

LEARNING OUTCOME

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

SCHOOLS CONTINUE TO PLAN ALL YEAR LONG.

Grounding

1. Read your card.
2. Locate others with cards of the same color, and form a group.
3. Each group locates the data corresponding to their cards.

Be ready to share your cards with the group.

AMAO 1

AMAO 2

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2013-14 English Learners in Cohort	105,324
Number in Cohort Attaining the English Proficient Level	29,224
Percentage in Cohort Attaining the English Proficient Level	27.7%
2013-14 Target	22.8%
5 Years or More Cohort	
Number of 2013-14 English Learners in Cohort	105,324
Number in Cohort Attaining the English Proficient Level	29,224
Percentage in Cohort Attaining the English Proficient Level	27.7%
2013-14 Target	22.8%
Met Targets	

RECLASSIFICATION

Selected District Level Data - 1964733-Los Angeles Unified
for the year 2014-15

AMAO 2 - Pe

Less than 5
Number
Number
Percent
2014-
5 Years or f
Number
Number
Percent
2014-

MASTER PLAN PLACEMENT

EL Master Plan Programs in Schools

Master Plan Program	Elementary	Secondary	Span
Structured English Immersion	536	250	35
Mainstream English	494	207	30
Dual Korean	7		1
Dual Spanish	56	12	4
Dual Mandarin	2		
Transitional Spanish	18		1
Transitional Korean	1		
Maintenance Spanish	13	1	2
Maintenance Korean	1		
Secondary English Newcomer		51	6
Accelerated Language LTEL	58	336	44
Total Schools	538	339	45

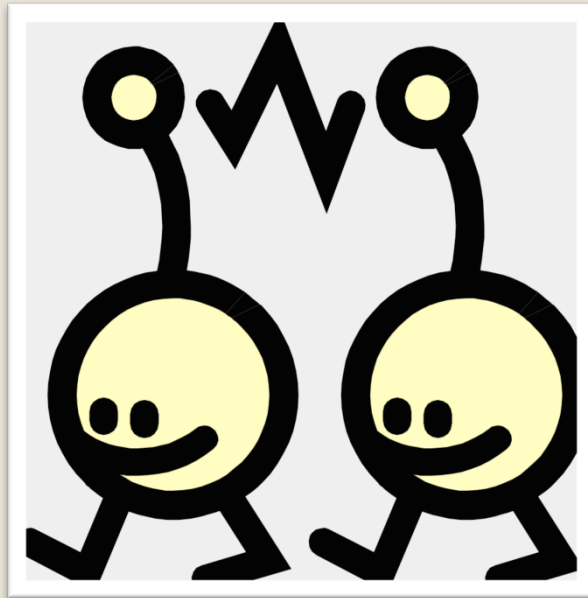
Source: MISIS 1/13/16

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Share out...



Read your cards (in order) to the whole group.

