# DELAC/LCAP

HUSD November 4,  2019

# Agenda

Welcome

Updates

Data - ELP

Dual Immersion

Title III

LCAP

# Updates

ELPAC -

- Computer based assessment/Evaluación basada en computadora
- Field test/investigacion exploratoria

Reclassification process -

- OPTEL - Observation Protocol for Teachers of English Learners/Protocolo de observación para maestros de estudiantes de inglés
- Tool to be finalized by June 30, 2020/Herramienta va ser finalizada 6/30/20

# Observation Protocol for Teachers of English Learners (OPTEL)

Student Name: _____

Grade Level: _____

Teacher Name: _____

IEP: ☐ Yes ☐ No

504 Plan: ☐ Yes ☐ No

ELPAC Level: _____

*This document fulfills requirements in EC 313(f)(2) for the teacher evaluation component of the statewide reclassification criteria. This form may also be used as a tool for formative assessment and ongoing consultation with parents/guardians.*

| Description of Receptive Skills: Listening and Reading Comprehension (Select one descriptor from the choices below) |
|---|
| Aligned ELD Standards: PI.A.1–4, PI.B.5–8, PII.A.1–2, PII.B.3–5, PII.C.6–7 |

☐ **Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. Only with substantial teacher support can the student construct meaning when reading abstract grade-appropriate texts. The student seldom comprehends conversations and discussions unless linguistic supports are provided.

☐ **Level 2 (Early–Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With moderate teacher support, the student can construct meaning when reading abstract grade-appropriate texts, but not yet at a level of parity with English proficient grade-level peers. The student occasionally comprehends conversations and discussions, and relies on linguistic supports.

☐ **Level 3 (Late Expanding–Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. With light teacher support, the student can construct meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers. The student often comprehends conversations and discussions with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports.

☐ **Level 4 (Mid–Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** exhibits listening and reading comprehension skills at a level of parity with English proficient grade-level peers. The student independently constructs meaning when reading abstract grade-appropriate texts at a level of parity with English proficient grade-level peers, with occasional teacher support. The student consistently comprehends conversations and discussions with increasing grade-appropriate vocabulary and rarely relies on linguistic supports.

**Instructional Setting(s) in which the student was observed:**
☐ ELA/Literacy ☐ ELD ☐ Mathematics ☐ Science ☐ History/Social Science ☐ Other: _____

**Interaction Type** *(Choose all that apply)*:
☐ Whole Group (one-to-many) ☐ Small Group (one-to-group) ☐ Pairs (one-to-one) ☐ Other: _____

**What did you consider in selecting this level?** You may attach supporting documentation.

**Description of Expressive Skills: Speaking and Writing (Select one descriptor from the choices below)**

Aligned ELD Standards: PI.A.1–4, PI.C.9–12, PII.A.1–2, PII.B.3–5, PII.C.6–7

☐ **Level 1 (Emerging: Grade appropriate with substantial linguistic support needed)** The student **rarely** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers without significant support. Only with substantial teacher support can the student use grade-appropriate content-based terms. The student demonstrates frequent errors in grammar usage. The student seldom expresses grade-appropriate ideas in writing and frequently relies on linguistic supports in order to express ideas effectively in oral and written English.

☐ **Level 2 (Early–Mid Expanding: Grade appropriate with moderate linguistic support needed)** The student **sometimes** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With moderate teacher support, the student uses grade-appropriate content-based terms and proper grammar nearing, but not yet at a level of parity with English proficient grade-level peers. The student occasionally expresses grade-appropriate ideas in writing with emerging grade-appropriate vocabulary, and relies on linguistic supports to express ideas effectively in oral and written English.

☐ **Level 3 (Late Expanding–Early Bridging: Grade appropriate with light linguistic support needed)** The student **often** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. With light teacher support, the student uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. Student often expresses grade-appropriate ideas in writing with increasing grade-appropriate vocabulary and sometimes relies on linguistic supports to express ideas effectively in oral and written English.

☐ **Level 4 (Mid–Late Bridging: Grade appropriate with minimal linguistic support needed)** The student **consistently** expresses thoughts and ideas in speaking and writing at a level of parity with English proficient grade-level peers. The student independently uses grade-appropriate content-based terms and proper grammar at a level of parity with English proficient grade-level peers. The student consistently expresses grade-appropriate ideas in writing with original grade-appropriate vocabulary and rarely relies on linguistic supports to express ideas effectively in oral and written English.

