



## DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

Parent, Community and Student Services  
Auditorium  
1360 West Temple Street Los Angeles CA 90026  
Tuesday, March 29, 2016  
10:00 am – 12:00 pm

### Meeting Agenda

10:00 a.m.	I.	<b>Call to Order</b>	1 min.	Juan José Mangandi, Chairperson
10:01 a.m.	II.	<b>Pledge of Allegiance</b>	1 min.	Member
10:02 a.m.	III.	<b>Public Comment</b> <i>Five speakers, two minutes each</i>	10 min.	Lluvia Sainz, Parliamentarian
10:12 a.m.	IV.	<b>Roll Call/Establish Quorum</b>	8 min.	Diana Guillen, Secretary
10:20 a.m.	V.	<b>Consolidated Application</b>		Victoria Reyes, Assistant Budget Administrator Budget Services and Financial Division
10:40 a.m.	VI.	<b>Increasing Opportunities for English Learner Reclassification</b> (Action Item)		Hilda Maldonado, Executive Director Multilingual and Multicultural Education Department
11:50 a.m.	VII.	<b>Announcements from Members and PCSS Staff</b>		Cesar Delsas, Vice-Chairperson
12:00 p.m.	VIII.	<b>Adjournment</b> (Action Item)		Juan Jose Mangandi, Chairperson

Visitor's parking is limited. Please make plans to carpool or arrive early. Childcare is not provided at the meeting.

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 Angelina Cardenas at (213) 481-3350 or email her at [angelina.cardenas@lausd.net](mailto:angelina.cardenas@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.

**LCAP Training and Comment Session: Thursday, April 14 & Friday, April 15, 2016**

LAUSD  
CONSOLIDATED APPLICATION  
For Funding Categorical Aid Programs  
FY 2016-17



Victoria Reyes— Budget Services & Financial Planning Division  
Valerie Brewington – Multilingual and Multicultural Education Department

A large blue decorative shape on the left side of the slide, consisting of a vertical rectangle with a curved right edge.

# Consolidated Application

- Used by CDE to distribute categorical funds from various federal and state programs to school districts.

# Federal Entitlements (Estimated)

Program	2016-17	2015-16	Diff/%
Title III, Part A LEP	\$11.2	\$12.8	-0.13%
Title III, Part A Immigrant	\$1.2	\$1.2	0.00%

