

Welcome to DELAC: Information & Updates from LADD on our English Learner Programs & Services

**Language Assessment Development Department
(LADD)**

**Juan Ruelas, Director
Rene Saldivar, Coordinator
September 24, 2018**



What is the DELAC?

DELAC stands for District English Learner Advisory Committee:

- 1. Districts are required to have a functioning DELAC if there are more than 50 English Learners (ELs);**
- 2. A functioning DELAC must consist of at least 51% of its members being parents of ELs, with no member being employed by the district;
(Education Code § 52176[a].)**

What is the DELAC?

DELAC shall advise the PUSD on the following:

- 3. Development of a district master plan including policies guiding consistent implementation of EL programs and services that takes into consideration the School Plan for Student Achievement (SPSA); (5 CCR) §11308[c][1].)**
- 4. Conducting of a district-wide needs assessment on a school-by-school basis (5 CCR) §11308[c][2].)**
- 5. Establishment of district programs, goals, and objectives for programs and services for ELs (5 CCR) §11308[c][3].)**

What is the DELAC?

DELAC shall advise the PUSD on the following:

- 6. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements; (5 CCR) §11308[c][4].)**
- 7. Review and comment on the PUSD's reclassification procedures (5 CCR) §11308[c][6].)**
- 8. Review and comment on the written notifications required to be sent to parents and guardians (5 CCR) §11308[c][7].)**
- 9. Review and comment on the development of the Local Control and Accountability Plan (LCAP) (EC §52063.)**

DELAC:

The DELAC of the PUSD meets once a month:

- **On 9/24, 10/29, 11/26, 12/17, 1/28, 2/25, 3/25, 4/22, 5/13 these days fall in a Monday @ 6:30 pm here in room 229;**
- **Members of DELAC consist of school ELAC representatives and you are the liaison with our schools;**
- **The Language Assessment Development Department (LADD) will provide presentations and training on the items mentioned earlier in consultation with the DELAC to assist them in carrying out the DELACs legal advisory responsibilities (5 CCR § 11308[d].)**

EL Identification & Assessment:

- **A student is identified as an English Learner upon initial enrollment/registration and it is indicated on the Home Language Survey (HLS) that a language other than English is spoken at home; (5 CCR) §11307[a] 11510[k] 11511.)**
- **Within 30 calendar days of enrollment, each school or LADD will assess the English proficiency of ELs using the English Language Proficiency Assessment for California (ELPAC); (5 CCR) §11308[c][6].)**
- **ELs will be assessed annually using the ELPAC until**
- **they are reclassified;**

EL Identification & Assessment:

- Each EL on an active individualized education plan (IEP) or section 504 Plan must be annually assessed for English proficiency using the accommodations, modifications, or alternate assessments for the ELPAC as specified in the student's IEP or Section 504 Plan; (5 CCR §11516.5.)
- The PUSD must identify all immigrant children and youth (ages 3 through 21), who were not born in any state and have not attended school in any state for more than three full academic years.; (20 U.S.C. § 6801.)

The PUSD, LADD & Schools:

- **Receive funding to support ELs acquire English language proficiency by providing effective educational program options, academic achievement, and to provide schools with training and professional development to improve the instruction and assessment of ELs as well as the engagement of parents, family and the community; (20 U.S.C. § 6825[c][1-3][A-B].)**
- **Must reclassify a student from EL to proficient in English by using a process with identified criteria (EC § 313 [f][1-4] 5 CCR §§ 11303[a-d].)**

The PUSD, LADD & Schools:

- **Must monitor the progress of reclassified ELs for a minimum of four years to ensure correct classification, placement, and academic support as needed; (20 U.S.C. § 6841 [a][4][5] 5 CCR §§ 11304.)**
- **Offer parents of ELs language program options which include Structured English Immersion (SEI), Dual-language immersion (DLIP), English Language Mainstream (ELM), Primary Language, International Academy and Long Term English Learner (LTEL) support (20 U.S.C § 6312[e][3][A][iii][v] EC §§ 306[c].)**
- **ALL ELs must receive ELD instruction (20 U.S.C § 1703 [f], 6825 [c][1][A][v]; EC §§ 300, 305, 306, 310; 5 CCR 11302[a].)**

