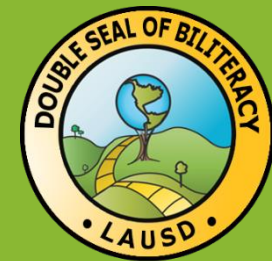
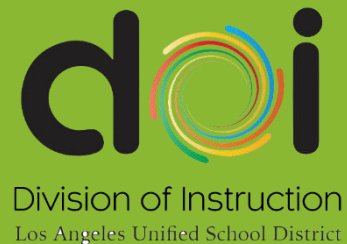
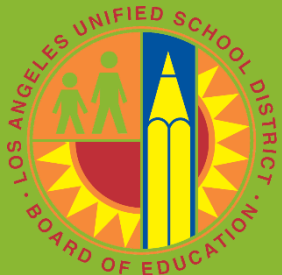


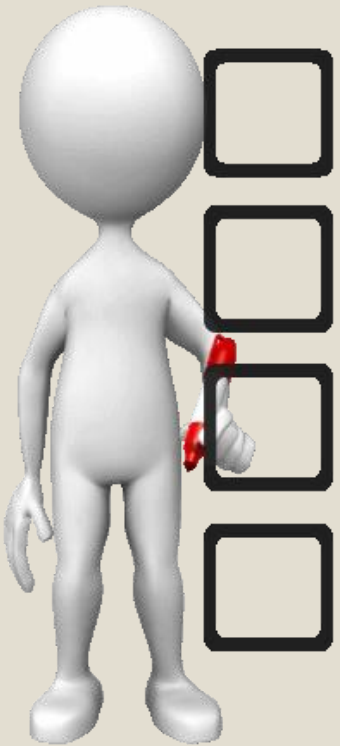
PLAN ESCOLAR PARA EL RENDIMIENTO ESTUDIANTIL

SCHOOL PLAN FOR STUDENT ACHIEVEMENT



TEMAS REQUERIDOS PARA CONSIDERACIÓN DE DELAC

TOPICS REQUIRED FOR DELAC CONSIDERATION



Cuatro temas – Four Topics

- **Plan Maestro para los Aprendices de Inglés: Identificación, Opciones académicas, y Reclasificación**
- **Master Plan for English Learners: Identification, Program Options, and Reclassification**

- **Evaluación Integral de las Necesidades**
- **Comprehensive Needs Assessment**

- **Plan Escolar para el Rendimiento Académico Estudiantil**
- **School Plan for Student Academic Achievement**

- **Importancia de la asistencia escolar**
- **Importance of school attendance**

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*

INICIANDO CON PROPÓSITO

GROUNDING ACTIVITY

I. Escoja una palabra y escriba en el chat lo que significa.

Escuela
Plan
Estudiante
Metas
ELPAC
Datos

I. Choose one word and write in the chat what it means.

School
Plan
Student
Goals
ELPAC
Data

¿QUÉ ES EL PLAN ESCOLAR PARA EL LOGRO ESTUDIANTIL?

WHAT IS THE SINGLE 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.
- La sección de metas del plan describe cómo la escuela va a satisfacer las necesidades educativas de los estudiantes.
- 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.**

