



PARENT ADVISORY COMMITTEE

Parent, Community and Student Services
Auditorium
1360 W. Temple Street, Los Angeles, CA 90026
Thursday, February 18, 2016
10:00 am – 1:00 pm

Meeting Agenda

I.	Call to Order	Rachel Greene, Chairperson
II.	Pledge of Allegiance	Member
III.	Public Comment Five speakers, two minutes each	Paul Robak, Parliamentarian
IV.	Chairperson's Report	Rachel Greene, Chairperson
V.	Roll Call/Establish Quorum	Kathy Kantner, Secretary
VI.	Minutes (Action Item) Review and approval of minutes for January 21, 2016	Kathy Kantner, Secretary
VII.	Foster Youth (Presentation) Update of the services and support	La Shona Jenkins, Coordinator Foster Youth & Achievement Program Pupil Service and Attendance
VIII.	Homeless Education (Presentation)	Nancy Gutierrez, Program Coordinator Homeless Education Program Pupil Services
IX.	Update on the Supports and Outcomes for Standard English Learners (Presentation)	Kandice McLurkin, Coordinator Academic English Mastery Programs Multilingual Multicultural Education Department
Χ.	Parent, Community and Student Services Update	Rowena Lagrosa, Chief Executive Officer Parent, Community and Student Services
XI.	Announcements from Members and PCSS Staff	AmberMarie Irving-Elkins, Vice-Chairperson
XII.	Adjournment (Action Item)	Rachel Greene, Chairperson

Visitors' parking is limited. Please make plans to carpool or to arrive early. Childcare is not provided.

To review or obtain copies of materials, please visit the Parent, Community and Student Services office. To request a disability- related accommodation under the Americans with Disabilities Act (ADA), please call Lisa Porter at (213) 481-3350 or email her at lisa.porter@lausd.net at least 24 hours in advance. Individuals wishing to speak under Public Comment must sign up at the meeting and should plan to arrive early.

Next PAC meeting on March 17, 2016

Parent Advisory Committee Minutes

Date: January 21, 2016
Time: 10:00 a.m. - 1:00 p.m.
Location: PCSS Auditorium

WELCOME/CALL TO ORDER

Rachel Greene, PAC Chair, called the meeting to order at 10: 14 a.m.

PLEDGE OF ALLEGIANCE

Brent Anderson, PAC Member, led the Flag Salute.

PUBLIC COMMENT

<u>Paul Robak, Parliamentarian</u>, determined that no speakers were requesting Public Comment.

CHAIRPERSON'S REPORT

Rachel Greene welcomed new members from Local District West. She provided an update: she, Juan Mongandi, Chair of DELAC (District English Learners Advisory Committee) and Kathy Kantner, Chair of CAC (Community Advisory Committee) attended the Early Childhood Education and Parent Engagement committee, where Mrs. Rowena Lagrosa gave a presentation. Of note, the next application process for schools to request bond money to fund Family Centers will open soon. There are 100 schools that will be prioritized if they apply. The Chairs will continue to attend this committee to help shape the conversation about parent engagement.

The Office of General Counsel seems to concur that consent votes should be possible. For the purposes of our minutes we will do roll call votes, so we can get faster at it. Reminder: PAC elections will be held on February 10, 2016 at PCSS at 10 a.m.

Ms. Greene read aloud excerpts of a letter of resignation from PAC member Susuki Figueroa, then reviewed topics to be addressed today and in upcoming meetings.

Diana Guillen referenced Ms. Figueroa's resignation and that of Karina Lopez. What are we doing to help parents feel engaged permanently and why is it difficult to reach quorum? Ms. Guillen requests a discussion about what strategies would create change.

ROLL CALL/ESTABLISH QUORUM

<u>Kathy Kantner, PAC Secretary</u>, conducted roll call and noted that 24 members are required for quorum. At 10:28 there were 24 members present; soon after two more members arrived. No alternates qualified to be seated at this meeting.

MINUTES

Quorum was not reached at the December 17, 2015 meeting, so there are no Minutes to approve from that meeting.

Brent Anderson made a motion to approve the Minutes of November 19, 2015, as recorded. Denice Lambert seconded the motion. During discussion, Maria Daisy Ortiz requested more time to review the Minutes. Ms. Greene allowed until 10:33 at which time a roll call vote was called. There were 19 who voted yes; 5 abstentions; and 1 no. (The fifth abstention was added last; the number on this member's badge was incorrect. Maria Daisy Ortiz requested a second roll call vote; Ms. Greene asked everyone who abstained to raise their hand and confirmed 5 total abstentions.)

PRESENTATIONS

SPECIAL EDUCATION INTEGRATION PRACTICES

Sharyn Howell, Associate Superintendent, Division of Special Education, provided a presentation. Ms. Howell noted that while enrollment throughout LAUSD is declining, the number of students with disabilities is growing: the previous year by 1,200, and last year by 700. These students mainly come from the general education program; this increase represents an average of 100 new special education teachers and other staff that must be recruited.

It was noted that information on the Power Point differed from that on the handout. PCSS staff agreed to photocopy the information from the Power Point and this was distributed later during the meeting. (See Handout).

In compliance with the Modified Consent Decree, LAUSD is working to integrate a greater number of students in Special Education into general education classrooms. Professional Development training is provided to staff and targeted funding is provided so that schools are ADA (Americans with Disabilities Act) compliant. Another goal is to reduce the high number (38%) of African American students in segregated settings. African Americans comprise only 12% of LAUSD's student population, so the District is working to integrate these students as well.

Q: When students are integrated into general education classes, is there another adult staff member, aside from the general education teacher, in the class? A: Yes, in most cases, a Resource Specialist (RSP) teacher also works in the classroom.

Q: The money that is reserved to upgrade campuses and make them ADA compliant — who decides how it will be spent? My school lacks shade when it is hot, yet tries to get students onto the play yard. This is a problem, especially for students in wheelchairs. A: Principals are informed about the "Rapid Access" program. \$20 Million is set aside for rapid upgrades at campuses with urgent needs; talk to your principal about this.

Q: My daughter volunteers at Miller and loves it. Is the federal mandate toward integration new? I was an advocate for my younger sister, who was always in an integrated setting, which helped her. Did the mandate change? A: The original law from the 1970's stated that students with disabilities had a right to attend school. With reauthorization, they added that in addition to simply attending school, students must benefit. The research shows both general education and Special Education improve performance. The last reauthorization from 2004 related to integration. LAUSD has a long history of segregating students with disabilities. In the past, Special Education classrooms were in separate bungalows and parents had to supervise students themselves, then eventually teachers were assigned. Now, LAUSD is doing more than other districts.

Q: I have three girls with special needs in LAUSD. In general education classrooms they would receive Ds and Fs. In Special Day classes, their grades improved but it was too overwhelming. Is there any phase in between? A: Students in Special Day programs get better grades than general ed students yet they aren't achieving equivalent levels of proficiency. So we are redesigning how we train teachers, and how we provide services. We are studying what a "bridge" between the two options would look like.

Q: How is the District monitoring the academic progress of students in Special Ed who are integrated into general ed classes? Many parents say their students have fallen even more behind, teachers seem overwhelmed, and elementary school students are not getting specialized attention. A: I'm sorry to hear that your friends are experiencing that. It's a cultural change for our schools. Teachers now, unlike 20-25 years ago, are used to teaching at a norm. We have to change the culture. Many general ed students struggle too. What do schools provide to support them? In segregated classes, the students were receiving a different curriculum. We are working to provide the same curriculum and to provide teacher training.

Q: I would like data regarding those students who go to charters. We don't know what is happening to students with disabilities in charters. If the Broad plan is enacted, how will these students be served? A: Charters get ADA (Average Daily Attendance) and State funding; LAUSD does not provide services to these schools, they are independent. However, the Division of Special Eduction has an office that monitors the data, as much as we can legally get. We don't receive everything — not their monitoring data, interim assessments, etc. I am willing to come back again to provide a presentation related to charters, including how many students are served by charters, and the degree and types of disabilities these students have, etc. I'm not taking a stance on the politics. LAUSD serves more students with disabilities than anyone. If the school is an Affiliated Charter, then the District provides services.

Q: LAUSD has 68 alternate programs, I would like to know the data for the success of these programs. Also, when I volunteer in my school, I see students in second grade who struggle to read but they are not referred to Special Ed. Parents assume the teachers are referring students, but this isn't always the case. A: Everyone in 3rd grade

who does not read can't be referred to Special Ed. Otherwise 60% of students would be identified. General ed students need intervention and other programs -- 40% of students referred to Special Ed are English Learners, so they are being over-identified. Kids who struggle to read need interventions first before it can be determined that a student also has some kind of learning disability. Q: How does your office support parents so they know about the services you provide? Many parents are denied services and they don't know what their rights are. Parents have to turn to lawsuits, and this is burdensome, especially for low income parents. A: The district supports parents whether their students are general ed or Special Ed. We work with PCSS, and we continue to ensure that Special Education is embedded. At school sites there is a pamphlet that goes out; also we send brochures to Regional Centers. We get 15,000 new assessments every year, so if someone believes they are being missed, they need to speak to their school administrator.

Q: I used to work in a private Special Ed school. Now I volunteer in LAUSD and I see teachers over-refer when there are behavioral issues. I've heard that schools get more funding for these referrals. A: This isn't true, about the funding. However, our teachers do get overwhelmed. Referring kids to Special Ed is not a quick fix for every issue. Special Ed is designed to help students access the curriculum.

Ms. Greene reiterated data requests: we would like to see Charter data broken out by Affiliated Charter and Independent Charter, according to integration and service level and also student performance metrics for students who are located at special centers. Ms. Greene also had a question about whether there is an avenue for advocacy if students are not being handled at school sites. Ms. Howell noted that we can't respond about a specific child to anyone who is not the parent/guardian of that child. But anyone with specific questions is invited to speak to her privately.

Q: Who decided we are only going to take 5 questions? A: We have to allow time for all the presenters; we follow a timed Agenda.

UPDATE ON THE SUPPORTS AND OUTCOMES FOR ENGLISH LEARNERS, STANDARD ENGLISH LEARNERS AND LONG TERM ENGLISH LEARNERS

Hilda Maldonado, Executive Director of the Multilingual Multicultural Education Department conducted an exercise with participants, then proceeded with her presentation. She explained that some data is broken down in accordance with State reports, Federal reports, how the schools track it — the data will be different. Context also matters: how you put the data together, who is in the group, who is not, at what point in time did the data get pulled, and how is it broken up. Today's presentation will focus on ELs and LTELs. Ms. Maldonado agreed to return in the future with the Standard English Learner data. (See handout).

Ms. Maldonado noted that in 2011, the new EL Master Plan was initiated. The District realized it was not in compliance but the Superintendent decided that LAUSD would fix it rather than go under a consent decree (as was the case for Special Education).