LADD Update:

- **This summer LADD mailed out all EL Student Score Reports (SSR) showing their results on the ELPAC;**
- **After consulting with the DELAC this summer, we presented new reclassification criteria forms to the board of education, received approval, and will begin the reclassification process;**
- **Also this summer we mailed home all Annual Parent Notification letters demonstrating results on the ELPAC, SBAC, and the available program options ;**
- **I will review each form and letter now:**

1st the ELPAC Student Score Report



STUDENT SCORE REPORT | 2017-2018
 Anita C. Rocco
 SUMMATIVE ASSESSMENT | GRADE 6

(SAMPLE REPORT FOR STUDENT'S FIRST-YEAR SCORES)
 Anita's Grade 6 Results on the
 English Language Proficiency Assessments for California

Anita's overall score of 0000 is in Level 3.
 Students at this level have moderately developed English skills.



This was Anita's first time taking the ELPAC. If Anita takes the test again next year, this area will show the score history.

Oral Language Score



The Oral Language Score is a combination of Anita's Listening and Speaking performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Listening		✓	
Speaking	✓		

Written Language Score



The Written Language Score is a combination of Anita's Reading and Writing performance, shown below.

	Beginning	Somewhat/Moderately	Well Developed
Reading		✓	
Writing			✓

For more information about this assessment, visit the California Department of Education ELPAC Web site at <https://www.cde.ca.gov/ta/ta/ep/>. If you have questions about your child's ELPAC results, please contact your school for more information.

A Parent's Guide to Anita's English Language Proficiency Assessments for California (ELPAC) Score Report

CALIFORNIA DEPARTMENT OF EDUCATION (CDE)

STUDENT #: 9999999999 DATE OF BIRTH: 12/26/2007
 GRADE: 6 TEST DATE: Month Day, 2018

Dear Parent/Guardian of Anita Rocco:

FOR THE PARENT/GUARDIAN OF:
 ANITA C. ROCCO
 1234 MAIN STREET
 YOUR CITY, CA 12345

This report shows Anita's results on the English Language Proficiency Assessments for California (ELPAC), the newly developed state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency. Because the ELPAC measures new English language development standards, your child's ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).

Below is information to help you understand the ELPAC, as well as ideas to support your child's continued English language development.

SCHOOL: California Unified Charter
 LEA: California Unified
 CDS: 99999919999991-9999

Sincerely,

Tom Tortakson

Tom Tortakson
 State Superintendent of Public Instruction



What is the ELPAC?

The ELPAC Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.

The ELPAC Summative Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

ELPAC Levels	What Students Can Typically Do at Each Level
LEVEL 4	Students at this level have well developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3	Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2	Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1	Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The four ELPAC levels shown above describe what students at each level on the ELPAC can typically do in English. The table below shows how these four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

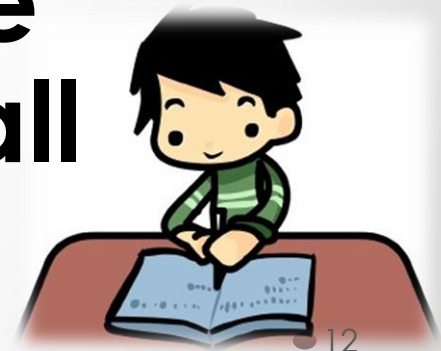
ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Level	Emerging — requires substantial linguistic support	Expanding — requires moderate linguistic support	Bridging — requires light linguistic support	

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

What are the Reclassification Criteria for English Learner students:

- An English Learner student (EL) will be identified as a Reclassified Fluent English Proficient (RFEP) student once they satisfy 4 criteria as identified by the state of California and PUSD;
- Every year the student will take the ELPAC test until they receive overall level scores of a 3 or 4.