Sección de Metas del SPSA/ SPSA Goals Section

Section 5

Metas del SPSA/SPSA Goals



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

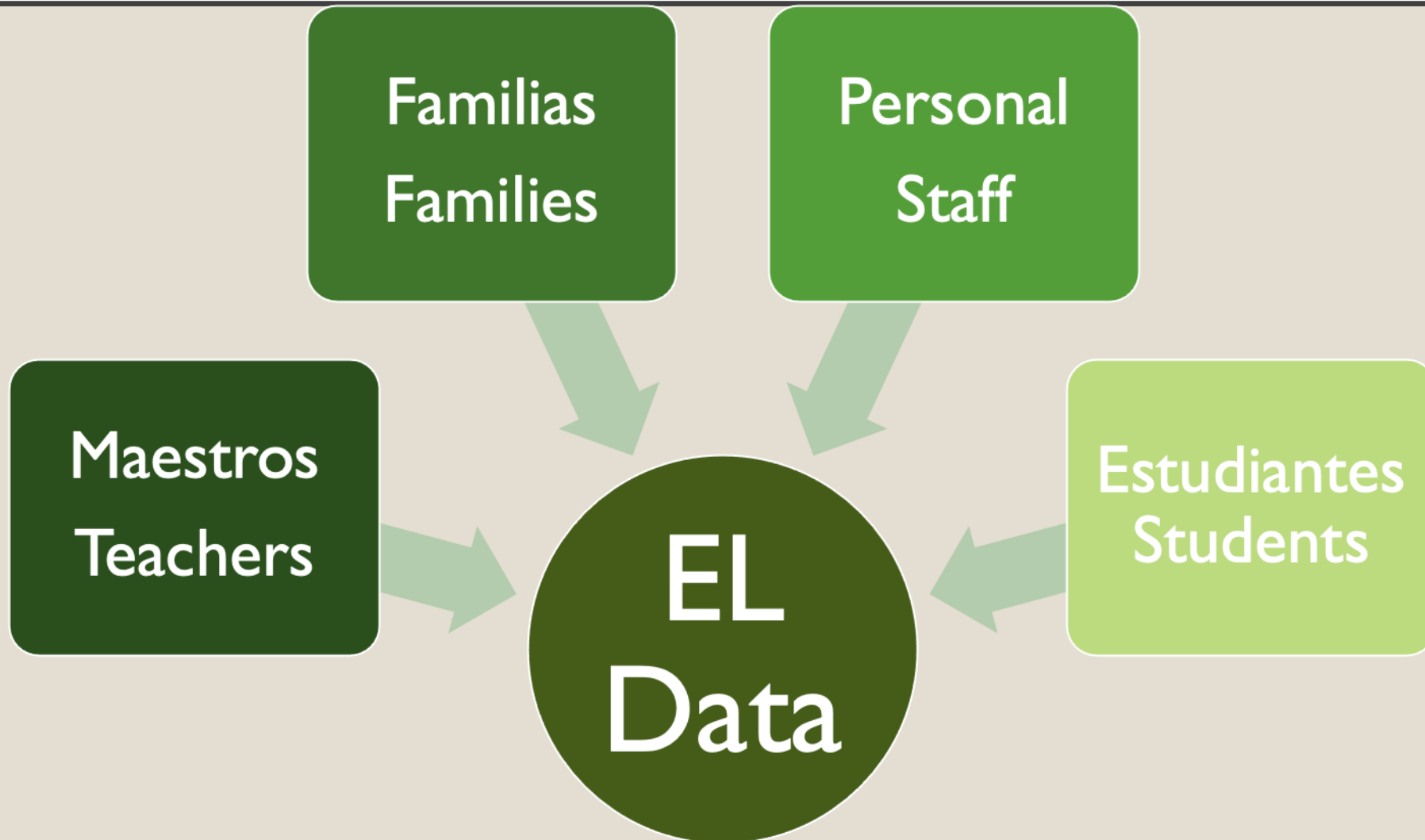
Asistencia, Suspensión/
Expulsión y Habilidades
no cognitivas

