiate meaning of complex vocabulary; and sequence events, make inferences, and make predictions and generalizations based on a given text.	Students who perform at this level on the CELDT typically write a complete sentence in response to a picture prompt; the sentence has few or no mechanical errors. They write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt. The composition contains minimal errors in grammar and mechanics.
Early Advanced Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically interpret figures of speech; recognize more complex synonyms and antonyms; identify root words; identify the number of syllables in a word; use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings; and distinguish between fact and opinion and make more subtle inferences from a text.	Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence; they write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that clearly communicates a series of events or ideas based on a prompt. The composition has relevant details connected by accurate transitional words and may contain few errors in grammar and mechanics.
Intermediate Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multi-step oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure, recognize synonyms and antonyms; use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings; match more difficult vocabulary words to pictures; and answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.	Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence; they write a complete sentence in response to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition based on a prompt. The composition may have a disorganized sequence of events, containing some details and repetitive transitional words
Early Intermediate Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based	Students who perform at this level on the CELDT typically match vocabulary words to pictures; recognize sound/symbol relationships; use context clues to choose the correct word to complete a sentence; answer some factual comprehension questions after reading a simple text;	Students who perform at this level on the CELDT typically choose the appropriate word to complete a sentence; use some capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence includes a simple subject and predicate,

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next

- *Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next* is a set of measures used to assess early literacy and reading skills for students from kindergarten through sixth grade
- identify students who may be at risk for reading difficulties
- help teachers identify areas to target instructional support
- monitor at-risk students while they receive additional, targeted instruction
- examine the effectiveness of the school's system of instructional supports

DIBELS Next:

- Standardized in their administration
- Include alternate forms of approximately equal difficulty, so that student progress can be measured over time
- Brief
- Reliable, relatively stable across time, different forms, and different assessors
- Valid, measuring the essential early literacy skills they are intended to measure
- Sensitive to student growth over relatively short periods of time

DIBELS Next:

- ***1.First Sound Fluency (FSF):*** The assessor says words, and the student says the first sound for each word.
- ***2. Letter Naming Fluency (LNF):*** The student is presented with a sheet of letters and asked to name the letters.
- ***3. Phoneme Segmentation Fluency (PSF):*** The assessor says words, and the student says the individual sounds for each word.
- ***4. Nonsense Word Fluency (NWF):*** The student is presented with a list of VC and CVC nonsense words (e.g., sig, rav, ov) and asked to read the words
- ***5. DIBELS Oral Reading Fluency (DORF):*** The student is presented with a reading passage and asked to read aloud. The student is then asked to retell what he/she just read.

DIBELS Next:

- ***6. Daze:*** The student is presented with a reading passage where some words are replaced by a multiple choice box that includes the original word and two distractors. The student reads the passage silently and selects the word in each box that best fits the meaning.

DIBELS Next:

- Students are assessed using *grade level* material at the beginning, middle and end of year
- Progress monitoring may occur within these time periods
- Teachers enter beginning, middle and end of year assessment data into the MyData system and monitor student progress over time