**Instructional Setting(s) in which the student was observed:**
☐ ELA/Literacy  ☐ ELD  ☐ Mathematics  ☐ Science  ☐ History/Social Science  ☐ Other: [_____]

**Interaction Type** *(Choose all that apply)*:
☐ Whole Group (one-to-many)  ☐ Small Group (one-to-group)  ☐ Pairs (one-to-one)  ☐ Other: [_____]

**What did you consider that led you to mark this level?** You may attach supporting documentation.

[_____]

*The section below is* **required** *when documenting parent consultation occurred regarding this student's reclassification from English learner to Fluent English Proficient status, per EC 313(f)(3).*

I, [_____] *(enter name)*, ☐ agree/ ☐ disagree *(check one)* the student routinely demonstrates fluent English proficiency in order to access grade-level content instruction delivered in English with minimal linguistic support.
Signature: [_____]  Title: [_____]  Date: [_____]

I was consulted, discussed, and gave my opinion regarding the information provided to me about my child's English language proficiency status. I was provided the opportunity to participate in the decision to reclassify my child from English learner to Fluent English Proficient.
Parent/Guardian Signature: [_____]  Date: [_____]

# District EL Data

| School | EL | | Percent |
| --- | --- | --- | --- |
| HES 6-8 | 39 | 151 | 26% |
| HES K-5 | 119 | 268 | 44% |
| HHS | 19 | 265 | 7% |
| Ella | 3 | 14 | 21% |
| Total | 180 | 698 | 26% |

# Data

California Dashboard

Based on 2018



**English Learner Progress**

[ All Students ] [ State ]

English Language Proficiency
Assessments for California Results
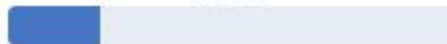
Number of Students: 135

Level 4 - Well Developed
**23.7%**

Level 3 - Moderately Developed
**31.1%**

Level 2 - Somewhat Developed
**24.4%**

Level 1 - Beginning Stage
**20.7%**


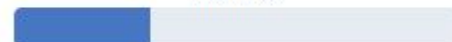
**English Learner Progress**

[ All Students ] [ State ]

English Language Proficiency
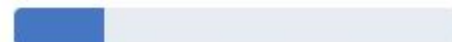Assessments for California Results

Number of Students: 1,140,229

Level 4 - Well Developed
**30.6%**

Level 3 - Moderately Developed
**34.6%**

Level 2 - Somewhat Developed
**20.2%**

Level 1 - Beginning Stage
**14.6%**

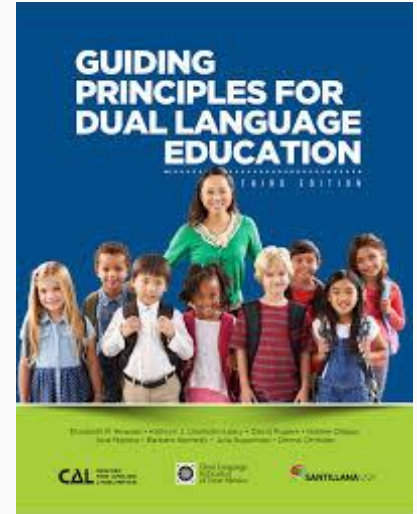# Dual Immersion Update/Actualización de Inmersión Doble

2019 - 2020

- Total of 70 students (k -24, 1st - 24, 2nd 22)
- Dr. Claudia Rodriguez-Mojica
- CIELO project CSU, Chico
  - Community and Instruction for Expanding English Learners' Opportunities/Comunidad e instrucción para ampliar las oportunidades de los estudiantes de inglés
- Northstate Two-Way Immersion Consortium/Consorcio

# Dual Immersion Update/Actualización de Inmersión Doble
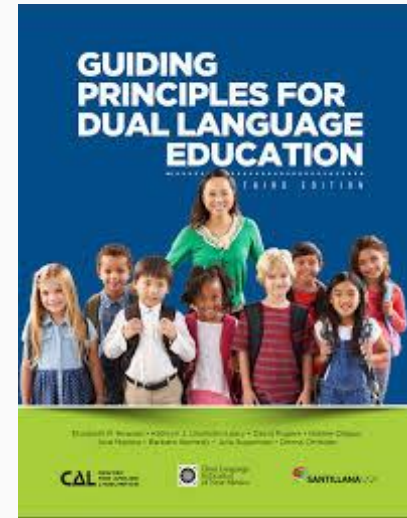
2019 - 2020



- The dual immersion committee conducted a self evaluation/El comité de doble inmersión realizó una autoevaluación.

