

SINGLE PLAN FOR STUDENT ACHIEVEMENT

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LEARNING OUTCOME

Understand the purpose and process for
writing the SPSA pages for *English
Learner Programs*

**SCHOOLS CONTINUE TO PLAN ALL YEAR
LONG.**



GROUNDING

Selected District Level Data - 1964733--Los Angeles Unified
for the year 2017-18

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Los Angeles Unified	1964733	621,414	143,196 (23.0 %)	218,752 (35.2 %)	31,718 (20.1 %)
<u>County Total:</u>		1,492,652	305,310 (20.5 %)	424,365 (28.4 %)	55,811 (16.9 %)
<u>State Totals:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

1. Look at the color of your card.
2. Locate others with the same color and form a group.
3. Each group locates the data corresponding to their cards.
4. Read the data on you card.
5. Discuss with your group.

Master Plan Programs	Elementary	Middle	High
Structured English Immersion	454	83	90
Mainstream English Program	363	61	68
Accelerated Learning Program for LTEL	1	82	97
Mainstream – Withdrawn by Parent Request	25	28	32
Newcomer Program		12	20
Newcomer with Primary Language Instruction Spanish		2	7
			9
Spanish Dual Language Program	58	6	2
Korean Dual Language Program	6	1	1
Mandarin Dual Language Program	2	2	2
Arabic Dual Language Program	1		1
Armenian Dual Language Program	2		2
Spanish Transitional Bilingual Program	11		11
Korean Transitional Bilingual Program	1		1
Spanish Maintenance Bilingual Program	8		8
Foreign Language Immersion - Spanish	1		1
Foreign Language Immersion - French	1		1
Foreign Language Immersion - Mandarin	2		2
Grand Total	936	277	317

Ad-Hoc Date: 2-6-2018

Master Plan Programs	Number of English Learners
Structured English Immersion	76561
Accelerated Learning Program for LTEL	20064
Mainstream English Program	8232
Spanish Dual Language Program	3842
Spanish Maintenance Bilingual Program	529
Spanish Transitional Bilingual Program	431
Newcomer with Primary Language Instruction Spanish	404
Mainstream – Withdrawn by Parent Request	348
Newcomer Program	343
Korean Dual Language Program	245
Mandarin Dual Language Program	149
Korean Transitional Bilingual Program	97
Armenian Dual Language Program	67
Foreign Language Immersion - Spanish	29
Foreign Language Immersion - Mandarin	10
Foreign Language Immersion - French	7
Arabic Dual Language Program	2
Grand Total	111,360

Ad-Hoc Date: 2-6-2018

*Be ready to
share your
information
with the group.*

SHARE OUT...



WHAT IS THE SINGLE PLAN FOR STUDENT ACHIEVEMENT?

- **An action plan developed with the input of all stakeholders that describes the school's instructional program.**

SPSA



WHAT IS THE SINGLE PLAN FOR STUDENT ACHIEVEMENT?

- An action plan developed with the input of all stakeholders that describes the school's instructional program.
- **The goals section of the plan describes how the school will meet the educational needs of students.**