There are 4 Reclassification Requirements:



Pasadena Unified School District
Language Assessment & Development Department
Reclassification Form
SECONDARY: Grade 6th – 12th

Student Name : Last, First, M.I.:	Student I.D. #:	Grade:
School:	Date of Birth:	Reporting Language:

Reclassification Criteria

		Level:	Date Met:
1	Assessment of English Language Proficiency : ELPAC Overall: Well Developed/Bridging (Level 3-4) <ul style="list-style-type: none"> Overall Oral Language: Moderately/Well Developed (Level 3-4); <ul style="list-style-type: none"> Combination of Listening and Speaking. Overall Written Language: Moderately/Well Developed (Level 3-4); <ul style="list-style-type: none"> Combination of Reading and Writing. 	_____	_____
2	Performance in Basic Skills: : Houghton Mifflin Reading Inventory (HMRI) or CAASPP SBAC ELA/LIT Summative Assessment; Grades 6th - 12th: Houghton Mifflin Reading Inventory (HMRI): A level of basic or higher. or CAASPP ELA/LIT SBAC Summative Assessment: Standard Exceeded or Standard Met.	Scale Score:	Date Met:
3	Teacher Evaluation & Participation: Semester Report Card <ul style="list-style-type: none"> A grade of C or higher in English (ELA) class. 	Grade/Subject:	Date Met:
4	Parent Participation & Involvement: Parent/Guardian was notified of the reclassification process and their opinion and consultation was attained at a meeting/phone conference.	Check [v]	Date:

The student has met ALL of the criteria (1-4) and has been reclassified as fluent-English proficient(R-FEP)

Signatures

Coach	Teacher
Parent	Principal
LADD Director/Coordinator	

REVISED: JULY 2018



Districto Escolar Unificado de Pasadena
Departamento de Evaluación y Desarrollo del Lenguaje
Formulario de Reclassificación Escolar
EDUCACIÓN SECUNDARIA: del 6^o. al 12^o. Grado

Nombre del Estudiante: Apellido, Nombre, Inicial del Segundo Nombre:	Número de Identificación del Estudiante:	Grado:
Escuela:	Fecha de Nacimiento:	Lenguaje Declarado:

Criterios para la Reclassificación

		Nivel:	Fecha en que se logró:
1	Evaluación del Dominio del Inglés; ELPAC (siglas en inglés) General: Bien Desarrollado/Fase Intermedia (Nivel 3 al 4) <ul style="list-style-type: none"> Lenguaje Oral en General: Moderadamente/Bien Desarrollado (entre nivel 3 y 4); <ul style="list-style-type: none"> Combinación de la Comprensión Auditiva y el Habla. Lenguaje Escrito en General: Moderadamente/Bien Desarrollado (entre nivel 3 y 4); <ul style="list-style-type: none"> Combinación de Lectura y Escritura. 		
2	Desempeño en las Habilidades Básicas: Inventario de Lectura Houghton Mifflin (HMRI, siglas en inglés) o Evaluación Final (CAASPP SBAC ELA/LIT, siglas en inglés); Del 6^o al 12^o. Grado: Inventario de Lectura Houghton Mifflin (HMRI, siglas en inglés) Nivel básico o superior; o Evaluación Final (CAASPP ELA/LIT SBAC, siglas en inglés): Excedió o Reunio los Criterios.	Resultados en Base a una Escala:	Fecha en que se logró:
3	Evaluación y Participación del Maestro: Boleta Semestral de Calificaciones <ul style="list-style-type: none"> Calificación de C o superior en la clase de inglés (ELA, siglas en inglés). 	Calificación/Materia:	Fecha en que se logró:
4	Participación e Intervención de los Padres de Familia: El Padre de Familia o Tutor fue notificado sobre el proceso de reclasificación y se le consultó y pidió su opinión durante una reunión o conferencia telefónica.	Marcar [v]	Fecha:

El estudiante reúne TODOS los requisitos (del 1 al 4) y se le ha reclasificado como estudiante con dominio del inglés (R-FEP, siglas en inglés)

Firmas

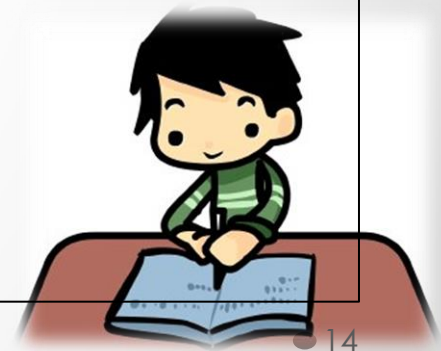
Instructor	Maestro
Padre de Familia o Tutor	Director
Director/Coordinador de LADD	

