

ENGLISH LEARNERS

MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

LCAP- PROGRAM & GOAL UPDATE

Annual Update – February 2016



Main Topic

Background on Department and Program Efforts in LAUSD

2

1970

- Lau v Nichols

1981

- Castaneda v Pickard

2000

- NCLB

2011

- OCR/LAUSD Voluntary Agreement

2012

- English Learner Master Plan
- NEW CA ELD Standards

2014

- State Adopts ELA/ELD Framework

Related Goals/Metrics



3

LCAP GOAL 2) Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)

▣ AMAO 1

LCAP GOAL 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

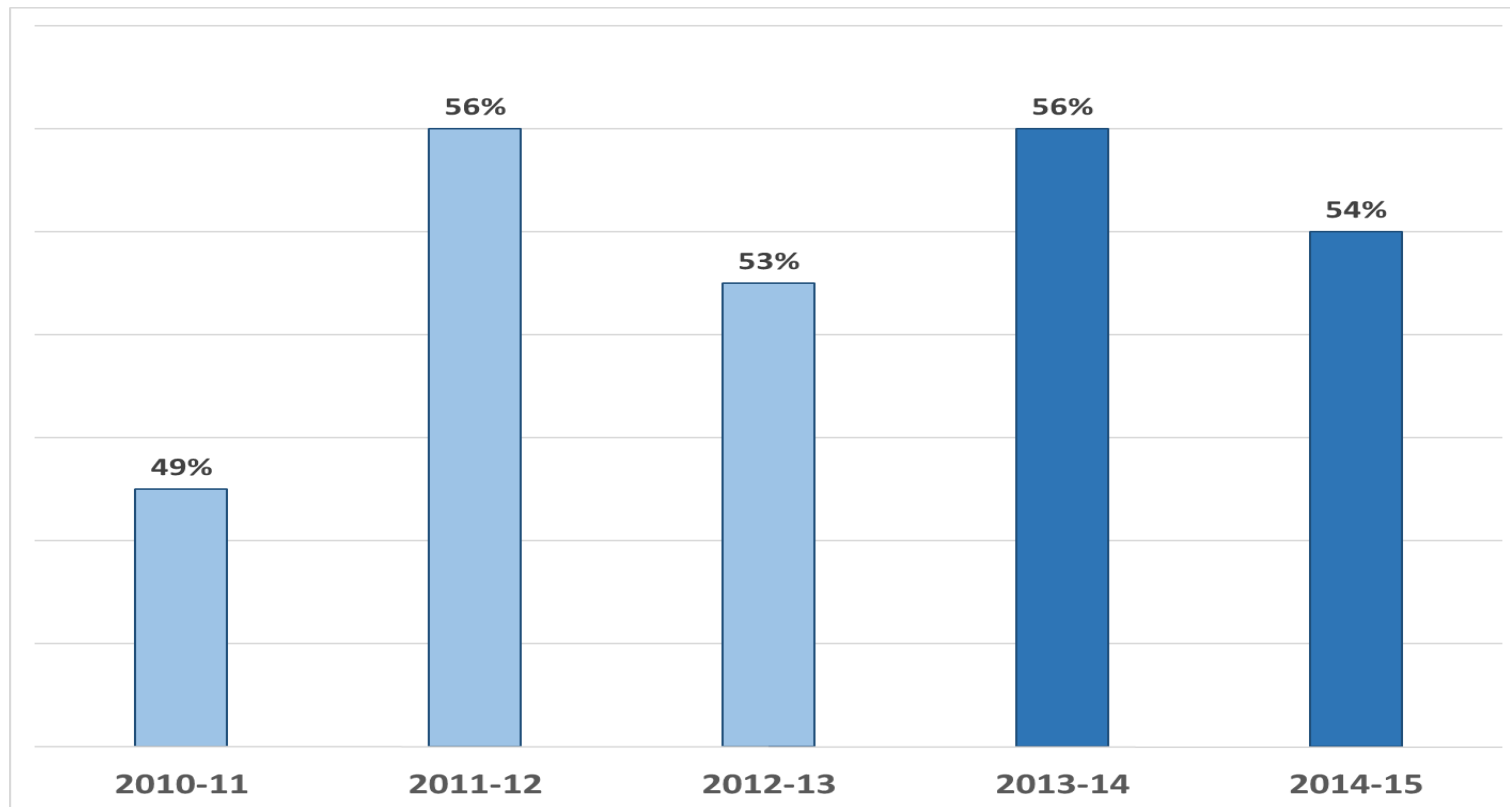
