



LOS ANGELES UNIFIED SCHOOL DISTRICT

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

Parent, Community and Student Services
1360 W. Temple Street, Los Angeles, CA 90026
(213) 481-3350
PCSS Auditorium
Friday, February 13, 2015
9:00 a.m. – 12:00 p.m.

Meeting AGENDA

- | | | |
|-------|--|---|
| I. | Welcome/Call to Order | Lina Simeone, Chairperson |
| II. | Pledge of Allegiance | Member |
| III. | Update | Rowena Lagrosa, Chief Executive Officer
Parent, Community and Student Services |
| IV. | Public Comment
<i>Five speakers, two minutes each</i> | Enoe Teran, Parliamentarian |
| V. | Chairperson's Report | Lina Simeone, Chairperson |
| VI. | Roll Call/Establish Quorum | Jocelyn Nicdao, Secretary |
| | <i>Action Item</i> | |
| VII. | Minutes
Review and approval of minutes | Jocelyn Nicdao, Secretary |
| | <i>Action Item</i> | |
| VIII. | Motion
<i>Motion to change DELAC meeting start time to 10:00 a.m.</i> | Lina Simeone, Chairperson |
| IX. | Presentations <ul style="list-style-type: none">• Comprehensive Needs Assessment<ul style="list-style-type: none">➤ Recommendations• Single Plan for Student Achievement<ul style="list-style-type: none">➤ Recommendations | Ismael Berver, El Programs Specialist
Multilingual and Multicultural Education
Department |
| X. | Announcements from members and PCSS Staff | Mario Castillo, Vice-Chairperson |
| | <i>Action Item</i> | |
| XI. | Adjournment | Lina Simeone, Chairperson |

Visitors' parking is limited; please make plans to carpool or arrive early.

To review and obtain copies of materials, please visit the Parent, Community and Student Services office. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please call Angelina Cardenas at (213) 481-3350 or email her at angelina.cardenas@lausd.net at least 24 hours in advance. Child care is not provided.



DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

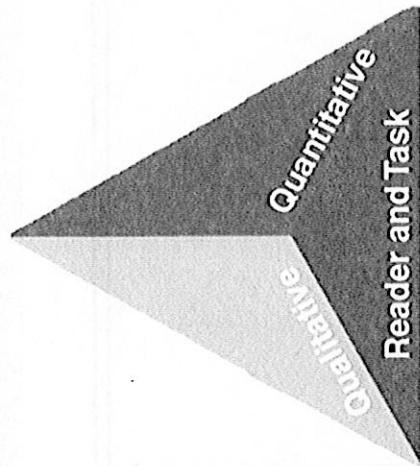
COMITE ASESOR DEL DISTRITO PARA ESTUDIANTES APRENDICES DE INGLES

Servicios para los Padres, la Comunidad y los Estudiantes
1360 W. Temple Street, Los Angeles, CA 90026
(213) 481-3350
Auditorio de PCSS
Viernes, 13 de febrero de 2015
9:00 a.m. – 12:00 p.m.

Reunión
AGENDA

- | | | |
|-------|--|---|
| I. | Bienvenida/Llamada al Orden | Lina Simeone, Presidenta |
| II. | Saludo a la Bandera | Miembro |
| III. | Actualización | Rowena Lagrosa, Directora General |
| IV. | Comentario Público
<i>Cinco oradores, dos minutos cada uno</i> | Enoe Terán, Parlamentaria |
| V. | Reporte de la Presidenta | Lina Simeone, Presidenta |
| VI. | Pasar Lista/Establecer Quorum | Jocelyn Nicdao, Secretaria |
| VII. | Asunto a Tratar
Acta
Repaso y aprobación del acta | Jocelyn Nicdao, Secretaria |
| VIII. | Asunto a Tratar
Moción
<i>Moción para cambiar la hora de inicio de la reunión DELAC para las 10:00 a.m.</i> | Lina Simeone, Presidenta |
| IX. | Presentaciones
• Evaluación Integral de las Necesidades
➤ Recomendaciones
• Plan Único para el Rendimiento Académico Estudiantil
➤ Recomendaciones | Ismael Berver, Especialista de Programas EL
Departamento de Educación Multilingüe
Multicultural |
| X. | Anuncios por parte de los miembros y personal de PCSS | Mario Castillo, Vicepresidente |
| XI. | Asunto a Tratar
Clausura | Lina Simeone, Presidenta |

Hay un número limitado de estacionamiento para los visitantes; por favor planifique en compartir viaje o llegar temprano.
Para obtener copias de los materiales, por favor visite la oficina de Servicios para los Padres, la Comunidad y los Estudiantes. Para solicitar una adaptación relacionada con una discapacidad bajo la Ley para Americanos con Discapacidades (ADA, por sus siglas en inglés) por favor llame Angie Cardenas al (213) 481-3350 o envíe un correo electrónico a angelina.cardenas@lausd.net por lo menos 24 horas de anticipación.
No se provee cuidado de niños.



LANGUAGE LITERACY LEARNING

Comprehensive Needs Assessment & Single Plan for Student Achievement (SPSA)



MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT

Walk-About Survey

Has a child in an elementary school.	Can identify the four legally required ELAC topics.	Has a child in a secondary school	Has an ELAC committee with more than 20 parents
Has been to a board meeting before	Hosted a parent training in the last month		

OBJECTIVES

1. Comprehensive Needs Assessment
2. Single Plan for Student Achievement (SPSA)

OBJECTIVE 1

Comprehensive Needs Assessment



Purpose

The purpose of the the comprehensive needs assessment is to provide schools an opportunity to analyze the school's plan and data to make recommendations to increase student achievement.