DIBELS Next: Administration Timeline

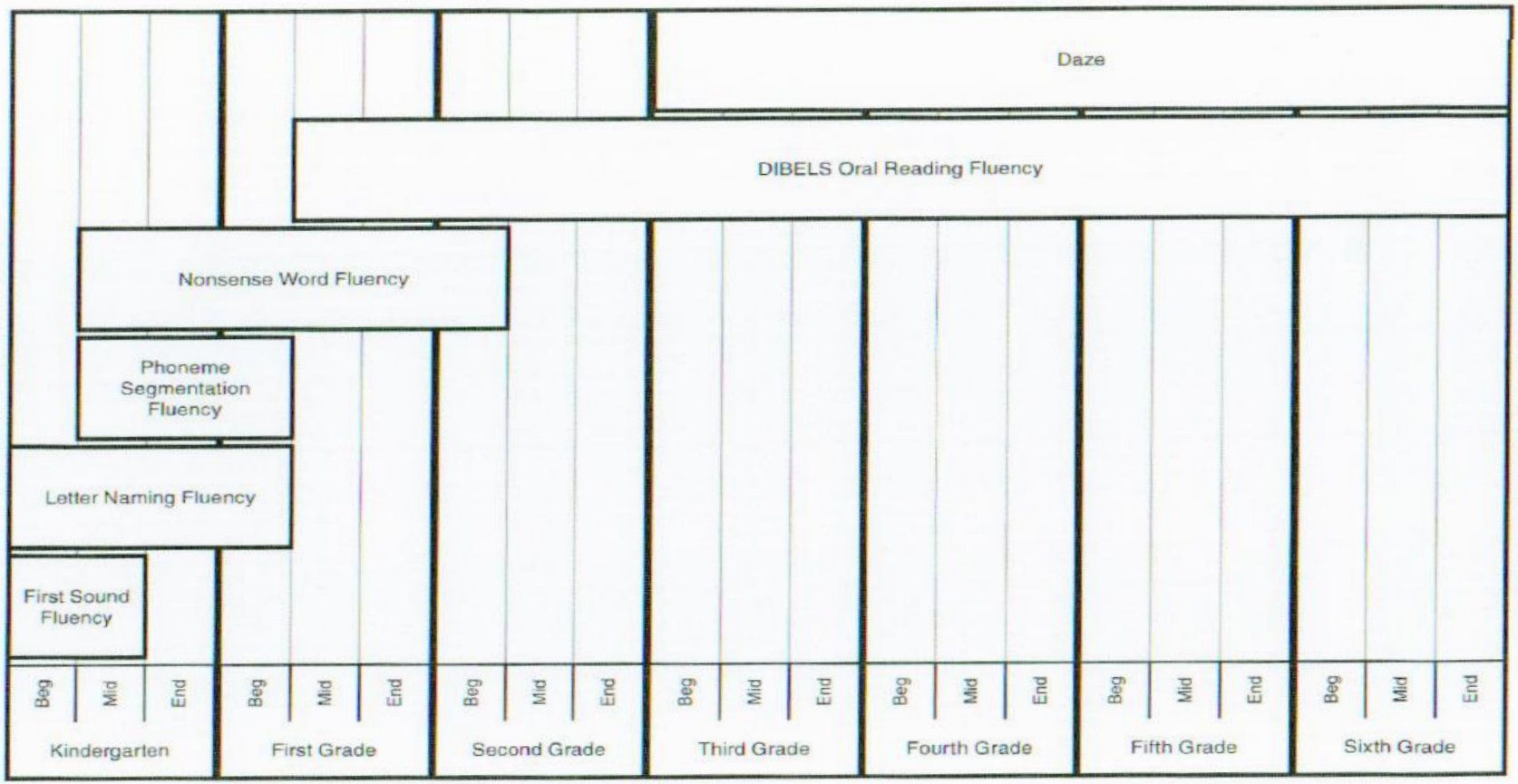


Figure 1.2 *DIBELS Next* Benchmark Administration Timeline

DIBELS Next Progress Monitoring

Table 1

Suggested Progress Monitoring Based on Cut Point for Risk

Composite Score Level	Cut Point For Risk	Level Of Support Needed	Suggested PM Frequency
Well Below Benchmark	High Risk	Intensive	**Once/Week** (Minimum Once Biweekly)
Below Benchmark	Some Risk	Strategic	**Once Biweekly** (Minimum Once/Month)
Benchmark	Low Risk	Core	**As Needed** (Once In Between Benchmark Periods)

Smarter Balanced Assessments Consortium (SBAC):

- *The Smarter Balanced Assessment Consortium (SBAC) is developing a system of valid, reliable, and fair assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11*
- Multiple choice, extended response and technology enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills
- LAUSD did a field test last Spring and will be conducting another pilot this school year 2014-15 in preparation for a full launch 2015-16