▣ AMAO 2

LCAP GOAL 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

▣ Long Term English Learner

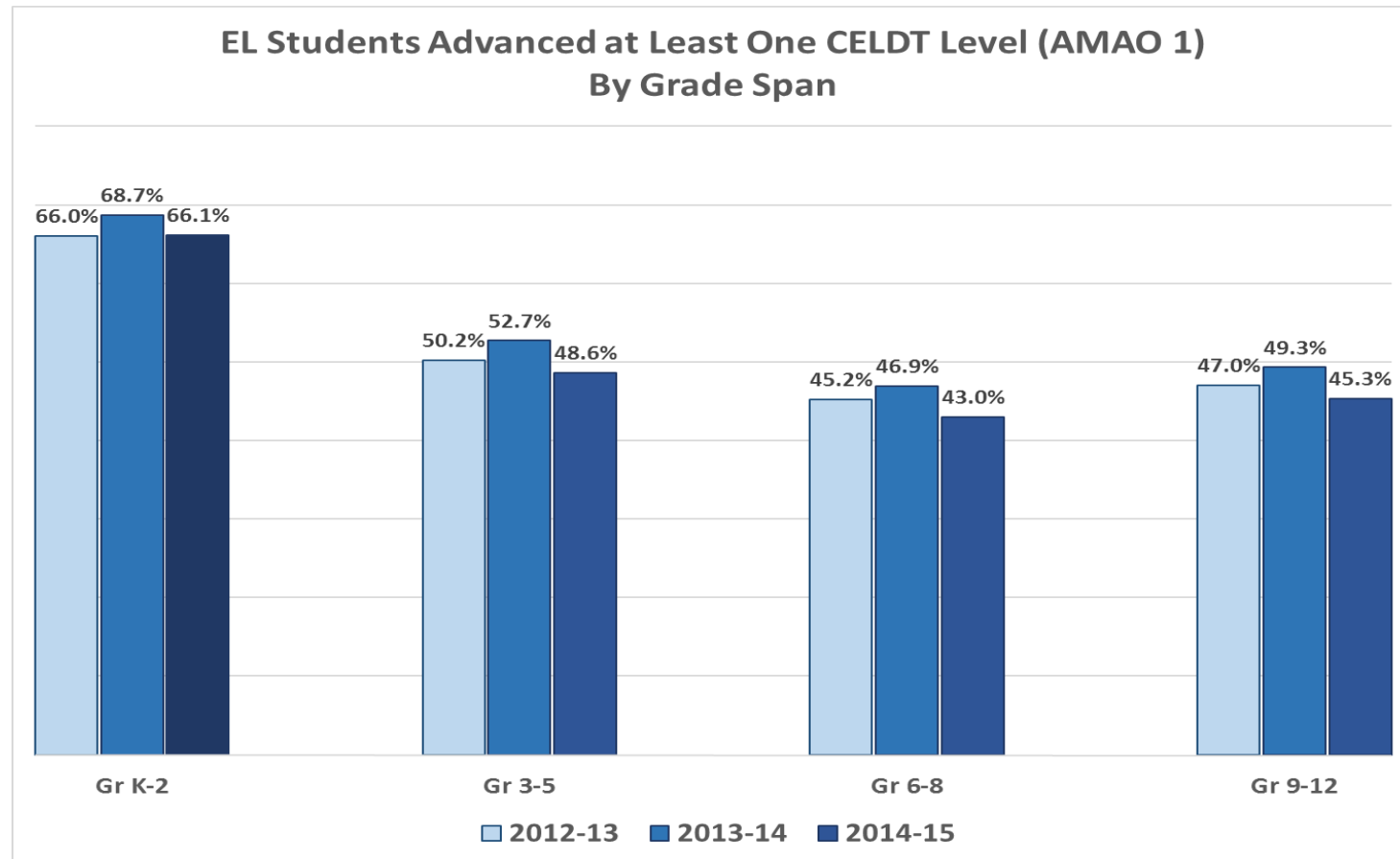
▣ Reclassification Rate

Percentage of English Learners Making Annual Progress in Learning English AMAO 1



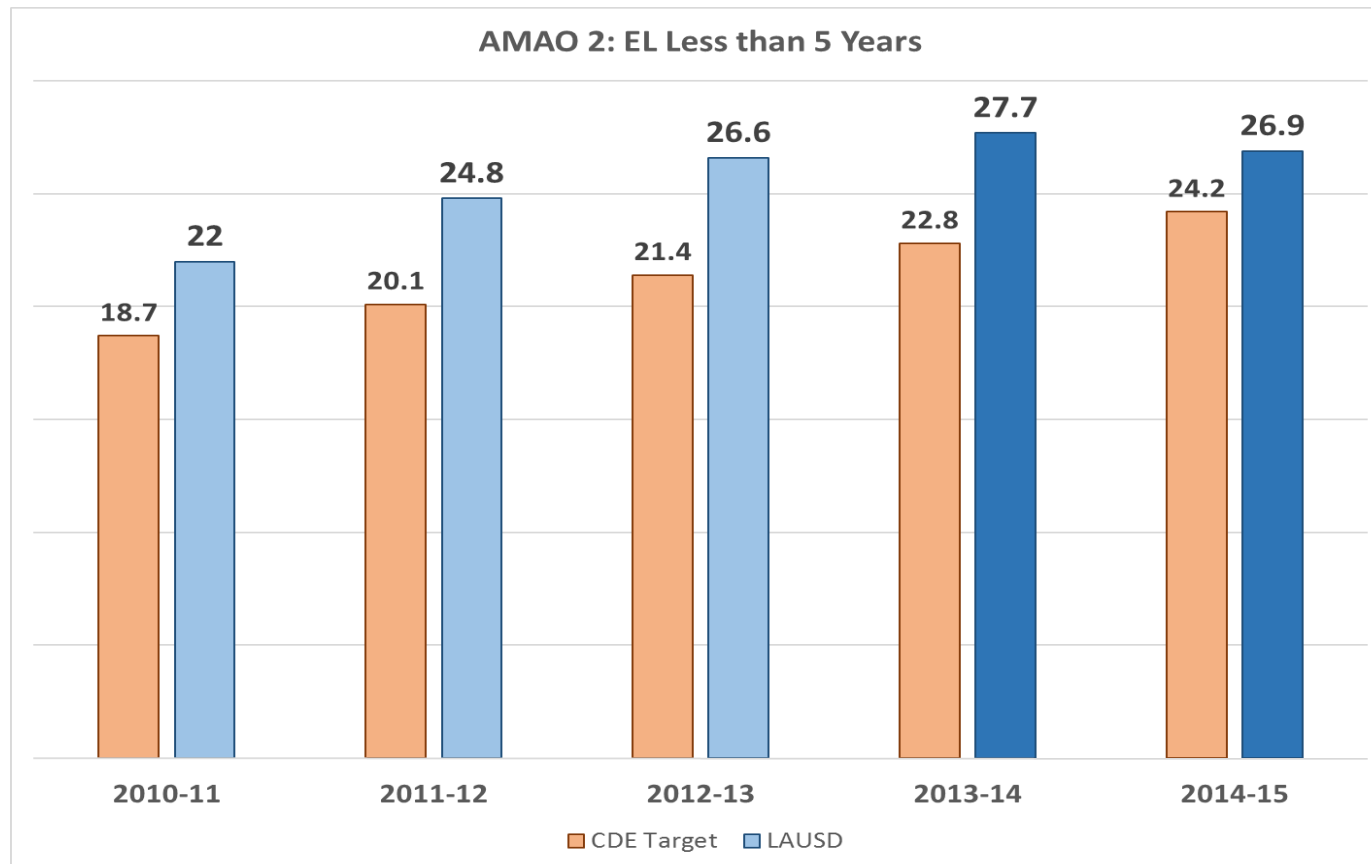
LCAP Goal 2) *Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)*

Percentage of English Learners Making Annual Progress in Learning English AMAO 1



LCAP Goal 2) Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)

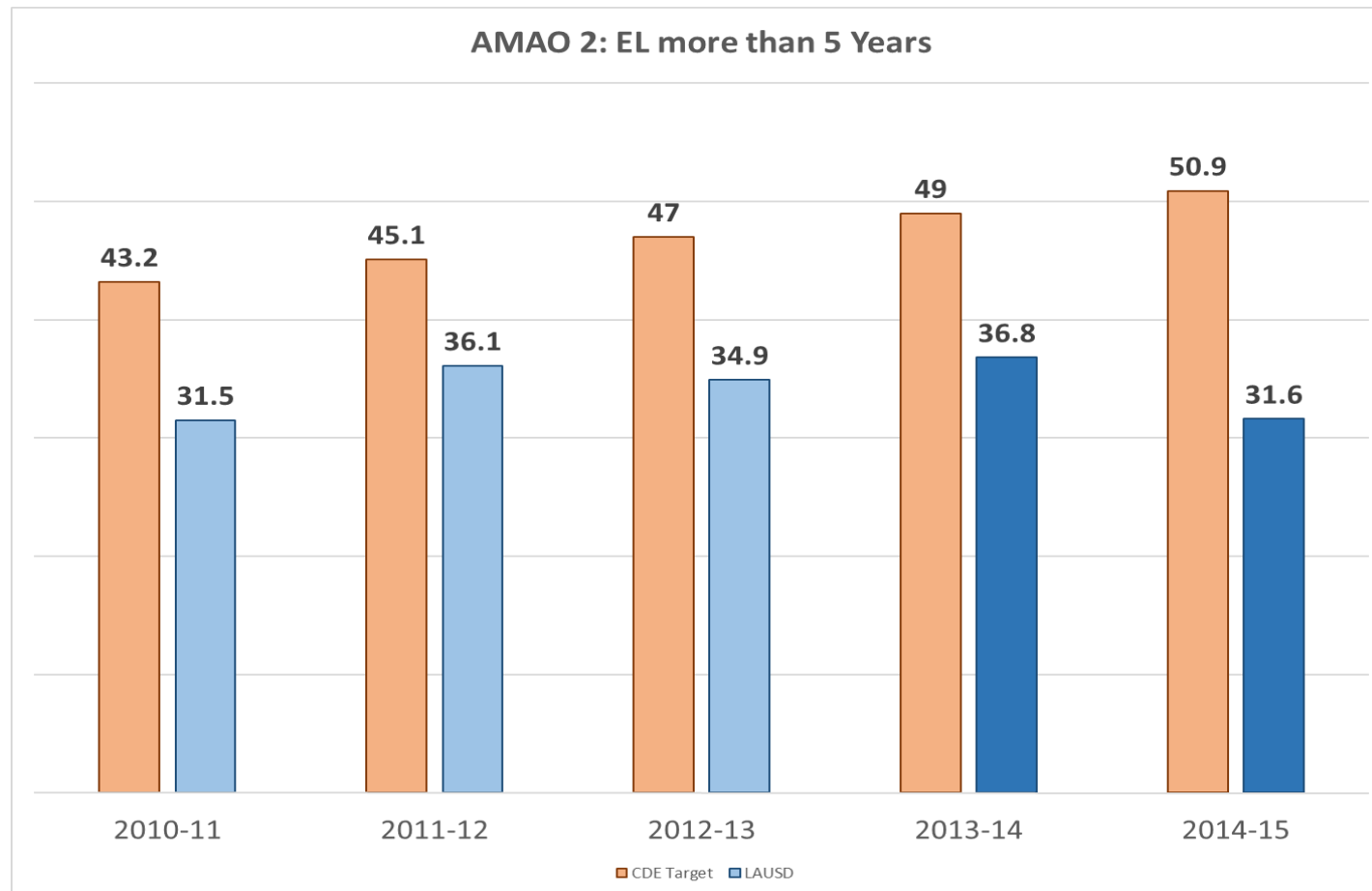
Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 <5 Years



LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

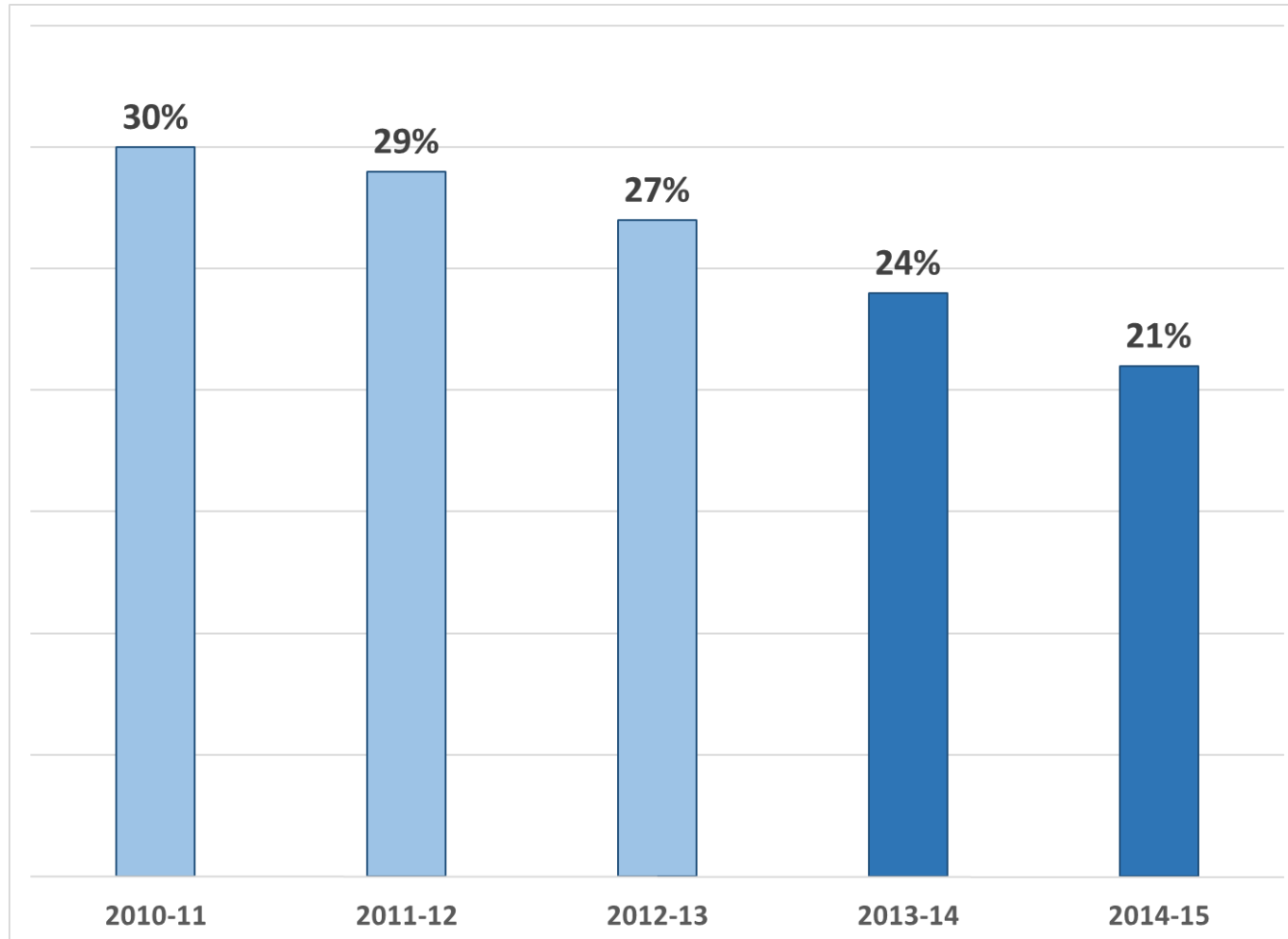


Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 >5 Years



LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

Decrease in percentage of Students Not Reclassified in 5 Years LTELs



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

English Learner Profiles



Reclassification			
Profile A	CELDT	BASIC READING SKILLS TEST	GRADES
Profile B	CELDT	BASIC READING SKILLS TEST	GRADES
Profile C	CELDT	BASIC READING SKILLS TEST	GRADES
Profile D	CELDT	BASIC READING SKILLS TEST	GRADES
Profile E	CELDT	BASIC READING SKILLS TEST	GRADES
Profile F	CELDT	BASIC READING SKILLS TEST	GRADES
Profile G	CELDT	BASIC READING SKILLS TEST	GRADES
Profile H	CELDT	BASIC READING SKILLS TEST	GRADES