*Estimate in millions*

# LCFF AND THE CONAPP

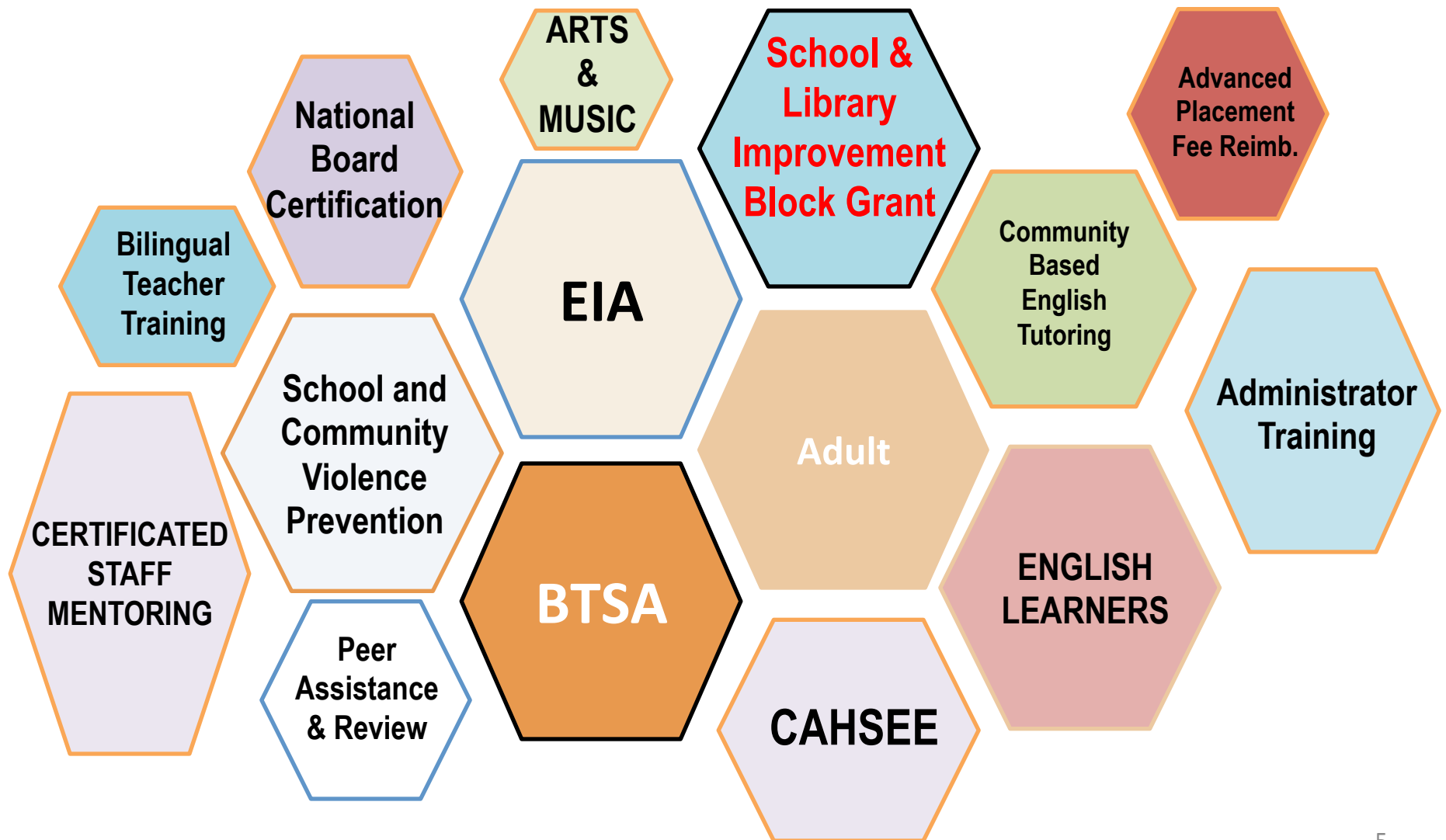
What is LCFF?

- Local Control Funding Formula
- Legislation that significantly changes the state's method of distributing funds to school districts.

How did LCFF impact categorical programs?

- Over 60 categorical programs were combined under LCFF, including EIA-LEP.

# 2009-Over 60 Categorical Programs





# California Department of Education General Assurances 2015-2016

Title III, Part A LEP Assurances

<http://www.cde.ca.gov/fg/fo/fm/generalassurances2015.asp>

Title III, Part A Immigrant Assurances

<http://www.cde.ca.gov/fg/aa/co/ca15asst3immigrant.asp>

LAUSD  
CONSOLIDATED APPLICATION  
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Victoria Reyes– Budget Services  
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## ESEA Title III, Part A, LEP

Consolidated Application Elementary and Secondary Education Act (ESEA), Title III, Part A, Limited English Proficient (LEP) legal assurances for fiscal year 2015-16.

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### ESEA, Title III Part A, LEP