Smarter Balanced Assessments:

- The purpose of the field test is to “test the test,” refine and work through any technical difficulties as the SBAC involves computerized adapted tests
- Last year, schools had the option of choosing from the following assessments options:

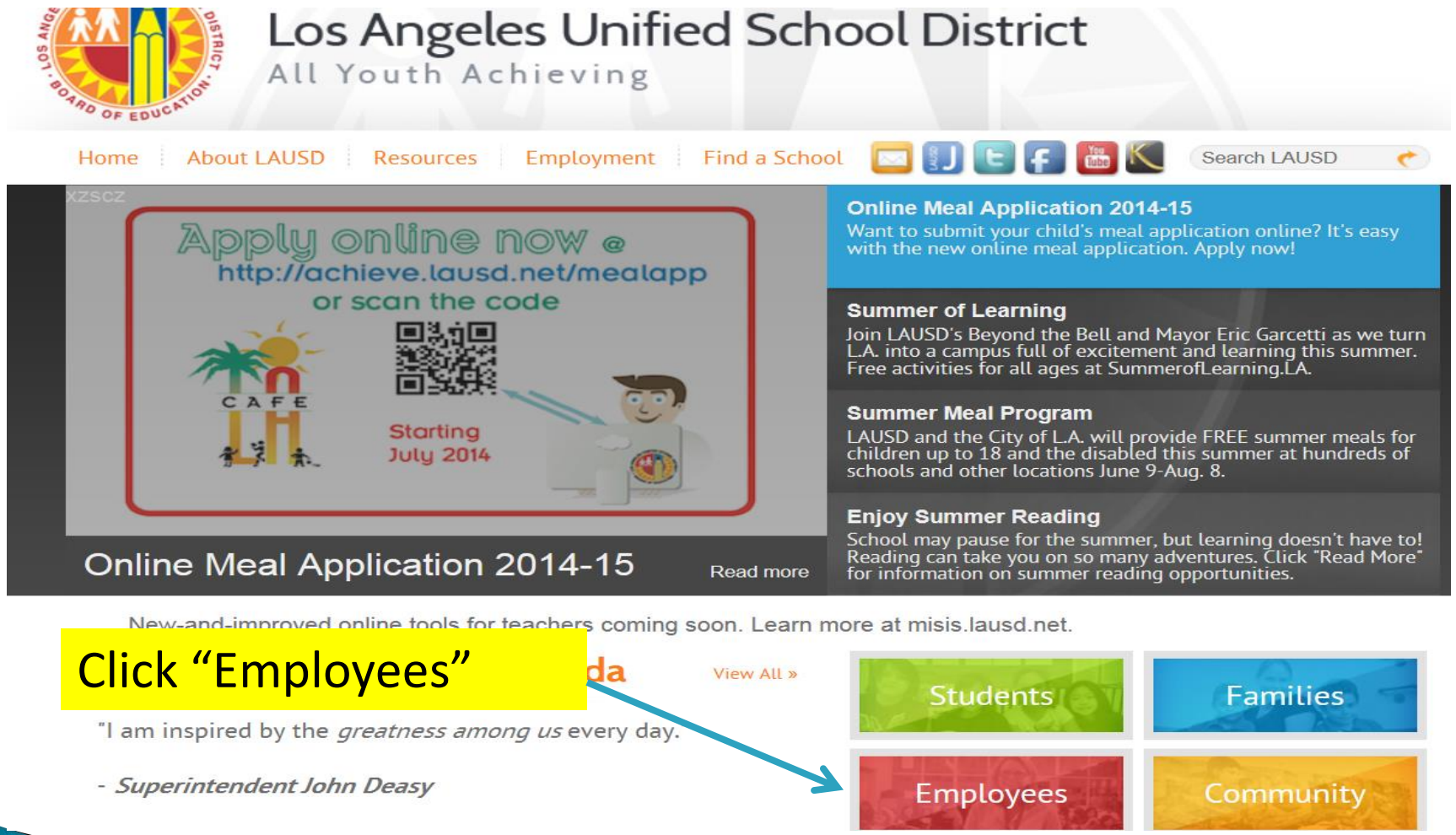
District provided CCSS aligned assessments
Identify other CCSS aligned assessments
Develop your own CCSS aligned assessments