The GOAL is
profile A within 5
years

Baseline in Year 1



RECLASSIFICATION DATA DROPS

OPPORTUNITIES and CHALLENGES

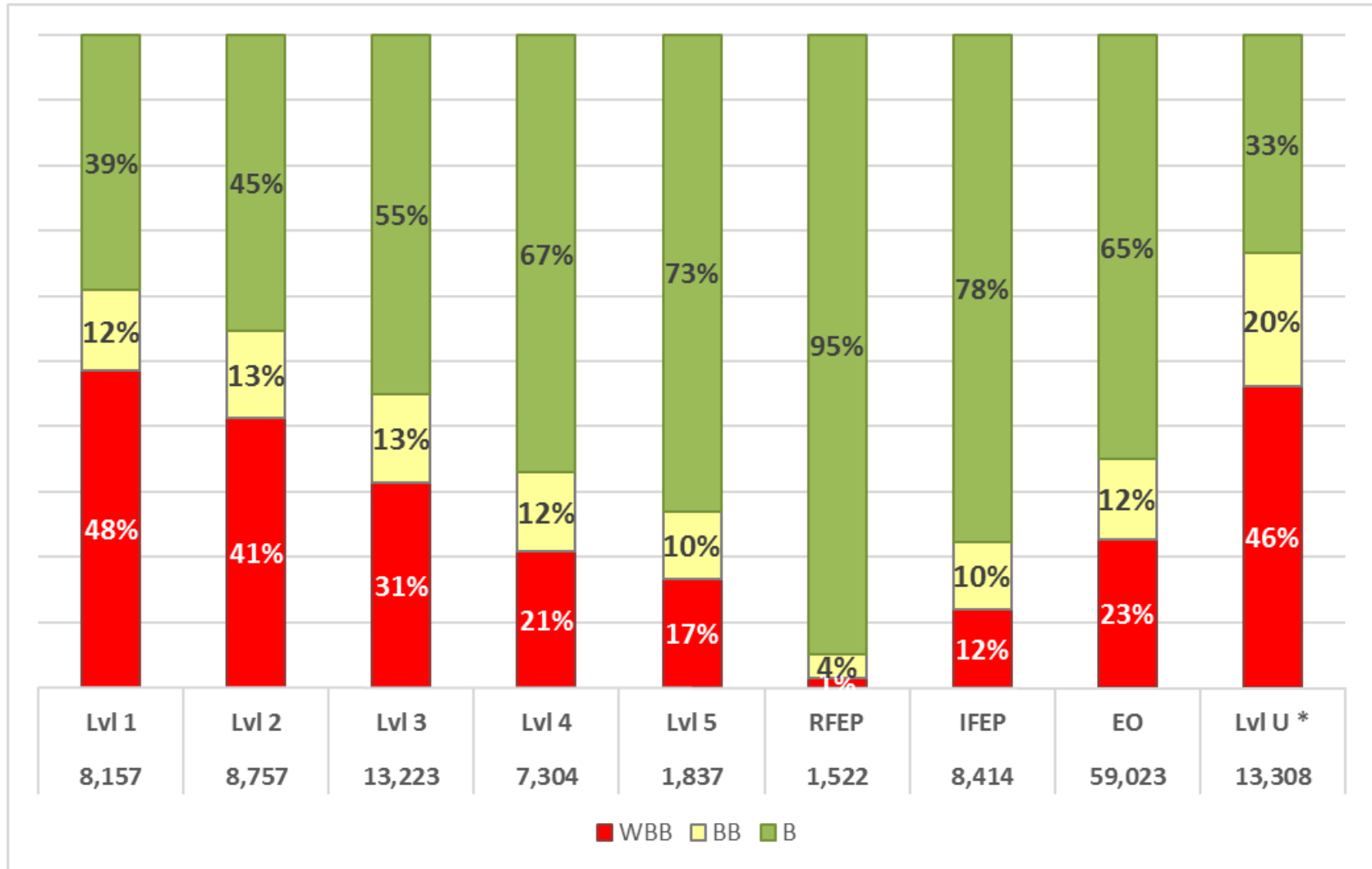
The timing of these assessments happens at different times of the year and CELDT is only administered once a year.



K - 12 RECLASSIFICATION Data Drops										
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CELDT – Previous Year					CELDT – Current Year					
				Elem DIBELS MOY - Current Year					Elem DIBELS EOY- Current Year	
*10 th -12 th grade may use banked CAHSEE passing score in lieu of SRI		Sec SRI Fall- Current Year						Sec SRI Spring Current Year		
			Elem 1 st Progress Report Card (PRC)- Current Year				Elem 2 nd Progress Report Card (PRC)- Current Year		Elem 3 rd PRC- Current Year	
Sec Spring Grades- Previous Year					Sec Fall Grades- Current Year					Sec Spring Grades Current Year
Parent Approval										

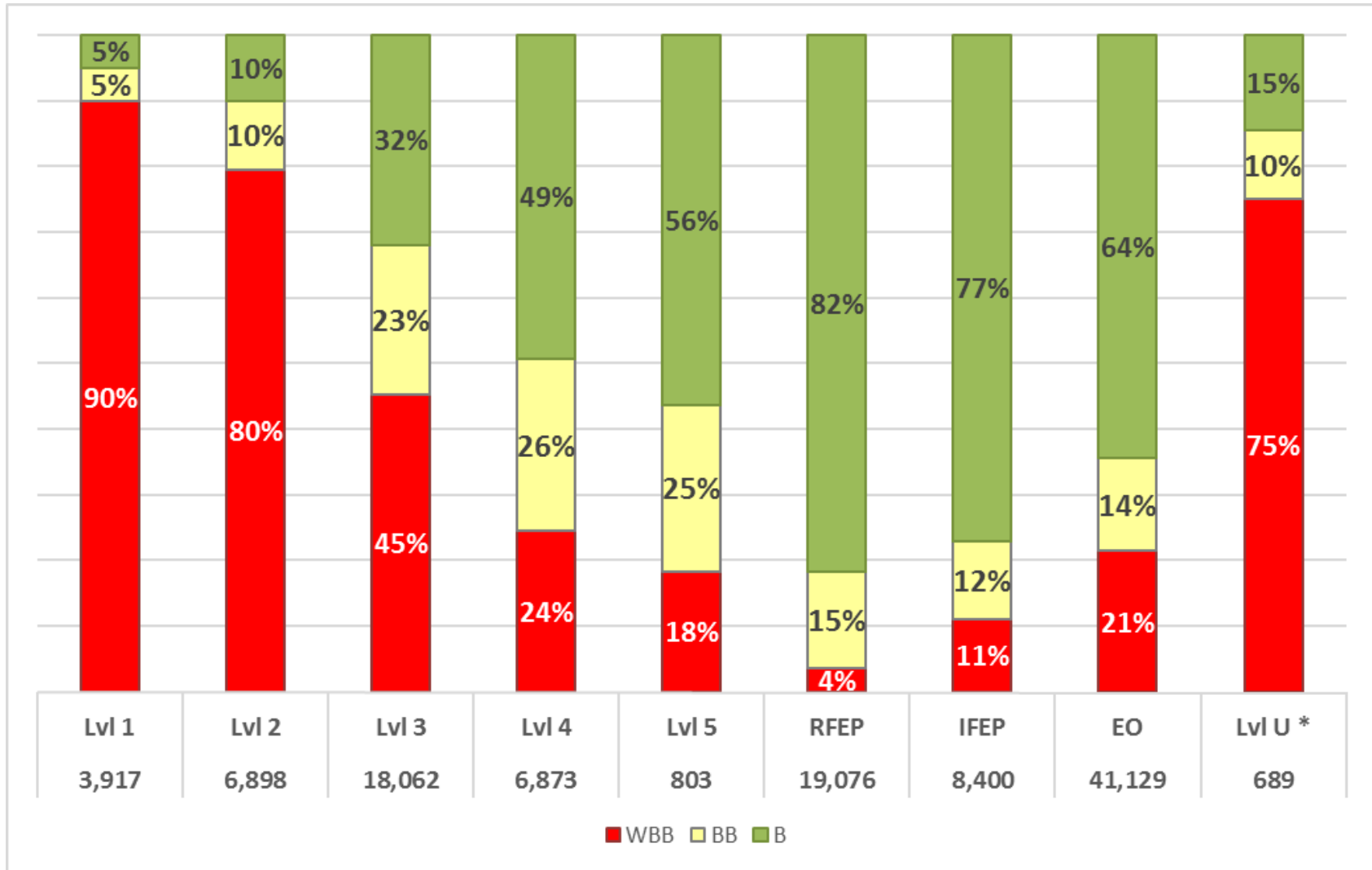


K -2nd Grade DIBELS Composite Score Beginning of Year 2015-2016 (Source:Amplify)



