

Be the Light, Be of Service, Be the Solution

Multilingual Multicultural Education Department Departamento de Educación Multicultural Multilingüe



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Sea la luz, esté al servicio, sea la solución



Comité Asesor de Padres de Aprendices de Inglés del Distrito (DELAC, por sus siglas en inglés)

District English Learner Advisory Committee (DELAC)

Plan Escolar para el Rendimiento Estudiantil

School Plan for Student Achievement



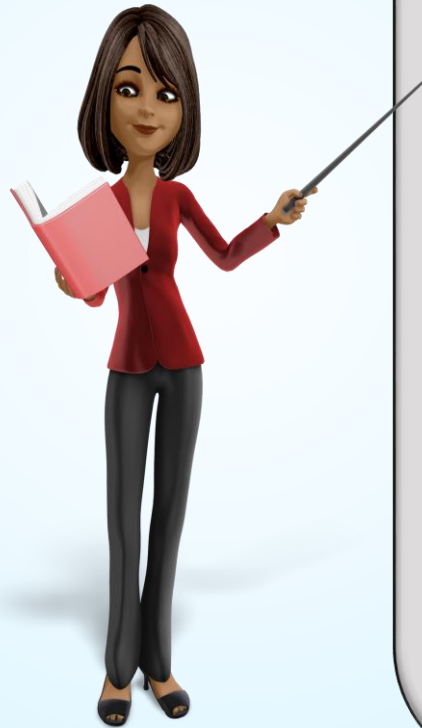
Tema adicional para DELAC
Additional Topic for DELAC

Meta de Aprendizaje/Learning Outcome

META DE APRENDIZAJE

Comprender:

Propósito y proceso de escribir el plan escolar, especialmente para los programas de aprendices de inglés.



LEARNING OUTCOME

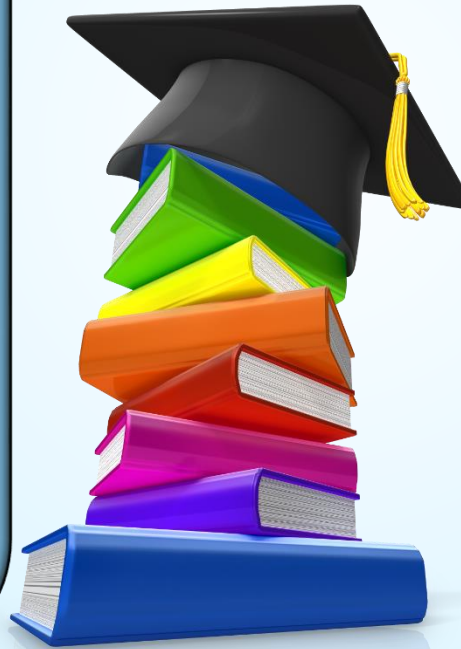
Understand:

Purpose and process for writing the School Plan, specially for *English Learner Programs*.

¿Qué es el Plan Escolar para el Logro Estudiantil?

What is the School Plan for Student Achievement?

- Un plan de acción desarrollado con la aportación de todas las partes interesadas que describe el programa de instrucción de la escuela.
- El plan describe cómo la escuela va a satisfacer las necesidades educativas de los estudiantes.
- Describe cómo se utilizarán los fondos categóricos suplementarios para este propósito.



- 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 categorical funds will be used for this purpose.

El Propósito del SPSA

The Purpose of the SPSA

- Asegurar que los estudiantes alcancen las normas académicas.
- Identificar estrategias, acciones y tareas que aborden las necesidades educativas de los estudiantes, incluidos los aprendices de inglés.
- Todos los aprendices de inglés sean competentes en inglés y logren la metas académicas de nivel de grado.

- Ensure that all students reach high academic standards.
- Identify strategies, actions and tasks that address the educational needs of all students, including English learners.
- All English Learners become proficient in English and meet grade-level standards.