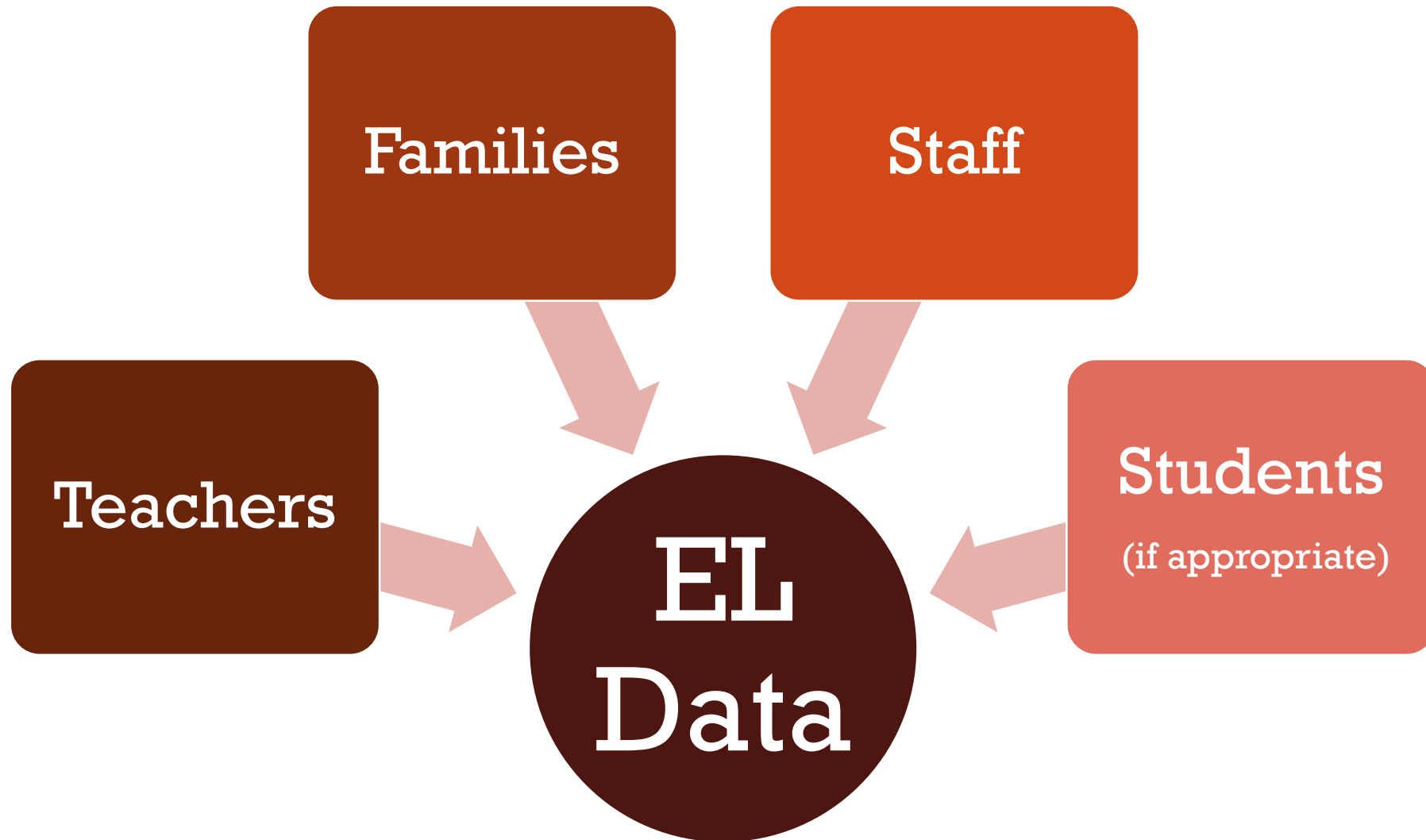
Section 5

Goals Section

SPSA Goals



ALL STAKEHOLDERS REVIEW STUDENT DATA AND GIVE INPUT ABOUT THE INSTRUCTIONAL PROGRAM FOR ENGLISH LEARNERS:



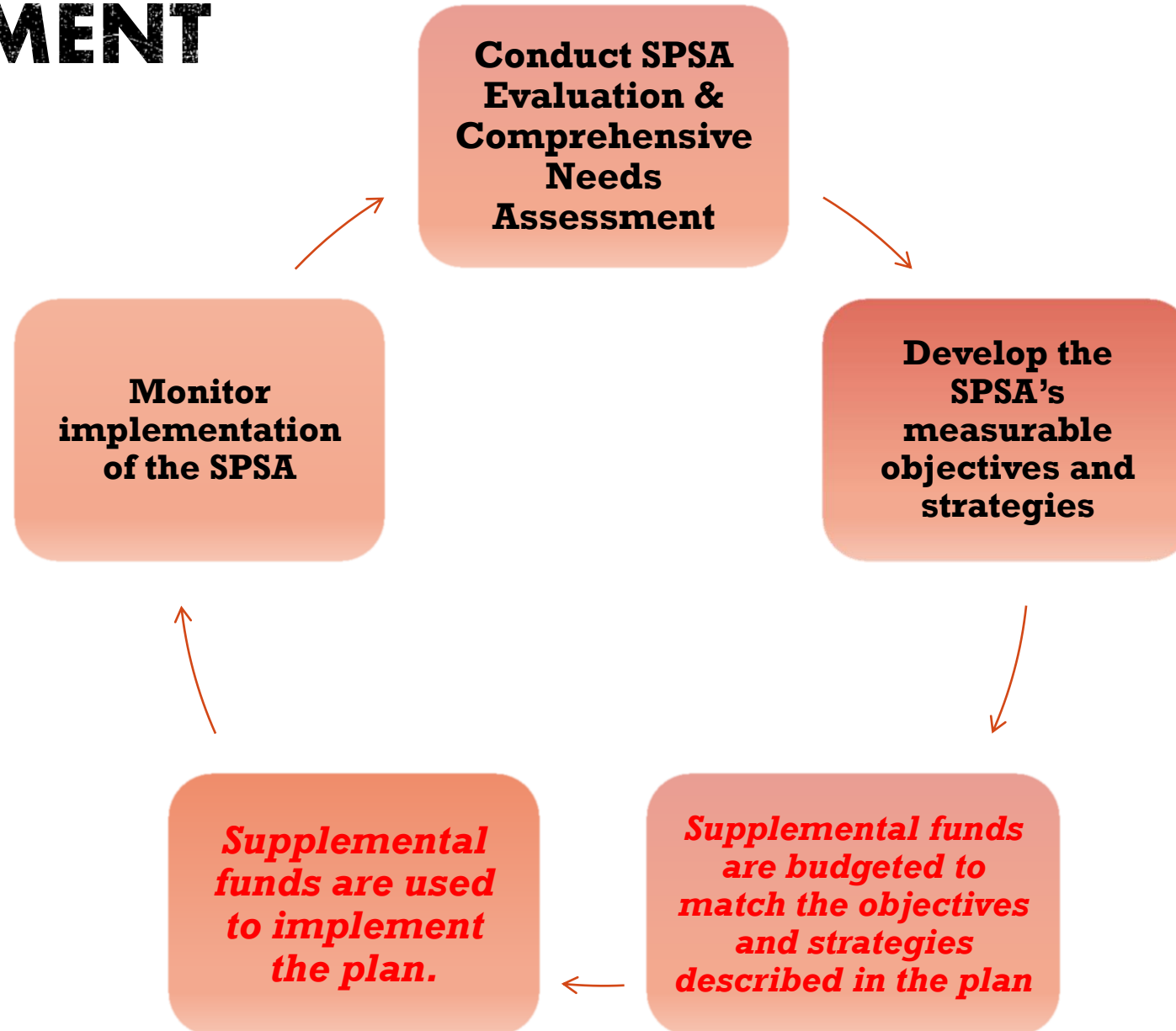
**THE SCHOOL SITE ELAC MAKES RECOMMENDATIONS
RELATED TO THE PLAN FOR THE ENGLISH LEARNER
PROGRAM:**