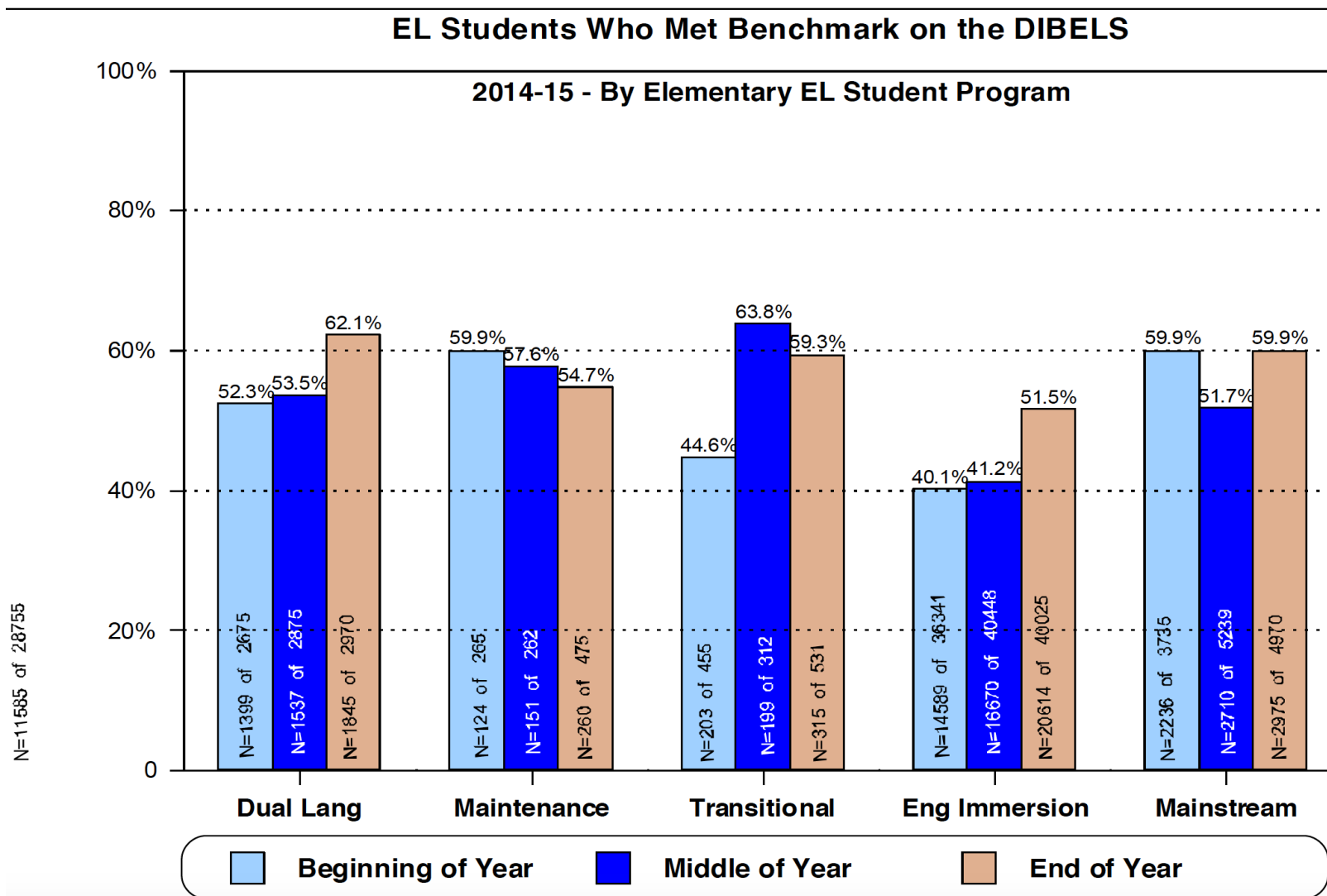


3rd - 5th Grade DIBELS Composite Score Beginning of Year 2015-2016 (Amplify)