El Rol y Responsabilidades de ELAC

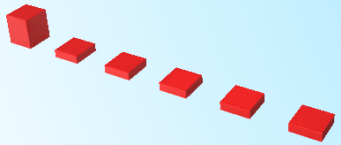
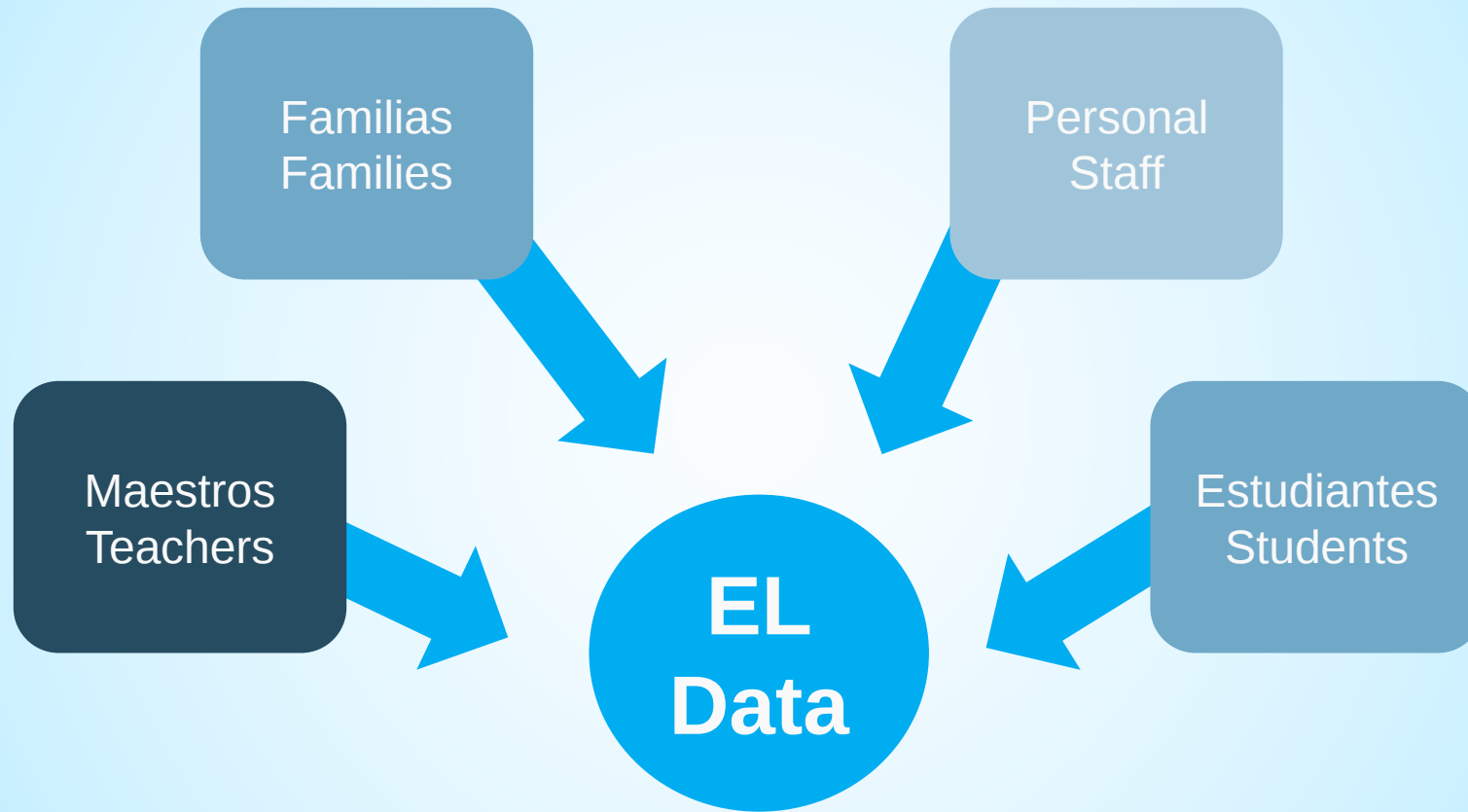
ELAC's Role and Responsibilities

- SSC está obligado a desarrollar y aprobar en colaboración el plan escolar **con el asesoramiento escrito de los comités asesores escolares apropiados (ELAC, etc.).**
- Gastos descritos en el plan se **alinea con los datos y abordarán necesidades específicas.** Son evaluados anualmente por el Consejo del Sitio Escolar.

- SSC is required to collaboratively develop and approve the school plan **with written advice from appropriate school advisory committees (ELAC, etc.).**
- Expenditures described in the plan **align to data and the address specific needs** of students. It is annually evaluated by the School Site Council.

Encuesta de Necesidades Exhaustiva Todas Las Partes Interesadas Revisan Los Datos

Comprehensive Needs Assessment All Stakeholders Review Student Data



Sección de Metas SPSA/ SPSA Goals Section

Metas del SPSA/SPSA Goals

Academic Goal

Académico Academic

100% Graduación
Graduation

Artes de lenguaje en Inglés
English Language Arts

Matemáticas
Mathematics

Programas de Aprendices de inglés
English Learner Programs

Cultura y Clima
Participación de estudiante,
del personal, de los padres y
de la comunidad

Culture and Climate
Student, Staff, Parent and
Community Engagement

Social/Emocional
Asistencia, Suspensión/
Expulsión y Habilidades
no cognitivas

Social/Emotiona
|
Attendance,
Suspension/
Expulsion, and
Non-Cognitive Skills



SPSA

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Section 13.3 - Academic : English Learner Programs

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.
When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development Academic : English Learner Programs