<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and prioritized (if more than one Measurable Objective is identified).</p>	<p>appropriate.</p> <ul style="list-style-type: none"> Tutoring for ELs will be conducted in small groups (10-12 students). Ensure that classrooms, materials, and computer lab time are provided and scheduled to optimize tutoring program. <p>Use Coordinator XIZ time and Instructional Coach XIZ time to conduct intervention planning and perform data analysis.</p> <ul style="list-style-type: none"> Assist with data analysis to identify students for tutoring. Analyze data from assessments in the tutoring program. Assist teachers with planning instruction based on data. Day to day substitutes to be used for teachers of ELs to attend Student Support and Progress Team (SSPT) meetings as appropriate. SSPT will meet monthly for EL monitoring and individual referrals. Referring teachers will be released to attend SSPT meetings for their referred students. LTEL Course teacher and/or ELA teacher will be released as necessary to attend SSPT meetings for their students 	<p>7/12/6/30/</p>	<p>24</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and prioritized (if more than one Measurable Objective is identified).</p>
<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and prioritized (if more than one Measurable Objective is identified).</p>	<p>selected from mathematics, ELA, ELD (LTEL course teacher), social studies, and science.</p> <ul style="list-style-type: none"> Upon returning teachers will present key learning and instructional strategies during banked time. 	<p>Effective Classroom Instruction</p> <p>The EL Designee (with differential) will provide demonstration lessons using reciprocal teaching strategies, conduct professional development around access to core content for ELs, and gather, format, and present data relevant to the English Learner program at the school site.</p> <ul style="list-style-type: none"> Conduct lesson studies and debriefs with ELA, mathematics, social studies, and science departments in cooperation with the instructional coach. Conduct weekly classroom observations and subsequent debriefs focused on integrated ELD. Participate in school-wide professional development planning and delivery. Function as a resource for data and data analysis related to English Learners. Provide and present data for teachers, leadership team, and parents as appropriate. Conduct CELDT awareness activities focused on ELs in cooperation with the Instructional Coach. <p>The Instructional Coach will work with core content teachers to incorporate integrated ELD strategies into core content area instruction, and with ELD/LTEL Course teachers to support them in improving Designated ELD instruction.</p> <ul style="list-style-type: none"> Serve as the LTEL Designee Conduct lesson studies and debriefs with ELD and other core content area teachers in cooperation with the Categorical Program Advisor. Participate in school-wide professional development planning and delivery. Conduct daily classroom observations and subsequent debriefs focused on Integrated and Designated ELD. Guide teachers in the use of ELD Standards-based lessons and progress monitoring tools. 	<p>Interventions Beyond the Regular School Day and Other Supports</p> <p>Use Tutor Teacher X time to pay teachers to conduct after-school tutoring for LTELs.</p> <ul style="list-style-type: none"> Students needing support in ELA or Math will receive tutoring as appropriate. Students needing additional ELD support will receive tutoring as appropriate. 	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and prioritized (if more than one Measurable Objective is identified).</p>
<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and prioritized (if more than one Measurable Objective is identified).</p>	<p>The school's narrative must identify and add Learners' needs. If a purchase is multi-fund related funding source(s) and percentage(s) description below.</p> <p>Professional Development</p> <p>Enhance English Learners' English language development progress towards reclassification through research Designated ELD strategies, and school-wide CE activities.</p> <ul style="list-style-type: none"> Use banked time and PD Teacher XIZ time Designated ELD PD to ELD and LTEL co-teachers <ul style="list-style-type: none"> Reciprocal Teaching strategies purposeful grouping and student interactions in ELD/LTEL classes Academic vocabulary development California ELD Standards and ELD based progress-monitoring tools Analysis, Conversation Analysis, Analysis, and Language Learning Use Department Meetings and PD Teacher provide integrated ELD PD to all teachers <ul style="list-style-type: none"> Constructive Conversation skills structured student-to-student academic language Kagan strategies for purposeful interaction Academic vocabulary development discipline-specific reading and writing EL Designee and Instructional Coach will plan/facilitate PD outside of the assignment. Provide day-to-day substitutes for data and departmental planning to release teachers <ul style="list-style-type: none"> Plan common lessons incorporating integrated ELD strategies to study. Conduct peer observations of co-teaching and debrief Analyze student work and data to study. Include analysis using ELD based progress monitoring tools Send 5 teachers to the annual C Association for Bilingual Education Teacher Regular, Conference AA 	<p>begin and</p> <p>source?</p>	<p>Los Angeles Unified School District 2016-2017 Single Plan for Student Achievement ACADEMIC GOAL ENGLISH LEARNER PROGRAMS Designated and Integrated English Language Development (ELD)</p> <p>LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>I. Indicate all data reviewed to address this Academic Goal:</p> <p><input type="checkbox"/> School Experience Survey <input type="checkbox"/> School Quality Improvement Index Report <input checked="" type="checkbox"/> Data Summary Sheet</p> <p><input checked="" type="checkbox"/> CELDT /AMAOs <input type="checkbox"/> Student Grades <input checked="" type="checkbox"/> MyData <input type="checkbox"/> Other: CDE Dataquest, SRI data (SAM) <input type="checkbox"/> SBA</p> <p>II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum:</p> <ul style="list-style-type: none"> AMAO1: 39% of ELs at Bartlett MS met CELDT growth target (moving up 1 CELDT level) in 2014-15. This was a 2 percentage point increase from the previous year. <ul style="list-style-type: none"> Highest rate of CELDT growth was among students at the Early Advanced (ENG Proficient) level at 57.1%. CELDT growth was 56% and 41% for students at Early Intermediate and Beginning levels Lowest rate of CELDT growth for students at the Intermediate and Early Advanced (not proficient): 31% and 33% 31/6 ELs, 107 increased CELDT level, 171 stayed the same, and 38 decreased. AMAO 2: 16% of ELs (less than 5 years) reached English Proficiency as measured by CELDT, which was down 5 points from the previous year. 20% of ELs (more than 5 years - LTELs) reached English Proficiency as measured by CELDT in 2014-15, which was down 4 percentage points from the previous year. <ul style="list-style-type: none"> 20% of 6th graders, 27% of 7th graders, and 23% of 8th graders reached English proficiency as measured by 2014-15 CELDT For LTELs (278 out of 360, or 77% of ELs), 125 or 45% scored intermediate or their most recent CELDT, however 71 or 26% are scoring Early Advanced or Advanced (English Proficient). Only 10 or 0% are Early Advanced/Advanced (not English Proficient). SRI: In 2014-15 16% of ELs at Bartlett MS scored Basic or above on the Scholastic Reading Inventory (SRI) POPULATION: In 2012-13, 23% of students were LEP, and 51% RFP. In 2013-14, 24% of students were LEP and 50% were RFP. EOs and IFEPs comprised 26% of students in 2012-13 and 2014-15. Mostly stable. PARENT ENGAGEMENT: In 2013-14 82% of parents indicated they "agreed" or "strongly agreed" with the following statement—"This school provides opportunities to help me support my child's learning." This was down 7 percentage points from the previous year. STUDENT ENGAGEMENT: In 2013-14 58% of students indicated they "agreed" or "strongly agreed" with the following statement—"That adults on campus listen to what they have to say." This was up three percentage points from the previous year. In addition, the percentage of students who agreed or strongly agreed that they felt safe on campus rose 10 percentage points during the same time period, from 64% to 74%. <p>III. State the School's Measurable Objective(s):</p> <p>By June 2017 Bartlett Middle School's percentage of Long-Term English Learners will decrease by 15%, from 77% to 52% of the EL population.</p> <p>IV. Focus Areas</p> <p>Describe the Research-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Research-based Strategy(ies).</p> <p>On what dates will the Actions</p> <p>How will the school measure the effectiveness of each Action?</p> <p>What is the school buying?</p> <p>What is the Budget item No.?</p> <p>How much does it cost?</p> <p>What is the FTE?</p> <p>What is the program funding</p>	<p>*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and prioritized (if more than one Measurable Objective is identified).</p>