Social/Emotional

Attendance, Suspension/
Expulsion, and
Non-Cognitive Skills

ENCUESTA DE NECESIDADES EXHAUSTIVA
TODAS LAS PARTES INTERESADAS REVISAN LOS DATOS

COMPREHENSIVE NEEDS ASSESSMENT
ALL STAKEHOLDERS REVIEW STUDENT DATA



ELAC HACE RECOMENDACIONES

ELAC MAKES RECOMMENDATIONS

appropriate. - Tutoring for ELs will be conducted in small groups (10-12 students). - Ensure that classrooms, materials, and computer cart/lab time are provided and scheduled to optimize tutoring program. Use Coordinator XIZ time and Instructional Coach XIZ time to conduct intervention planning and perform data analysis. - Assist with data analysis to identify students for tutoring. - Analyze data from assessments in the tutoring program. - Assist teachers with planning instruction based on data. Day to day substitutes to be used for teachers of ELs to attend Student Support and Progress Team (SSPT) meetings as appropriate. - SSPT will meet monthly for EL monitoring and individual referrals. - Referring teachers will be released to attend SSPT meetings for their referred students. - LTEL Course teacher and/or ELA teacher will be released as necessary to attend SSPT meetings for their students. Building Parent Capacity and Partnership to Support the Academic Goal Conduct the following parent engagement activities related to English Learners: - Family Literacy Night for EL parents two times per year - Parent workshop/training related to CA ELD standards and reclassification readiness four times per year - EL Designee, Instructional Coach, and Parent Liaison will plan and help facilitate events - Add a strand to Parent Institute for Quality Education (PIQE) session specific to parents of EL students 2 EL parent representatives will attend the annual California Association for Bilingual Education conference (Parent Conference Attendance). - Parents will report back to ELAC members after conference attendance	selected from mathematics, ELA, ELD (LTEL course teacher), social studies, and science. - Upon returning teachers will present key learning and instructional strategies during banked time. Effective Classroom Instruction The EL Designee (with differential) will provide demonstration lessons using reciprocal teaching strategies, conduct professional development around access to core content for ELs, and gather, format, and present data relevant to the English Learner program at the school site. - Conduct lesson studies and debriefs with ELA, mathematics, social studies, and science departments in cooperation with the instructional coach. - Conduct weekly classroom observations and subsequent debriefs focused on integrated ELD. - Participate in school-wide professional development planning and delivery. - Function as a resource for data and data analysis related to English Learners. Provide and present data for teachers, leadership team, and parents as appropriate. - Conduct CELDT awareness activities focused on ELs in cooperation with the Instructional Coach. The Instructional Coach will work with core content teachers to incorporate integrated ELD strategies into core content area instruction, and with ELD/LTEL Course teachers to support them in improving Designated ELD instruction. - Serve as the LTEL Designee - Conduct lesson studies and debriefs with ELD and other core content area teachers in cooperation with the Categorical Program Advisor. - Participate in school-wide professional development planning and delivery. - Conduct daily classroom observations and subsequent debriefs focused on integrated and Designated ELD. - Guide teachers in the use of ELD Standards-based lessons and progress monitoring tools. Interventions Beyond the Regular School Day and Other Supports Use Tutor X time to pay teachers to conduct after-school tutoring for LTELs. - Students needing support in ELA or Math will receive tutoring as appropriate. - Students needing additional ELD support will receive tutoring as appropriate.	The school's narrative must identify and address the school's needs. If a purchase is multi-funded, related funding source(s) and percentage(s) must be identified below. Professional Development Enhance English Learners' English language development progress towards reclassification through research-based Designated ELD strategies, and school-wide CE activities. - Use banked time and PD Teacher XIZ time - Designated ELD PD to ELD and LTEL co-teachers - Reciprocal Teaching strategies for purposeful grouping and student interactions in ELD/LTEL classes - Academic vocabulary development - California ELD Standards and ELD based progress-monitoring tools - Analysis, Conversation Analysis, and Language Learning - Use Department Meetings and PD Teacher provide integrated ELD PD to all teachers - Constructive Conversation skills structured student-to-student into academic language - Kagan strategies for purposeful - Academic vocabulary development - discipline-specific reading and writing - EL Designee and Instructional Coach will planning/facilitation of PD outside of the assignment. - Provide day-to-day substitutes for data and departmental planning to release teacher - Plan common lessons incorporate and integrated ELD strategies to study - Conduct peer observations of co-teaching and debrief - Analyze student work and data - study. Include analysis using ELD based progress monitoring tools - Send 5 teachers to the annual C Association for Bilingual Education Teacher Regular, Conference At - A departmental representative	begin and source? Los Angeles Unified School District 2016-2017 Single Plan for Student Achievement ACADEMIC GOAL ENGLISH LEARNER PROGRAMS Designated and Integrated English Language Development (ELD) 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. I. Indicate all data reviewed to address this Academic Goal: ☐ School Experience Survey ☐ School Quality Improvement Index Report ☒ Data Summary Sheet ☒ CELDT / AMAOs ☐ Student Grades ☒ MyData ☐ Other: CDE Dataquest, SRI data (SAM) ☐ SBA II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum: - AMAO1: 39% of ELs at Bartlett MS met CELDT growth target (moving up 1 CELDT level) in 2014-15. This was a 2 percentage point increase from the previous year. - 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% - Of 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. 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 6% are Early Advanced/Advanced (not English Proficient) - SRI: In 2014-15, 16% of ELs at Bartlett MS scored Basic or above on the Scholastic Reading Inventory (SRI) - POPULATION: In 2012-13, 23% of students were LEP, and 51% RFP. In 2013-14, 24% of students were LEP and 50% were RFP. EOs and IEPs comprised 28% of students in 2012-13 and 2014-15. Mostly stable. - PARENT ENGAGEMENT: In 2013-14, 62% 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%. 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 62% of the EL population. 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.? How much does it cost? What is the FTE? What is the program funding? *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).
---	--	--	---

¿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.**

CICLO DE MEJORA CONTINUA

CYCLE OF CONTINUOUS IMPROVEMENT



EL ROL Y LAS RESPONSABILIDADES DE ELAC

ELAC'S ROLE AND RESPONSIBILITIES

- De acuerdo con el Código de Educación de California 52852, la SSC está obligada a desarrollar y aprobar en colaboración el SPSA **con el asesoramiento escrito de los comités asesores escolares apropiados (ELAC, etc.)**.
- Los gastos descritos en la SPSA deben estar **alineados con los datos que abordarán necesidades específicas** y deben ser evaluados anualmente por el Consejo del Sitio Escolar.
- 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.