Strategies	
Strategies, Actions and Tasks	Action Begin & End Date Status
The instructional program calls for full implementation of the California ELD standards, English Learner Master Plan, through Project Based Learning (PBL) methodology, Constructive Conversational Skills and SDAIE. The Teaching and Learning Framework (TLF) serves as the structural framework for measuring instructional effectiveness. Administrators use the TLF to continuously assess the instructional. Findings are used as a feedback loop for course correction, informing professional development and focusing support from our Instructional Leadership Team (Instructional Specialist, Administrators, Coaches, TSP Adviser, Coordinators and Teacher leaders). The Instructional Leadership team observations are used as an opportunity to advice or develop PD that will aide in student improvement. Expand PD on SDAIE strategies and Constructive Conversational Skills to support EL teachers. Provide instructional materials and supplies to supplement instruction. Support the implementation of English Learners Master Plan. Train teachers on Thinking Maps, Strategies for Accountable Talk, collaborative strategies such as Counting Heads, Reciprocal Teaching, PBL methodology, Depth of Knowledge (DOK), Identify Long Term English Learners (LTEL) for intervention. Schedule LTELs in Advanced ELD and Literacy and Language classes for an extra hour of instruction support. Use the LTEL course grade, ELPAC and (RI) Reading Inventory. Scheduled a two-hour block or one period of intervention followed with an ELD level or LTEL course. Continue to provide PD, as well as release time for ELD/LTEL teachers to focus on the ELD and LTEL curriculum for strategies, specifically strategies, to help build standards mastery across all language domains. Literacy coach, Title III Instructional coach, ELD (TSP) Adviser and other support personnel will provide professional development focusing on strategies to scaffold content for the ELD/LTEL students which include PBL and SDAIE. The SST will review referrals of ELD/LTELs not making adequate language progress. Monitor progress of ELDs toward meeting the Reclassification requirements. ELD Coordinator/ TSP Adviser will work collaboratively with teachers, parents and students to raise awareness of the Reclassification requirements and develop strategic plans for supporting individual students in reclassifying. Provide language support for ELDs in Structured English Immersion Classes. Academic implements are organized through PLCs. Title III Coach provides direct instructional support working directly with teachers to develop and support effective and consistent implementation to ELDs in the areas of ELD, SDAIE and Access to Core. Analyzes student work and data to gain a deeper understanding of the needs and strengths of the ELDs at various levels of proficiency which will drive to effective and relevant PD. Coordinate the development of model lessons using the ELD/SDAIE lesson design to ensure that all ELD students receive access to EL standards. Mentor/Co-Teacher - Coordinator works closely, supporting and assisting teacher in order reflect on their teaching practices.	08/18/2020 06/10/2021
Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible	
Admin will monitor the effectiveness of the EL program. The Title III Coach and TSP Adv. will meet with teachers to lesson plan. Admin, Title III Coach and TSP Adv. will conduct classroom observations, give feedback to teachers regarding the effectiveness of implementation.	

Budget						
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Tot
			N/A	N/A		

Focus Area: Effective Classroom Instruction Academic

Strategies	

020-2021 FSEP Approval Date : 8/18/2020 1:59:44 PM Section 13.2 - Academic : English Learner Programs

1. List key findings related to English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). CA Dashboard data must be included when available. **Required**
California Dashboard English Learner Progress: 179 tested Performance level Medium. 52.5% are making progress toward English language proficiency. Very High 65% or higher. High= 55% to less than 65%. Medium= 45% to less than 55%. Low= 35% to less than 45%. very low = less than 35%. According to Focus.lausd.net we currently have 11 students that have reclassified as of October 2019. MyData 2018-2019 ELPAC Scores Overall 19.4% Well Developed, 39.4% moderately developed, 20.0% somewhat developed and 21.1% minimally developed. Oral: 47.8 Well Developed, 22.2% moderately developed, 10.0% somewhat developed and 20% minimally developed. Written: 4.4% Well Developed, 21.7% moderately developed, 41.1% somewhat developed and 32.8% minimally developed

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. **Required**
Based on the findings, students have not yet acquire the knowledge and skills necessary to be on track for college and career readiness at their grade level. Students do not have the necessary skills to receive a Level 4 on the ELPAC; Level 4 students have well developed English skills. They are able to use English to learn new things and interact in social situations. Some of the root causes could be lack of rigor in the lessons. ELD Standards must be integrated throughout all subject areas. The Depth of Knowledge (DOK) must increase. The students might also have low student attendance, students study in

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, indicate the level of success. If this question does not apply, please type N/A in the box below. **Required**
N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, indicate the level of success. If this question does not apply, please type N/A in the box below. **Required**
Teachers need continue to implement ELD standards with a focus on teaching the Constructive Conversation Teachers will work diligently to implement the ELD standards and embed lessons that focus on the ELD standards increase in the DOK level. SEL strategies will be embedded in lessons

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. **Required**

State the School's Measurable Objective(s) for 2020-21 **Required**
By 2020-2021 22% of our students will receive (Moderate) in the Written portion of the ELPAC measured
By 2020-2021 22% of our students will receive (Well Developed) in the Written portion of the ELPAC measured

*The School's Measurable Objective(s) must be specific, measurable, attainable, result-based, and time-bound (SMART), focused on identified student learning needs, and

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Los Angeles Unified School District
2020-2021 School Plan for Student Achievement
ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated English Language Development (ELD)

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal.	
☒ ELPAC	
☐ Whole Child Integrated Data System	
☒ MyData	
☐ Student Grades	
☐ IEP Goals Data	
☐ DIBELS Math	
☐ DIBELS	
☐ School Accountability Report Card (SARC)	
☒ CA Dashboard	
☐ Smarter Balanced Assessment Criteria (SBAC)	
☐ Interim Comprehensive Assessment (ICA)	
☐ Interim Assessment Blocks (IAB)	
☐ School Experience Survey	
☐ Publisher's Assessments	
☐ Reading Inventory (RI)	
☐ N/A	
☒ Other: Focus lausd	

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Los Angeles Unified School District
School Plan for Student Achievement

2020-2021
Implementation



Superintendent
Austin Beutner

Board Members
Dr. George McKenna III
Monica Garcia
Scott M. Schmeisler
Nick Melvoin
Jackie Goldberg
Kelly Gonsz
Dr. Richard A. Vladovic