Every year, one-half to two-thirds of students make annual progress, improving at least one level per year, on the CELDT. The State goal is 60%. The criteria set by the U.S. Department of Education changed last year. Every district gets to decide how to assess proficiency; LAUSD uses DIBELS/SRI -- the State took CAHSEE away. SBAC may be used in the future. SBAC is a challenging test and is language-rich, so additional interventions are in place to help students. All English Learners are tested each year. Students in earlier grades make great progress; it is harder for middle grade students to reclassify. The Office of Civil Rights is monitoring the District due to the high number of students who are not progressing within 5 years. We made progress, then there was a drop, attributed to the number of LTELs. Ms. Maldonado has seen improvement. High School students lack access to college prep classes but can graduate. If they are not mastering reclassification with us, and they go to college, they must take remedial classes and this costs families more money.

The State was sued by the Department of Justice, so this month principals are checking every course with an English Learner enrolled, and what type of instruction is provided. The ELD standards have changed, we are transitioning teachers to the new standards. The test will not be in place until 2017/18.

Q: The data shows that the immersed language program students aren't doing well; why not? Is it the program, the monitoring, evaluation, or implementation/instruction? A: Many factors. We don't have the kids all in one place. In some parts of the city we have lots of ELs, while at other schools there are few. Not every program has the same results. Look at the data for each separate school; some schools are better than others.

Q: LTELS are in a modified program, so you're limiting their access to the same curriculum and then we test them with their peers who are English speakers. You are finding a test that is the same. A: My personal story is that I came to this country in 5th grade and by 6th grade I had some mastery. My neighbor just arrived, but we are in the same class with the same instruction at the same level: beginning EL. Now we broke up the classes, any newcomer in Level 1-4 gets one class. LTELS are in 2 groups, they are working to master reading. The second group can read but comprehension is off. For the rest of the day they have math, etc. with everyone else. They don't get electives. If they aren't doing well in math, they don't have access to math remediation and AP classes. Q: When students take the CELDT they are not at the same level. A: You're right, it limits their access to honors classes, etc. Q: Why are we doing this? Dual language is the way to go. A: it's not recommended for LTELS because previously they haven't had Spanish and English instruction.

Q: DELAC is not receiving data and information about existing programs. We sent a letter requesting data for our next meeting, broken down by region, since there are different ethnic groups in each region. DELAC is not being taken into consideration. How will your office work with parents at school sites who need this information so they can support their students to reclassify? A: We have EL Coaches in PCSS that my office trains and they go out and train the LD parent coaches. We can bring you the data, we have been working with PCSS on the new EL standards. Mr. Alvarenga will schedule us to come back for DELAC. Your request was received 3 days before the meeting, there was not time. Q: The coaches have to be well trained, because they tell us our students can go to college but they don't tell us they will need remediation. A: They can go to college, but it is more difficult and more expensive because they have to remediate. We will clarify this message with the coaches. It is a misnomer in LAUSD, that students who can't read have a learning disability. It is a learning difference.

Q: LAUSD must empower and inform parents. Many students are bilingual in kindergarten and are identified as ELs even if the parents don't want them identified, but we don't know how to change this. When parents complete the survey indicating that they speak another language at home, parents don't know what we're getting into, that we're signing our child up for EL. A: The honest answer is we are not changing this. It comes from the U.S. Department of Education. If students are truly fluent, they can pass the test next year. In April I will attend a federal conference and will advocate for change. Q: Can we explain the consequences better? A: There is something called "Withdrawal From Program." The Federal Government says you still have to give them services and still have to reclassify. The parent informational meetings are supposed to explain this but we are not allowed to influence this decision. People value different things.

Q: The progress is very slow. I am an ELAC Chair for my school and asked the EL Coordinator to check what works and what doesn't work. Has your office done something like this? A: Not to that degree. The slides I'm showing you are what we sent to the Office of Civil Rights. But we don't break down what works and what doesn't. We gave a presentation to the Directors in each Local District, and I saw the urgency. I know the data looks poor on the surface, but it has everyone thrown in there. Get the data from your schools, there are schools doing great work, there are shining stars. Students are learning to read words when they don't understand what the words mean; it takes a very skilled teacher to do this. My job is to help these teachers understand the data when they have ELs in front of them. Every Local District has different needs and every Local District Superintendent is addressing it in a different way. There is no single silver bullet. I can come back and work more with Ms. Lagrosa on resources for parents.

Q: How are you monitoring the program implementation for LTELs? We are not seeing results. At my school I ask what we are doing for the LTELS and the answer was disappointing. Parents aren't informed and don't know the long term implications of labeling their children. I don't have resources to provide tutoring for my child. Sure they can go to college, but families can't afford tutoring. The information is not getting to schools. A:

We use an online accountability system where every principal has to certify what ways they are informing parents, we collect this from every principal all year long, Aug - June. Right now we are in January. (Ms. Maldonado mapped out a timeline on the whiteboard). The CELDT results given this time last year are coming now. So the kids take DIBELS twice/year and SRI 3 times. In elementary schools the grades are reported at different times than for secondary. So when we talk about reclassification, we inform teachers: this is a point in time when kids can reclassify because the CELDT is coming in or grades are coming in. If kids meet 2 but not 3 then we have to wait another year for the kids to reclassify. Lining all these things up, that's the criteria. Is it a kid problem? Or is it a system problem? It's the system. Before 2012, we used the CST and it took place in May, you got results the following year. Now we have MISIS and different ways to look at data, and we can track it better. If a student has these 2 areas met, we are gong to pay for them to take the CELDT again, even though the State won't count it, and it is controversial to only offer this to some students.

Q: Parents, don't get excited if your kids aren't going where you want them to go. If you push them too hard and they don't do well, they will get discouraged. President Obama might make community college free - a degree from a Community College is the same.

Q: With the overall poor performance of our African American students, we need to look closely at the supports we are providing to students who are struggling.

THE ARTS PROGRAM IMPLEMENTATION

Rory Pullens, Executive Director of Arts Education, Arts Education Branch provided a presentation. No handout was distributed to members.

This year, 30 additional teachers were hired to ensure that every school has one arts teacher. Last year, 20 Middle Schools had no art programs at all. This year every school offers art. Next year we will hire 80 additional arts teachers. The goal is to ensure that next year each cluster of schools will have the same arts disciplines so that when a child graduates from HS they will have had consistent exposure from K-12.

Professional Development trainings provided:

- working with students in Special Education
- urban arts program from New York City
- multilingual/multicultural strategies related to the arts
- to help general education teachers integrate the arts into science, social studies and math
- So far 1,500 teachers have been trained in 2 years
- Our goal is to train 2,000 teachers annually
- Elementary school teachers get PD 4 times per month, but secondary teachers receive little training, so we will focus on them.

Arts Community Network (ACN), partnering with community organizations, will work in schools in each Local District beginning this month, during the school day, after school,

on Saturdays. We also have a partnership with the housing authority, LAPD and LAUSD to provide music programs in housing projects to deter youth from negative activity.

The Arts Equity Index determined teacher placement. Central, East L.A. and South Central L.A. got the most support. There are underserved schools in each region, but we wanted the least affluent communities to receive the most support.

A flyer was projected on the whiteboard: on April 16, a District-wide arts festival will take place in Grand Park from 9 a.m. - 9 p.m. Every school is invited to perform.

The Creative Industry Adopt-A-School program provides resources and equipment to schools and professionals to talk to students in the schools. A diverse district like LAUSD should prepare students for these jobs.

New banners will be distributed to the 160 schools with a highly rated arts program, to promote community awareness.

Q: Is the Arts Equity Index on the web? A: We need to remove the password protection so that anyone can look. I will do it this afternoon.

Q: How does a principal request equipment? A: Email the Arts Education branch, Steven McCarthy. The list is not public, but we will put the list on the web.

Q: You say more teachers are hired; are the schools receiving more funding to cover this? A: Soon we will announce the schools that will receive extra services. They will not have to pay for arts teachers themselves.

Mr. Pullens left his card and welcomed people to contact him with questions.

Q: If a child is in MS, and they have a schedule already based on high honors classes, how can they get an arts class elective? A: Any student without space in their schedule can participate in our after school and Saturday programs.

Q: The arts are great, students benefit from being able to express themselves. All schools should have opportunities for students to perform, and not only during Winter holidays. A: I agree.

PARENT, COMMUNITY AND STUDENT SERVICES UPDATE

Rowena Lagrosa, Chief Executive Officer, PCSS, provided the update. A copy of the adopted school calendar for next year is in the packets. Representatives from School Operations will visit each central committee to ask for parent input on calendars for upcoming years.

A list of parent workshops was distributed to share. A list identifying the New Community Services Team and also a list of PCSS staff were distributed. An updated PAC roster was also provided.

The School Experience Survey was released this week, please complete it. The goal is to increase participation to 50%. Ms. Lagrosa noted that LAUSD's participation rate is higher than that of other big districts, yet we do not spend money to promote it.

Last fall an independent fiscal audit committee reported that LAUSD's fiscal health for future years is bleak. Ms Lagrosa is part of a planning committee that has been asked to submit a plan about what LAUSD can do to help parents decide to enroll in our district? How can we improve the culture of schools? How are parents meaningfully engaged at school sites? How do we keep students enrolled? Ms. Lagrosa will develop this plan and will roll it out. We also are looking to streamline the way parents navigate various programs: Magnet, Dual Language, SAS. Enrollment timelines all vary so the PASSPORT will be used to make this uniform.

ANNOUNCEMENTS

There was a request that the new Superintendent visit the PAC. Ms. Lagrosa noted that Superintendent Michelle King has received the dates for all our meetings, but today she is in Sacramento for the State of the State address.

Another member noted that each time a member of this committee leaves, we hear a message that they are frustrated because we are following the protocols of a broken system. We are not being the leaders we should be. We did not make any changes to-day to improve the education for a single student.

Finally, another member noted that if you are on your school's SSC or ELAC, request that you receive a binder, the schools have money to provide these supplies.