EL PROPÓSITO DEL SPSA

THE PURPOSE OF THE SPSA

- Asegurar que todos los estudiantes alcancen las normas académicas de acuerdo con los objetivos del Distrito y del Estado.
- Identificar estrategias, acciones y tareas que aborden las necesidades educativas de todos los estudiantes, incluidos los aprendices de inglés.
- Una parte importante del SPSA, es la parte del plan que describe como la escuela asegura que todos los aprendices de inglés sean competentes en inglés y logren la metas académicas de nivel de grado.
- 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 section of the SPSA, is the section of the school's plan that addresses how all English Learners become proficient in English and meet grade-level standards.



INSCRIPCIÓN POR ESTATUS EN EL
RENDIMIENTO DEL IDIOMA

ENROLLMENT BY STATUS IN
ENGLISH LANGUAGE PERFORMANCE

CLASIFICACIÓN DE IDIOMAS POR DISTRITO LOCAL LANGUAGE CLASSIFICATION BY LOCAL DISTRICT 2020-21

Local District	EOs	IFEPs	ELs	RFEP	Se desconoce Unknown	En general Overall
Central	35.1% (27,561)	6.6% (5,169)	28.1% (22,060)	29.3% (23,009)	0.8% (663)	100% (78,462)
Este East	38.1% (30,861)	8.2% (6,677)	20.2% (16,377)	32.7% (26,457)	0.8% (660)	100% (81,032)
Noreste Northeast	42.1% (30,374)	8.0% (5,743)	21.3% (15,379)	27.6% (19,894)	1.0% (753)	100% (72,143)
Noroeste Northwest	54.7% (42,365)	8.2% (6,319)	15.1% (11,695)	20.9% (16,203)	1.0% (800)	100% (77,382)
Sur South	52.5% (42,647)	5.8% (4,740)	19.4% (15,806)	21.7% (17,656)	0.5% (440)	100% (81,289)
Oeste West	58.1% (40,827)	6.4% (4,533)	15.8% (11,138)	18.9% (13,289)	0.8% (538)	100% (70,325)
LAUSD	46.6% (215,665)	7.2% (33,334)	20.0% (92,641)	25.3% (117,178)	0.8% (3,860)	100% (462,678)

Acronimo/	Termino/
EL	English Learner/Aprendiz de inglés
RFEP	Reclassified Fluent English Proficient/Reclasificado Competente en inglés
IFEP	Initial Fluent English Proficient/Inicialmente Competente en inglés
EO	English Only/Inglés solamente
RFEP	Reclassified Fluent English Proficient/Reclasificado Competente en inglés
IFEP	Initial Fluent English Proficient/Inicialmente Competente en inglés

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25 de enero de 2021

DATOS DEL GRUPO DE IDIOMAS LANGUAGE GROUP DATA 2019-20

Lenguaje	Aprendices de inglés ELS	Número de estudiantes competentes en inglés (IFEP)	Número total de Aprendices de inglés y competentes en inglés (IFEP)	Porcentaje total de inscripción de ELs y IFEP
Language	Number of English Learners (EL)	Number of Fluent English Proficient (IFEP) Students	Total Number of EL and IFEP Students	Percent of Total Enrollment that is EL and IFEP
Spanish - español	110,168	189,677	299,845	50.23%
Armenian - armenio	1,782	3,720	5,502	0.92%
Filipino - filipino	885	3,373	4,258	0.71%
Korean - coreano	881	3,280	4,161	0.70%
Russian - ruso	816	1,704	2,520	0.42%