Conexión de la Evaluación Integral de Necesidades y el SPSA

Connecting the Comprehensive Needs Assessment and the SPSA



Ciclo de mejora continua

Cycle of Continuous Improvement





Inscripción por Idiomas

Enrollment by Languages

MATRÍCULA POR CLASIFICACIÓN PARA DISTRITO LOCAL ENROLLMENT BY CLASSIFICATION FOR LOCAL DISTRICT 2021

District Local District	EOs	IFEPs	ELs	RFEP	DESCONOCIDO UNKNOWN	EN GENERAL OVERALL
Central Central	34.96% (25,841)	6.26% (4,629)	29.13% (21,530)	26.88% (19,867)	2.78% (2,055)	100% (73,922)
Este East	42.23% (38,715)	7.22% (6,621)	20.23% (18,546)	28.43% (26,059)	1.89% (1,730)	100% (91,671)
Noreste Northeast	42.01% (28,834)	7.60% (5,216)	22.60% (15,512)	25.44% (17,459)	2.34% (1,609)	100% (68,630)
Noroeste Northwest	54.56% (39,848)	7.77% (5,673)	16.84% (12,298)	19.03% (13,900)	1.81% (1,322)	100% (73,041)
Sur South	51.79% (39,388)	5.56% (4,227)	20.41% (15,521)	20.18% (15,345)	2.07% (1,571)	100% (76,052)
Oeste West	57.17% (36,919)	6.40% (4,133)	16.69% (10,779)	17.99% (11,616)	1.76% (1,135)	100% (64,582)
LAUSD	46.78% (209,545)	6.81% (30,499)	21.03% (94,186)	23.27% (104,246)	2.10% (9,422)	100% (447,898)

Data Source:
MyData, December 09, 2021

Fuente de Datos:
MyData, 09 de diciembre de 2021

LOS 5 IDIOMAS PRINCIPALES QUE SE HABLAN EN NUESTRO DISTRITO TOP 5 LANGUAGES SPOKEN IN OUR DISTRICT 2020 - 2021

Lenguaje	Aprendices de inglés (ELs)	Número de estudiantes competentes en inglés FEP IFEP & RFEP	Número total de Aprendices de inglés y competentes en inglés (FEP)	Total de porcentaje de inscripción de ELs y FEP
Language	Number of English Learners (EL)	Number of Fluent English Proficient (FEP) Students IFEP & RFEP	Total Number of EL and FEP Students	Percent of Total Enrollment that is EL and FEP
Spanish - español	99,718	169,891	269,609	46.89%
Armenian - armenio	1,657	3,387	5,044	0.88%
Filipino - filipino	799	2,909	3,708	0.64%
Korean - coreano	725	2,821	3,546	0.62%
Russian - ruso	701	1,514	2,215	0.39%

Data Source: CDE Dataquest, 12/9/2021

Fuente: Sitio de internet de la CDE Dataquest, 12/9/2021

INSCRIPCIÓN POR IDIOMA CLASIFICACIÓN DATOS DE NIVEL DE DISTRITO ENROLLMENT BY LANGUAGE CLASSIFICATION DISTRICT LEVEL DATA

Year	Enrollment	English Only	English Learners	Initial Fluent-English Proficient (IFEP) Students	To be Determined	Reclassified Fluent English Proficient (RFEP) Students
Año	Inscripción	Inglés Solamente	Aprendices de Inglés	Estudiante identificado inicialmente como competente en el inglés (IFEP)	Por Determinar	Estudiantes Reclasificados como Competentes en el Idioma Inglés (RFEP)
2020-21	462,798	215,763 (46.6%)	92,943 (20.1%)	33,337 (7.2%)	3,864 (0.8%)	116,891 (25.3%)
2019-20	484,001	218,768 (45.2%)	97,038 (20.0%)	35,953 (7.4%)	1,889 (0.4%)	130,353 (26.9%)
2018-19	494,499	218,524 (44.2%)	101,013 (20.4%)	37,434 (7.6%)	2,037 (0.4%)	135,491 (27.4%)
2017-18	507,371	215,218 (42.4%)	116,474 (23%)	40,878 (8.1%)	2,014 (0.4%)	132,787 (26.2%)

Data Source: MyData, December 15, 2021

Fuente de Datos: MyData, 15 de diciembre de 2021



Pruebas De Suficiencia En El Idioma Inglés De California (ELPAC)

English Language Proficiency Assessments for California (ELPAC)



ELPAC SUMATIVO 2020 - 21 RENDIMIENTO POR DISTRITO LOCAL SUMMATIVE ELPAC 2020 - 21 PERFORMANCE LEVEL BY LOCAL DISTRICT

Nivel de Rendimiento Performance Level	LD Central	LD Este East	LD Noreste Northeast	LD Noroeste Northwest	LD Sur South	LD Oeste West	Total
Bien Desarrollado Well Developed	10.4% 2061	10.4% 1,578	12.3% 1,758	12.5% 1,411	10.1% 1,491	13.2% 1,325	11.3% 9,634
Moderadamente Desarrollado Moderately Developed	29.2% 5,786	30.3% 4,615	31.2% 4,466	31.1% 3,492	29.7% 4,390	29.6% 2,983	30.1% 25,749
Algo Desarrollado Somewhat Developed	33.9% 6,699	34.7% 5,295	33.5% 4,806	32.7% 3,676	35.0% 5,167	32.8% 3,307	33.9%
Mínimamente Desarrollado Minimally Developed	26.5% 5,233	24.6% 3,756	23.0% 3,300	23.7% 2,665	25.2% 3,727	24.4% 2,464	
Total	100% 19,779	100% 15,244	100% 14,330	100% 11,244	100% 14,775	100% 10,079	