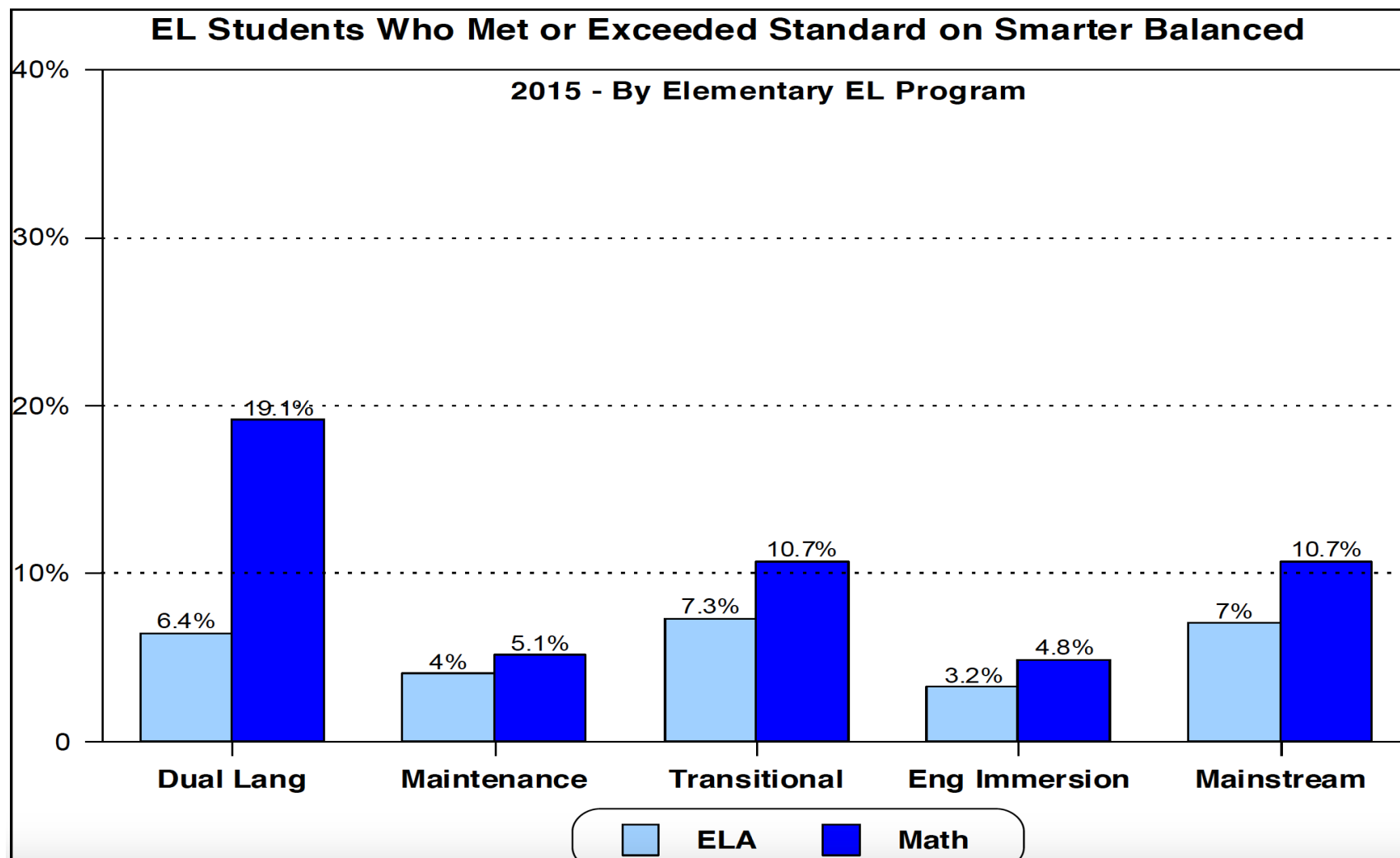


DIBELS scores by Program Options





SBAC scores by Program Options



Increase Proficient and above over CCSS/ SBAC Benchmark Math and ELA

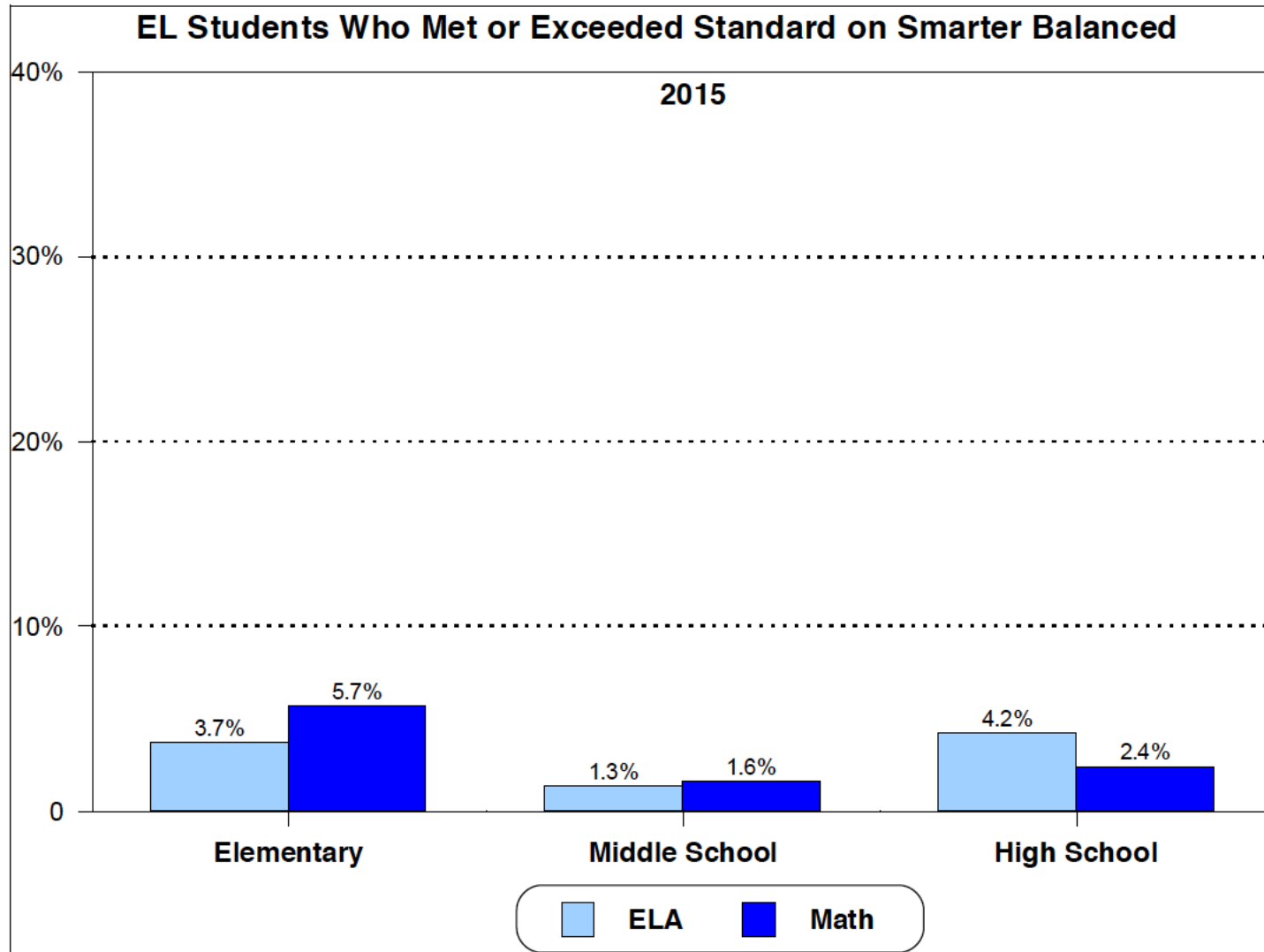
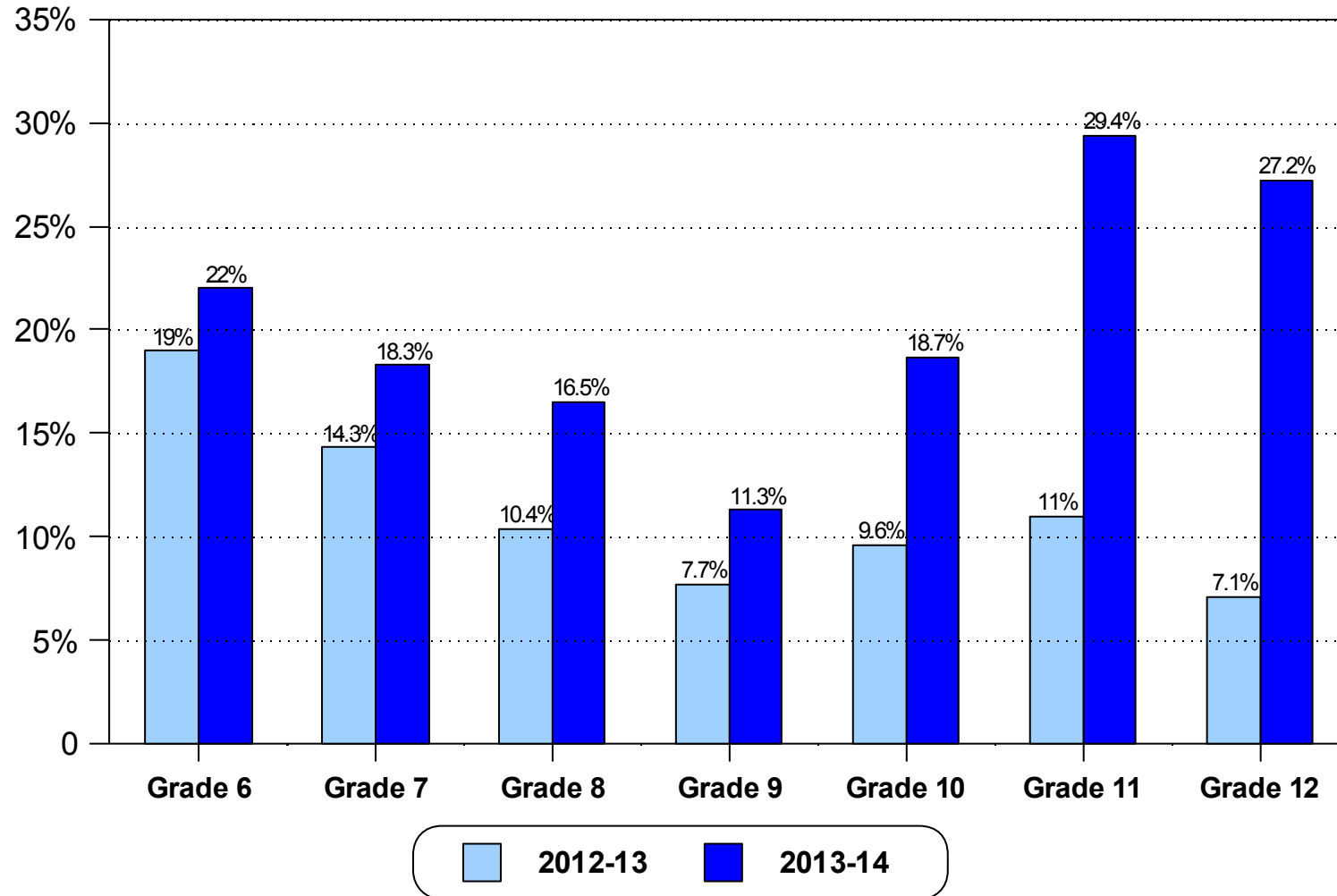