- This school year, specific performance and writing assessments are being developed that include a selection (piece of text, video) that require an opinion (informative) style written response
- To increase the rigor next year, students will be given one or two pieces of text with a picture or artifact and will be given text dependent questions, in addition to a written response

Smarter Balanced Assessments:

- All students in grades 3-8 and 11 will be required to take the Smarter Balanced Assessment
- The data was not used last year for accountability purposes and the District is still deciding whether or not to use the data collected this year for accountability purposes
- The computer-based Smarter Balanced Field Test will be administered again to students in California schools from March 18 to June 6, 2015 (respectively).
- Individual schools were assigned six weeks within that window to administer the test. **The six-week window for all LAUSD single track schools is from April 1 to May 16, 2015 (respectively).**

LAUSD Web-site Resources



Click “Employees”

LAUSD Web-site Resources

How much will this cost me?
LAUSD provides this service at no cost to you. The Customer Service Staff is available with access to subject matter experts, research and referral services, and all of our online resources at no cost to you.

Who is eligible for this service?
All current and displaced District employees, and, in some instances, LAUSD families and the community. Inquiries may include recent news, to concerns regarding payroll, benefits, employment, medical, mental health, financial and legal issues.

Are services and referrals confidential?
Your phone calls, your e-mails, your referrals, everything you tell us will be kept strictly confidential, in accordance with federal and state laws.

Address questions regarding
- Payroll
- Benefits
- Certificated and classified personnel concerns
- Retirement
- Frequently asked questions

Direct you to LAUSD online resources regarding
- District policies and procedures

Referrals to
- Employee Assistance Program - financial services, childcare and eldercare assistance, legal services, etc.
- Resources for mental health and behavioral support

The LAUSD Employee Service Center is also available for walk-in service.

Monday-Friday: 8 a.m. to 5 p.m.

333 S. Beaudry Avenue, 1st Floor
Los Angeles, CA 90017

Telephone: (213) 241-6670
Fax number: (866) 761-7413
Website: http://employeeservice.lausd.net
E-mail: employeeservice@lausd.net

If you or someone you know is feeling suicidal, please call the Crisis Line at (877) 550-2525. Crisis counselors are available 24 hours/day, 7 days/week. Services available in Spanish.
If you need immediate help, please call 911 or go to the nearest emergency room.

YOUR Employee Service Center

Los Angeles Unified School District
Office of the Superintendent-School Operations

Employee Service Center

333 South Beaudry Avenue, 1st Floor
Los Angeles, CA 90017
Monday—Friday: 8:00 a.m.—5:00 p.m.

Website: http://employeeservice.lausd.net
E-mail: employeeservices@lausd.net
Fax Number: (866) 761-7413

(213) 241-6670

LAUSD Web-site Resources

Payroll, personal information

Employees

Employee Tools

- Employee Self-Service
- Human Resources Quick Links
  - New Teacher Resources
  - Teach in L.A.
  - SubFinder (877) LAUSD SUB
- Classified Talent and Acquisitions Branch
- MyPay
- Employee Email
- LAUSD Single Sign-On Console
- Reassignment to new Basis and Calendars
- Child Abuse Awareness
- ITD Employee Customer Service
- Leave of Absences
  - Certificated
  - Classified
- LAUSD Ethics Office
- Union Contracts
- Report Waste, Fraud, and Abuse