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 - Table of Contents

Goals



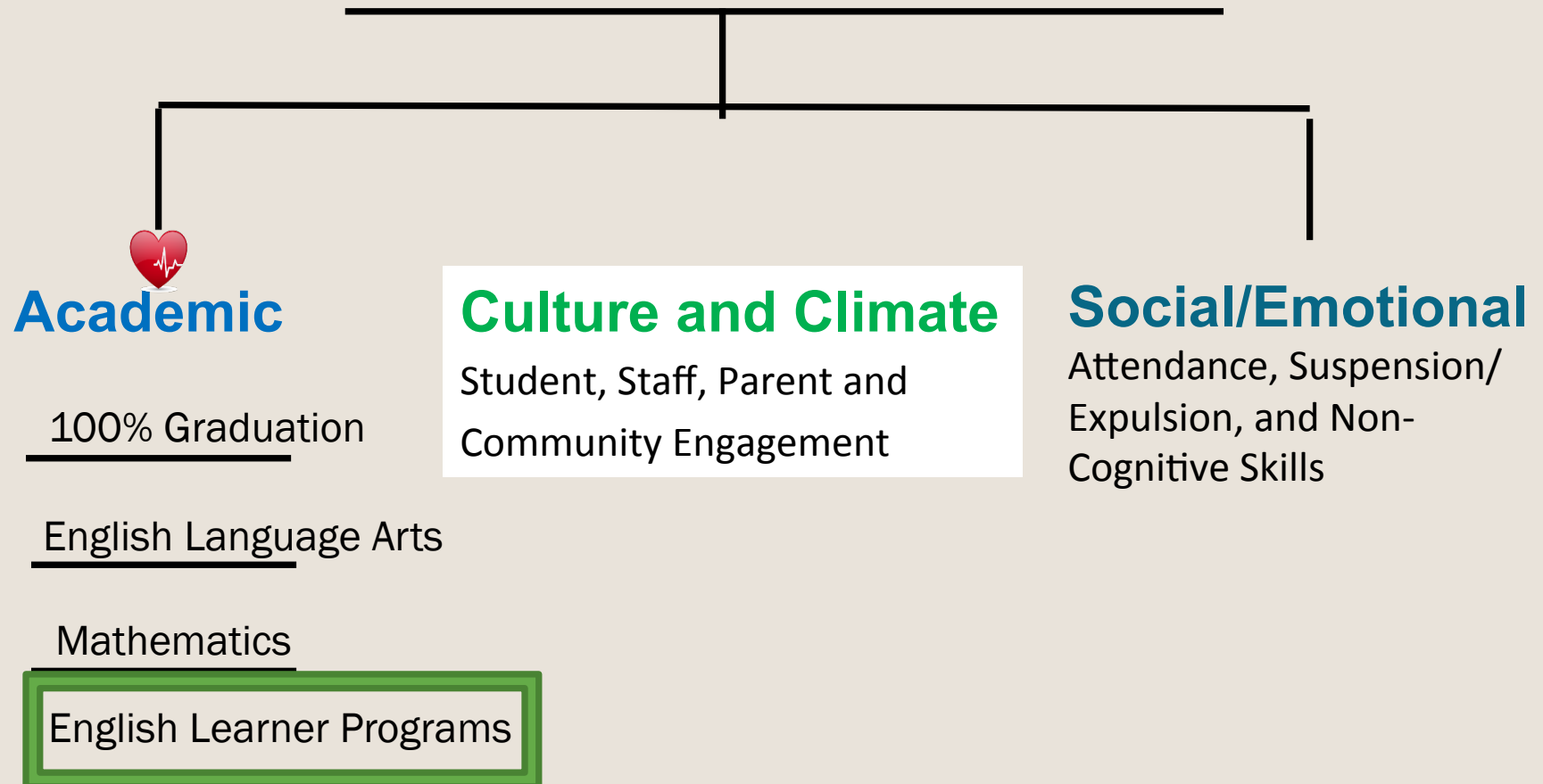
What is the Single Plan for Student Achievement?

- 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.