WHAT IS THE SINGLE PLAN FOR STUDENT ACHIEVEMENT?

- An action plan developed with the input of all stakeholders that describes the school's instructional program.
- The plan describes how the school will meet the educational needs of students.
- **It outlines how supplemental funds will be used for this purpose.**

CYCLE OF CONTINUOUS IMPROVEMENT



SCHOOL SITE ELAC'S ROLE AND RESPONSIBILITIES

- According to California Education Code 52852 the SSC is required to collaboratively develop and approve the SPSA **with written advice from appropriate school advisory committees (ELAC, etc.)**.
- Expenditures described in the SPSA must be **aligned to data that will address specific needs** and must be annually evaluated by the School Site Council.

THE PURPOSE OF THE SPSA

- To ensure that all students reach high academic standards according to District and state objectives.
- To identify strategies, actions and tasks that address the educational needs of all students, including English learners.

An important part of the SPSA is the school's plan to ensure that all English Learners become proficient in English and grade-level skills.

FROM EL DATA TO STRATEGIES:

The Target percentage of English Learners who reach English proficiency is 24% as measured by CELDT.

24% of Long Term English Learners (LTELs) reached English Proficiency in 2015-16.

20% of LTELs reached English Proficiency in 2015-16.

The percentage of LTELs who are reaching English proficiency decreased 4 percentage points from 2015-16 to 2016-17.

STRATEGIES

PROFESSIONAL DEVELOPMENT

Provide Saturday workshops for teachers. The topic of the training is teaching English language skills to English Learners across the curriculum.

EFFECTIVE INSTRUCTION

INTERVENTION

PARENTS AS PARTNERS



Provide parent workshops on how to support student's growth in English language skills at home.



STRATEGIES TOOLBOX

Single Plan for Student Achievement: DELAC Toolbox



 FOCUS AREAS	 STRATEGIES	
	When/Where/How	What
PROFESSIONAL DEVELOPMENT <i>(Training for teachers and staff members who work with English Learners)</i>	<ul style="list-style-type: none"> • After school • Saturdays • At conferences • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Working more effectively with English Learners • Teaching literacy • Teaching specific English language skills • Teaching language across the curriculum • Teaching Long Term English Learners (LTELs) • Teaching English Language Development (ELD) • English Language Development Standards • Making sure all students reach English proficiency • Assessing English Learners' learning • Monitoring English Learners' progress
EFFECTIVE INSTRUCTION <i>(Improving teaching and learning for English Learners)</i>	<ul style="list-style-type: none"> • During the school day • After school • Saturdays • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Time for teachers to analyze English Learner student data • Time for teachers to plan lessons/units/projects together • Time for teachers to plan parent workshops • Time for teachers and staff to lead parent workshops • Time for teachers to observe each other in the classroom • Time for teachers to debrief classroom observations
INTERVENTION <i>(Providing extra support for English Learners according to their needs)</i>	<ul style="list-style-type: none"> • During the school day • In the classroom • Outside the classroom • After school • Saturdays • Summer 	<ul style="list-style-type: none"> • Reading/literacy • Specific English language skills • Subject area skills: helping English learners be successful in English Language Arts (ELA), Math • Language needed to succeed in academic subject areas • For newcomer students • For LTELs • For English Learners not making adequate progress towards reclassification
PARENTS AS PARTNERS <i>(School and parents working together to support English Learners' academic achievement)</i>	<ul style="list-style-type: none"> • During the school day • Evenings • Saturdays • In the Parent Center • At conferences • Parent training provided by: <ul style="list-style-type: none"> ○ Teachers ○ School staff (coach, EL Designee) ○ Local District or PCSS 	<ul style="list-style-type: none"> • English Learner-related topics on the Parent and Family Center calendar • Demonstrations of classroom instruction (by teachers) • ELD Standards • What parents can do at home to support learning • Questions to ask teachers about English Learner progress or learning • Process and development of the Single Plan for Student Achievement (SPSA) • Effective Parent and Family Centers • Effective parent/teacher conferences • Reclassification awareness • Long Term English Learner progress