Data Source: MyData, December 9, 2021

Fuente de Datos: MyData, 9 de diciembre de 2021

PORCENTAJE DE ESTUDIANTES EN CADA NIVEL DE RENDIMIENTO EN ELPAC PERCENT OF STUDENTS WITHIN EACH PERFORMANCE LEVEL IN ELPAC

Nivel de Rendimiento en ELPAC ELPAC Performance Level	2019-20	2020-21
Bien Desarrollado Well Developed	21.7% (5,004)	11.3% (9,634)
Moderadamente Desarrollado Moderately Developed	44.1% (10,190)	30.1% (25,749)
Algo Desarrollado Somewhat Developed	23.5% (5,436)	33.9% (28,963)
Mínimamente Desarrollado Minimally Developed	10.7% (2,465)	24.8% (21,202)
Total	100% (23,095)	100% (85,548)





Reclasificación

Reclassification

DATOS DE RECLASIFICACIÓN POR DISTRITO LOCAL

RECLASSIFICATION DATA BY LOCAL DISTRICT

October-October

Distrito Local Local District	18-19	19-20	20-21
Central Central	20.3% (5,674)	13.9% (3,346)	4.6% (1,091)
Este East	25.4% (5,455)	17.1% (3,055)	5.8% (971)
Noreste Northeast	23.3% (4,383)	14.9% (2,416)	5.2% (829)
Noroeste Northwest	26.4% (3,986)	18% (2,280)	6.4% (790)
Sur South	22.2% (4,406)	17.2% (2,970)	6.3% (1,021)
Oeste West	22.8% (3,459)	15.2% (1,942)	4.7% (570)
LAUSD	23.1% (27,394)	15.8% (16,030)	5.43% (5,271)



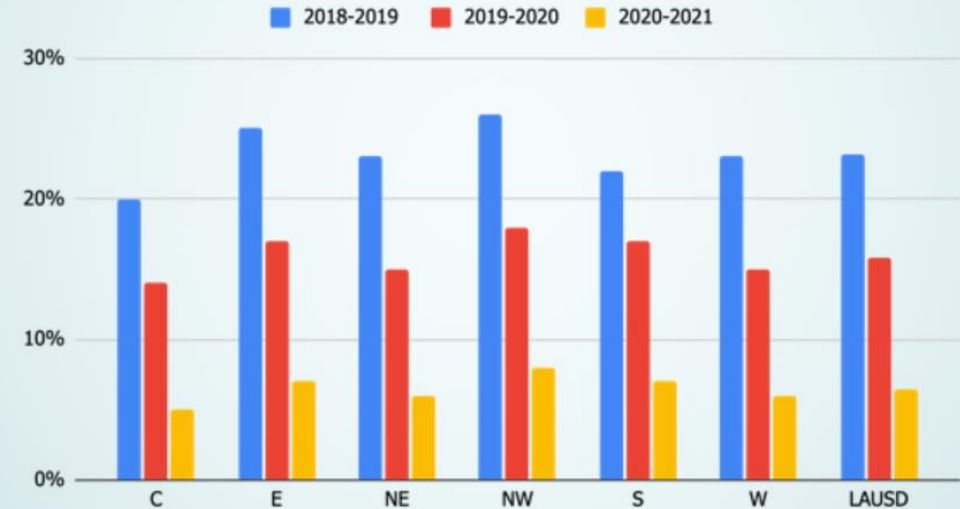
Data Source: MyData, December 09, 2021

DATOS DE RECLASIFICACIÓN POR DISTRITO LOCAL

STUDENTS RECLASSIFIED - LOCAL DISTRICT

(OCTOBER 2018- OCTOBER 2019) & (July 2021- June 2022)

Reclassification Rates by School Year and Local District



Source:
DataQuest, 12/9/21



Evaluación Smarter Balanced

Smarter Balanced Assessment



ESTUDIANTES QUE ALCANZARON O SUPERARON EL ESTÁNDAR EN MATEMÁTICAS

STUDENTS WHO MET OR EXCEEDED STANDARD IN MATH

Grupos de estudiantes Student Group	2017-18	2018-19
	Estándar cumplido/excedido Standard Met/Exceeded	Estándar cumplido/excedido Standard Met
EL	6% (2,045)	7% (2,739)
RFEP	31% (28,072)	34% (28,085)
IFEP	49% (10,853)	41% (9,459)
EO	38% 39,962	39% (42,227)
Todos los estudiantes All Students	32% (80,935)	33% (83,510)

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25 de enero de 2021

ESTUDIANTES QUE ALCANZARON O SUPERARON EL ESTÁNDAR EN ARTES DEL LENGUAJE INGLÉS

STUDENTS WHO MET OR EXCEEDED STANDARD IN ENGLISH LANGUAGE ARTS

Grupos de estudiantes Student Group	2017-18	2018-19	2019-20 Renunciado Waived
	Estándar cumplido/excedido Standard Met/Exceeded	Estándar cumplido/excedido Standard Met	No Data
EL	3% (1,355)	6% (2,217)	
RFEP	44% (40,146)	49% (39,752)	
IFEP	63% (14,064)	67% (13,394)	
EO	49% (51,311)	50% (53,969)	
Total	43% (107,872)	44% (109,332)	