Data Analysis for Needs Assessment

Identify successes

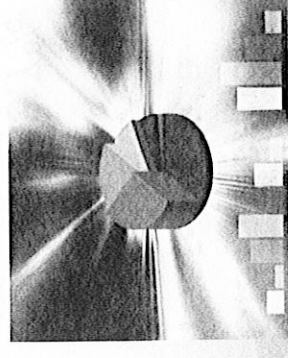
Identify areas of needs

Identify trends



Data

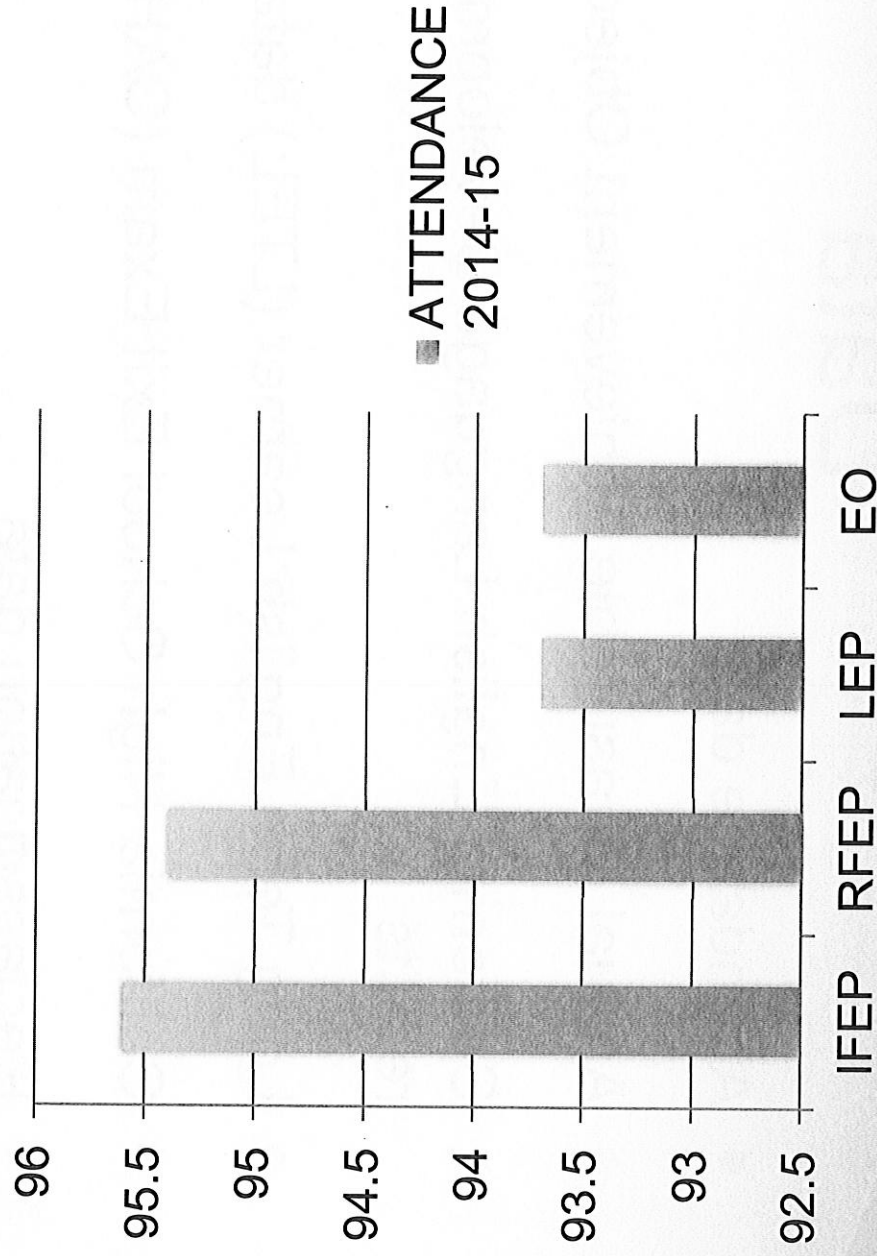
- Attendance data
- Annual Measurable Achievement Objectives (AMAO) data
- California English Language Development Test (CELDT) results
- Long Term English Learner (LTEL) data
- California High School Exit Exam (CAHSEE) data
- Reclassification data
- Periodic Assessments



Attendance Data

Language
Classification
Year-to-Date
Attendance Rate

ATTENDANCE 2014-15



EO 93.7%
LEP 93.7%
RFEP 95.4%
IFEP 95.7%
Overall 94.2%

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVE

AMAO 1- ELs making annual progress in learning English, as measured by the California English Language Development Test (CELDT)

-2014-15 California Department of Education target is 60.5%

AMAO 2- ELs attaining English proficiency, as measured by the CELDT

-2014-15 California Department of Education target is:

EL students less than 5 years in the program 24.2%

EL students more than 5 years in the program 50.9%

AMAO 1 Data

CELDT Annual Change

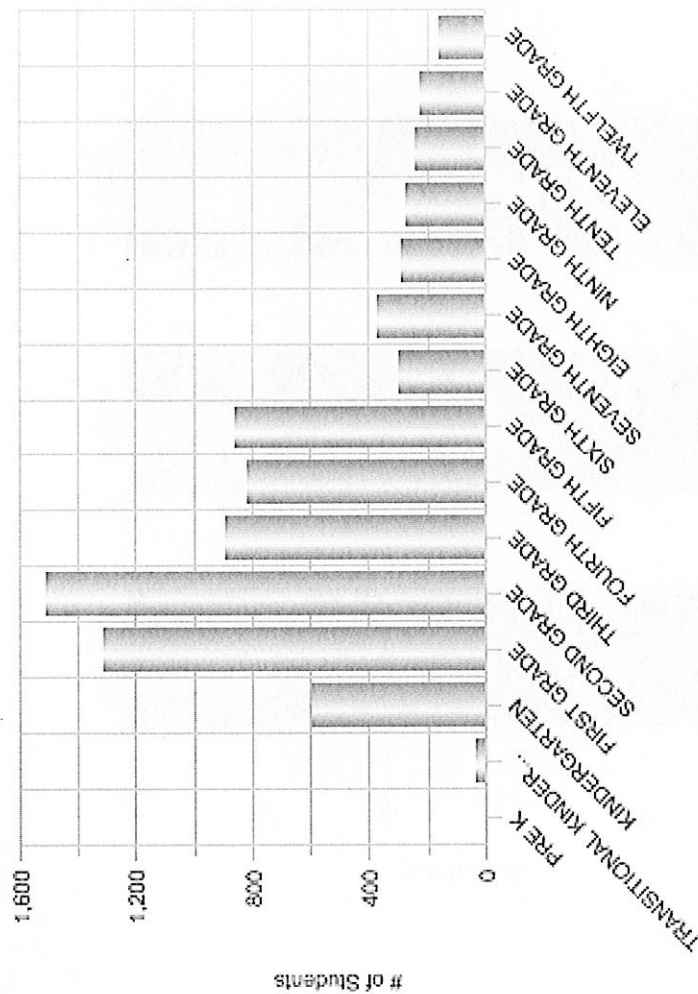
Annual Measurable Achievement Objective #1