Figure 3.5



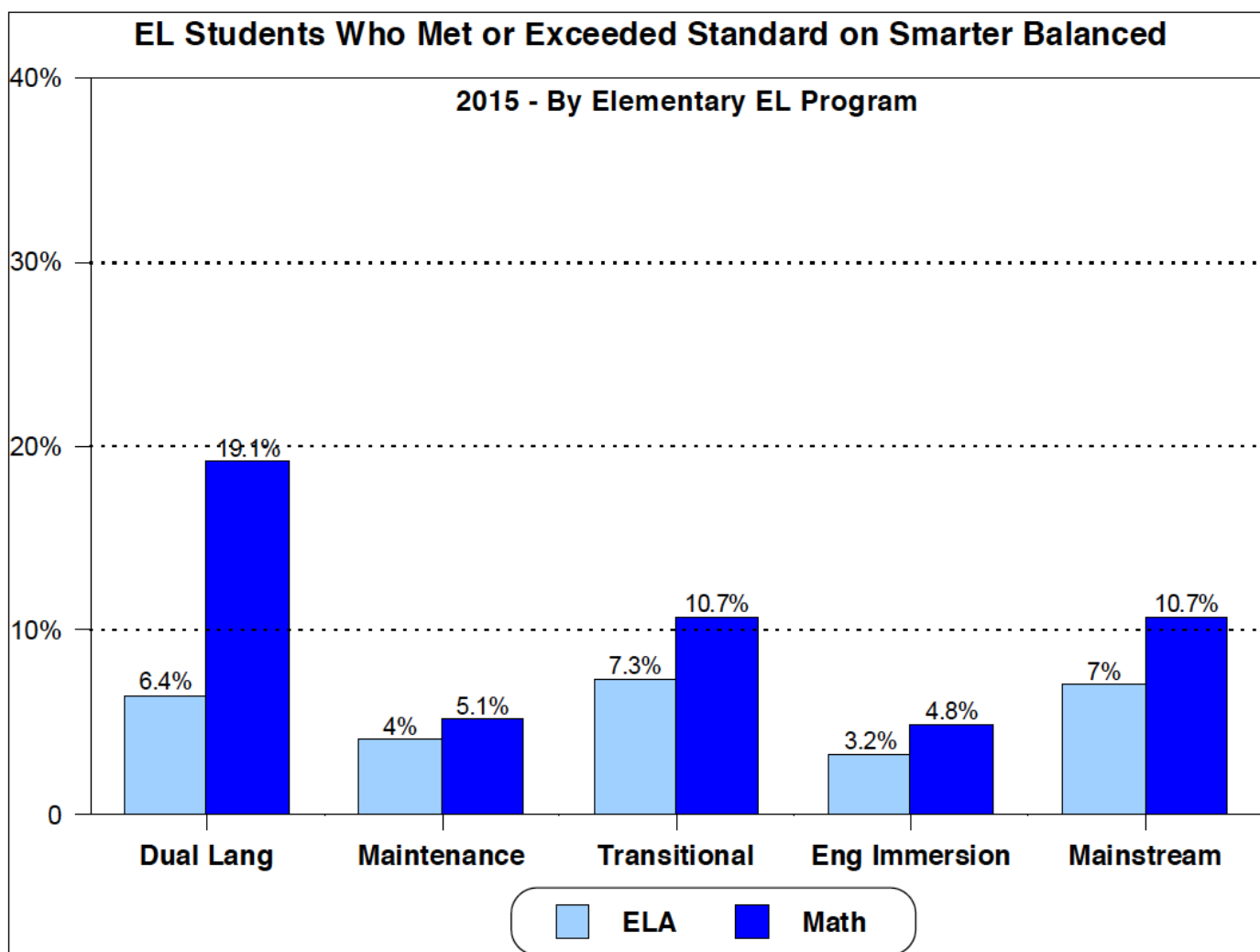
Long-Term English Learners (LTELs) Who Reclassified Before (2012-13) and After (2013-14) Implementation of LTEL courses