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25 de enero de 2021

PORCENTAJE DE ESTUDIANTES QUE ALCANZARON Y SUPERARON LOS ESTÁNDARES EN MATEMÁTICAS POR DISTRITO LOCAL

PERCENT OF STUDENTS MEETING AND EXCEEDING STANDARDS IN MATH BY LOCAL DISTRICT 2018-19

Distrito Local Local District	EL	RFEP	IFEP	EO
Central Central	6%	35%	49%	36%
Este East	7%	32%	47%	30%
Noreste Northeast	6%	30%	48%	40%
Noroeste Northwest	7%	37%	59%	52%
Sur South	8%	37%	51%	33%
Oeste West	9%	36%	56%	42%
LAUSD	7%	34%	52%	40%

Data Source: MyData, December 09, 2021

Fuente de Datos: MyData, 09 de diciembre de 2021

PORCENTAJE DE ESTUDIANTES QUE ALCANZARON Y SUPERARON LOS ESTÁNDARES EN ARTES DEL LENGUAJE INGLÉS

PERCENTAGE OF STUDENTS WHO MET AND EXCEEDED STANDARDS IN ENGLISH LANGUAGE ARTS 2018-19

Distrito Local Local District	EL	RFEP	IFEP	EO
Central Central	5%	48%	65%	47%
Este East	6%	49%	64%	42%
Noreste Northeast	5%	46%	64%	52%
Noroeste Northwest	6%	51%	71%	62%
Sur South	6%	47%	63%	42%
Oeste West	7%	51%	69%	54%
LAUSD	6%	48%	66%	51%

Data Source: MyData, December 09, 2021

Fuente de Datos: MyData, 09 de diciembre de 2021





GRADUACIÓN

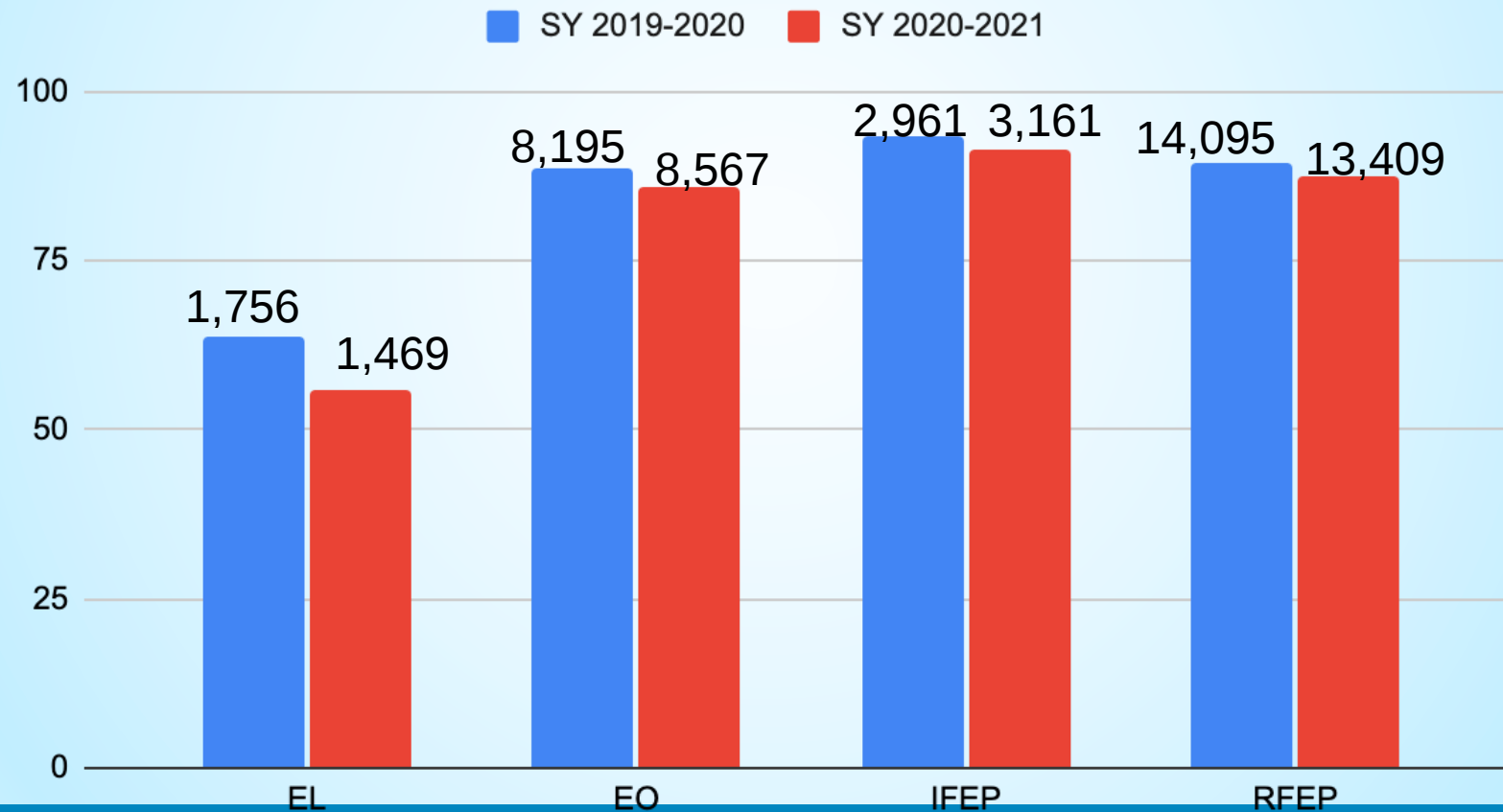
GRADUATION

DATOS DE GRADUACIÓN POR CLASIFICACIÓN

GRADUATION DATA BY CLASSIFICATION

19-20 & 2020-21

LAUSD Graduation Rate by Language Classification



Repasar Metas del 2020-2021

Review Goals 2020-2021



Metas/Goals 2020-2021

GOALS 2020-2021

OUTCOME

- **Monitor to ensure reclassification**
 - EL Designee monitors students to ensure reclassification
- **Parents should be informed using different platforms**
 - Parent Portal, Connect Ed, personal phone calls
- **EL teacher training**
 - Teachers participated in trainings throughout the 2020-21 school year