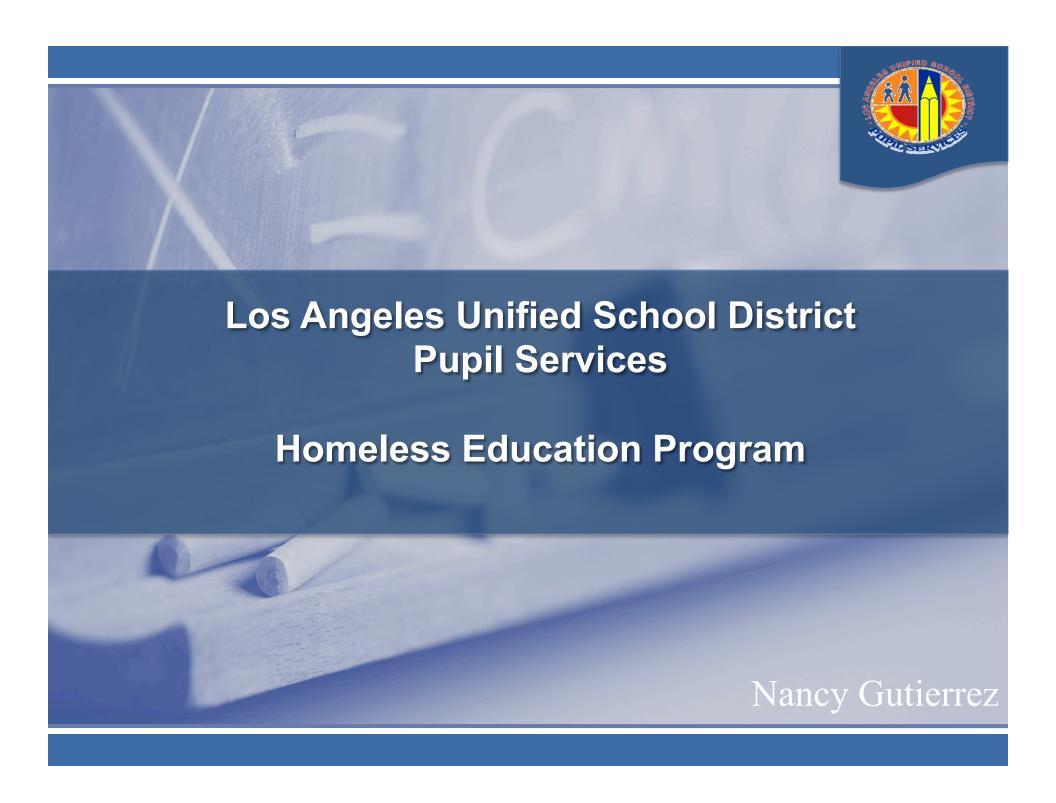
ADJOURNMENT

Rachel Greene adjourned the meeting at 1:01 p.m.

There were no parking lot comments.

Members were invited to stay for Agenda requests after the meeting.

These Minutes are respectfully submitted by Kathy Kantner, PAC Secretary.





Overview

- Background
- > Purpose
- Objectives
- > LAUSD Data
- What is homeless?
- > Student Rights

- School Responsibilities
- > Program Services
- > Expansion
- Outcomes
- > Highlights

Background



What We Know About Youth Homelessness



1 in 5 shelter users are youth

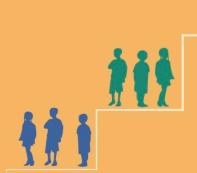


1 in 3

youth experiencing homelessness graduate high-school

vs. 9 in 10 housed youth

HOW THE STRESS OF HOMELESSNESS AND POVERTY IMPACTS CHILDREN'S ACADEMIC PERFORMANCE



Half of children who are homeless are held back for one grade, and 22% are held back for multiple grades.¹



In 2008, the dropout rate for students living in low-income families was about four and a half times greater than the rate of their peers from high-income families.²



Studies indicate that children who are homeless are 2x as likely to have learning disabilities and 3x as likely to have an emotional disturbance as children who are not homeless.³



48% of students who are homeless met statewide standards in math in grades 3-8 in the 2011-2012 school year.⁴



51% of students who are homeless met statewide standards in reading in grades 3-8 in the 2011-2012 school year.⁴

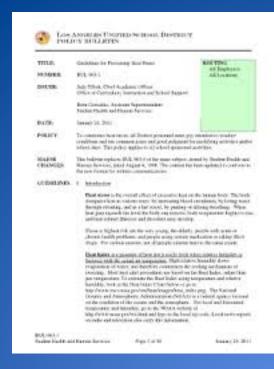
Created by Seattle University's Project on Family Homelessness with data from:

- 1. Grothaus, Lorelle, Anderson, & Knight, 2011 http://bit.lv/1rN5ZZH
- 2. National Center for Education Statistics: Trends in High School Dropout and Completion Rates in the United States http://l.usa.gov/lttWKO2
- **3.** Better Homes Fund, 1999 http://bit.ly/1BbHzKs
- Education for Homeless Children and Youth (EHCY) Program,
 U.S. Department of Education
 http://bit.lv/1rMR6GN



Law and district Policy

- No Child Left Behind
- McKinney Vento
- LAUSD Policy Bulletin (1570)





Purpose

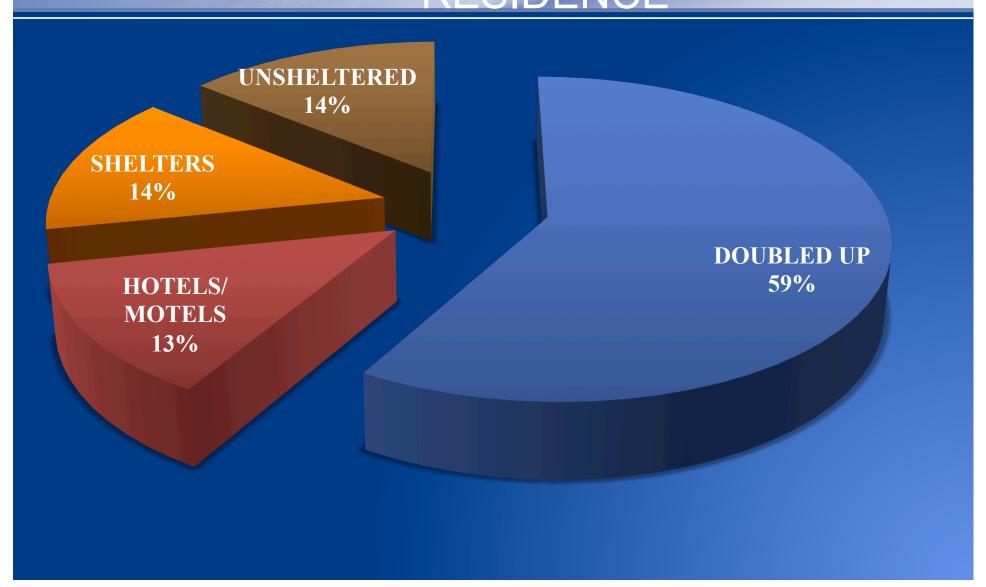
- Designed to provide assistance to homeless students and families
- Assure district schools and staff are incompliance with state, federal and district mandates
 - ensure the proper identification of homeless youth and to connect students with support services to enhance educational outcomes.
- Collaboration with school personnel & community to maximize access to programs, which promote academic success and student achievement.

Objectives

- Provide ongoing training, technical assistance and advocacy for homeless students and families
 - to ensure federal statutes and district policy is being followed in regards to homeless students in the LAUSD.
- Remove barriers to academic success for McKinney Vento eligible students by providing needed supplies such as backpacks, school supplies, clothing, transportation, etc.
- Educate students and parents on their educational rights.
- Promote parent participation in school related activities.



HOMELESS STUDENTS IN LAUSD DISTRIBUTION BY NIGHTTIME RESIDENCE





Who is homeless?







Definition of Homeless

The McKinney-Vento Act defines a "homeless" student as one between 0 to 22 years of age, who lacks a *fixed*, *regular*, *and adequate* nighttime residence, and may include:

- Temporary-such as motels/hotels, shelters, or transitional housing.
- Not Regular or inadequate living accommodationslives in a car, park, garage, abandoned building, trailer, or other.
- > "Doubled-up" with another family, due to loss of housing, stemming from financial problems.
- Abandoned, runaway or throwaway youth or migratory child living in any of the circumstances described above (could be a teen parent living with family, friend, etc.).

Homeless Student Rights: School of Enrollment

Under the law, a homeless student is eligible to:

- Continue at their School of Origin :
 - The school attended when permanently housed or
 - The school in which they were last enrolled or
 - A school that the homeless student attended within the immediately preceding 15 months and feels most connected **NEW LAW SB 445 (ED Code: 48852.7)

OR

 Enroll in any public school that students living in the same attendance area are eligible to attend.



Student Rights

- Immediate Enrollment regardless of the lack of Academic records, Proof of residency, Medical records, Immunization records (A 30 day conditional enrollment is granted if immunization records are not provided).
 - The enrolling school shall immediately contact the last school of attendance to obtain missing records.
- If a family gains permanent housing during the academic year, the students have a right to complete the school year at their current school.
- Equal access to all programs

AB 1806

On September 29, 2014 Assembly Bill 1806 was signed into to law to extend the following protections to Homeless Youth:

- Partial Credit Issuance
- Exemption from Graduation requirements
- Expulsion Recommendations

School Responsibilities



School Compliance

- Identification of a School Site Homeless Liaison
- Inform all stakeholders
- Identify homeless students
- Remove barriers for homeless students
 - School Services
 - HEP Services
 - Referrals
- Dispute resolution

You can ENROLL in school!

- Uncertain housing
- · A temporary address
- · No permanent physical address



by the federal McKinney-Vento Act and California state law if you live:

- transitional living program) . In a motel hotel or weekly rate housin
- In a house or apartment with more than one family bec
- In temporary foster care or with an adult who is not your parent

live under any of these condi you do NOT need to provide

- · Proof of residency
- School records
- Legal guardianship paper



- Continue to attend the school in which you were last enrolle
- school of origin.
- reduced-price lunches and other district food programs).
- Contact the district liaison to resolve any disputes that arise during the enrollment process.



completes homework and projects on time.

Stay informed of school rules regulations and activities

For questions about enrolling in school or for assistance with school enrollment, co

Your local school district

Your county liaison for the homeless:

Leanne Wheeler 1430 N Street, Suite 6208

California Department of Education

AND SERVICES

Program Services



Program Expansion

Program Expansion

- The rising homeless population in Los Angeles County and research showing the significant educational challenges faced by homeless students demonstrates the need to expand
- Expanded funding for the Homeless Education Program has allowed the program to expand to include:
 - At least one PSA Counselors to serve each district as liaisons to comprehensive school sites
 - 1 PSA Counselor to serve district wide alternative school sites.
 - 7 PSA Counselors to serve as targeted school and shelter counselors
 - 10 PSA Aides to more effectively meet the needs of homeless students district wide



Partnerships

The Homeless Education Program hosts a quarterly collaborative and a quarterly faith based collaborative to:

- Strengthen communication with all stakeholders
- Establish guidelines to ensure early identification
- Maximize resources to support student success

















Serving Students • Supporting Communities • Leading Educators

Services provided this school year

INDIVIDUAL ASSESSMENTS	CONSULTS RE: STUDENT/ FAMILIY	STUDENT COUNSELING OR TARGETD GROUP MTGS	TRAININGS
915	3393	1967	681

FACILITATED ENROLLMENT FOR PARENT/ STUDENTS	STUDENTS SERVED THROUGH HEP SPECIAL EVENTS: (SPONSORSHIPS, CLOTHING, SCHOLARSHIPS, ETC.)
295	4000

Program Highlights

- Liaison Trainings offered annually online & in person
- Sponsor a Family program
- Sponsor a graduate
- HOPE Scholarships
- Annual Graduate Luncheon hosts graduating seniors
- Summer Camp Sponsorships
- Plans for next year include tutoring pilot & middle school transition support activities



Los Angeles Unified School District Student Health & Human Services Pupil Services

The Homeless Education Program

121 N. Beaudry Ave.

Los Angeles, CA 90012

Tel (213)202-7581

Fax (213)580-6551

http://homelesseducation.lausd.net



Los Angeles Unified School District | Student Health and Human Services

Pupil Services HOMELESS EDUCATION PROGRAM Executive Summary



Mission

To ensure that all LAUSD students are enrolled, attending, engaged, and on-track to graduate.