1. A local educational agency (LEA) may use no more than 2 percent of the LEP student subgrant for administrative costs and indirect costs for a fiscal year. (20 United States Code (USC) §6825(b); Public Law (PL) 107-110, §3115(b))
2. The LEA will comply with ESEA, Title III, Part A, Section 3302 regarding parent notifications, prior to, and throughout, each school year. (20 USC §7012(b); PL 107-110, §3302)
3. The LEA annually will assess the English proficiency of all children with limited English proficiency participating in programs funded by ESEA, Title III, Part A. (20 USC §6826 (b)(3)(C)); PL 107-110, §3116 (b)(3)(C))
4. The LEA will base its proposed plan under ESEA, Title III, Part A, on scientifically based research on teaching English learner (EL) children. (20 USC §6825(a); PL 107-110, §3115(a))
5. The LEA ensures that the programs will enable EL children served under ESEA, Title III, Part A, to speak, read, write, and comprehend the English language and meet challenging state academic content and student academic achievement standards. (20 USC §6825(a); PL 107-110, §3115(a))
6. The LEA will comply with ESEA, Title III, Part A, §3122 (b) (1) Improvement status requirements. (PL 107-110, §3122 (b)(1)).
7. The LEA is responsible for ensuring that the Year 2 LEA Improvement Plan is developed, submitted and implemented expeditiously and inclusive of all elements required by the state and ESEA, Title III, Part A, Section 3122 b(2).
8. The LEA is responsible for ensuring that the Year 4 LEA Improvement Plan is developed, submitted and implemented expeditiously and inclusive of all elements required by the state and ESEA, Title III, Part A, Section 3122 b(4).
9. The LEA is not in violation of any State law, including State constitutional law, regarding the education of EL children, consistent with ESEA, Title III, Part A, sections 3126 and 3127. (20 USC §6826(d)(5); PL 107-110, §3116(d)(5))
10. The LEA shall provide the California Department of Education with an evaluation every fiscal year addressing all elements under ESEA, Title III, Part A. (20 USC §6841(a); PL 107-110, §3121(a)).

**Questions:** Education Data Office | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

Last Reviewed: Thursday, January 14, 2016

## Title III, Instructional Opportunities: Immigrant

Consolidated Application Elementary and Secondary Education Act (ESEA), Title III, Part A, Instructional Opportunities for Immigrant Children and Youth legal assurances for fiscal year 2015-16.

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### ESEA, Title III Part A, Instructional Opportunities for Immigrant Children & Youth

1. Each local educational agency (LEA) receiving funds under ESEA, Title III, Part A Section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:
  - a. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
  - b. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
  - c. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;
  - d. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
  - e. Basic instruction services that are directly attributable to the presence of immigrant children and youth in the school district, including the costs of providing additional classroom supplies, costs of transportation, or other costs which are directly attributable to instruction services of immigrant students;
  - f. Other instruction services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
  - g. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. (20 United States Code §3115(e); Public Law 107-110 §3115(e))
2. LEAs are authorized to assess costs for administration of the Title III Immigrant Education Student Subgrant Program, which include the assessment of indirect costs up to the approved indirect cost rate. A list of California's approved indirect cost rates is available on the California Department of Education [Indirect Cost Rates \(ICR\) Web page](#).
3. The LEA is authorized to assess costs for administration that are necessary and reasonable for proper and efficient performance and administration of Federal awards (Appendix A subsection C.1(a) and C.2(a) of 2 *Code of Federal Regulations* part 225, Cost Principles for State, Local, and Indian Tribal Governments [Uniform Guidance, Subpart E]).
4. Administrative costs include both direct and indirect costs. Administrative costs are any costs, indirect or direct, that are administrative in nature and support the management of a program. (California School Accounting Manual Procedure 915)
5. For LEAs who consolidate administrative funds, the maximum amount available for administrative costs is what is reasonable and necessary for the proper and efficient administration of the programs, (California School Accounting Manual Procedure 780).