S F E C

- Welcome Employees
- Employee Service Center
- **Employee Tools**
- School-Based Quick Links & Tech Apps
- Professional Development
- Employee Benefits
- Payroll Services
- Career Opportunities
- Retirement Reception
- Administrator Calendar
- Central Office Calendar

LAUSD Resources

Division of Special Education
Los Angeles Unified School District

Schools for All Children
Division of Special Education

Home | Families | Students | Employees | Policies and Procedures | Instruction | Operations

Special Education Policies and Procedures

Background and Purpose

The ***Policies and Procedures Manual*** provides the concepts and framework to understand how to effectively implement a special education program, delivery services, and everything you need to know about special education in Los Angeles Unified School District.

The Policies and Procedures Manual is designed to be used as a:

- Process guide for implementing special education policies
- Reference for answering questions
- Staff development tool
- Source for resources of support and assistance

It is expected that District personnel will serve students with disabilities and their families in a manner consistent with these District policies and procedures regarding special education.

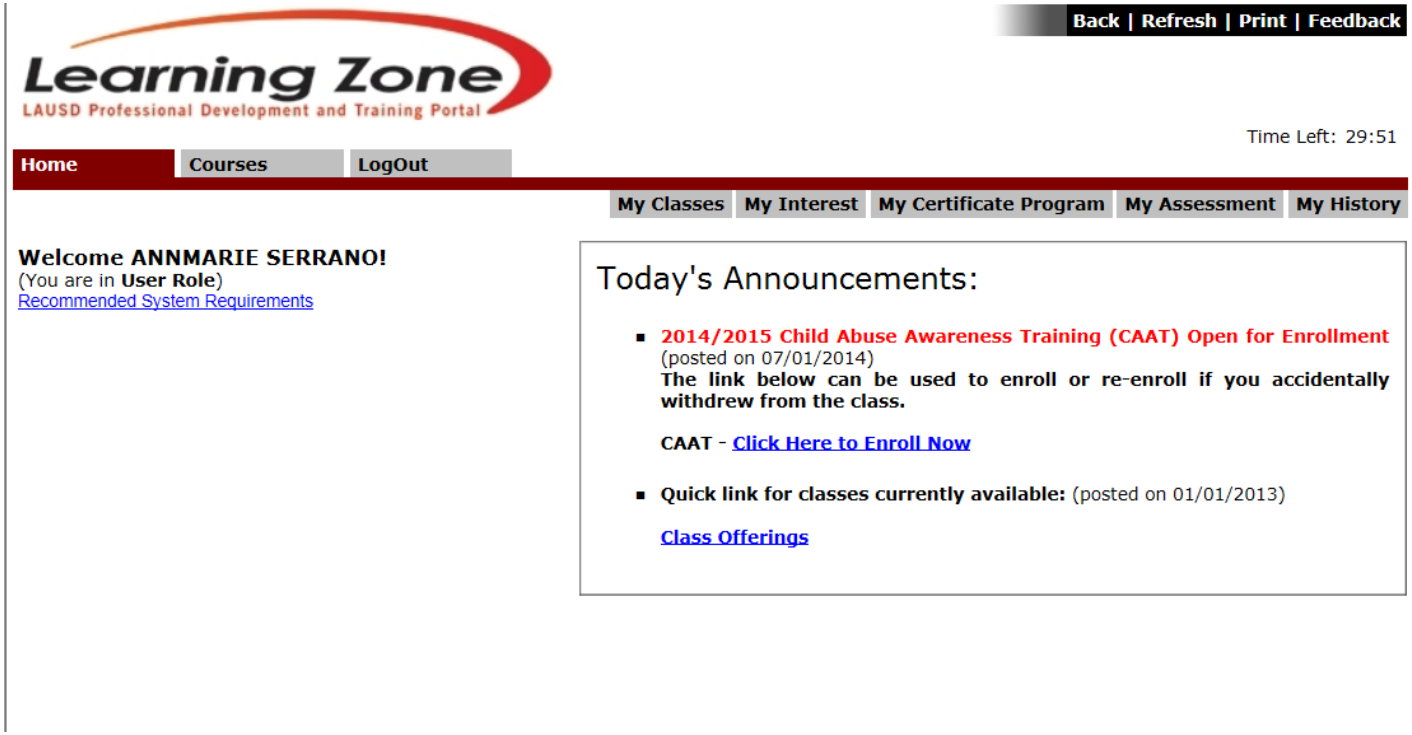
IEP Policies and Procedures

Below are links to policies and procedures pertaining to the development of a student-centered IEP and a process-driven IEP Meeting. There are sixteen major parts and a glossary of terms:

- **Search and Serve**
- **Section 504**
- **Procedural Rights and Safeguards**

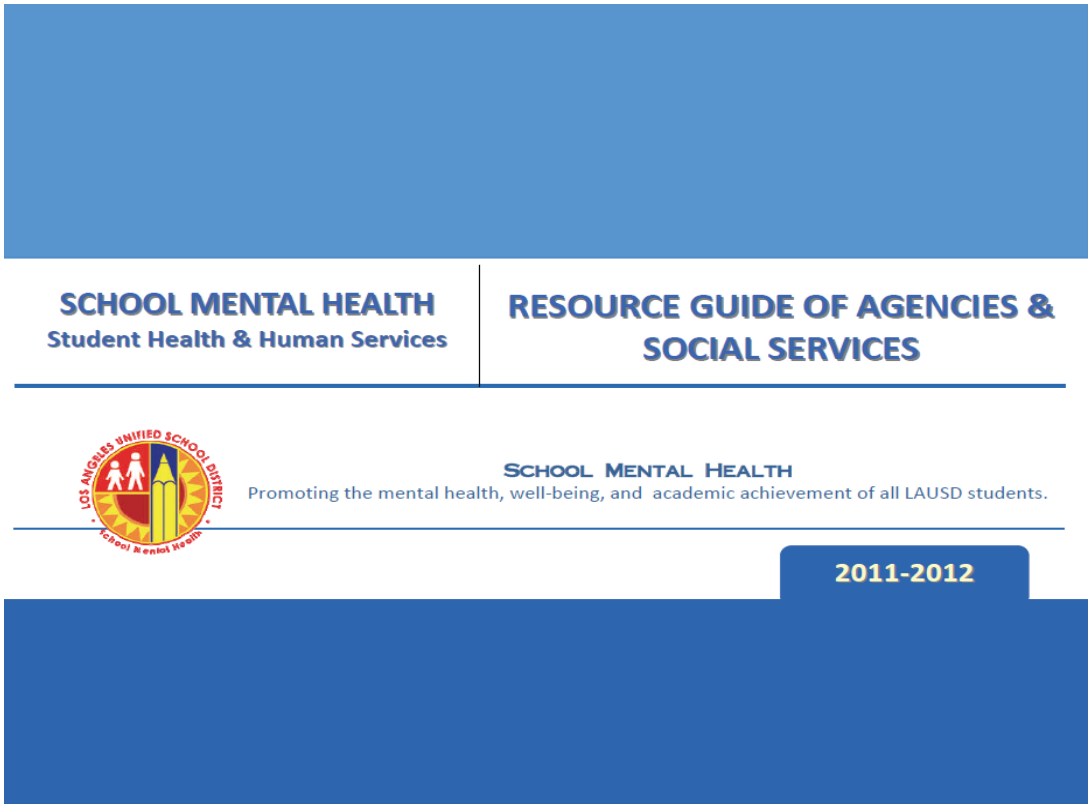
LAUSD Special Ed Policies and Procedures

LAUSD Web-site Resources



Learning Zone Portal

LAUSD Web-site Resources



LAUSD School Mental Health Resource Guide

How Do I Refer a Student to School Mental Health?

LAUSD Community Partnerships

LA County Resource Guide