BACKGROUND

The Los Angeles Unified School District (LAUSD) is the second largest public school district in the country. Every year, thousands of students experience homelessness. Research has shown that homeless students are more likely to score lower on test scores, more likely to repeat a grade and more likely to drop out of school than their housed peers. Homeless students face higher rates of exposure to violence, trauma, family mental health or substance abuse issues, and higher transiency rates. These issues have proven to generate significant educational challenges for homeless students and has led to a significantly lower graduation rate than their housed peers. These students often present with social, behavioral, and academic issues, related to their circumstances.



Since 2006, Pupil Services and Attendance (PSA) Counselors have advocated for LAUSD homeless students district wide. The Access for All resolution passed in 2006 by the LAUSD Board of education established the current Homeless Education Program to identify homeless youth, provide training and technical assistance to school and community personnel and to facilitate enrollment and equal access to all school programs for homeless students district wide. The resolution was to ensure compliance with the McKinney Vento Homeless Assistance Act in the federal No Child Left Behind

PROGRAM OBJECTIVES



- Ensure that schools are following district policy and federal mandates for the education of homeless students
- Remove barriers to academic success for Homeless Students, providing equal access to education as their housed peers
- Effectively serve students and families in transition, providing advocacy and referral services that foster a sense of empowerment and stability
- Leverage program resources by collaborating with community partners and coordinating fundraising efforts

PROGRAM SERVICES



- Facilitate school enrollment as needed to ensure compliance with district policy and to equal access to educational and meal programs, as well as tutoring and other services available at the school site.
- Conduct professional development trainings for school personnel and community agencies regarding the rights and responsibilities of homeless students.
- Provide technical assistance regarding the proper identification, enrollment, and service needs of homeless students and their families.
- Provide assistance with transportation, backpacks, school supplies, and clothing vouchers.
- Provide medical, dental, and mental health referrals, in addition to other school/community services.
- Educate students and parents on their educational rights, and promote parent participation in school related activities.
- Assist unaccompanied youth with enrollment procedures, school placement options, and retrieval of immunization records.
- Provide advocacy services for parents and students during school related educational meetings, such as Student Study Team (SST), Individualized Educational Program (IEP), and Student Attendance
- Review Team (SART) or School Attendance Review Board (SARB).
- Participate in the mediation of school enrollment disputes.
- Provide assistance to specialized populations of homeless students, including preschoolers, homeless teen
 parents, children with special needs, and unaccompanied youth.

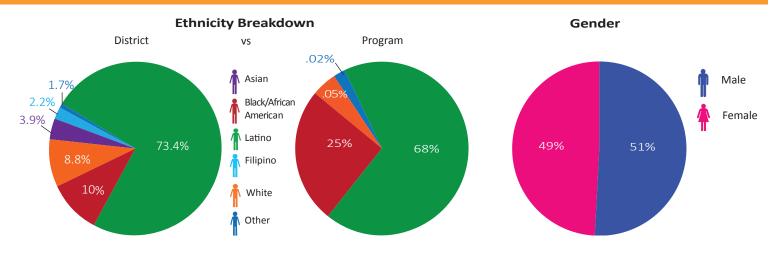


Los Angeles Unified School District | Student Health and Human Services

Pupil Services HOMELESS EDUCATION PROGRAM Executive Summary

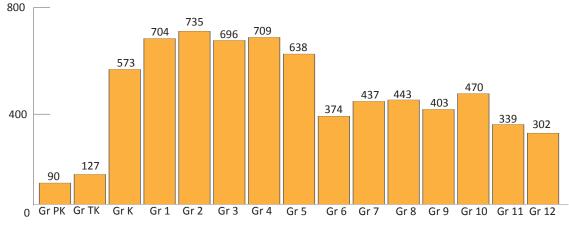


STUDENTS SERVED BY PROGRAM STAFF August 2014 - November 2015



Homeless Students Count by Grade August 2014 - November 2015

Homeless Students Count by Local District through November 2015



Total	7.068
SPED	3
XR-Charter	48
Northwest	919
West	985
Northeast	1,171
East	1,220
Central	1,226
South	1,496
Grade	#Students

Program Highlights

- Provide annual School Site Homeless Liaison Trainings (Online & Regional in person)
- Operation School Bell (OSB) Events & Appointments: Annually close to 1, 000 Homeless students participate in events or appointments at the OSB sites to receive free backpacks, school supplies, clothing and books coordinated by Homeless Education Program staff in collaboration with OSB and the Assistance League of LA.
- Annual Holiday Sponsor-a-Family: Each Holiday season over 100 families (approximately 500 individuals) are sponsored by individual or group sponsors from within or outside LAUSD. Families receive gifts for each family member, household gifts and gift card(s) for holiday meals or necessities.
- Operation School Bell Prom Day: 79 students annually in collaboration with OSB and the Assistance League of LA, receive free prom day attire including dresses, shoes, accessories, makeup and hairstyling.
- School Police Partnership Events: 1,300 students annually
- Sponsor-a-Graduate: 40 Homeless students annually are sponsored by donors who pay for senior activities and expenses.

- Suits for Prom: 16 Homeless students are annually sponsored by donors who pay for homeless students to receive Prom tuxes.
- Homeless Education Symposium is hosted biannually by the Homeless Education Program
- Homeless Education Collaborative is held Quarterly for service providers for homeless students and families in and outside of LAUSD
- H.O.P.E. Scholarship: 12 \$500 scholarships are awarded annually to homeless graduating students who are planning to attend post secondary institutions or are joining the military
- Graduate Luncheon: The Homeless Education Program hosts a congratulatory luncheon in honor of all homeless graduating seniors. (over 100 homeless graduating students are invited annually to attend)
- Summer camp: In collaboration with Camp Max Strauss, the Homeless Education Program facilitates 25 students attending summer camp.

Who To Contact For Help With Your Child's Education

LAUSD has a **Homeless Education Program** and every school site has a designated homeless education liaison.

We can:

- Facilitate school enrollment
- Help you decide which school is best for your child
- Help your child get basic school supplies, supplemental services and free school meals
- Set up public transportation to and from the school of origin (if eligible)
- Provide referrals to resources in the
- community
- Refer to Homeless Education Program Special Events

To Foster Your Child's Academic Success:

- Ensure your child attends school daily and on time. Attendance leads to progress.
- Meet and talk with teachers regularly to discuss how your child is doing.
- Attend school meetings.
- Meet with the school counselor to help your child deal with changes and challenges.
- Get your child additional help if needed (e.g., tutoring, counseling).

Los Angeles Unified School District

Erika Torres, Director Pupil Services (213) 241-3844

HOMELESS EDUCATION PROGRAM STAFF

Coordinator

Nancy Gutierrez | nancy.gutierrez@lausd.net

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Luis Munoz | Senior Office Technician | lhm8091@lausd.net

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ALTERNATIVE SCHOOLS

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TARGETED COUNSELORS

Shelter & Schools

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Karie Delarme, West | karie.delarme@lausd.net
Mathew Meyers, Northwest | mem13871@lausd.net
Sharice Sowell, South | srb2258@lausd.net
Amanda Farina, Northeast | amanda.farina@lausd.net
Brittany Martin, Central | brittany.a.martin@lausd.net

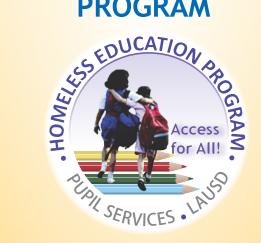
PSA AIDES

Blanca Becerra | SOUTH | blb0331@lausd.net Judy Luna | WEST | nativiadad.luna@lausd.net Michelle Cabrera | EAST/Central | mmichelle.cabrera@lausd.net

Los Angeles Unified School District STUDENT HEALTH AND HUMAN SERVICES Pupil Services



HOMELESS EDUCATION PROGRAM



Homeless Education Program 121 N. Beaudry Ave. Los Angeles, CA 90012 213-202-7581

http://homelesseducation.lausd.net

Is My Family Considered Homeless?

IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS

By law, school-aged children in one of the following situations may be considered homeless if they are:

- Living in a shelter
- Awaiting placement in foster care
- Living in campgrounds, temporarily trailers, or parks
- Living in an automobile
- Living in an abandoned building or public place
- Staying doubled up with friends or relatives, due to loss of housing from financial hardship
- Living in substandard housing (i.e. no running water, no electricity)
- Living in a transitional housing program

If you believe you may be eligible and need services:

- Please fill out a Student Residency Questionnaire at your school
- Contact your school's homeless liaison or the LAUSD Homeless Education Program at (213) 202 -7581



Under McKinney Vento Eligible Students Have The Right To:

- Receive a free and appropriate public education, and instructional services comparable to those provided to other students
- Enroll in school immediately, even if they lack documents normally required for enrollment
- Enroll in school and attend classes while the school gathers required documents
- Enroll in either:
 - The local school of attendance; or
 - Continue attending their school of origin (the school attended when permanently housed or the school in which they were last enrolled), depending on preference & feasibility
- Remain at the school until your family is permanently housed
- Receive public transportation to and from the school of origin, if eligible



Should Student Change Schools:

Changing schools can be difficult for students leaving friends, teachers and dealing with new friends, teachers, and classes.

It is usually best for your child to remain in his/ her same school (the school of origin), even if you move to a different area.

Here are some questions to think about when making your decision:

- How permanent is your current living situation?
- Is your child attached to his/her school?
- How anxious is your child because you had to move? Would changing schools be overwhelming?
- Would changing schools cause your child to fall behind in school?
- Is this a good time for your child to change schools, such as at the end of a semester or school year, after testing, or after an event that is important to your child?
- How much time would your child have to spend going back and forth to the school?

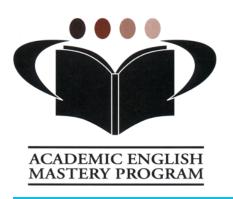
If There Is A Dispute About School Selection:

If you and the school disagree about where your child should go to school, the school must notify you in writing why your child should attend a school other than the one you selected and how you can appeal this decision.

Your child can still enroll in, attend, and participate fully in the school you selected until the disagreement is settled.