**Questions:** Education Data Office | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

Last Reviewed: Thursday, January 14, 2016



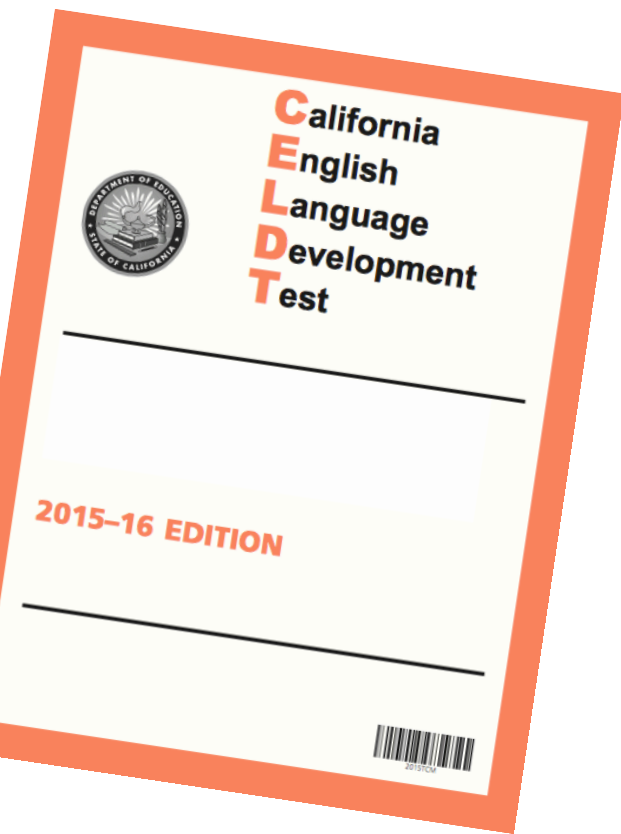
# LOS ANGELES UNIFIED SCHOOL DISTRICT PLAN FOR 2<sup>ND</sup> CELDT OPPORTUNITY FOR ENGLISH LEARNERS

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PARENT UPDATE  
HILDA MALDONADO, EXECUTIVE DIRECTOR  
SPRING 2016

# WHAT IS THE CELDT?

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- ✓ Annual State Test for English Learners
- ✓ Assesses English Language Proficiency
- ✓ One of the Criteria for Reclassification

# ENGLISH LEARNER PROFILES

Level	CELDT	BASIC READING SKILLS TEST	GRADES	GOAL = PROFILE WITHIN 5 YEARS
A	CELDT	BASIC READING SKILLS TEST	ELA GRADES	
B	CELDT	BASIC READING SKILLS TEST	ELA GRADES	
C	CELDT	BASIC READING SKILLS TEST	ELA GRADES	
D	CELDT	BASIC READING SKILLS TEST	ELA GRADES	
E	CELDT	BASIC READING SKILLS TEST	ELA GRADES	BASELINE IN 1 YEAR
F	CELDT	BASIC READING SKILLS TEST	ELA GRADES	
G	CELDT	BASIC READING SKILLS TEST	ELA GRADES	
H	CELDT	BASIC READING SKILLS TEST	ELA GRADES	

\*In LAUSD the Basic Reading Skills Test are DIBELS in Elementary and SRI in Secondary

# RECLASSIFICATION DATA DROPS

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

HAPPEN AT  
DIFFERENT  
TIMES

CELDT IS ON  
A YEAR

TIMING IS A  
CHALLENGE

# WHY 2<sup>ND</sup> CELDT?

*Timely &  
Responsive*

requested by LAUSD stakeholders at the Local  
District

consulted with staff from the State and District  
provides students who are only missing CELDT or grades  
opportunity to reclassify



# WHO WILL TAKE THE CELDT AGAIN

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

PROFILE  
STUDENTS V  
ONLY NEED C

PROFILE  
STUDENTS V  
ONLY NEED C  
OR GRAD



# 2<sup>ND</sup> CELDT OPPORTUNITY

## TESTING DATES

- April 4-15

## NUMBER OF STUDENTS IDENTIFIED AS ELIGIBLE

- 7,649 in Grades 2-12

# CONSULTING ALL STAKEHOLDERS

Office of Civil Rights

Legal Counsel

Local District Superintendents

Labor Partners (AALA, UTLA)

California State Department of Education

Educational Equity Compliance Office

Office of Data and Accountability

DELAC Parents



# MMED & STUDENT TESTING BRANCH

cores will be returned by May 25, 2016. This will provide students with opportunities to be placed in standard level classes at the beginning school year and for 9<sup>th</sup> graders entering high schools to meet A-G requirements without the additional ELD classes required. This will give schools one week to reclassify.