School Year: 2012-2013 vs. 2013-2014

Grade Level	INCREASE	NO CHANGE	DECREASE	Total
TRANSITION KINDER	4	1		5
KINDERGARTEN	1,618	336	29	1,983
GRADE 1	17,202	2,594	309	20,105
GRADE 2	6,049	9,047	5,816	20,912
GRADE 3	4,854	6,850	2,578	14,282
GRADE 4	6,151	4,450	782	11,383
GRADE 5	4,941	3,109	383	8,433
GRADE 6	1,691	3,190	1,099	5,980
GRADE 7	2,632	2,792	591	6,015
GRADE 8	2,141	2,836	652	5,629
GRADE 9	1,937	3,232	1,121	6,290
GRADE 10	2,103	2,446	554	5,103
GRADE 11	1,874	1,800	306	3,980
GRADE 12	1,490	2,273	355	4,118
UNGRADED SPECIAL ED	1,447	3,304	911	5,662

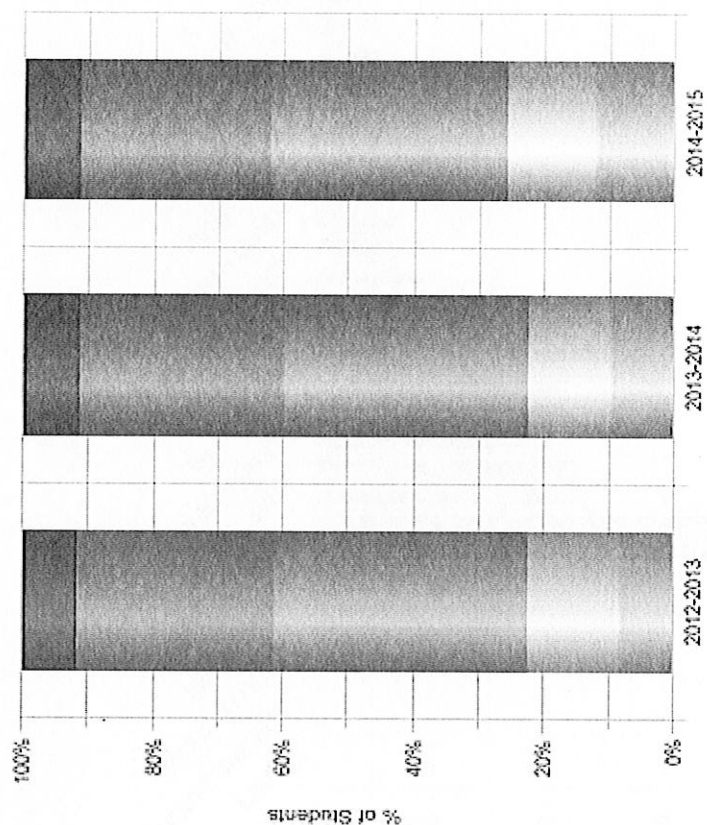
	INCREASE	NO CHANGE	DECREASE
Total	56,134	48,260	15,486

AMAO 2 Data



# Tested	# Possible FEP	% Possible FEP
1	0	0%
1,012	33	3%
4,276	593	14%
4,345	1,309	30%
4,487	1,508	34%
3,487	893	26%
2,730	819	30%
2,052	859	42%
1,234	295	24%
1,106	370	33%
1,035	290	28%
1,233	275	22%
978	241	25%
706	219	31%
835	156	19%
29,517	7,860	27%
# Tested	# Possible FEP	
29,517	7,860	

CELDT Data



	2012-2013	2013-2014	2014-2015
% Advanced	8%	9%	9%
% Early Advanced	30%	31%	29%
% Intermediate	39%	38%	37%
% Early Intermediate	14%	13%	14%
% Beginning	8%	9%	12%
Grand Total	139,269	127,088	23,562

CAHSEE Data

Performance of English Learners and RFEPS on CAHSEE by EL Years

Data refreshed weekly

Time Occurrence: 2013-2014

How are EL Students performing on the CAHSEE according to the length of time they have been in the U.S. schools?

Number of Years in School	Tested in ELA	Passed ELA	Passed ELA %	Proficient ELA	Proficient ELA %	Tested in Math	Passed Math	Passed Math %	Proficient Math	Proficient Math %
0 TO 3 YEARS	1,087	284	26.1%	20	1.8%	1,087	646	59.4%	162	14.9%
4 TO 5 YEARS	420	135	32.1%	9	2.1%	421	236	56.1%	58	13.8%
6 OR MORE YEARS	6,526	1,195	18.3%	84	1.3%	6,520	1,901	29.2%	292	4.5%
UNKNOWN	3	1	33.3%	1	33.3%	3	1	33.3%	1	33.3%
Total	8,036	1,615	20.1%	114	1.4%	8,031	2,784	34.7%	513	6.4%

How are RFEPS Students performing on the CAHSEE according to the length of time they have been in the U.S. schools?

Number of Years in School	Tested in ELA	Passed ELA	Passed ELA %	Proficient ELA	Proficient ELA %	Tested in Math	Passed Math	Passed Math %	Proficient Math	Proficient Math %
0 TO 3 YEARS	7,678	7,580	98.7%	5,590	72.8%	7,677	7,552	98.4%	5,982	77.9%
4 TO 5 YEARS	13,691	13,352	97.5%	7,948	58.1%	13,686	13,183	96.3%	8,995	65.7%
6 OR MORE YEARS	12,832	11,820	92.1%	2,757	21.5%	12,834	11,117	86.6%	4,395	34.2%
UNKNOWN	1					1				
Total	34,202	32,752	95.8%	16,295	47.6%	34,198	31,852	93.1%	19,372	56.6%

How are EL Students performing on the CAHSEE according to the length of time they have been in the U.S. schools?

	Tested in ELA	Passed ELA	Passed ELA %	Proficient ELA	Proficient ELA %	Tested in Math	Passed Math	Passed Math %	Proficient Math	Proficient Math %
Total	8,036	1,615	20.1%	114	1.4%	8,031	2,784	34.7%	513	6.4%
	Tested in ELA	Passed ELA	Passed ELA %	Proficient ELA	Proficient ELA %	Tested in Math	Passed Math	Passed Math %	Proficient Math	Proficient Math %
Total	34,202	32,752	95.8%	16,295	47.6%	34,198	31,852	93.1%	19,372	56.6%

Reclassification Data

Reclassification Readiness Report

Data Refreshed Weekly

Time Occurrence: 2012-2013

512	ENGLISH LEARNERS MEET ALL CRITERIA TO RECLASSIFY
3,124	PENDING TEACHER RECOMMENDATION (COURSE MARKS)
8,197	MISSING CELDT TO RECLASSIFY
7,759	MISSING CST (CAHSEE) TO RECLASSIFY
109,404	MISSING MORE THAN 1 CRITERIA TO RECLASSIFY
6,329	UNKNOWN
135,325	Grand Total

Total
135,325

Report ID: AGG22S.1

Reclassification Readiness Report

Data Refreshed Weekly

Time Occurrence: 2013-2014

3,680	ENGLISH LEARNERS MEET ALL CRITERIA TO RECLASSIFY
4,137	PENDING TEACHER RECOMMENDATION (COURSE MARKS)
5,475	MISSING CELDT TO RECLASSIFY
6,835	MISSING CST (CAHSEE) TO RECLASSIFY
119,925	MISSING MORE THAN 1 CRITERIA TO RECLASSIFY
3,177	MISSING DIBELS & WRITING TO RECLASSIFY
4,119	UNKNOWN
147,348	Grand Total

Total
147,348

Report ID: AGG22S.1

School Report Card Activity

ACCESS & ACHIEVEMENT

GOAL: PROFICIENCY FOR ALL STUDENTS

► What are the Common Core State Standards?