Standard English Learners (SELs) Update for the PAC

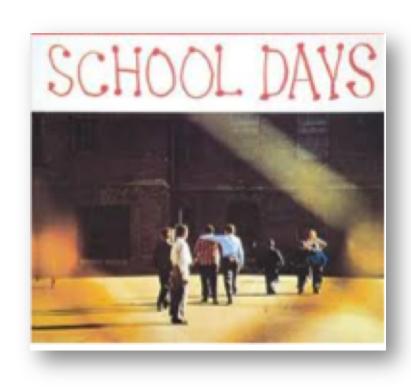


Kandice McLurkin, Program Coordinator Academic English Mastery Program (AEMP) Thursday, February 19, 2016



Grounding





Memories

Take 1 minute to think and 'ink' (write) about a significant memory you have, be it positive or negative about a teacher, from your school days.

On the signal, you will have <u>2 minutes</u> to *pair share* with your elbow partner.
Remember to *tell why it is a significant memory*.

Academic English Mastery Program (AEMP)

CONTINUUM of ACADEMIC ENGLISH PROFICIENCY

Over ½ of all of California's students are in the process of mastering Standard English



All of California's students are in the process of mastering Academic English

English Learner:

EL &

Standard English

Learner: IFEP

& **EO**

Mastery of Standard

English: **EO**

IFEP, RFEP

Mastery of

Academic

English &

Gateway

to Higher

Education

What is AEMP?

Academic English Mastery Program





What is the purpose of AEMP?

The vision of the program is to assure that standard English learners (SELs) have equal access to Common Core standards-based educational curriculum and post secondary career opportunities, by way of culturally and linguistically responsive teaching.

Who are SELs?

Who are Standard English Language Learners?

Linguistic Classifications

Standard English Learners (SELs) are those students for whom Standard English is not native, and whose home languages differ in structure and form from the language of school. students

ELA/ELD Framework Chapter 9 EL Master Plan Chapter 4



Chapter 9

Access and Equity

Γ	Page	Chapter at a Glance		
Г	880	Introduction		
ı	881	California's Diversity		
١	882	Standard English Learners		
1	884	African American English Speakers		
ı	886	Chicana/Chicano English Speakers		
ı	888	English Learners		
	891	Reclassified English Proficient Students		
ı	891	Instructional Programs and Services for English Learners		
ı	893	Biliterate Students		
ı	893	Students Who are Deaf and Bilingual in ASL and Printed English		
	894	Students Who are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech		
ı	895	Students Living in Poverty		
L	897	Migrant Students		
	898	Lesbian, Gay, Bisexual, and Transgender Students		
ı	899	Advanced Learners		
	902	Students with Disabilities		
	905	Accommodations and Modifications for Students with Disabilities		
ı	907	Students with Autism Spectrum Disorders		
L	908	Students with Significant Cognitive Disabilities		
	910	Planning for and Supporting the Range of Learners		
L	910	Universal Design for Learning		
ı	913	Multi-Tiered System of Supports		
L	916	Culturally and Linguistically Responsive Teaching		
ı	920	Instructional Practices for Supporting Students Experiencing Difficulty Reading		
L	928	Linguistic and Cultural Congruence for ELs		
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ELA/ELD Framework Chapter 9

In LAUSD, Standard English Learners include students from the 4 groups:

African American speakers of African American Language (AAL)

Mexican American speakers of Mexican American Language (MxAL)

Hawaiian American speakers of Hawaiian American Language (HAL)

American Indian speakers of Native American Language (NAL)

Academic Screening of SELs

ELEMENTARY

SECONDARY

At Risk Warning Data

- Smarter Balanced Performance Levels
- District assessments
- Number of 1s given on achievement marks
- Number of 1s or 2s given for work effort
- Number of 1s given for work habits
- Attendance rate
- Times suspended

At Risk Warning Data

Smarter Balanced Performance Levels

District assessments

D's or F's in English

Overall GPA lower than 2.0

Number of **U's** in work habits or cooperation marks

Attendance rate

Times suspended

Identification of SELs

Purpose

- Intervention
- Enrichment

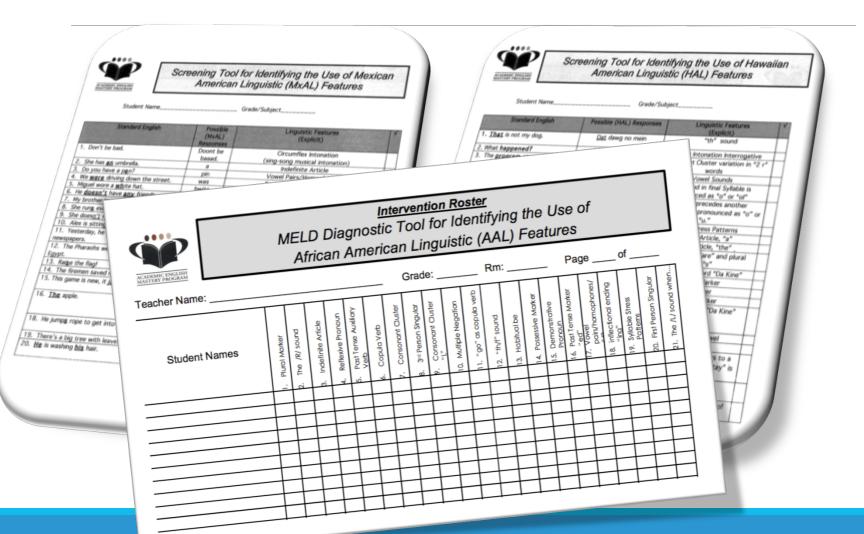
Two Types of Screening

Linguistic Screening for Home Language Features

Academic Screening



SEL Linguistic Screeners and Scoring Rosters



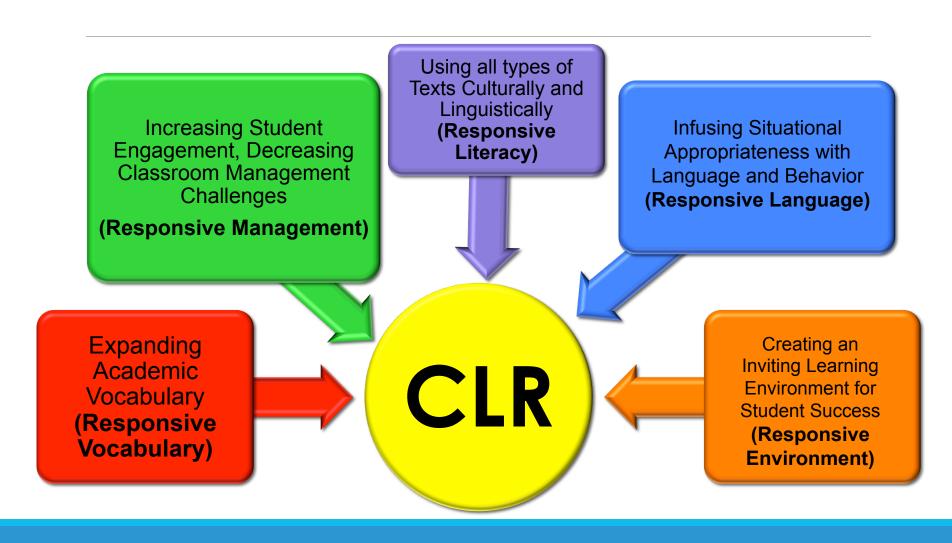
Instructional Guiding Principles

- •**SELs** possess a variety of linguistic and cultural abilities viewed as assets.
- Focused instruction for these students builds on cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.
- All teachers of **SELs** are teachers of both language and content.

CLR

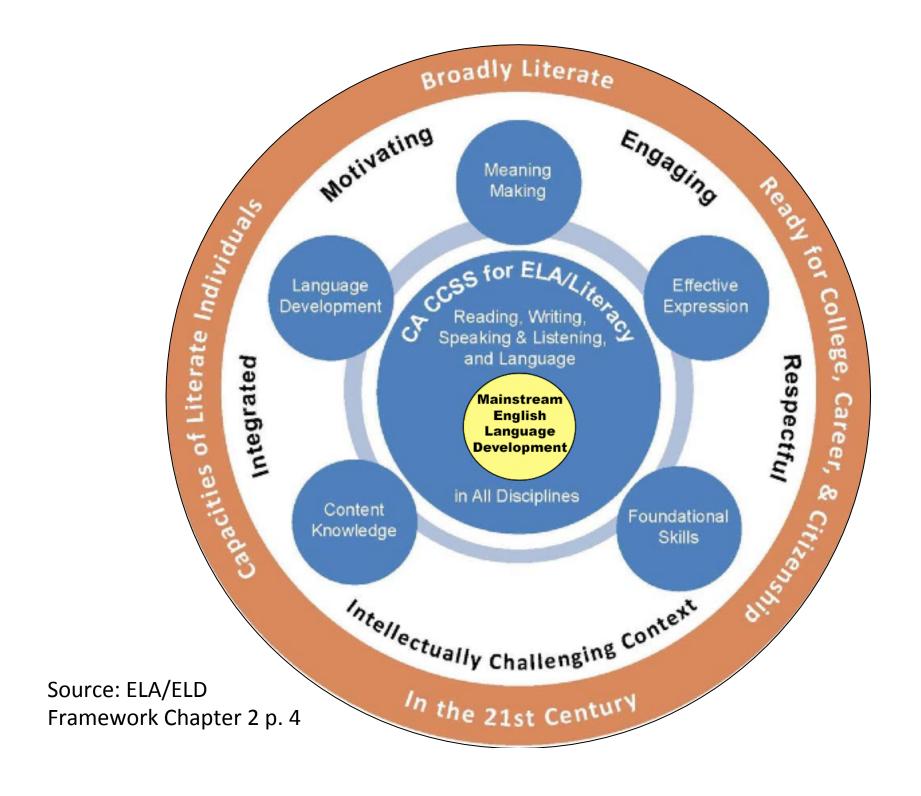
"CLR is the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society (Hollie, p. 23)."