# Dual Immersion Update/Actualización de Inmersión Doble

- Strand 1: Program Structure/Estructura del programa
- Strand 2: Curriculum/Currículum
- Strand 3: Instruction/Instrucción
- Strand 4: Assessment and Accountability/Evaluación y responsabilidad
- Strand 5: Staff Quality and Professional Development /Calidad del personal y desarrollo profesional
- Strand 6: Family and Community/Familia y comunidad
- Strand 7: Support and Resources/Apoyo y recursos



GUIDING PRINCIPLES FOR DUAL LANGUAGE EDUCATION

THIRD EDITION

# Parent Feedback/realimentación de los padres

3 stickers dots

3 puntos adhesivos

# Title III

2019-2020 Budget

| | Category | Immigrant | LEP |
|---|---|---|---|
| | | Resource 4201 | Resource 4203 |
| 4000 | Materials & Supplies | | $ 9,815 |
| 5000 | Travel/Conferences & Other Operating Expenditures | $ 2,484 | $ 8,334 |
| 7000 | Indirect Support | | $ 586 |
| | TOTAL | $ 2,484 | $ 18,735 |

# LCAP Update

Local Control Accountability Plan (LCAP) is a district's improvement plan required of all California school districts.  It is based on the data gathered from stakeholders, state and local testing results, attendance, suspension rates, and other metrics defined in the 8 state priorities.

| Conditions of Learning | Pupil Outcomes | Engagement |
|---|---|---|
| Basic Conditions<br>Standards Implementation<br>Course Access | Pupil Achievement<br>Other Pupil Outcomes | Parental Involvement<br>Pupil Engagement<br>School Climate |

# Actualizaciones del LCAP

El Plan de Responsabilidad de Control Local (LCAP) es un plan de mejora del distrito requerido para todos los distritos escolares de California. Se basa en los datos recopilados de las partes interesadas, los resultados de las pruebas estatales y locales, la asistencia, los índices de suspensión y otras métricas definidas en las 8 prioridades estatales..

| Condiciones de aprendizaje | Resultados del alumno | Participación |
| --- | --- | --- |
| Condiciones básicas<br>Implementación de estándares<br>Acceso al curso | Logro del alumno<br>Otros resultados del alumno | Involucramiento de los padres<br>Participación del alumno<br>Clima escolar |

# HUSD LCAP Goals

## Goal 1 Conditions of Learning

Provide highly qualified instructors, books/supplies/materials and district infrastructure to promote college and career readiness in order to help all students succeed.

## Goal 2 Pupil Outcomes

All students demonstrate proficiency on local and state assessments to ensure they are achieving college and career readiness.

## Goal 3 Engagement

District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.

# Metas para el LCAP de HUSD

## Meta 1 Condiciones de Aprendizaje

Proporcionar instructores altamente calificados, libros / suministros / materiales e infraestructura del distrito para promover la preparación universitaria y profesional para ayudar a que todos los estudiantes tengan éxito.

## Meta 2 Resultados del alumno

Todos los estudiantes demuestran competencia en las evaluaciones locales y estatales para asegurarse de que están logrando la preparación universitaria y profesional.

## Meta 3 Participación

El distrito mejorará la participación de los padres, la opinión de la comunidad y la participación de los estudiantes mediante la inclusión de todos los interesados en el proceso de aprendizaje.

# LCAP Highlights 2019-20

## Conditions of Learning

NTC Coaches Training

ATE Induction

Tech Education Support

Universal Design for Learning (UDL)

## Pupil Outcomes

Standards Based Report Cards

Increase courses approved for A-G requirements

Wolf/Braves Time

Dual Immersion

## Engagement

MTSS

APTT

SWIS behavior data collection

3 School Based Counselors

1 Family/School Liaison

# Reflejos del LCAP 2019-20

**Condiciones de Aprendizaje**

Entrenamiento de entrenadores NTC

Inducción ATE

Apoyo a la educación tecnológica

Diseño Universal para el Aprendizaje (UDL)

**Resultados del alumno**

Tarjetas de informe basadas en estándares

Aumentar los cursos aprobados para los requisitos A-G.

Tiempo de Lobo / Bravos

Inmersión doble

**Participación**

MTSS

APTT

Recopilación de datos de comportamiento SWIS

3 consejeros escolares

Coordinador de padres y familia

# Questions/Preguntas