The Common Core State Standards give us a clear set of learning goals in English language arts and math. They are being used by most states in the country. They show what a student should know and be able to do by the end of each grade. These real - world standards prepare students for success in college, career and life.

Last year, LAUSD students took a practice test of the Smarter Balanced Assessments. This test measures student achievement of Common Core State Standards. Scores from this test are not available for 2013 - 14 but will be reported in coming years.

► Are English learners preparing for reclassification to Fluent English Proficiency (RFEP)?

English Learners who...	2012-13	2013-14	LAUSD Average
...are making progress on the California English Language Development Test (CELDT)	55%	64%	59%
...are scoring proficient on the CELDT	27%	26%	32%
...are passing English courses with "3" or better	31%	33%	32%
...have not yet reclassified in 5 years	4%	1%	8%

► Are students with disabilities getting access to general education?

Students with disabilities who...	2012-13	2013-14	LAUSD Average
...are present in General Education Program at least 80% of the school day	75%	74%	70%

School Report Card Activity

- Identify the section titled, “Are English Learners preparing for reclassification to Fluent English Proficiency (RFEP)?”

DELAC Recommendations to the LAUSD Board of Education

Recommendation: Needs Assessment

Based on today's presentation, please provide your recommendations related to the Needs Assessment.

1.

2.

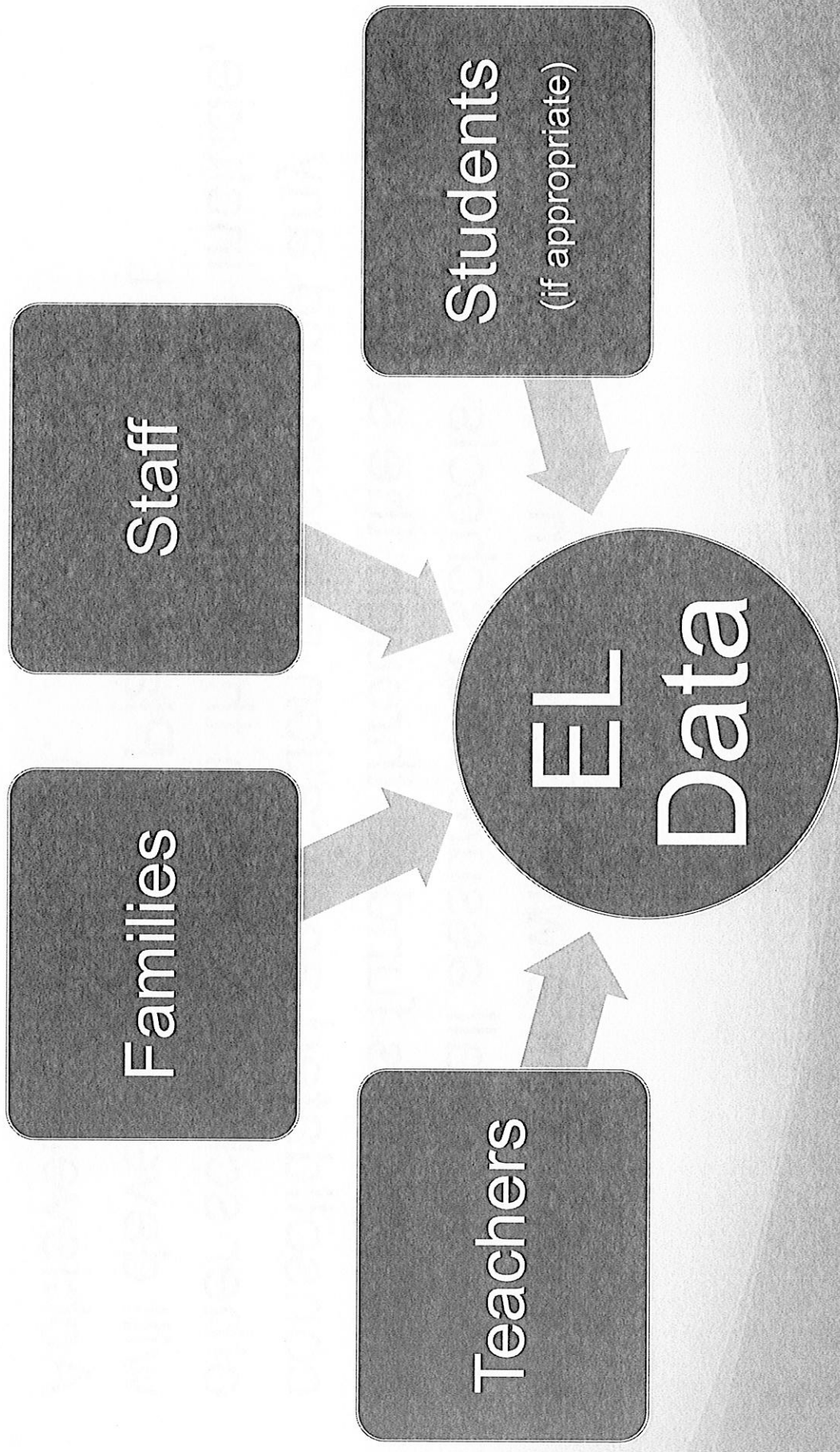
OBJECTIVE 2

Single Plan for Student Achievement (SPSA)

Purpose

In accordance with Education Code 64001, districts shall assure that schools participating in programs funded through the state's consolidated application process and any other school program they choose to include, will develop a Single Plan for Student Achievement (SPSA).

A variety of stakeholders should have a chance to analyze EL student data:



Data analysis leads to the Goal

Matrix:

Planning Version

Los Angeles Unified School District
2014-2015 Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
ENGLISH LANGUAGE PROGRAMS
English Language Development (ELD) and Access to Core

LEA 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.