OBJETIVOS 2020-2021

Resultado

- **Monitorear para asegurar la reclasificación**
 - EL Designado supervisa a los estudiantes para garantizar la reclasificación
- **Los padres deben ser informados utilizando diferentes plataformas.**
 - El Portal de Padres, Connect Ed, llamadas telefónicas personales
- **Entrenamiento para maestros EL**
 - Maestros participaron en la capacitación durante el año escolar 2020-21

Metas/Goals 2020-2021

GOALS 2020-2021

OUTCOME

- EL teacher evaluation
 - Evaluation are based on personal reflection activities, observations, conferencing opportunities, and professional goal-setting activities
- Interventions appropriate with highly qualified teachers
 - Interventions provided by highly qualified teachers
- Develop a written plan to identify All students including newcomer students
 - Developed a plan to identify student needs, including ELs newcomers, and students with disabilities

OBJETIVOS 2020-2021

Resultado

- Evaluación de maestros EL
 - Evaluaciones se basan en actividades de reflexión personal, observaciones, oportunidades de conferencias y actividades de establecimiento de objetivos profesionales.
- Intervenciones adecuadas con docentes altamente calificados
 - Intervenciones son proporcionadas por maestros altamente calificados.
- Desarrolle un plan escrito para identificar a todos los estudiantes, incluidos los estudiantes recién llegados.
 - Desarrolló un plan para identificar las necesidades de los estudiantes, incluidos los estudiantes EL recién llegados y los estudiantes con discapacidades.



Metas/Goals 2020-2021

GOALS 2020-2021

OUTCOME

- Identify students Ready to Reclassify
 - Using different platforms- FOCUS and MiSiS Reports
- Confirm programs are implemented and are successful
 - By monitoring data reports at the school level, local district and central offices
- Training for parents on how to navigate ELPAC
 - Training for parents on how to navigate ELPAC- schools trained parents on how to navigate ELPAC and sent parent notifications with a listing of available parent resources

OBJETIVOS 2020-2021

Resultado

- Identificar estudiantes listos para reclasificar
 - Utilizando diferentes plataformas y reportes FOCUS y MiSiS
- Confirmar que los programas se implementaron y son exitosos.
 - Mediante el seguimiento de los informes de datos a nivel escolar, distrito local y oficinas centrales
- Capacitación para padres sobre cómo navegar ELPAC
 - Las escuelas capacitaron a los padres sobre cómo navegar ELPAC y enviaron notificaciones a los padres con una lista de recursos disponibles para padres



Metas/Goals 2020-2021

GOALS 2020-2021

OUTCOME

- Parent training on how to develop a budget aimed at student achievement and parent empowerment
 - Parent are part of the budget development process
 - Budget development training is provided.
- Provide financial incentives to significantly reduced state or federal income taxes owed by parents of English Learner students who achieve Reclassification
 - Recommendation will be considered based on allowable budgetary guidelines

OBJETIVOS 2020-2021

Resultado

- Capacitación para padres sobre cómo desarrollar un presupuesto dirigido a los logros de los estudiantes y el empoderamiento de los padres
 - Los padres son parte del proceso de desarrollo del presupuesto
 - Se proporciona capacitación para el desarrollo del presupuesto.
- Proporcionar incentivos financieros para reducir significativamente los impuestos estatales o federales debidos por los padres de los estudiantes de inglés que logran la reclasificación.
 - La recomendación se considerará en función de las pautas presupuestarias permitidas



Meta de Aprendizaje/Learning Outcome

RESULTADO META DE APRENDIZAJE

Comprender el propósito y el proceso de escribir el plan escolar, especialmente las secciones para los programas de aprendices de inglés

LEARNING OUTCOME

Understand the purpose and process for writing the School Plan, specially the sections for *English Learner Programs*

Desarrollo de Asesoramiento

Development of Advisement



Non Model Advisement is a response provided to a question or prompt.

Sample:
We need more ELs to reclassify.

Model Advisement is a response that provides detailed reasons and suggests that actions be taken.

Sample: We need more students to reclassify. English Learner Teachers and English Learner Designees need to work directly with English Learner students to provide additional supports, such as, after school intervention or Saturday School.