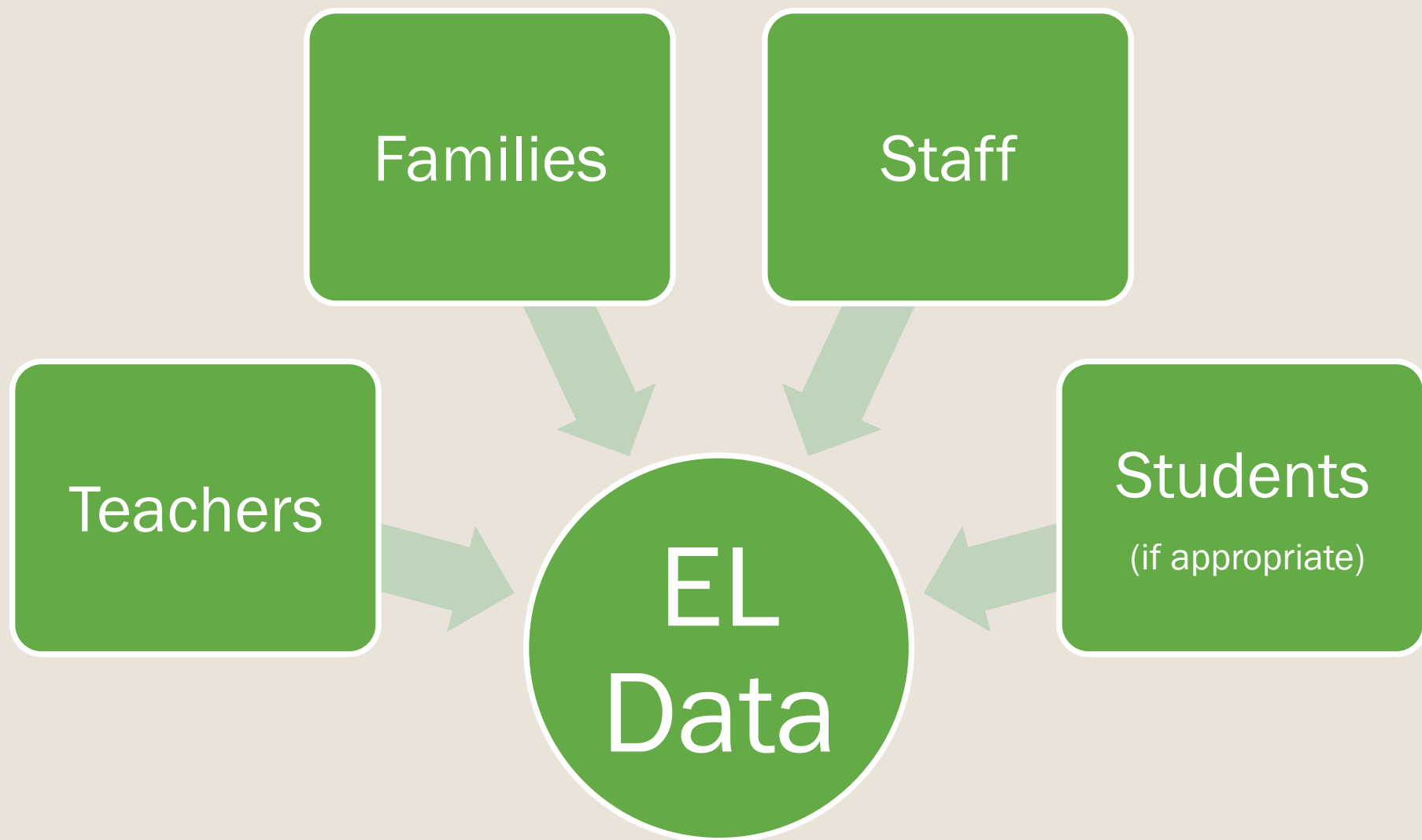
Section 5

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 English Learner programs

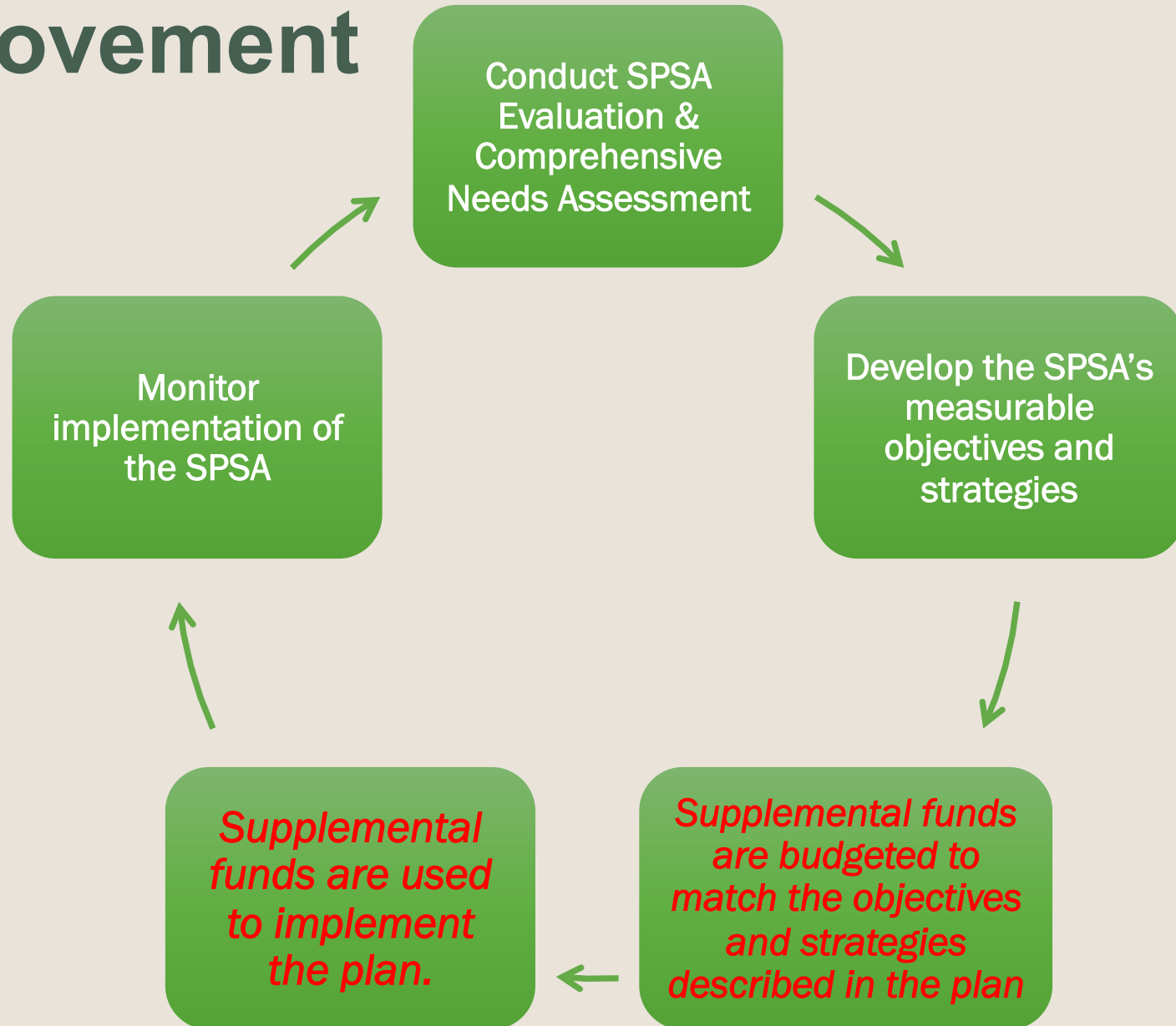
app • Tutoring f • Ensure that provided and Use Coordin conduct inte • Assist with • Analyze d • Assist tea day Stu app • SSPT will refer • Referring the • LTEL Cou nact	Building Parent Capacity and Partnership to Support the Academic Goal Conduct the English Lear • Part • Part and • EL plan • Add (PIC 2 EL parent Association Attendance) • Part cor	selected from mathematics, ELA, ELD (LTEL course teacher), social studies, and science.	Effective Classroom Instruction The EL Desig lessons using development format, and p at the school • Conduct le soci with • Conduct W debr • Participate and • Function a Eng lead • Conduct C coo • Conduct d The Instructi incorporate In instruction, an improving De • Serve as ti • Conduct le content s Program • Participate and deliv • Conduct d focused • Guide tea progress	Professional Development Enhance English Lear progress towards rec Designated ELD strate activities • Use banked tim Designated EL o Recip purpo intera o Acade o Califo based Analy • Use Departme provide integr o Const struct acad o Kaga o Acade o Acade discipl • EL Designate planning/facili assignment. • Provide day-to departmental p o Plan and In study o Condu o d o Analy study based Send Assoc Teach	<p align="center">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 checked="" type="checkbox"/> CELDT / AMAOs <input type="checkbox"/> School Experience Survey <input type="checkbox"/> School Quality Improvement Index Report <input checked="" type="checkbox"/> Data Summary Sheet</p> <p><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"> AMAO 1: 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% PI 318 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 on 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% RFEP. In 2013-14, 24% of students were LEP and 50% were RFEP. EOs and IFEPs comprised 26% of students in 2012-13 and 2014-15. Mostly stable. PARENT ENGAGEMENT: In 2013-14 52% 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): 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> <table border="1"> <thead> <tr> <th>IV. Focus Areas</th> <th>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).</th> <th>On what dates will the Actions</th> <th>How will the school measure the effectiveness of each Action?</th> <th>What is the school buying?</th> <th>What is the Budget Item No.?</th> <th>How much does it cost?</th> <th>What is the FTE?</th> <th>What is the program funding</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	IV. Focus Areas	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).	On what dates will the Actions	How will the school measure the effectiveness of each Action?	What is the school buying?	What is the Budget Item No.?	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*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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:

MAO 2: The Target percentage of English Learners who reach English proficiency as measured by CELDT.

24% of Long Term English Learners (LTELs) reached English Proficiency in 2013-14.

20% of LTELs reached English Proficiency in 2014-15.

The percentage of LTELs who are reaching English proficiency decrease 4 percentage points from 2013-14 to 2014-15.

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) 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 Learners' progress • Time for teachers to plan lessons/units/projects • 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 succeed in English Language Arts (ELA), Math • Language needed to succeed in academic settings • 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 Center calendar • Demonstrations of classroom instruction (ELL lessons) • ELD Standards • What parents can do at home to support learning • Questions to ask teachers about English Learners' 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:

AMA01: The Target percentage of English Learners who make annual progress learning English, as measured by CELDT.

In 2014-15, 34% of Bartlett Middle School's ELs increased CELDT level, 54% stayed the same, and 12% decreased.

The AMAO 1 target for 2014-15 was 60.5%.

Bartlett Middle School did not meet the AMAO 1 target in 2014-15.

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 2014-15 goal was a reclassification rate of 16%

Bartlett Middle School's reclassification rate in 2013-14 was 11%.

Bartlett Middle School's reclassification rate in 2014-15 was 13%.

The school's reclassification went up, but did not meet the district's goal for 2014-15.

STRATEGIES

PROFESSIONAL
DEVELOPMENT

-

EFFECTIVE INSTRUCTION

-

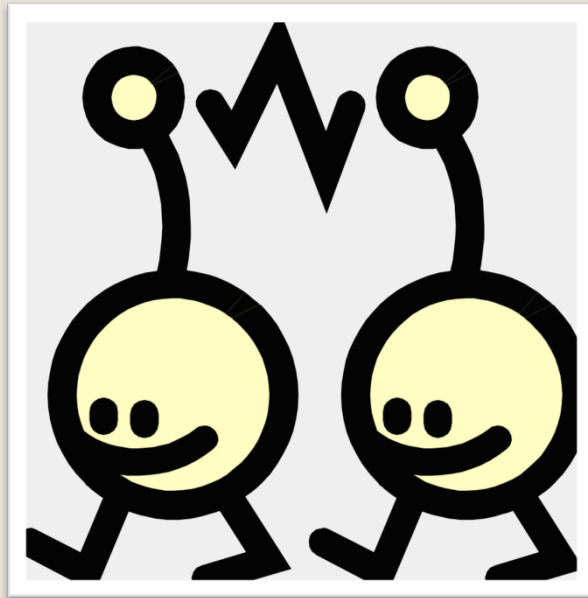
INTERVENTION

-

PARENTS AS PARTNERS

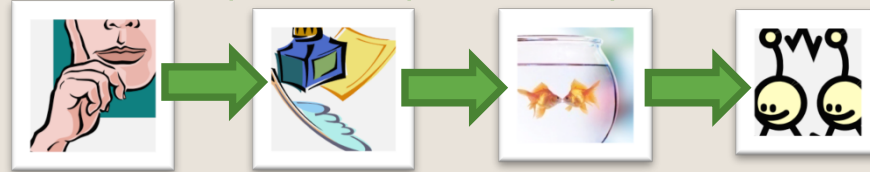
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Share out...



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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