Data Source: CDE Dataquest, 1/21/2021

Fuente: Sitio de Internet de la CDE Dataquest, 1/21/2021

CLASIFICACIÓN DE IDIOMAS POR DISTRITO LOCAL LANGUAGE CLASSIFICATION BY LOCAL DISTRICT 2019-20

Local District	EOs	IFEPs	ELs	RFEP	Desconocido Unknown	En general Overall
Central	33.5% (27,523)	6.8% (5,540)	28.1% (23,087)	31.6% (25,894)	0.6% (485)	100% (82,529)
Este East	36.3% (30,533)	8.6% (7,258)	19.6% (16,522)	35.1% (29,531)	0.5% (384)	100% (84,228)
Noreste Northeast	41.1% (30,935)	8.2% (6,156)	20.8% (15,677)	29.3% (22,084)	0.6% (485)	100% (75,337)
Noroeste Northwest	53.2% (42,728)	8.5% (6,836)	15.2% (12,159)	22.6% (18,151)	0.5% (375)	100% (80,249)
Sur South	51.5% (43,289)	5.9% (4,973)	19.0% (16,013)	23.2% (19,507)	0.4% (311)	100% (84,093)
Oeste West	56.9% (42,042)	6.6% (4,870)	16.1% (11,898)	20.0% (14,798)	0.5% (333)	100% (73,941)
LAUSD	45.2% (218,936)	7.4% (35,908)	19.8% (95,719)	27.1% (131,145)	0.5% (2,454)	100% (484,162)

Acronimo/	Termino/
EL	English Learner/Aprendiz de inglés
RFEP	Reclassified Fluent English Proficient/Reclasificado Competente en inglés
IFEP	Initial Fluent English Proficient/Inicialmente Competente en inglés
EO	English Only/Inglés solamente
RFEP	Reclassified Fluent English Proficient/Reclasificado Competente en inglés
IFEP	Initial Fluent English Proficient/Inicialmente Competente en inglés

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25 de enero de 2021

DATOS A NIVEL DEL DISTRITO UNIFICADO DE LOS ÁNGELES DISTRICT LEVEL DATA LOS ANGELES UNIFIED



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)
2019-20	596,937	262,725 (44%)	119,626 (20.0%)	44,767 (7.5%)	874 (0.2%)	168,945 (28.3%)
2018-19	607,723	260,598 (43%)	123,579 (20.3%)	46,139 (7.6%)	1,191 (0.1%)	176,216 (29%)
2017-18	621,414	258,122 (41.5%)	143,196 (23%)	49,708 (8.1%)	1,344 (0.2%)	169,044 (27.2%)

Data Source: CDE, DataQuest: December 18, 2020, includes charter school data

Fuente de Datos: CDE, 18 de diciembre de 2020, incluye datos de escuelas charter



PRUEBAS DE SUFICIENCIA EN EL IDIOMA INGLÉS DE CALIFORNIA (ELPAC)

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

ELPAC SUMATIVO 2018-19 RENDIMIENTO POR DISTRITO LOCAL
SUMMATIVE ELPAC 2018-19 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
Bien Desarrollado Well Developed	15.7% (3,367)	16.6% (2,748)	15.0% (2,333)	17.2% (2,069)	15.4% (2,518)	16.6% (2,023)
Moderadamente Desarrollado Moderately Developed	35.2% (7,927)	36.4% (6,038)	35.5% (5,511)	36.2% (4,357)	35.8% (5,843)	34.0% (4,184)
Algo Desarrollado Somewhat Developed	28.3% (6,617)	28.4% (4,715)	29.0% (4,508)	26.1% (3,144)	28.8% (4,698)	28.2% (3,477)
Mínimamente Desarrollado Minimally Developed	20.9% (5,295)	18.7% (3,097)	20.5% (3,185)	20.5% (2,464)	20.0% (3,274)	21.3% (2,625)
Total	100% (23,206)	100% (16,598)	100% (15,537)	100% (12,034)	100% (16,333)	100% (12,309)

Fuente de Datos: MyData, 25 de enero de 2024

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	2017-18	2018-19
Bien Desarrollado Well Developed	28.8% (28,440)	15.7% (15,079)
Moderadamente Desarrollado Moderately Developed	30.4% (30,106)	35.2% (33,907)
Algo Desarrollado Somewhat Developed	20.5% (20,237)	28.3% (27,202)
Mínimamente Desarrollado Minimally Developed	20.3% (20,088)	20.9% (20,071)
Total	100% (98,871)	100% (96,259)

Fuente de Datos: MyData, 25 de enero de 2021



RECLASIFICACIÓN RECLASSIFICATION

**ESTUDIANTES RECLASIFICADOS - DISTRITO LOCAL
POR TIPOLOGÍAS (OCTUBRE 2018 - OCTUBRE 2019)**
**STUDENTS RECLASSIFIED - LOCAL DISTRICT BY TYPOLOGIES
(OCTOBER 2018- OCTOBER 2019)**