***School Goal:** ☐ Identify data used to form this goal: ☐ AYP Report/CANSEE ☐ CORE Waver Data Report (if applicable) ☐ Y3 Data (CST) State Report ☐ Data Summary Sheet

☐ CELDT (A)AOs ☐ Student Grades ☐ Curriculum-Based Measures ☐ Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- What factors explain the changes in proficiency levels over time?
- Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?
- What factors explain the increase or decrease in the number of long-term English Learners (LELs)?

Key Strategies/Interventions: ☐ **2**

Focus Areas: ☐ **4**

Actions/Tasks to accomplish the LEA Goal/Action/Interventions must address English learner needs:

Focus Areas	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the action/task?	Start Responsible	Start Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)				
Maximum ELD Instructional Time				
Interventions to Close Achievement Gaps				

*School Goals should be measurable, focused, identified student learning needs, and intended to meet the LEA Goal. School Goals should be measurable, focused, identified student learning needs, and intended to meet the LEA Goal. School Goals should be measurable, focused, identified student learning needs, and intended to meet the LEA Goal.

1. Set a goal
2. Draw conclusions
3. Identify key Strategies—for ELD and for Access to Core
4. Determine what the school should do to accomplish its goals for ELs

Questions to Ask:

Identify data used to form this goal:		☐ CAHSEE	☐ CORE Waiver Data Report (if applicable)	☐ MyData
☐ CELDT / AMAOs	☐ Student Grades	☐ Curriculum-Based Measure:	☐ Data Summary	☐ (Port)

How do we know whether we are providing an effective instructional program for English Learners?

- Are ELs making adequate progress in ELD? How do we know?
- Are ELs mastering the grade-level learning standards in all areas of the curriculum? How do we know?

Access to Core
CELDT/AMAOs, Data Summary Sheet

Are students meeting the reclassification criteria within 5 years? How can we reduce our number of LTELs?

Access to Core
CELDT, Student Grades, MyData, Data Summary Sheet

What are the strengths and needs of our ELs?

- How have they responded to first instruction?
- What are our ELs' needs for intervention?

Intervention/RTI
Student grades, Curriculum-Based Measures

Identify Data Used

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?	• What factors explain the changes in proficiency levels over time? • Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment? • What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?
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What factors explain the changes in proficiency levels over time?

- English Learner's Data?

Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?

- What evidence can we provide?

What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?

- Identify the LTEL count
- Was there a change?

Key Strategies

Key Strategy(ies):

What strategies are going to be used to support ELs?

- English Language Development
- Access to Core (i.e. SDAIE)

We support ELs using ELD and SDAIE strategies.

What is ELD and SDAIE?

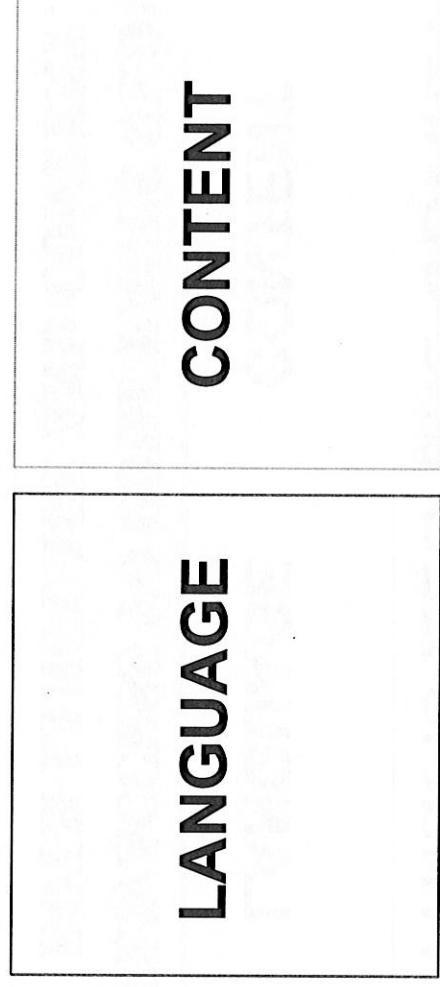
LANGUAGE

CONTENT

YOUR SPSPA ELD/ACCESS TO CORE PAGES SHOULD ADDRESS BOTH LANGUAGE AND CONTENT.

The two are inseparable. You need language to address content, and you need content to talk, read and write.

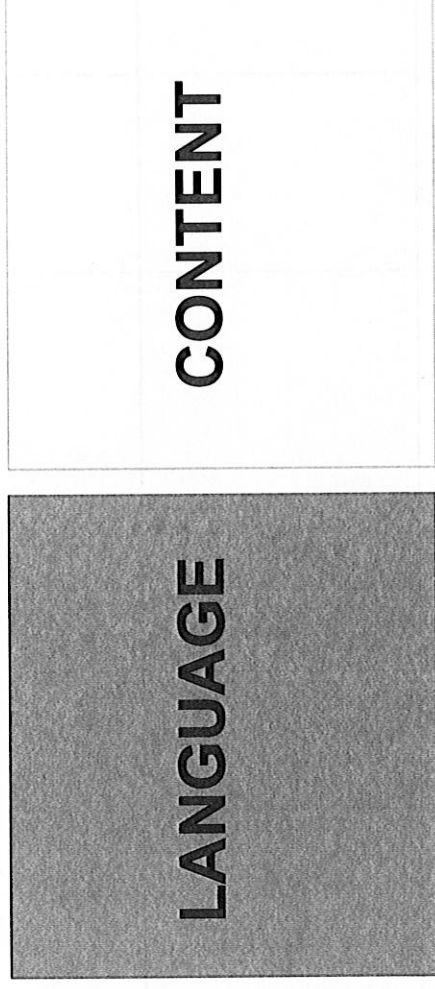
What's the difference between ELD and SDAIE?



SDAIE emphasizes content.

Lesson Objective: Students know the classifications of animals and the characteristics defining each classification.

What's the difference between ELD and SDAIE?



ELD emphasizes language.

Lesson Objective: Students to use adjectives and adjective phrases to describe physical attributes of animals.

Key Focus Area

Focus Areas	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs.)	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/ Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)					
Maximizing Instructional Time					
Interventions to Close Achievement Gaps					

3 Focus Areas

- Effective Instructional Program (Professional Learning and Classroom Instruction)

Focus Areas	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs.)	Staff Responsible	Start/ Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)	Use Department Meeting time and PD Teacher time to provide students' access to core content. • Receive training from ELA, ELD, and science. • Receive training from mathematics, ELA, ELD (LTEL course teacher), and science. Provide day-to-day instruction to teachers to: • Plan and deliver lessons • Conduct formative assessment • Analyze student data Send 5 teachers to conference (PD time) • A representative from mathematics, ELA, ELD (LTEL course teacher), and science. • Upon returning teachers will present key learning and instructional strategies during banked time.	Coach Meeting minutes Conference forms Expenditure records	Sept. 2013- May 2014

What will we learn as a school about effective teaching for ELs?