GUIDED PRACTICE:

The Target percentage of English Learners who made annual progress in learning English, as measured by CELDT.

In 2015-16, 34% of Bartlett Middle School's ELs increased CELDT level, 54% stayed the same, and 12% decreased.

The target for 2015-16 was 60.5%.

Bartlett Middle School did not meet the AMAO 1 target in 2015-16.

STRATEGIES

PROFESSIONAL DEVELOPMENT

Provide extra training to teachers on _____.

EFFECTIVE INSTRUCTION

Provide time for teachers to analyze _____ data and plan lessons to help English Learners _____.

INTERVENTION

Provide intervention to _____ in order to improve _____.

PARENTS AS PARTNERS

Provide parent workshops on _____.



INDEPENDENT PRACTICE:

RECLASSIFICATION: The district’s 2016-17 goal was a reclassification rate of 20%.

Bartlett Middle School’s reclassification rate in 2015-16 was 11%.

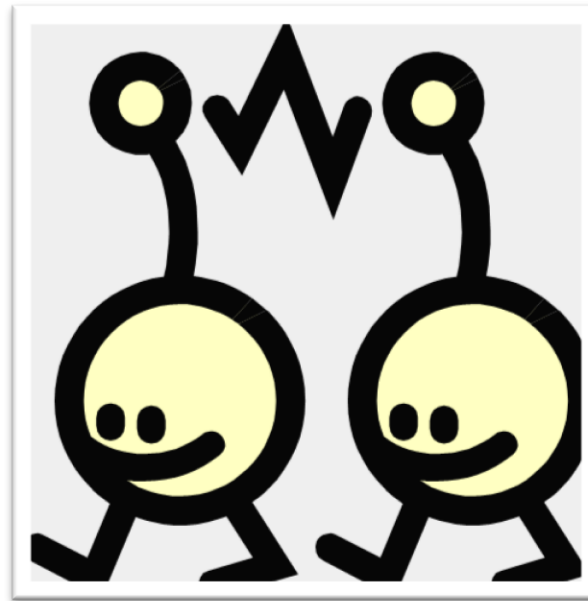
Bartlett Middle School’s reclassification rate in 2016-17 was 20%.

The school’s reclassification went up, but did not meet the district’s goal for 2016-17.

STRATEGIES	
PROFESSIONAL DEVELOPMENT	•
EFFECTIVE INSTRUCTION	•
INTERVENTION	•
PARENTS AS PARTNERS	•



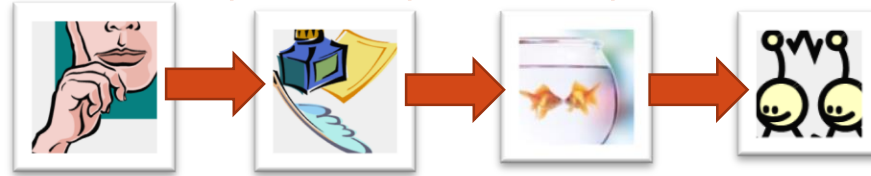
SHARE OUT...



Each table shares one strategy with the whole group.



Think, Ink, Pair, Share



Based on our district's English Learner data,
which strategies might you recommend for
LAUSD?

LEARNING OUTCOME

Understand the purpose and process for
writing the SPSA pages for *English
Learner Programs*



The limits of my language mean the limits of my world.

-Ludwig Wittgenstein



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