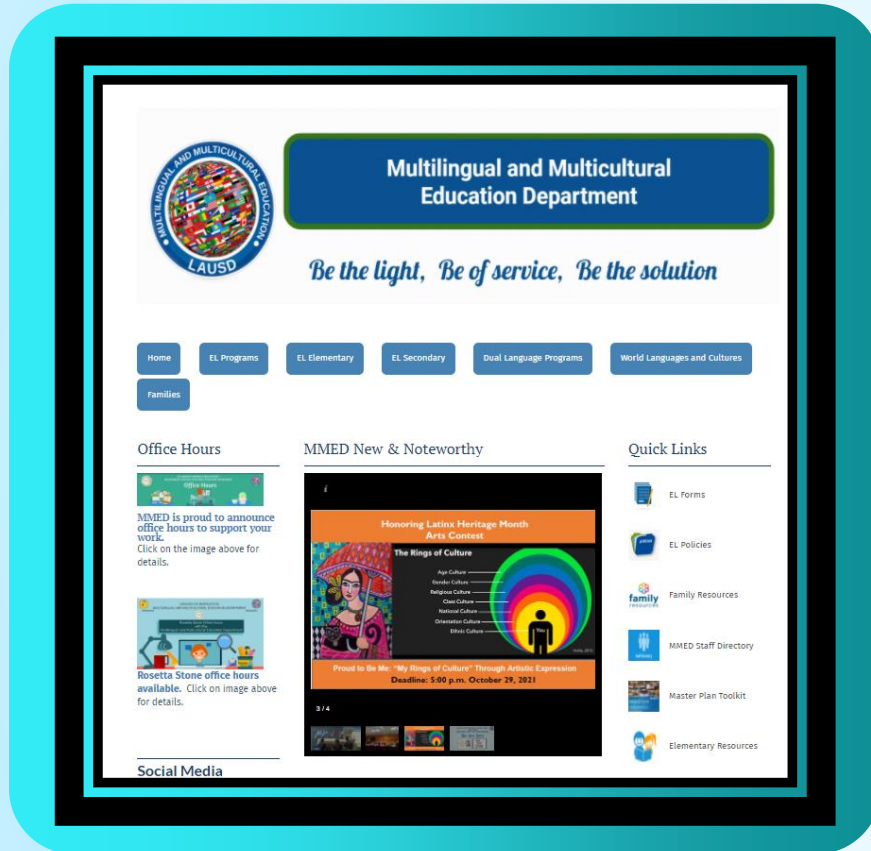
El asesoramiento es una respuesta proporcionada a una pregunta o indicación.

Muestra:
Necesitamos que más estudiantes reclasifiquen.

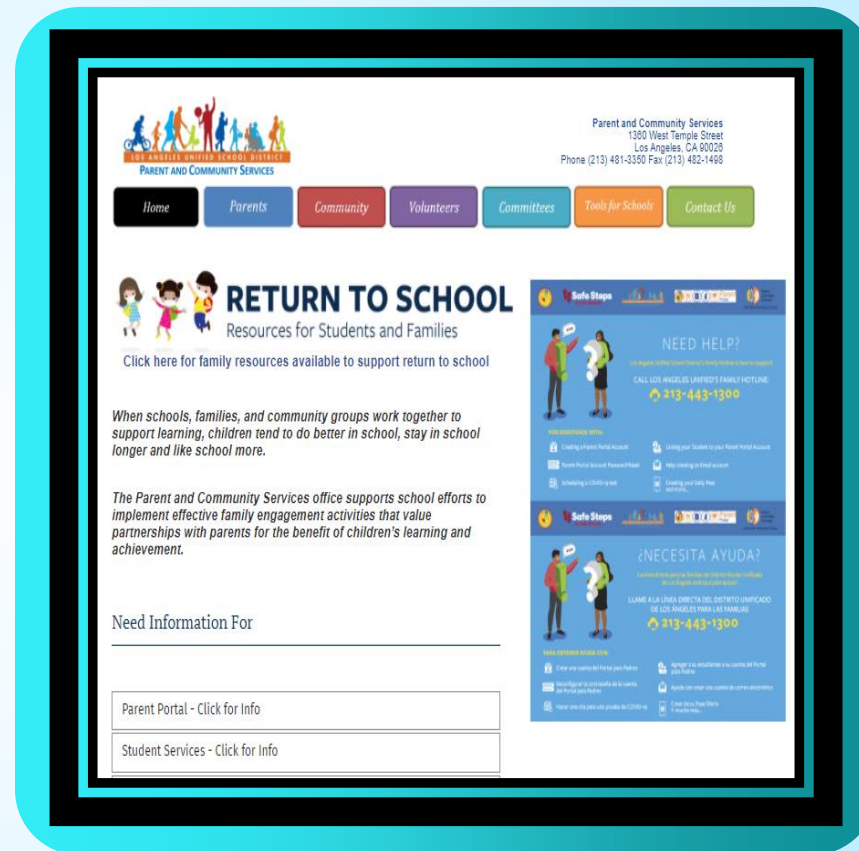
Un asesoramiento sólido es una respuesta que proporciona razones detalladas y sugiere que se tomen medidas.

Ejemplo: Necesitamos más estudiantes para reclasificar. Los profesores y los designados para estudiantes de inglés deben trabajar directamente con los aprendices de inglés para proporcionar apoyos adicionales, como después de la intervención escolar.

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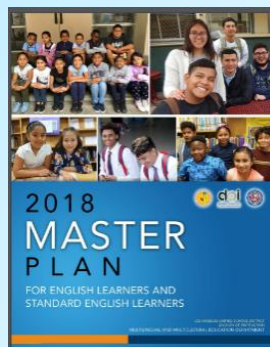
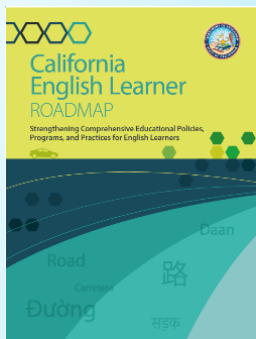


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