REVISED: AUGUST 2018

Reclassification Criteria #1:

Assessment of English Language Proficiency : ELPAC;

- **Overall:** Well Developed/Bridging (**Level 3-4**)
- **Overall Oral Language:** Moderately/Well Developed (**Level 3-4**);
 - **Combination of Listening and Speaking.**
- **Overall Written Language:** Moderately/Well Developed (**Level 3-4**);
 - **Combination of Reading and Writing.**



Reclassification Criteria #2 (K – 5th):

Performance in Basic Skills: (K-5th): Informal Reading Inventory (IRI); or for (3rd-5th): CAASPP SBAC ELA/LIT Summative Assessment:

- **Grades K-5th: Balanced Literacy IRI assessments:**
At Independent reading level.
- or
- **Grades 3rd – 5th: CAASPP ELA/LIT SBAC**
Summative Assessment: Standard Exceeded or Standard Met.

Reclassification Criteria #2 (6th – 12th):

Performance in Basic Skills: (6th-12th) Houghton Mifflin Reading Inventory (HMRI); or CAASPP SBAC ELA/LIT Summative Assessment:

- **Grades 6th – 12th: Houghton Mifflin Reading Inventory (HMRI):** Reading level at basic or higher.
- or
- **Grades 6th – 12th: CAASPP ELA/LIT SBAC Summative Assessment:** Standard Exceeded or Standard Met.

Reclassification Criteria #3:

Teacher Evaluation & Participation:

- **Trimester Report Card (K-5):**
 - **English Language Arts and Literacy:** A grade of C or higher in English Language Arts and Literacy.
- **Semester Report Card (6th – 12th):**
 - **English Class:** A grade of C or higher;

Reclassification Criteria #4:

Parent Participation & Involvement:

- Parent/Guardian was notified of the reclassification process and their opinion and consultation was attained at a meeting/phone conference.

Annual Parent Notification Letter:



Pasadena Unified School District
Language Assessment & Development Department
351 S. Hudson Ave., room 209, Pasadena, CA 91109

ANNUAL PARENT NOTIFICATION LETTER Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of:

School: _____ Date of Birth: _____
Date: _____ Grade: _____
Student ID #: _____ Primary Language: _____

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. We must also describe available language acquisition program options for which you may choose the one that best suits your child. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C.] Section 6312[e][3][A][i],[vi])

Language Assessment Results (20 U.S.C. Section 6312[e][3][A][ii])

Composite	Scale Score	Performance Level
Overall	[insert overall scale score]	[insert overall performance level]
Oral Language	[insert oral language scale score]	[insert oral language performance level]
Written Language	[insert written language scale score]	[insert written language performance level]

Domain	Performance Level
Listening	[insert listening performance level]
Speaking	[insert speaking performance level]
Reading	[insert reading performance level]
Writing	[insert writing performance level]

Check if applicable: Individualized Education Program (IEP) on file

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached. (20 U.S.C. Section 6312[e][3][A][vi])

Exit (Reclassification) Criteria (20 U.S.C. Section 6312[e][3][A][vii])

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's exit (reclassification) criteria:

Required Criteria (California Education Code Section 313[f])	Pasadena Unified Criteria
English Language Proficiency Assessments for California (ELPAC)	A Performance Level of a 3 or 4 Overall, and in both Oral Language and Written Language
Teacher Evaluation	Report card grade of C or higher in ELA
Parental Opinion and Consultation	Parent participated and was consulted
Comparison of Performance in Basic Skills	<ul style="list-style-type: none"> Balanced Literacy Reading Inventory, for K-5th at grade level, 6th-12th at basic; <u>or</u> Standard Met or Exceeded on SBAC

Academic Achievement Results (20 U.S.C. Section 6312[e][3][A][iii])

Skill Area	Smarter Balanced Assessment Consortium (SBAC)	Other Measure
English Language Arts	[insert ELA results]	[insert ELA]
Mathematics	[insert mathematics results]	[insert math]