Distrito Local Local District	Nacido en los EEUU U.S Born	Recien Llegado Newcomer	Potencial un Aprendiz de Inglés a largo plazo Potential Long Term English Learner	Aprendiz de Inglés a largo plazo Long Term English Learner	Aprendices de inglés con Discapacidades ELs with Disabilities	Recuento en curso RFEP RFEP Ongoing Count
Central	1,448	225	414	842	583	3,247 (13.9%)
Este East	1,262	121	300	930	724	2,860 (17.1%)
Noreste Northeast	921	200	240	758	569	2,346 (14.9%)
Noroeste Northwest	797	243	260	682	571	2,219 (18%)
Sur South	1,292	140	295	933	706	2,900 (17.2%)
Oeste West	797	188	222	449	306	1,893 (15.2%)
LAUSD	6,517	1,118	1732	4,594	3,458	15,485 (15.8%)

Data Source: English Learner Typologies Monitoring Report Summary, November 2020

Fuente de datos: Resumen del informe de seguimiento de tipologías de estudiantes de inglés, noviembre de 2020

DATOS DE RECLASIFICACIÓN POR DISTRITO LOCAL
OCTUBRE A OCTUBRE
RECLASSIFICATION DATA BY LOCAL DISTRICT
OCTOBER TO OCTOBER

Distrito Local Local District	2017-18	2018-19	2019-20
Central	19.7%	20.3%	13.9%
Central	(6,028)	(5,674)	(3,346)
Este	22.2%	25.4%	17.1%
East	(5,430)	(5,455)	(3,055)
Noreste	21.8%	23.3%	14.9%
Northeast	(4,618)	(4,383)	(2,416)
Noroeste	22.1%	26.4%	18%
Northwest	(3,740)	(3,986)	(2,280)
Sur	20.2%	22.2%	17.2%
South	(4,480)	(4,406)	(2,970)
Oeste	17.8%	22.8%	15.2%
West	(2,915)	(3,459)	(1,942)
LAUSD	20.6%	23.1%	15.8%
	(27,268)	(27,394)	(16,030)

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25 de enero de 2021



EVALUACIÓN SMARTER BALANCED

SMARTER BALANCED ASSESSMENT

PORCENTAJE DE ESTUDIANTES QUE ALCANZARON Y SUPERARON LOS ESTÁNDARES EN MATEMÁTICAS POR DISTRITO LOCAL 2018-19

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

Distrito Local Local District	ELs	RFEPs	IFEP	EO
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%

Acronimo/ Abbreviation	Significado/ Meaning
EL	English Learners/Estudiantes de inglés
RFEP	Reclassified Former English Learners/Reclassified Compensatory English Learners
IFEP	Initial Former English Learners/Initial Compensatory English Learners
EO	English Only/Estudiantes de inglés solo
LAUSD	Los Angeles Unified School District/Unidad de la escuela de Los Angeles

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25de enero de 2021

PORCENTAJE DE ESTUDIANTES QUE ALCANZARON Y SUPERARON LOS ESTÁNDARES EN ARTES DEL LENGUAJE INGLÉS 2018-19

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

Distrito Local Local District	EL	RFEP	IFEP	EO
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%

Acronimo/ Abbreviation	Significado/ Meaning
EL	English Learners/Estudiantes de inglés
RFEP	Reclassified Former English Learners/Reclassified Compensatory English Learners
IFEP	Initial Former English Learners/Initial Compensatory English Learners
EO	English Only/Estudiantes de inglés solo
LAUSD	Los Angeles Unified School District/Unidad de la escuela de Los Angeles

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25de enero de 2021

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
	Estándar cumplido/excedido Standard Met/Exceeded	Estándar cumplido/excedido Standard Met
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)
Todos los estudiantes All Students	43% (107,872)	44% (109,332)

Data Source: MyData, January 25, 2021

Fuente de Datos: MyData, 25 de enero de 2021

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

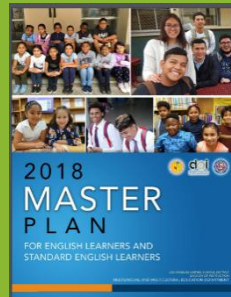
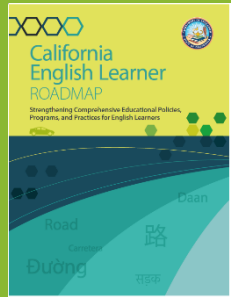
LEARNING OUTCOME