3 Focus Areas

- Effective Instructional Program (Professional Learning and Classroom Instruction)
- Maximizing Instructional Time

Maximizing Instructional Time	The Categorical Program Advisor with differential to provide demonstration using reciprocal teaching strategies, conduct professional access to core content for ELs, and gather data on the English Learner program at the • Conduct lesson • • • The Instructional Program Advisor with differential to provide demonstration using reciprocal teaching strategies, conduct professional access to core content for ELs, and gather data on the English Learner program at the • Conduct lesson • • •	Administrators CPA Instructional Coach Department Chairs	Sept. 2013- May 2014
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How will we apply our professional learning to maximize our instructional impact on ELs?

...and delivery.
...access to core for ELs, and
...activities focused on ELs in cooperation with the
...Program Advisor.

3 Focus Areas

- Effective Instructional Program (Professional Learning and Classroom Instruction)
- Maximizing Instructional Time
- Interventions to Close Achievement Gaps

Gaps

Interventions to Close Achievement Gaps	Use Tutor teacher X time to pay teachers to conduct • Students scoring BB and FBB will • Tutoring will be provided • Use X time Purpose of this intervention is to provide additional instructional time for students who are struggling. Use of this intervention is planned for the following students: Day to day meetings • L • R • stu • LTEL Course teacher and/or ELA teacher will be released as necessary to attend LAT meetings for their students.	Agendas Evaluations Meeting notes LAT binder	teachers	Oct. 2013- May 2014
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What will we do for ELs who need more than good first instruction?

Sample English Learner Page

Los Angeles Unified School District 2014-2015 Single Plan for Student Achievement Goal Matrix ACADEMIC DOMAIN ENGLISH LANGUAGE PROGRAMS English Language Development (ELD) and Access to Core

LEA 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.

***School Goal:** The percent of Long Term ELs will decrease by 15 percentage points by spring 2016.

Identify data used to form this goal:

☒ CELDT / AMAOs ☐ AYP Report/CAHSEE ☒ CORE Walker Data Report (if applicable) ☒ MyData (CST-Student Report) (EL Monitoring) ☒ Data Summary Sheet

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- What factors explain the changes in proficiency levels over time?
- Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?
- What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?

The district's monitoring program at Bell Gardens has improved student grades in ELW/LTEL courses since last spring. Upon enrolling in the fall of 2013, 41% of EL students had received a final mark of D or F (1 or 2 for entering 8th graders) in ELA for spring 2013. Only 10% of Bell Gardens' ELs received a final grade of D or F in English or the LTEL course at the conclusion of the fall 2013 semester.

However, the percentage of LTELs in the EL population has not changed significantly since the 2012-13 school year. The percentage of ELs scoring Basic or above on the CST ELA has been stable for the past two years (27% in 2012 and 28% in 2013). Among LTELs, the largest group (50% in 2013) has scored Intermediate overall on the CELDT for the past two years. In 2012-13 and thus far in 2013-14, most English Learners have not met two or more of the three reclassification criteria.

Key Strategies:

- Enhance English Learners' English language development and progress towards reclassification through research-based ELD strategies, CELDT, targeted intervention, and school-wide CELDT awareness activities.
- Enhance English Learners' access to the core curriculum and progress towards reclassification through research-based access to core strategies, targeted intervention, and school-wide EL progress monitoring.

Focus Areas	Action/Tasks to accomplish the Strategy/ies** (Action tasks must address English learner needs)	Projected Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)	Use banded time and PD Teacher X/2 time to better facilitate EL students' access to core content in classes: - Receive training on Reciprocal Teaching strategies to promote purposeful grouping and student-to-student interactions in core content classes. - Receive training on academic vocabulary development strategies. - Receive training on incorporating language objectives into core content lessons. Use banded time and PD Teacher X/2 time to better facilitate EL students' English Language Development in ELD and LTEL courses:	\$18,000 PD Teacher X/2 (1 hr/day x 40 teachers x 6 days @ \$68/hr.) ELD-LEP, Title III	Principal will ensure that every teacher implements the strategies learned during professional development through daily classroom	Principal	August 2013-July 2015

**School Goals should be measurable, focused on identified student learning needs, and prioritized if/when the School Goal is identified.
*Schools may use the Resource Guide for completing the SP2A for additional information and assistance in completing the Goal Matrix.

SPSA Activity

Los Angeles Unified School District 2014-2015 Single Plan for Student Achievement Goal Matrix ACADEMIC DOMAIN ENGLISH LANGUAGE PROGRAMS English Language Development (ELD) and Access to Core

LEA 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.

School Goal:		Identify data used to form this goal:		CORE W/other Data Report (if applicable)		My Data (C-ST) Stand Report	
		☐ AYP Report/CAWSEE	☐ Student Grades	☐ Curriculum-Based Measure	☐ Data Summary Sheet		
Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? - What factors explain the changes in proficiency levels over time? - Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment? - What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?							
Key Strategy(ies):		Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs)		Projected Costs, Expenditures, and Funding Sources		How will the school monitor the action/task?	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction)							
Maximizing Instructional Time							
Interventions to Close Achievement Gaps							

**School Goals should be measurable. Focus on identified student learning needs, and present data from the School Goal is identified.
*Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

DELAC Recommendations to the LAUSD Board of Education

Recommendation: Single Plan for Student Achievement

Based on today's presentation, please provide your
recommendations related to the Single Plan for
Student Achievement.

1.

2.

SPSA Activity

Los Angeles Unified School District 2014-2015 Single Plan for Student Achievement Goal Matrix ACADEMIC DOMAIN ENGLISH LANGUAGE PROGRAMS English Language Development (ELD) and Access to Core

LEA 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.

School Goal: Identify data used to form this goal: ☐ CELDT (AMAOs) ☐ AYP Report/CANWEE ☐ CORE Waiver Data Report (if applicable) ☐ My Data (CST Score Report) ☐ Data Summary Sheet ☐ Student Grades ☐ Curriculum-Based Measure	
Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn? • What factors explain the changes in proficiency levels over time? • Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment? • What factors explain the increase or decrease in the number of Long Term English Learners (LTEs)?	

Key Strategies:		Actions/Tasks to accomplish the Strategies** (Actions/Tasks must address English learner needs)				How will the school monitor the action/task?	Staff Responsible	Start/Completion Date
Focus Areas								
Effective Instructional Program (Professional Learning and Classroom Instruction)								
Maximizing Instructional Time								
Interventions to Close Achievement Gaps								

**School Goals should be measurable. Focus areas identified are not limiting needs, and interventions must be more than one. School Goal is identified. Schools may use the Resource Guide for completing the SPSA. For additional information and assistance in completing the Goal Matrix.