Graduation Rate for English Learners (20 U.S.C. Section 6312[e][3][A][vi])

District graduation rate displayed on the Graduate Data report is available on the California Department of Education DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Language Acquisition Programs:

The PUSD provides six separate language program options; Structured English Immersion, English Language Mainstream, Primary Language Classroom, the International Academy, Dual Language Immersion, and Long Term English Learner program. Your child will be placed in a classroom that uses mostly English for instruction.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[d]

Description of Program Options and Goals for English Learners

A description of the language acquisition programs provided in the PUSD are listed below. Please select the program that best suits your child. (20 U.S.C. Section 6312[e][3][A][iii],[v])

- Structured English Immersion (SEI) Program for ELPAC levels 1-2:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.
- English Language Mainstream (ELM) Program for ELPAC levels 3-4:** With Specially Designed Academic Instruction in English (SDAIE) and daily English Language Development. English Learners will continue to learn English (daily ELD) in Program 2 and will have full access to standards-based curriculum and materials at grade-level designed for the native English speaker. Instruction will continue to include Specially Designed Academic Instruction in English (SDAIE). Primary language support is provided for comprehension, if needed, but instruction is overwhelmingly in English. The objective of Program 2 is for English Learners to attain sufficient proficiency in English to meet grade-level and core content standards that will lead to reclassification.
- Primary Language Classroom – Parental waiver Option:** Elementary School (K-5) Program Option 3 offers instruction in the primary language to English Learners who qualify under the Parental Exception Waiver Option. Students receive primary language instruction while English Language Development is provided on a daily basis. This approach is designed to further develop primary language academic skills and to maintain the students at or above grade level in their primary language while they are acquiring English-language skills. As the students transition to English-language content instruction, SDAIE techniques are used to provide clear instruction and greater access to the core curriculum in the ELs' second language. This option will be provided at a school when there are 20 or more students with approved Parental Exception Waivers at a grade level for the same language.
- International Academy at Blair – Parental waiver Option:** This program option is for 6-12th grade students with less than 12 months in U.S. Schools at Levels 1 or 2. Instruction may be provided in the primary language at the beginning and transition to more instruction in English as skills develop. The students are also given English Language Development instruction.
- Dual-Language Immersion (DLI) Program:** also called Two-Way Immersion. A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in Kindergarten.
- Long Term English Learner Program for 6-12th grade students.** This program option seeks to accelerate the academic English language development of and attainment of academic proficiency in core content subjects by English Learners. This option is for English Learners who have attended school in the U.S. for more than five full years (i.e., commencing their 6th year and subsequent years), but who have not yet met the reclassification criteria. Specifically, this instructional program option aims to 1) increase success toward graduation; 2) ensure that these students perform at a level comparable to their English speaking peers; and 3) provide students access to A-G graduation requirements to be college prepared and career ready.

Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a])

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. (EC Section 52062) If interested in a different program from those listed above, please contact the Language Assessment Development Department (LADD) at (626) 396-3600 ext. 88262 to ask about the process.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 U.S.C. Section 6312[e][3][A][viii]) However, LEAs remain obligated to provide the student meaningful instruction until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time. (5 California Code of Regulations Section 11302)

Annual Parent Notification Letter:

- **Each year, we are required by law to mail a letter, not later than 30 days after the beginning of school, notifying Parents of ELs their child's proficiency level in English. The letter also explains reclassification criteria, how an EL student is ready to exit the English learner program. We must also provide you with the language instruction programs available and describe all available program options. (20 United States Code [U.S.C.] Section 6312)**

Update:

- **Data on the number of ELs will be available after October 3rd (3,216 was last count on CALPADS-01/18);**
- **Our schools assessed 2,438 ELs on the ELPAC;**
- **This summer LADD assessed 456 initial ELs;**
- **Data on how many students will reclassify this year will be made available in the coming months and dependent on their progress;**

Funds from LADD are currently supporting/funding:

- **Training, curriculum and support of ELs & ELD;**
- **Summer school for ELs;**
- **Professional Development for school coaches and secondary ELD teachers;**
- **The LADD director, coordinator, clerk, data technician, community liaison, and a TOSA II;**