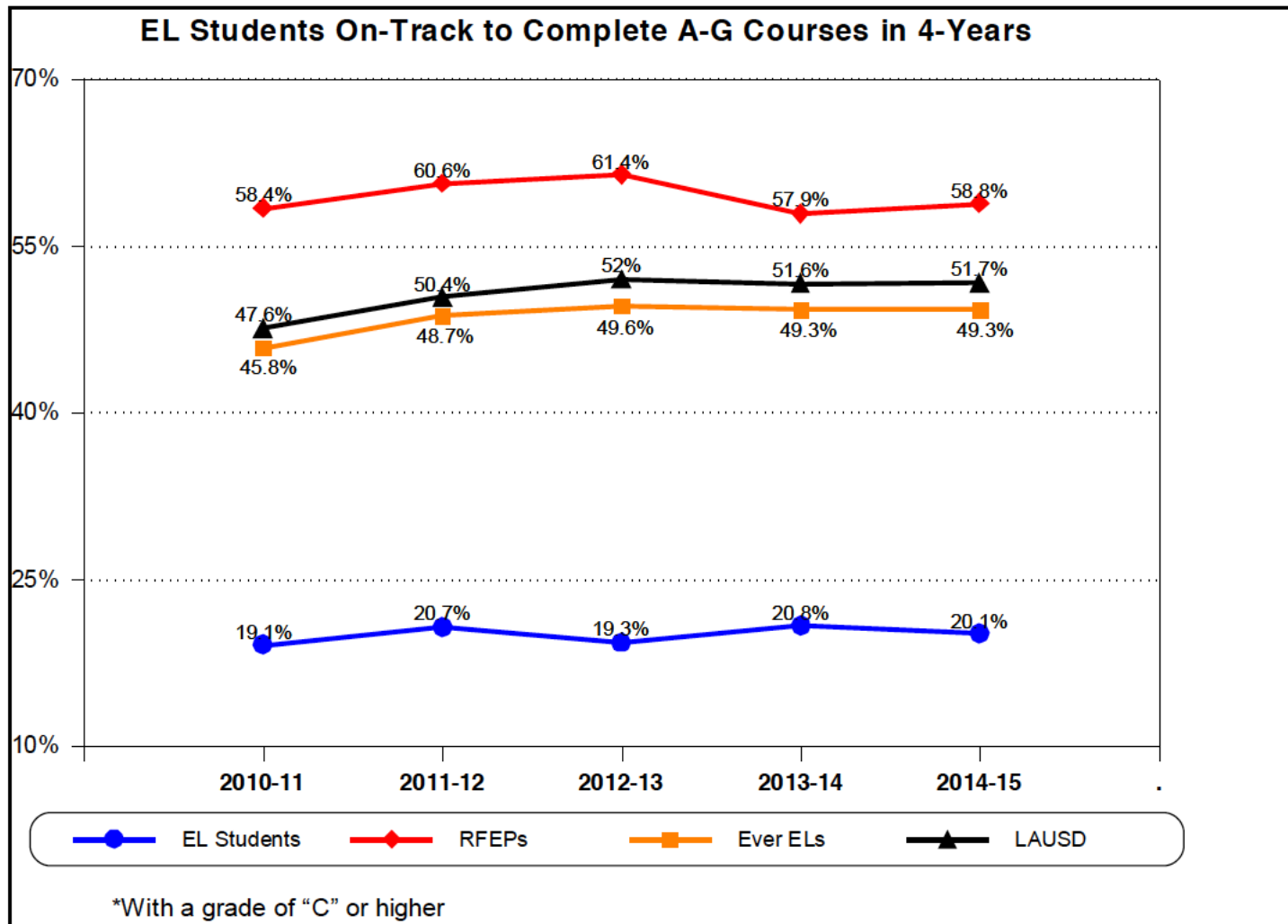
LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)



Increase Proficient and above over CCSS/SBAC benchmark Math and ELA



English Learners on Track to complete A-G



English Learner Attendance Rates

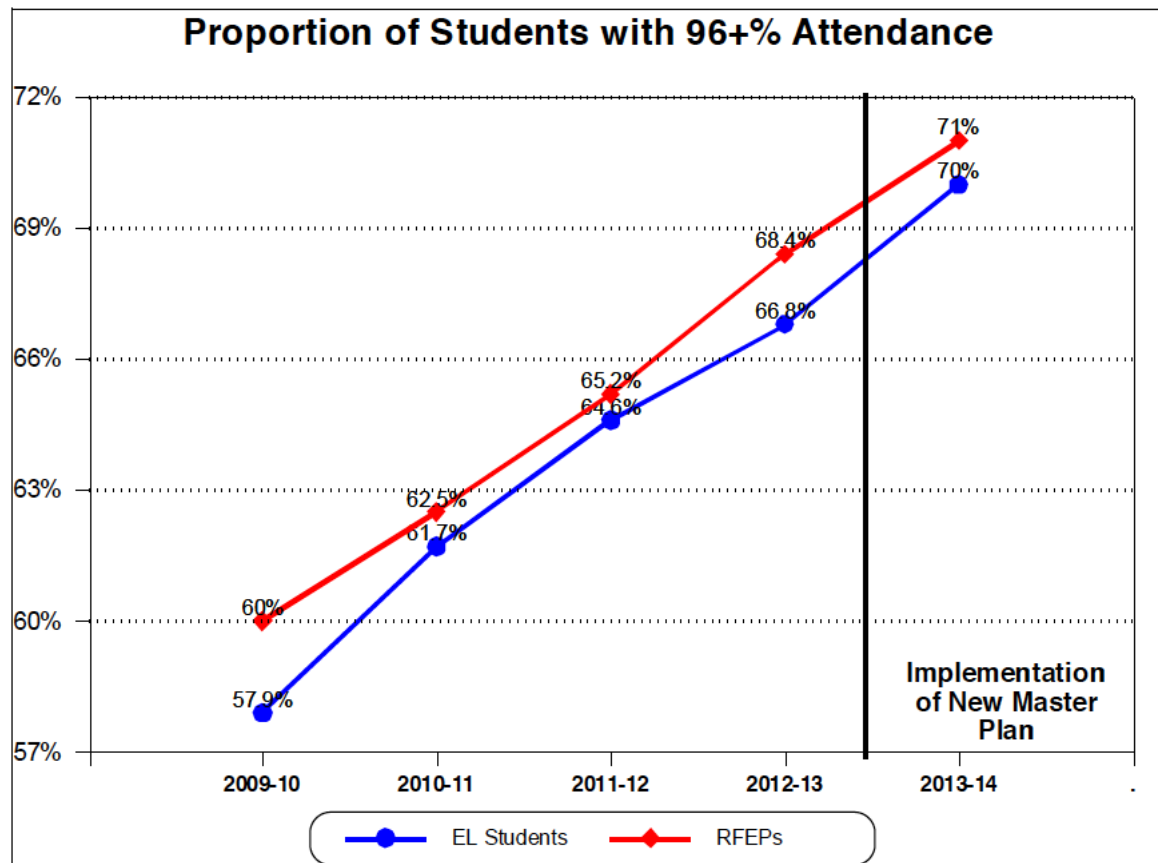


Figure 5 1



English Learner Master Plan

Elementary Strategy

- PREVENTION
- Set a benchmark of reasonable acquisition of proficiency
 - ▣ New resources for teachers of English Learners in K-2 to assist with foundational reading skills
- LAUSD- at the end of 5 consistent years of instruction students should be able to meet the reclassification criteria
- Monitor Literacy Development
- Monitor Teacher Marking Practices
 - ▣ New English Learner Data Dashboard

Secondary Strategy

- INTERVENTION
- Remove Barriers and create new pathways
 - ▣ B credit for LTEL
 - ▣ Will develop Primary language A-G courses for Newcomers
- Identify the placement, progress and instructional practices for all English Learners
 - ▣ EL Service coding in CALPADS
 - ▣ A-G monitoring
- Establish the difference between the instructional needs of a newcomer and a Long Term English Learner
 - ▣ EL Placement Monitoring

NEW ELD STANDARDS



UNDERSTANDING THE NEW ELD STANDARDS

2015-2016 is the implementation year of the new ELD Standards that were developed by the State to align to the Common Core Standards. This reference outlines the elements of the new ELD Standards.

OLD 1997 ELD Standards

Aligned to the old
CA ELA Standards

ELD Levels:

- 1- Beginning
- 2- Early Intermediate
- 3- Intermediate
- 4- Early Advanced
- 5- Advanced

NEW 2012 ELD Standards

Aligned to the CA ELA
Common Core State Standards



ELD Proficiency Levels:

- **EMERGING**
- **EXPANDING**
- **BRIDGING**



Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents- United States Department of Justice



English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.



Questions?