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

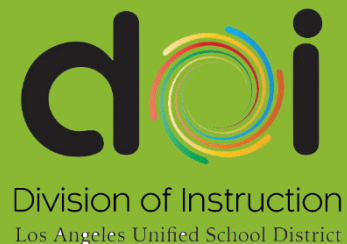
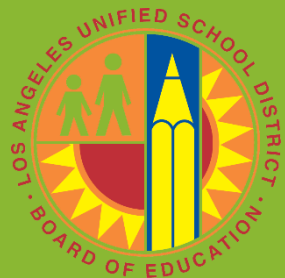
Recomendaciones



¡GRACIAS! THANK YOU!



Departamento de Educación Multilingüe y Multicultural
Multilingual and Multicultural Education Department





Division of Instruction
Los Angeles Unified School District

English Learner Program Updates **Actualizaciones del programa para estudiantes de inglés**

Computer-Based ELPAC Testing

Prueba ELPAC por Computadora

- **Testing Window**

- All ELs: February 16 to May 14, 2021
- New ELs: May 14 to May 28, 2021

- **Testing Options per CDE**

- Remote computer-based administration
- In person for unique situations

- **Ventana de Prueba:**

- Todos los Aprendices de Ingles: 16 de febrero al 14 de mayo de 2021
- Nuevos Aprendices de Ingles : 14 de mayo al 28 de mayo de 2021

- **Opciones de prueba por CDE**

- Administración remota basada en computadora
- En persona para situaciones únicas



ELPAC Notification/Notificación de ELPAC

ELPAC Notification

MEMBERS OF THE BOARD KELLY GÓNEZ, PRESIDENT MÓNICA GARCÍA JACKIE GOLDBERG DR. GEORGE J. MCKENNA III NICK MELVOIN SCOTT M. SCHMERLSON TANYA ORTIZ FRANKLIN	 LOS ANGELES UNIFIED SCHOOL DISTRICT ADMINISTRATIVE OFFICES 333 South Beaudry Avenue, 25th Floor Los Angeles, California 90017 Telephone: (213) 241-5582 Fax: (213) 241-7561 AUSTIN BEUTNER Superintendent ALISON YOSHIMOTO-TOWERY Chief Academic Officer LYDIA ACOSTA STEPHENS Executive Director
---	---

February 10, 2021

Dear Parent/Guardian:

Your child will participate in the Spring computer-based English Learner assessment from February 16, 2021 through May 14, 2021. It is called the Summative English Language Proficiency Assessments of California (ELPAC). The state requires English Learners in kindergarten through grade twelve to take the Summative ELPAC every year until they are reclassified as proficient in English.

We want to keep our students and educators safe by following state, county, and local health and safety requirements during the current pandemic, so students will take the Summative ELPAC remotely from home.

The Summative ELPAC measures listening, speaking, reading, and writing in English when it is not the primary language spoken at home. Results show the teacher the areas in which extra English language support is needed for your child.

To help your child get ready for the ELPAC, you can:

- Take the ELPAC practice test at <https://www.elpac.org/>.
- Read and/or listen to your child or have them read to you regularly.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with the teacher about your child's listening, speaking, reading, and writing skills so that you know how to support at home.

Make sure your student receives the most accurate score by following these guidelines:

- Help your child to set up the technology. Provide a quiet, private space.
- To keep the test fair for all students: do not talk about the test questions or any materials for the test with anyone before, during, or after the test.
- Do not record the test, or take pictures of the test questions or your child taking the test. This helps to keep the questions confidential.
- A web camera and microphone will be used to monitor your child while taking the test. The camera is used to observe your child and the surroundings during the test, and will not record the session.
- Follow all instructions of the test examiner. If your child cannot use the computer's camera, microphone, and speaker or headphones during testing, contact the school for another way to administer the test, for example, in-person test administration—when it can be done safely following safety requirements.

To learn more about the ELPAC, go to the California Department of Education *Parent Guides to Understanding the ELPAC* website <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>. You may also contact your child's school or visit their website for current information.