Funds from LADD are currently supporting/funding:

- **The Translation/Interpretation Department staff and translation and interpretation services for district meetings;**
- **Training, curriculum, language assessments and summer stipend for all Dual Language Immersion school teachers and coaches;**
- **The Seal of Biliteracy program;**

Funds from LADD are currently supporting/funding:

- **2 instructional assistants, 2 teachers, brand new updated ELD curriculum, with online assessments, and training, professional development, and transportation for students for The International Academy at Blair program;**

Our Goals And Objectives:

- **LADD meets regularly in Instructional Leadership Team (ILT) meetings where we collaborate with the other departments of the PUSD to support student achievement, sharing resources to arrive together to attain our respective goals;**

Our Goals And Objectives:

- **LADD has submitted its Annual Plan which includes our Statement of Purpose, our Department Theory of Action, the list of services, our goals, department actions with metrics to measure progress, targets and its alignment to the PUSD LCAP Goals, Actions, Outcomes & Targets;**

LADD Statement of Purpose:

- **LADD's Statement of Purpose is to ensure that ELs acquire full proficiency in English and attain parity with native speakers of English, achieve and receive the same rigorous grade-level academic standards that are expected of all students so that they meet the graduate profile, and be provided with English Language Development (ELD) at their English proficiency level and that appropriate academic instruction be provided by our schools;**

LADD Theory of Action:

- **LADD's Theory of Action for ELs IF, the Language Assessment and Development Department (LADD) provides schools with focused and appropriate supports to identify and serve the needs of English Learners,**
- **AND we offer sites with a list of all their registered ELs, that includes students' EL levels and progress on assessments,**
- **AND we build capacity in our instructional coaches to train teachers and stakeholders through appropriate professional development in English Language Development strategies and research-based best**
- **practices,**

Theory of Action:

- **AND as a central office department we regularly communicate to all stakeholders available data and progress of ELs, as well as celebrate accomplishments,**
- **AND we sustain a laser-like focus on student achievement and what's best for kids,**
- **THEN site leaders will be able to confidently identify their ELs, build relations with them and their families, and provide efficient, focused school support, which will help teachers be better prepared to target domain areas, so that students will meet the graduate profile and be college and career ready.**

LADD Annual Plan: Goals

- **Ensure that English Learners (ELs) acquire full proficiency in English and attain parity with native speakers of English;**
- **Ensure that ELs achieve the same rigorous grade-level academic standards that are expected of all students so that they meet the graduate profile;**
- **Ensure that ELs be provided with English language development (ELD) instruction in their English proficiency level and that appropriate academic instruction be provided by our schools.**

LADD Annual Plan: Goals

- **Increase reclassification of EL students with focus on 2 particular groups:**
 - EL students at focus schools;
 - LTEL students in secondary schools;
- **Improve overall EL progress with focus on specific areas:**
 - Closing achievement gaps in CAASPP;
 - Closing gap in graduation rate;
- **3rd - 5th graders (potential LTELs);**

LADD Annual Plan: Goals

- **Continue to develop and present professional development for schools with focus on capacity building and data analysis to target student needs.**
- **Centralization of Instructional Coach support in order to have a more unified message and goals for district EL achievement.**

LADD Metrics:

How will we measure progress:

- **Reclassification rates;**
- **School Assessments (IRI, HMRI, Grades);**
- **CAASPP Data for All ELs;**
- **Graduation rates by subgroups;**
- **EL progress as reported on IO (EADMS),ELPAC, California DashBoard, EdData and DataQuest;**

LADD Metrics:

Websites that contain EL data for the PUSD:

- www.ed-data.org
- <https://www.caschooldashboard.org/#/Home>
- <https://data1.cde.ca.gov/dataquest/>
- <https://caaspp.cde.ca.gov/sb2017/default>

Thank you

- **For more information please contact or visit our office:**
 - **Juan Ruelas, Rene Saldivar in the Language Assessment Development Department, Room 209**
 - **351 S. Hudson Ave, Pasadena California 91103**
 - **(626) 396-3600, extension 88282**