Five CLR Instructional Areas





Reference Guides, Memorandums and Resolutions



Standard 1: Planning & Preparation 1a2- Knowledge of Content-Related Pedagogy

1b1- Awareness of Students' Skills, Knowledge, and Language **Proficiency**

Responsive Language Instruction & the **Teaching and Learning** Framework



Telephone: (213) 241-3444 Fax: (213) 241-8920

LAUSD TEACHING AND LEARNING FRAMEWORK

STANDARD 1: PLANNING AND PREPARATION

a. Demonstrating Knowledge of Content and Pedagogy

- 1. Knowledge of Content and the Structure of the Discipline
- 2. Knowledge of Content-Related Pedagogy
- b. Demonstrating Knowledge of Students
- 1. Awareness of Students' Skills, Knowledge, and Language Proficiency
- 2. Knowledge of How Children, Adolescents, and Adults Learn
- 3. Knowledge of Students' Special Needs
- 4. Knowledge of Students' Interests and Cultural Heritage

c. Establishing Instructional Outcomes

- 1. Value, Sequence, Alignment, and Clarity
- 2. Suitability for Diverse Learners

d. Designing Coherent Instruction

- 1. Standards-Based Learning Activities
- 2. Instructional Materials, Technology, and Resources
- 3. Purposeful Instructional Groups
- 4. Lesson and Unit Structure

e. Designing Student Assessment

- 1. Aligns with Instructional Outcomes
- 2. Planning Assessment Criteria
- 3. Design of Formative Assessments
- 4. Analysis and Use of Assessment Data for Planning

STANDARD 2: CLASSROOM ENVIRONMENT

a. Creating an Environment of Respect and Rapport

- 1. Teacher Interaction with Students
- 2. Student Interactions with One Another
- 3. Classroom Climate

b. Establishing a Culture for Learning

- 1. Importance of the Content
- 2. Expectations for Learning and Achievement
- 3. Student Ownership of their Work
- 4. Physical Environment

c. Managing Classroom Procedures

- 1. Management of Routines, Procedures, and Transitions
- 2. Management of Materials and Supplies
- 3. Performance of Non-Instructional Duties
- 4. Management of Parent Leaders, other Volunteers and Paraprofessionals

d. Managing Student Behavior

- 1. Expectations for Behavior
- 2. Monitoring and Responding to Student Behavior

STANDARD 5: PROFESSIONAL GROWTH

a. Reflecting on Practice

- 1. Accurate Reflection
- 2. Use of Reflection to Inform Future Instruction
- 3. Selection of Professional Development Based on Reflection and Data
- 4. Implementation of New Learning from Professional Development

b. Participating in a Professional Community

- 1. Collaboration with Colleagues
- 2. Promotes a Culture of Professional Inquiry and Collaboration

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

a. Maintaining Accurate Records

- 1. Tracks Progress Towards Identified Learning Outcomes
- 2. Tracks Completion of Student Assignments in Support of Student Learning
- 3. Manages Non-instructional Records
- 4. Submits Records on Time

b. Communicating with Families

- 1. Information About the Instructional Program
- 2. Information About Individual Students
- 3. Engagement of Families in the Instructional Program

c. Demonstrating Professionalism

- 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations
- 2. Advocacy/Intervention for Students
- 3. Decision-Making

STANDARD 3: DELIVERY OF INSTRUCTION

a. Communicating with Students 1. Communicating the Purpose of the Lesson

- 2. Directions and Procedures
- 3. Delivery of Content
- 4. Use of Academic Language

b. Using Questioning and Discussion Techniques

- 1. Quality and Purpose of Questions
- 2. Discussion Techniques and Student Participation

c. Structures to Engage Students in Learning

- 1. Standards-Based Projects, Activities, and Assignments
- 2. Purposeful and Productive Instructional Groups
- 3. Use of Available Instructional Materials, Technology, and Resources
- 4. Structure and Pacing

d. Using Assessment in Instruction to Advance Student Learning

- 1. Assessment Criteria
- 2. Monitoring of Student Learning
- 3. Feedback to Students
- 4. Student Self-Assessment and Monitoring of Progress

e. Demonstrating Flexibility and Responsiveness

- 1. Responds and Adjusts to Meet Student Needs
- 2. Persistence

Highlighted elements are identified as the Focus Elements for the 2013–2014 School Year.

Chapter 9

Access and Equity

Chapter at a Glance

Introduction

California's Diversity

Standard English Learners

African-American English (AAE) Speakers Chicana/Chicano English (CE) Speakers

English Learners

Reclassified English Proficient Students

Instructional Programs for ELs

Biliterate Students

Students Who are Deaf and Bilingual in ASL and Printed English

Students Who are Deaf and Hard of Hearing Who Communicate with Spoken English or Simultaneous Communication, Including Sign Supported Speech

Students Living in Poverty

Migrant Students

Lesbian, Gay, Bisexual, and Transgender Students

Advanced Learners

Students with Disabilities

Accommodations and Modifications for Students with Disabilities

Students with Autism Spectrum Disorder

Students with Significant Cognitive Disabilities

Planning for and Supporting the Range of Learners

Universal Design for Learning

Multi-Tiered System of Supports

Culturally and Linguistically Responsive Teaching

Instructional Practices for Supporting Students Experiencing Difficulty Reading

Cultural and Linguistic Congruence for ELs

Literacy Learning and Males

Conclusion

Works Cited



Bulletins & Memorandums

ROUTING

Principals

ESC Superintendents

ESC Principal Leaders

Assistant Principals

SEL Coordinators

Title III Coaches

EL Program Coordinators

SEL Data Coordinators

Testing Coordinators

UTLA Chapter Chairs



Los Angeles Unified School District MEMORANDUM

Implementation of the LAS Links 2nd Edition for English Learners (ELs) and Standard English Learners TITLE:

(SELs) at Selected Schools

MEM-6383.0 NUMBER:

Deputy Superintendent of Instruction Dr. Ruth Pérez ISSUER:

Gerardo Loera, Executive Director Office of Curriculum, Instruction, and School Support

September 15, 2014

The purpose of this memorandum is to provide information about the implementation of the LAS Links Language Proficiency assessment for English DATE: PURPOSE:

Learners and Standard English Learners for the school years 2014-15 (Year 1 rollout, at selected schools) and 2015-16 (full implementation, all schools).

New policy document

MAJOR CHANGES:

In alignment with Federal and State guidelines and the 2012 LAUSD English BACKGROUND:

Learner Master Plan, all English Learners (ELs) must be regularly monitored to determine their progress in learning English and attaining grade-level subject matter content proficiency. In addition, in November 2012, California adopted new Contain producting. In addition, in Proveniori 2014, Camorina adopted new English Language Development (FLD) standards aligned to the Common Core State



${\rm Los\,Angeles\,Unified\,School\,District}$

TITLE: Instructional Minutes for English Learners in English Language Development and English Language Arts in

Elementary Schools

NUMBER: REF-5951.0

ISSUER: Jaime R. Aquino, Ph.D.

Deputy Superintendent of Instruction

Gerardo Loera, Executive Director

Office of Curriculum, Instruction, and School Support

DATE: June 3, 2013

PURPOSE: The purpose of this Reference Guide is to provide procedures on Fnglish L



Los Angeles Unified School District REFERENCE GUIDE

English Language Proficiency Levels	Required Daily Minutes of Instruction for English Learners
Elementary ELD Levels 1-3	60 minutes minimum per day <u>in addition to</u> 120 minutes of grade-level core Literacy/Language Arts (TBE & MBE English Language Arts and/or primary language)
Elementary ELD Levels 4-5	45 minutes minimum per day <u>in addition to</u> 120 minutes of grade-level core Literacy/Language Arts (TBE & MBE English Language Arts and/or primary language)

ROUTING

ESC EL Staff

ESC ELA Staff

EL Coordinators

Elementary Principals

UTLA Chapter Chairs

ESC Superintendents

ESC Lead Directors ESC Elem Directors

Designated Language Development for Standard English Learners: MELD

M E L D



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Instructional Minutes for English Learners in English

Language Development and English Language Arts in

Elementary Schools

NUMBER: REF-5951.0

ROUTING

ESC Superintendents

ESC Lead Directors
ESC Elem Directors

ESC EL Staff

Students who are Standard English Learners (SELs), who are classified as EO or IFEP and whose home language differs systematically from Standard English, will benefit from the Mainstream English Language Development (MELD) strategies and resources developed specifically for their needs by the Academic English Mastery Program. Under no circumstances should SELs receive language development together with ELs.

For EO, IFEP, and RFEP students, this instructional time would be focused on increasing their academic vocabulary, as well as the Speaking & Listening and Language standards of the CCSS. Lessons would explore language and meaning through discussion, vocabulary development, and the study of syntax, grammar, and the conventions of Mainstream Standard and Academic English. See Appendix A for the Speaking & Listening and Language standards of the CCSS.

SEL RESOLUTION

 Ms. García, Mr. Zimmer, Ms. Ratliff - Strengthen Support for Standard English Learners (Res-097-13/14) (Noticed May 20, 2014)

ADOPTED

Whereas, Language is essential to children's cognitive and social development, transmits knowledge to the learner, stimulates understanding and learning and permeates all learning standards;

Whereas, Los Angeles School District seeks to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to a linguistically and culturally responsive instruction for equitable access to the curriculum:

Whereas, The language of the school and classroom is Standard English, and every student must demonstrate mastery and proficiency in all aspects of the English language in order to be college and career ready upon high school completion;

Whereas, Students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks, and thus may not always access equitable opportunities to learn;

Whereas, Building on the strengths of a students' first language is the most effective means to develop proficiency in a second language, a full access to classroom discourse, and to a rigorous curriculum;

Whereas, African American Vernacular English, Mexican American (and other Latino groups) English, Hawai'ian Pidgin English, and Native American English are the languages of a significant number of students, commonly referred to as Standard English Learners.

SEL Resolution Updates

2014-2015

Local District Standard English Learner Coordinators

Standard English Language Coaches

Partnership with a researcher/practitioner

Identify emerging model AEMP schools in every Local District

Provide professional culturally and linguistically responsive institutes

2015-2016

Additional Local District Standard English Learner Coordinators

CLR Fellowships

Continue to strengthen the partnership with Parent, Community and Student Services (PCS) to support learning at home and at school.

Quarterly Meetings for Parent Representatives (i.e next meeting will be held **2/24**)

Continued participation and support of the AMAE/AEMP Parent Conference (3/12)

2016-2017

Creating a robust system for identifying and assessing the growth of SELs

Ongoing quarterly trainings for Parent Representatives

Continue to create and deliver Culturally and Linguistically Responsive Institutes for all stakeholders at AEMP Schools aligned with district initiatives and stakeholder needs.

Provide CLR Fellowships to broaden the knowledge base of teacher leaders on designing model lessons that are aligned with the Claims, Targets, Standards and Tasks required to prepare SELs for success on the SBAC.

CLR Resources

These lessons are accessible to the entire district online!



Multilingual and Multicultural Education Department

MMED Home Departments About Us Staff Directory Forms Policies EL Master Plan Program Options ELD Standards Budget



Academic English Mastery Program

- O Home
 O Contact Us
 O Demonstration School Sites
 O CLR Resources
 O Resources
 O Parents
- WOWSHIder

Welcome to our office that supports LAUSD Academic English Mastery Program

There are no upcoming events to display.