Sincerely,


Lydia Acosta Stephens
Executive Director
Multilingual & Multicultural Education Department

Notificación de ELPAC

MIEMBROS DE LA MESA DIRECTIVA KELLY GÓNEZ, PRESIDENT MÓNICA GARCÍA JACKIE GOLDBERG DR. GEORGE J. MCKENNA III NICK MELVOIN TANYA ORTIZ FRANKLIN SCOTT M. SCHMERLSON	 DISTRITO UNIFICADO DE LOS ÁNGELES OFICINAS ADMINISTRATIVAS 333 South Beaudry Avenue, 25th Floor Los Angeles, California 90017 Teléfono: (213) 241-5582 Fax: (213) 241-7561 AUSTIN BEUTNER Superintendente ALISON YOSHIMOTO-TOWERY Directora Académica LYDIA ACOSTA STEPHENS Directora Ejecutiva
--	---

10 de febrero de 2021

Estimado Padre/Guardián:

Su hijo participará en las Evaluaciones Sumativas de Dominio del Idioma Inglés de California (ELPAC por sus siglas en inglés) de la primavera basadas en computadora en febrero de 2021 al 14 de mayo de 2021. El estado requiere que los estudiantes de inglés en kinder hasta el grado doce tomen el ELPAC sumativo cada año hasta que sean reclasificados como competentes en inglés.

Queremos mantener a nuestros estudiantes y educadores seguros siguiendo los requisitos de salud y seguridad estatales, del condado y locales durante la pandemia actual, así es que los estudiantes tomarán el ELPAC sumativo remotamente desde casa.

El ELPAC sumativo evalúa escuchar, hablar, leer y escribir en inglés cuando el inglés no es el idioma principal que se habla en casa. Los resultados muestran al maestro las áreas en que su hijo necesita apoyo adicional en el idioma inglés.

Para ayudar a su hijo a prepararse para el ELPAC, puede:

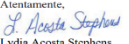
- Tomar el examen de práctica del ELPAC localizado en <https://www.elpac.org/>.
- Lea o escuche a su hijo leer regularmente.
- Use dibujos y pídale a su hijo que le diga lo que ve o lo que sucede en cada dibujo.
- Brinde a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Hable con el maestro de su hijo sobre las habilidades de escucha, habla, lectura y escritura de su hijo para saber cómo apoyar en casa.

Asegúrese de que su hijo recibe la puntuación más precisa siguiendo las próximas guías:

- Ayude a su hijo a configurar la tecnología. Proporcione un espacio tranquilo donde tenga privacidad.
- Para que la prueba sea justa para todos los estudiantes, no hable sobre las preguntas de la prueba o cualquier material de la prueba con nadie antes, durante o después de la prueba.
- No grabe el examen, o tome fotos de las preguntas de la prueba o de su hijo que realiza la prueba. Esto ayuda a mantener la confidencialidad de las preguntas.
- Se usará una cámara web y un micrófono para supervisar a su hijo mientras toma el examen. La cámara solo se usa para observar a su hijo/a y los alrededores durante la prueba y no grabará la sesión.
- Siga todas las instrucciones dadas por el administrador o examinador. Si su hijo no puede usar la cámara, el micrófono, el altavoz o los auriculares de la computadora durante la prueba remota, comuníquese con la escuela de su hijo para otra forma de administrar la prueba a su hijo; por ejemplo, la administración de pruebas en persona cuando se puede hacer de forma segura siguiendo los requisitos de salud y seguridad estatales, del condado y locales.

Para obtener más información sobre el ELPAC, visite el sitio de web en el Departamento de Educación de California *Guías para Padres para Comprender el ELPAC*: <https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp>. También puede comunicarse con la escuela de su hijo o visitar el sitio web de la escuela para obtener información actualizada.

Atentamente,


Lydia Acosta Stephens
Directora Ejecutiva
Departamento de Educación Multilingüe y Multicultural



ELPAC Preparation/Preparación para el ELPAC

- Take the ELPAC practice test at <https://www.elpac.org/>.
- Read and or listen to your child or have them read to you regularly.
- Use pictures and ask your child to tell you what they see, or what is happening in each picture.
- Provide your child with opportunities to use language outside of school.
- Talk with the teacher about your child's listening, speaking, reading, and writing skills so that you know how to support at home.
- Tomar el examen de práctica del ELPAC localizado en <https://www.elpac.org/>.
- Lea o escuche a su hijo leer con regularidad.
- Use dibujos y pídale a su hijo que le diga lo que ve o lo que sucede en cada dibujo.
- Brinde a su hijo oportunidades para usar el lenguaje fuera de la escuela.
- Hable con el maestro de su hijo sobre las habilidades de escucha, habla, lectura y escritura de su hijo para ayudar a apoyar su progreso.
- Anime a su hijo a hacer lo mejor que pueda.