DELAC Recommendations to the LAUSD Board of Education

Recommendation: Single Plan for Student Achievement

Based on today's presentation, please provide your
recommendations related to the Single Plan for
Student Achievement.

1.

2.

Recommendation: Single Plan for Student Achievement

Based on today's presentation, please provide your recommendations related to the Single Plan for Student Achievement.

1.

2.

Recomendación: Plan Único para el Rendimiento Académico Estudiantil

En base a la presentación del día de hoy, por favor proporcione su recomendación acerca del Plan Único para el Rendimiento Académico Estudiantil.

1.

2.

Recommendation: Needs Assessment

Based on today's presentation, please provide your recommendations related to the Needs Assessment.

1.

2.

Recomendación: Evaluación de las Necesidades

En base a la presentación del día de hoy, por favor proporcione su recomendación acerca de la evaluación de las necesidades.

1.

2.

Annual Measurable Achievement Objectives (AMAOs) 2014-2015

2011-2012	State Target	School's Data	Met Target Y/N
AMAO 1 ELs making annual progress in learning English, as measured by the California English Language Development Test (CELDT). Advancing one CELDT level per year.	60.5%		
AMAO 2 ELs attaining English proficiency, as measured by the CELDT. ELs with less than 5 years of instruction in English. CELDT Overall Early Advanced (4) or Advanced (5)	24.2%		
AMAO 2 ELs attaining English proficiency, as measured by the CELDT. ELs with more than 5 years of instruction in English. CELDT Overall Early Advanced (4) or Advanced (5)	50.9%		

Objetivos Académicos Anuales Mesurables (AMAO, por sus siglas en inglés) 2014-2015

	Objetivo Estatal	Datos Escolares	Cumplió con la meta Sí/No
2011-2012 AMAO 1 Los estudiantes Aprendices de Inglés demuestran progreso en el idioma inglés, según la Prueba en California para Medir el Desarrollo del Idioma Inglés (CELDT, por sus siglas en inglés). Avanzan un nivel en la Prueba CELDT cada año.	60.5%		
AMAO 2 Estudiantes Aprendices de Inglés quienes se hacen competentes, según la prueba CELDT. Aprendices de Inglés con menos de 5 años de instrucción en el idioma inglés. Una calificación general a nivel Preavanzado (4) o Avanzado (5) en la Prueba CELDT.	24.2%		
AMAO 2 Estudiantes Aprendices de Inglés quienes se hacen competentes, según la prueba CELDT. Aprendices de Inglés con más de 5 años de instrucción en el idioma inglés. Una calificación general a nivel Preavanzado (4) o Avanzado (5) en la Prueba CELDT.	50.9%		

ACCESS & ACHIEVEMENT

GOAL: PROFICIENCY FOR ALL STUDENTS

► What are the Common Core State Standards?

The Common Core State Standards give us a clear set of learning goals in English language arts and math. They are being used by most states in the country. They show what a student should know and be able to do by the end of each grade. These real - world standards prepare students for success in college, career and life.

Last year, LAUSD students took a practice test of the Smarter Balanced Assessments. This test measures student achievement of Common Core State Standards. Scores from this test are not available for 2013 - 14 but will be reported in coming years.

► Are English learners preparing for reclassification to Fluent English Proficiency (RFEP)?

English Learners who...	2012-13	2013-14	LAUSD Average
...are making progress on the California English Language Development Test (CELDT)	55%	64%	59%
...are scoring proficient on the CELDT	27%	26%	32%
...are passing English courses with "3" or better	31%	33%	32%
...have not yet reclassified in 5 years	4%	1%	8%

► Are students with disabilities getting access to general education?

Students with disabilities who...	2012-13	2013-14	LAUSD Average
... are present in General Education Program at least 80% of the school day	75%	74%	70%

ACCESO Y LOGRO ACADÉMICO META: COMPETENCIA PARA TODOS LOS ESTUDIANTES

► ¿Qué son las Normas Comunes Estatales?

Las Normas Comunes Estatales nos proporcionan un conjunto de objetivos claros de aprendizaje para lengua y literatura en inglés y para matemáticas. La mayoría de los estados del país las están utilizando. Muestran lo que un estudiante debe saber y ser capaz de hacer al final de cada grado. Estas normas, basadas en el mundo real, preparan a los estudiantes para el éxito en la universidad, la carrera y la vida.

El año pasado, los estudiantes del LAUSD tomaron una prueba práctica de las evaluaciones Smarter Balanced. Esta prueba mide el logro de los estudiantes en las Normas Estatales Básicas Comunes. No están disponibles los resultados de la prueba de 2013-14, pero en los próximos años se informarán los resultados.

► ¿Se están preparando los Alumnos que Aprenden Inglés para la recategorización a Estudiante con Dominio Fluido del Inglés (RFFP)?

Estudiantes de inglés que...			
2012-13	2013-14	Promedio de LAUSD	
66%	59%	59%	...están progresando en la Prueba de California del Desarrollo del Idioma Inglés (CELDT)
41%	48%	32%	...tienen nivel de dominio en el CELDT
29%	26%	32%	...están pasando cursos de inglés con "3" o mejor
6%	1%	8%	...aún no han reclasificado en 5 años

► ¿Tienen los estudiantes con discapacidades acceso a la educación general?

Estudiantes con discapacidades que...			
2012-13	2013-14	Promedio de LAUSD	
100%	97%	70%	...están presentes en el Programa de Educación General por lo menos el 80% de la jornada escolar



Los Angeles Unified School District
Parent, Community and Student Services
District English Learner Advisory Committee

Friday, February 13, 2015

Evaluation Form

Please answer the following question.

Which part of the meeting was **most** helpful?

I would like more information about:

Suggestions on how we can improve:

Additional comments, suggestions, or ideas for future training?



Distrito Escolar Unificado de Los Angeles
Oficina de Servicios para los Padres, la Comunidad y los Estudiantes
Comité Asesor del Distrito para los Estudiantes Aprendices de Inglés

Viernes, 13 de febrero de 2015

Formulario de Evaluación

Conteste la siguiente pregunta.

¿Qué parte de la reunión fue **más** útil?

Me gustaría más información sobre:

Sugerencias sobre cómo podemos mejorar la capacitación

¿Tiene algún otro comentario, sugerencia o ideas para reuniones futuras?

Reimbursement Form [Formulario de Reembolso]

District Committees

Complete in ink/Llene la información en tinta

Refer to the reverse side of this form for instructions before completing./Lea las instrucciones al dorso antes de completar.