Calendar

→ view calendar

AEMP Announcements

Resources

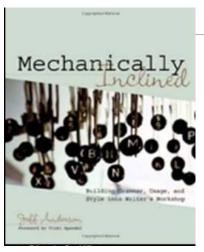
Support Personnel

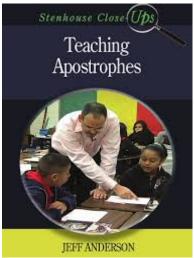
- 1 Administrative Coordinator
- 3 SEL Specialists
- 6 LD SEL Coordinators
- 10 SEL Coaches
- CLR Fellows

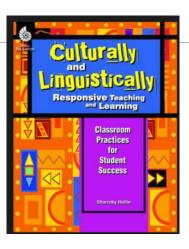
AEMP website

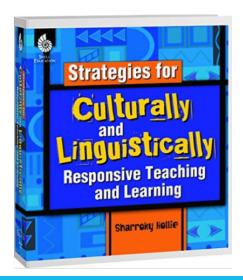
- Presentations shared at Quarterly Parent Trainings
- Mainstream English Language Development Lessons
 - Narrative, Informative, Opinion
- Start Smart Management Lessons
- Start Smart Constructive Conversation Lessons
- Skills Conversation Skills Placemats
- Secondary Lessons
- Secondary CLR Pacing Plan
- Linguistic Screeners
- Common Rules Lists

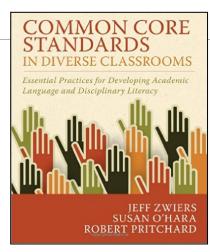
Resources

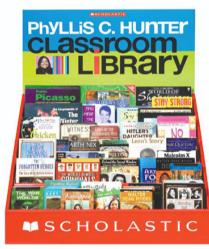














SEL RESOLUTION

 Ms. García, Mr. Zimmer, Ms. Ratliff - Strengthen Support for Standard English Learners (Res-097-13/14) (Noticed May 20, 2014)

ADOPTED

Whereas, Language is essential to children's cognitive and social development, transmits knowledge to the learner, stimulates understanding and learning and permeates all learning standards;

Whereas, Los Angeles School District seeks to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to a linguistically and culturally responsive instruction for equitable access to the curriculum;

Whereas, The language of the school and classroom is Standard English, and every student must demonstrate mastery and proficiency in all aspects of the English language in order to be college and career ready upon high school completion;

Whereas, Students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks, and thus may not always access equitable opportunities to learn;

Whereas, Building on the strengths of a students' first language is the most effective means to develop proficiency in a second language, a full access to classroom discourse, and to a rigorous curriculum;

Whereas, African American Vernacular English, Mexican American (and other Latino groups) English, Hawai'ian Pidgin English, and Native American English are the languages of a significant number of students, commonly referred to as Standard English Learners (SEL) in the LAUSD, and identified as English Only and or Initially Fluent English Proficient, who demonstrate limited English vocabulary and syntactical, grammatical and phonological differences indicative of a distinct language group;

Whereas, The LAUSD recognizes that SEL students require unique language development interventions and programs to ensure full access to the rigorous curriculum of the LAUSD and to learning opportunities within the context of school;

Bd. of Ed. Regular Meeting 06/11/14

STAMPED Order of Business 1 p.m., 06-10-14

Whereas, The academic performance of students who are speakers of African American Vernacular English, Mexican American English, Hawai'ian Pidgin English, and Native American English (Standard English Learners) is lagging behind English Only students who use standard English, and behind SEL students who receive structured Academic Standard English support;

Whereas, Unequal opportunities to access the curriculum and to learn in the school context contributes to overrepresentation of African American, Latino, and low-income students whose home language differs from the Academic Standard English language of schooling in special education, suspensions, high school drop-out, and overall low academic performance;

Whereas, There are significant numbers of students with various language differences who do not achieve English Language proficiency by the time they graduate;

Whereas, The Common Core State Standards (CCSS) emphasize complex text and academic language as essential to educational success in all content areas, and the upcoming integration of the English Language Arts and English Language Development state framework calls for increased language support to all students; now, therefore be it

<u>Resolved</u>, That CCSS professional development be infused with linguistically and culturally relevant, evidence-based strategies to ensure that teachers are able to provide students support in acquiring the Academic Standard English to enable them to master the cognitive and social expectations of the Common Core Standards;

Resolved further, That the Governing Board of the Los Angeles Unified School District affirm its commitment to the Master Plan for English Learners and seeks to implement a systemic, structured, and research-based model of instruction for SELs modeled after and compatible with the goals of the Academic English Mastery Program (AEMP) for Standard English Learners (SELs); and be it finally

<u>Resolved</u>, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop a District-wide plan within 3 months for Culturally and Linguistically Responsive Education to be implemented in the Fall of 2015 which includes the following:

- 1) Appropriate assessment of the academic language needs of SELs, as delineated in the Master Plan;
 - 2) Professional development for teachers and administrators regarding best practices;
 - 3) Targeted resources to support SELs in all schools, including:
 - a) Researcher/Practitioner service to ensure a quality plan by i) conducting a review of the research/literature of outcomes in similar programs around the country which address the needs of this unique student population and ii) an evaluation component to assess annually the level and quality of implementation at school sites and progress made by Standard English Learners in Academic English Language development and in other content areas;

- b) Standard English Learner Teacher Advisor in each Educational Service Center (ESC) by mid-year of 2014-15
- c) Culturally and Linguistically Responsive Education (CLR) Fellows;
- 4) A parent education/engagement component to support learning at home and at school;
- 5) A model school to be available in every ESC by the 3rd year of implementation; and
- 6) An annual count of SEL students beginning in the 2016-17 school year.



The What, Why and How Of Parent Engagement To Support 100% Graduation For All Students

February 18, 2016

Presented by Rowena Lagrosa Chief Executive Officer Parent, Community and Student Services



DISTRICT GOALS

1. 100 percent graduz

Completion of A-G
Requirements

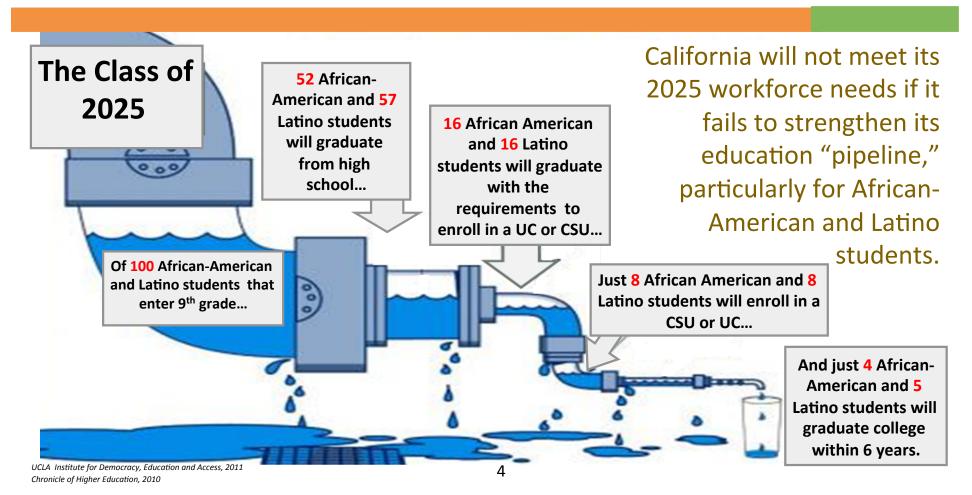
- 2. Proficiency for all
- 3. 100 percent attendance
- 4. Parent and community engagement
- 5. School safety

Proficiency in A-G Courses

The A-G Catalysts

Why is parent engagement important in elementary, middle and high school?

PARTNERSHIP TO STRENGTHEN THE PIPELINE





BUILDING THE COLLEGE PIPELINE



College readiness begins in pre-school with families engaged in the systems of learning. If families are engaged, students of all ages and backgrounds tend to:

- Earn higher grades and test scores
- Enroll in higher-level programs
- Be promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behavior
- Graduate and go on to higher education



IMPACT OF SYSTEMIC PARENT ENGAGEMENT



Students' reading and math scores improved 40-50% faster when teachers:

- Met with families face-to-face
- Sent materials to parents providing strategies to help their child at home
- Telephoned routinely about progress

 Westat and Policy Studies Associates



THE REALITY TODAY



Parents have choices.

- From 2005/2006 to 2014/2015, LAUSD enrollment has decreased by 156,000 students.
- More than ever, our work is one that must be customer-service driven, welcoming a partnership with the families that we serve.



IN SUMMARY...

When families are engaged at home and at school, children do better in school and schools get better, pre-K through high school. These home/school partnerships increase opportunities for successful completion of A-G requirements and for access to colleges and universities.



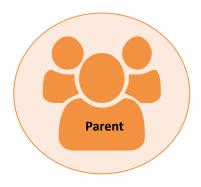






KEY TEAM PARTNERS







How does the Parent, Community and Student Services (PCSS) office help accomplish LAUSD's goals for parent engagement?



2015-2016 FOCUS AREAS

Parent, Community and Student Services

2015-2016 FOCUS AREAS

Parent Training Modules

Parent Support for Instructional Programs

Professional
Development for
School Staff

English Learner Master Plan Parent Training

Parent and Family Center Staff Training/ Bond Project

School Site Council/ English Learner Advisory Committee School Quality Improvement Index (SQII) Stakeholder Engagement

Local Control and Accountability Plan (LCAP) Stakeholder Engagement and Accountabilities

Community Outreach/ Partnerships Parent Access Support System portal (PASSport)

> LAUSD Volunteer Program

Student Engagement

Partnership Action Teams

Title I Study Groups

Parent Advisory Committee/Community Advisory Committee/District English Learner Advisory Committee



PARENT, COMMUNITY AND STUDENT ENGAGEMENT IN THE LCAP

State Priority and LAUSD Goal 4



Increased student engagement and school connection

Improving parent feedback and survey participation





Measuring parent center efficacy and support for parents

4 required parent workshops at each school-site





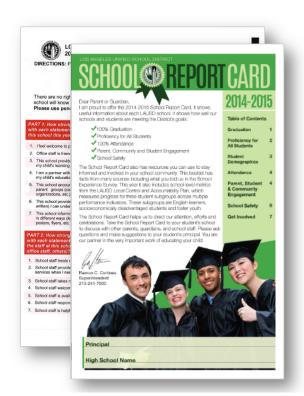
Resources were provided to expand parent and student engagement at school sites



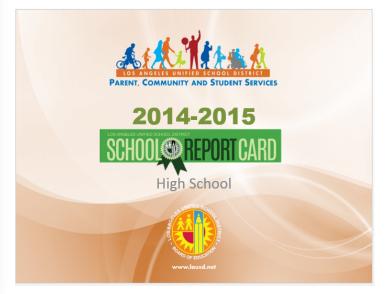
SCHOOL EXPERIENCE SURVI AND SCHOOL REPORT CARD

Improving parent feedback and survey participation





Providing extra support to schools with low completion rates



DATA
2014-2015:
INCREASE OF
6% from 34%
to 40% of
LAUSD parents
submitted the
survey



FOUR SCHOOL ACADEMIC PARENT WORKSHOPS

4 required parent workshops at each school-site



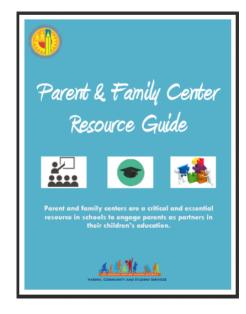
DATA
2014-2015
• Baseline:
67% of LAUSD schools provided
4 academic workshops to parents





PARENT AND FAMILY CENTER SUPPORT







DATA 2014-2015

- 616 Parent and Family Centers
- 115 Renovated into parent classrooms using Bond funds
- Monthly meetings



RESOURCES TO EXPAND ENGAGEMENT



Resources were provided to expand parent and student engagement at school sites

DATA 2014-2015

- Provided school staff training and materials on early education and preparing for college
- PASSport pilot expansion





INCREASED STUDENT ENGAGEMENT



Increased student engagement and school connection



<u>DATA</u> 2014-2015

- Establishing
 Student Member of
 Board
- First Young
 Women of Color
 Conference
- Expanding the Village Movement

Who supports LAUSD schools in their efforts to engage parents?



LOCAL DISTRICT PARENT AND COMMUNITY ENGAGEMENT

Local District Northwest (818) 654-3600

- MARILU PIGLIAPOCO
- Eric Diaz
- Ritma Estupinan
- Phyllis Spadafora

Local District Northeast (818) 252-5400

- ANTONIO REVELES
- Ivet Diaz-Sawyer
- Edwin Lopez
- Claudia Valladarez

Local District West (310) 914-2100

- TRACI CALHOUN
- Elsa Barragan
- Marisol Castro
- Edith Perez
- VACANT

Local District East (323) 224-3100

- GILBERTO MARTINEZ
- Susana Alcala
- Laura Banuelos
- MaxVasquez

Local District South (310) 354-3400

- THERESA ARREGUIN
- DavidBarrett
- Veronica Obregon
- Deborah Siriwardene

Local District Central (213) 241-0100

- ISMAEL BERVER
- Gabriel
 Mendez
- SusanMontano
- Joel Sanchez
- Leticia
 Vallejo

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." --Jane D.

CONTACT INFORMATION:

Rowena Lagrosa

213-481-3350

Rowena.Lagrosa@lausd.net

To: School Administrators and Parent Center Representatives







"Parents As Partners Conference"

"Linking Language, Literacy and Learning for EL and SEL Students"

Welcome

Rowena Lagrosa

Chief Executive Director of PCSS

José P. Huerta

Superintendent Local District East

Saturday, March 12, 2016

8:30 a.m.-12:30 p.m. at

Cesar Chavez Elementary School

5243 Oakland Street Los Angeles, CA 90032

Workshop Registration Starts at 7:00 a.m.

\$60.00 per person

(Morning Coffee and Light Breakfast)

Conference Information and

Registration on-line at: www.amae.org

Use a credit card or school P-Card

School Impress Checks will be accepted

(download Conference Registration Form at

www.amae.org

School Purchase Order also accepted.

(AMAE Vendor Number: 1000008437)

Need more details?

Contact Antonio José Camacho at 310-251-6306 or e-mail at < losangeles-amae@sbcglobal.net >

"Conferencia de Padres Como Compañeros"

"Uniendo Lenguaje, Lectura y Aprendizaje para Estudiantes EL y SEL"

Bienvenida

Rowena Lagrosa

Chief Executive Director of PCSS

José P. Huerta

Superintendent Local District East

sábado, 12 de marzo, 2016

8:30 a.m.-12:30 p.m. at

Cesar Chavez Elementary School

5243 Oakland Street Los Angeles, CA 90032

Inscripción de talleres empieza a las 7:00 a.m.

\$60 por persona

(Café y desayuno merienda)

Información de la Conferencia y

Inscripción en la red: www.amae.org

Tarjeta de credito o P-Card aceptado

Se acepta cheque de la escuela con la forma de inscripción que se encuentra en www.amae.org

También se acepta orden de compra escolar (School Purchase Order)

(AMAE Vendor Number: 1000008437)

Necesita más detalles?

Contacta a Antonio José Camacho

(310) 251-6306

e-mail at < losangeles-amae@sbcglobal.net >

Please No Children

Por Favor No Niños

AEMP AMAE Conference Registration by mail due by Friday, March 4, 2016





AEMP AMAE

Parents as Partners Conference

Saturday, March 12, 2016

Conference: 8:30 a.m.-12:30 p.m. Registration starts at 7:00 a.m.

Cesar Chavez Elementary School

5243 Oakland Street Los Angeles, CA 90032

"Linking Language, Literacy and Learning for SEL and EL Students"

Registration per person is \$60.00

(Includes morning coffee and a light breakfast snack)

Complete a form for each registrant and attach check or school impress check. (A single check may be used for a group of registrants)

Name:	
Address:	
City:	ZIP:
E-mail:	
Cell phone: ()	
Home Phone: ()	

Make check out to: Los Angeles AMAE

Due by Friday, March 4, 2016

Mail to PO Box 98, San Pedro, CA 90733
For information call (310) 251-6306 or e-mail: ExecutiveDirector@amae.org
www.amae.org

CATEGORY	DARENT	ADVISORY COMMITTE	FF Attendance	DΔ	C quorum is 24	memhers nres	ent		
CATEGORI	TAILENT	ADVISORY COMMITTE			ETING DATES		ent		
ESC	NAME	LAST	9/17/2015 Quorum No	11/19/2015 Quorum Yes	12/17/2015 Quorum Yes	1/21/2016 Quorum Yes	18-Feb-16	17-Mar-16	LCAP Session 21 Apr-16
BOARD REP 1	ANITA	EVANS	Р	Α	А	Α	TERM		
BOARD REP 2	RAUL	RUIZ	X	Р	Р	Р			
BOARD REP 3	HOOSHIK	BAYLISS - NAZARIAN	Р	Р	А	Р			
BOARD REP 4	Maribel	Hernandez	Р	Α	Р	Р			
BOARD REP 5	ROSA	ANDRESEN	Р	Р	Р	Р			
BOARD REP 6	MARTHA	MARTINEZ	Х	Р	Р	Р			
BOARD REP 7	ESTHER	НАТСН	Х	Р	А	А			
EAST F/R	ADAN	PRIETO	А	A	А	TERM			
EAST A/L	ANDREW	THOMAS	Р	Р	Р	Р			
EAST F/R	MARIA	BAROZA	Р	Р	А	А			
EAST EL	DIANA	GUILLEN	Р	Р	Р	Р			
EAST EL	SUSUKI	FIGUEROA	А	А	А	TERM			
EAST A/L	RACHEL	GREENE	Р	Р	Р	Р			

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EAST (Alternate)									
EAST (Alternate)									
EAST A/L	MICHELLE	CORZANTES	А	Α	А	Α			
ISIC E/L	DOMINGA	LIMA	А	А	А	TERM			
ISIC F/R	MARIA DAISY	ORTIZ	Р	Р	Р	Р			
ISIC F/R	KAHLLID	AL-ALIM	Р	Р	Α	Α			
ISIC	NORA	VALENCIA	Р	А	А	А	TERM		
ISIC	AMADOR	PONCE	А	А	А	TERM			
ISIC A/L	BERENICE	PEREZ	А	А	А	TERM			
ISIC ALT	IRMA	VALLE	А	А	А	TERM			
NORTH F/R	MARIO	CASTILLO	А	А	Р	Р			
NORTH EL	ALONDRA	MERIDA	А	Р	А	Р			
NORTH A/L	КАТНҮ	KANTNER	Р	Р	Р	Р			
NORTH	MASIH	MADANI	Х	Р	Р	Р			
NORTH A/LL	EVELYN	ALEMAN	Р	Р	Р	Р			

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NORTH rep									
11/31/14)	MANDI	WYATT	X	Р	Р	Р			
NORTH ALT									
11/2014	MARIA	DUENAS	X	Р	Α	Р			
NORTH ALT	JEFF	FISCHBAC	Р	Α	Р	Р			
REP FOSTER									
REP FOSTER									
REP FOSTER	DEANN	DANTIGNAC	А	Р	Р	Р			
REP FOSTER									
REP FOSTER	JACQUELYN	SMITH CONKLETON	Р	Р	Р	Р			
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REP FOSTER	MARY	LEE	А	Р	Р	Р			
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REP FOSTER ALT	PEGGY	SCOTT	А	Α	А	А			

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SOUTH EL	BRENT	ANDERSEN	Р	Р	Р	Р			
SOUTH	CESAR	MORALES	Р	Р	Α	Α			
SOUTH EL	DENISE	LAMBERT	А	Α	Р	Р			
SOUTH F/R	ЈОНИ	GONZALES	А	Р	Р	Р			
SOUTH EL	JORGE	HERNANDEZ	А	Р	Р	Α			
SOUTH A/L	PAUL	ROBAK	Р	Р	Р	Р			
SOUTH EL (Alternate)	JEANNETTE	GODINA	А	А	А	А			
SOUTH A/L (Alternate)	LUZ	FLORES	А	А	А	А			
WEST A/L	AMBERMARIE	IRVING-ELKINS	Р	Р	Р	Р			
WEST EL	MONICA	ARRAZOLA	Х	Х	Х	Р			
WEST A/L	CONSTANCE	BOUKIDIS	Р	Р	Р	Р			
WEST F/R	ARIES	PHILIPS	Р	Α	А	А	TERM		
WEST EL	OCTIVIA	Hernandez	Х	Х	Х	Р			
WEST F/R	GEO	CABLE	Р	Р	А	А			
WEST A/L (Alternate)	TERRI	TUCKER	Р	А	А	Р			
WEST F/R (Alternate)	CLARA	SANDOVAL	А	Α	А	А			

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Indicate if meeting had a quourm			No/22	Yes/27	No/23	Yes/26			

Ledger: F/R= Free and reduced A/L= At Large EL= English Learner

TERM= Termination

According to the Bylaws alternates are not required to attend

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	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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				9/17/2015 Quorum	11/19/2015	12/17/2015	1/21/2016			LCAP Session
	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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				9/17/2015 Quorum	11/19/2015	12/17/2015	1/21/2016			LCAP Session
	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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				9/17/2015 Quorum	11/19/2015	12/17/2015	1/21/2016			LCAP Session
	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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				9/17/2015 Quorum	11/19/2015	12/17/2015	1/21/2016			LCAP Session
	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

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				9/17/2015 Quorum	11/19/2015	12/17/2015	1/21/2016			LCAP Session
	ESC	NAME	LAST	No	Quorum Yes	Quorum Yes	Quorum Yes	18-Feb-16	17-Mar-16	21 Apr-16

LCAP Session 22 Apr-16	19-May-16

LCAP Session 22 Apr-16	19-May-16

LCAP Session 22 Apr-16	19-May-16

LCAP Session 22 Apr-16	19-May-16

LCAP Session 22 Apr-16	19-May-16