Name [Nombre] _____
(Please Print) [Letra de molde por favor] Last [Apellido] First [Nombre]

Address [Dirección] _____
Street [Calle] City [Ciudad] Zip Code [Zona Postal]

Home Phone [Teléfono de la Casa] () _____
Area Code [Código del Área]

Name of Committee _____

[Comité del Distrito Central/ Local]

School _____ ESC _____
[Escuela] [Distrito]

Check Type of Activity: [Marque el Tipo de Actividad:]

District English Learner Advisory Committee DELAC ☐ Other ☐
[Comité del Distrito para Alumnos Aprendiendo Inglés (DELAC)]

____ Representative [Representante] _____ Alternate [Suplente]

Date of meeting _____ Site of meeting _____
[Fecha de la reunión] [Lugar de la reunión]

Hours attended [Horas de asistencia]: From _____ To _____
[De la(s)] [A la(s)]

Actual Expenses [Gastos Reales]

TRANSPORTATION [TRANSPORTE]

1. Auto: Number of miles traveled round trip.....\$ _____
[Automóvil: Número de millas recorridas de ida y vuelta]
(Starting point is the school that is being represented) [La escuela representada es el punto de partida]
2. Bus Fare @ Current Cost [Tarifa del Autobús al Costo].....\$ _____
3. Parking when pre-authorized [Estacionamiento con autorización previa].....\$ _____
ATTACH RECEIPT/Adjunte recibo.

TOTAL REIMBURSEMENT [REEMBOLSO TOTAL] \$ _____

AFFIDAVIT [AFIDAVIT]

Only one reimbursement per family (per meeting) will be allowed. *Solamente se permitirá un formulario de reembolso por familia (por cada reunión).*
Only council/committee members representing schools receiving state compensatory education funds are eligible to receive reimbursements. *Solo los miembros del comité que representan escuelas que reciben fondos de educación compensatoria califican para recibir reembolsos.* Members who carpool, arrive late (beyond 30 minutes of posted meeting time), and/or do not remain for the duration of the meeting will not qualify for reimbursement. *Los miembros que vienen compartiendo el viaje con otros, los miembros que lleguen tarde (30 minutos o más), y/o los miembros que no se queden durante toda la reunión no califican para recibir reembolso.*

I declare under penalty of perjury that the above is a true and accurate statement of information requested. I am only requesting ONE reimbursement per day/per meeting. *Yo declaro, bajo pena de perjurio, que lo anterior es una declaración verdadera y exacta de la información solicitada y que solo estoy solicitando UN reembolso por día/por reunión.*

Parent's Signature [Firma del Padre]

Date [Fecha]

TO BE COMPLETED BY DISTRICT PERSONNEL [A SER COMPLETADO POR EL PERSONAL DEL DISTRITO]

Local District [Distrito Local] Administrator's Signature (Name and Title) [Firma del Administrador (Nombre y Título)]
Program Code [Código del Programa] _____

Approved by [Aprobado por] _____

Reimbursement of Expenses [Reembolso de los Gastos]

1. Complete every item requested (Please print legibly.) [Completar toda la información solicitada (Por favor escriba claramente en letra de molde).]
2. Make certain that your address, including zip code, is correct. Please be sure to include your area code with your telephone number. [Asegúrese que su dirección, incluyendo la zona postal, esté correcta. Asegúrese de incluir el código del área para su número de teléfono.]
3. Should your address and/or phone number change, please promptly notify your local/central district. [En caso de que cambie de dirección y/o número de teléfono, favor notificar rápidamente al distrito local/central.]
4. Indicate whether you were elected as a parent or community member. Only check one. [Indique si fue elegido como padre o miembro de la comunidad. Marque uno solamente.]
5. Please indicate your local/central district committee, school, and advisory committee status, i.e., representative, alternate (for conferences only). [Favor de indicar su título en el Comité del distrito local o central, o el comité escolar ej., representante, suplente (para conferencias solamente).]
6. The name, date, and location of the meeting should be completed by the claimant. Hours of attendance and mileage will be verified by staff. [El nombre, la fecha y el lugar de la reunión deben ser completados por el solicitante. Las horas de asistencia y el millaje serán verificados por el personal.]
7. The procedure for completing the expenses section of this form is: [El procedimiento para completar la sección de gastos de este formulario es el siguiente:]

A. TRANSPORTATION (Applicable only to Form RF-1) [TRANSPORTE (Aplicable solamente al Formulario RF-1)]

1. Auto [Automóvil]

The total mileage to claim will be the number of miles round trip between the school you represent and the meeting site. [El millaje total a solicitar será el número de millas de ida y vuelta entre la escuela que usted representa y el lugar de la reunión].

2. Bus Fare [Tarifa del Autobús]

Bus Fare will be reimbursed at the current rate; show total amount. [La tarifa del autobús será reembolsada al valor actual; mostrar la cantidad total pagada.]

3. Parking [Estacionamiento]

Parking fees will be reimbursed only with prior approval of the Superintendent or designee. [Los pagos por estacionamiento serán reembolsados únicamente con la aprobación previa del Superintendente o su designado.]

4. PROCEDURE FOR PAYMENT [PROCEDIMIENTO PARA PAGO]

The procedure for payment is as follows: [El procedimiento para el pago es el siguiente:]

- Central sponsored training programs, the white and yellow copies are to be forwarded to Accounts Payable. The pink copies are to be retained by the Parent Community Student Services Branch Superintendent or designee, or fiscal specialist, along with a copy of the agenda and sign-in sheet for a minimum of five years after the training session. [Para los programas de capacitación patrocinados por el distrito central, las copia blanca y amarilla debe ser enviada a Accounts Payable Section. La copia rosa debe ser archivada por el Superintendente de PCSB o su designado o un especialista fiscal junto con una copia de la lista de asistencia y la agenda por un mínimo de cinco años después de la sesión de capacitación].
- The goldenrod copy is to be kept by the person requesting the reimbursement. [La copia amarilla oscura debe ser guardada por la persona que solicita el reembolso.]
- Warrants will be mailed directly to the person requesting the reimbursement. [Las órdenes de pago serán enviadas directamente a la persona que solicita el reembolso.]

NOTE: All items requiring receipts will be reimbursed when receipts are attached.

NOTA: Todos los asuntos que requieran recibos serán reembolsados cuando se adjunten los recibos.

APPROVED: Parent Community Student Services Branch [Oficina de Servicios para los Padres de Familia y la Comunidad]
Office of School, Family and Parent/Community Services [Oficina de Servicios Escolares, Familiares y de Padres/Comunidad]