Schools will receive a list of eligible students to test and the test is limited to only those eligible students for this purpose.

The test may be administered by out of classroom CELDT trained personnel such as the testing coordinator, English Learner designee, TSP advisor. In schools with single administrator and no out of classroom personnel, schools will be able to request assistance from MMED and staff will be deployed to administer the test.

The test will be labeled LAUSD CELDT (non-official) in order to distinguish it from the CELDT-State test. The following is a breakdown of students eligible by grade.



# GRADE LEVEL COUNT OF PROFILES D AND I

		PROFILES	
GRADE	E Students who only need CELDT to reclassify	F Students who need CELDT and grades to reclassify*	TOTALS
2	563	1557	2120
3	282	833	1115
4	94	292	386
5	28	64	92
6	435	169	604
7	417	129	546
8	335	141	476
9	412	124	536
10	416	122	538
11	528	100	628
12	498	110	608
<b>GRAND TOTAL</b>			<b>7649</b>

# THANK YOU!

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Should you have questions regarding this matter, feel free to contact Hilda Maldonado at 213 241-5582 or at [hilda.maldonado@lausd.net](mailto:hilda.maldonado@lausd.net) or Oscar Lafarga at 213 241-4104 or at [oscar.lafarga@lausd.net](mailto:oscar.lafarga@lausd.net).



MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT  
**2015/2016 RECLASSIFICATION DATA DROPS**

**Elementary**

**K - 5 grades Data Drops**

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CELDT - 2014-15							CELDT - 2015-16			
				*(Dec. 9 – 18)		MOY DIBELS Jan. 11 – 29, 2016			EOY DIBELS May 9 – 27, 2016	
			1 <sup>st</sup> Progress Report Card Marks (PRC) Oct. 29 – Nov. 13, 2015			2 <sup>nd</sup> Progress Report Card Marks Feb. 8 – Mar. 4, 2016			3 <sup>rd</sup> PRC May 26 – June 10, 2016	
↓					↓		↓		↓	
Parent Approval										

**6<sup>th</sup> Graders in Elementary**

**Elementary 6 grade Data Drops**

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
CELDT - 2014-15							CELDT - 2015-16					
			SRI – Fall Oct. 26 – Nov. 20, 2015							SRI – Spring Apr. 25 – May 20, 2016		
3 <sup>rd</sup> Progress Report Card Mark Marks 2014-15			1 <sup>st</sup> Progress Report Card Marks Oct. 29 – Nov. 13, 2015			2 <sup>nd</sup> Progress Report Card Marks Feb. 8 – Mar. 4, 2016				3 <sup>rd</sup> PRC May 26 – June 10, 2016		
↓ ↓ Parent Approval ↓ ↓ ↓ ↓												

**6<sup>th</sup> Graders in Secondary through 9<sup>th</sup> Graders in High School**

**Secondary 6 - 9 grades Data Drops**

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CELDT - 2014-15						CELDT - 2015-16				
				SRI – Fall Oct. 26 – Nov. 20, 2015				SRI – Spring Apr. 25 – May 20, 2016		
Secondary Spring Grades 2014-15 9 <sup>th</sup> Credit Recovery 2015				Fall Grades 2015-16 Dec. 10 – 18, 2015						Spring Grades May 18, - Jun. 10, 2016
↓ Parent Approval ↓										

**High School**

**10 -12 grades Data Drops**

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
CELDT- Previous Year						CELDT- Current year				
			SRI – Fall Oct. 26 – Nov. 20, 2015				SRI – Spring Apr. 25 – May 20, 2016			
				CAHSEE						
Spring Grades – 2014-15 Credit Recovery 2015				Fall Grades – 2015-16 Dec. 10 – 18, 2015				Spring Grades May 18, - Jun. 10, 2016		
↓ Parent Approval ↓										

REVISED 1-26-2016



## Recommendation: Reclassification Criteria

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Based on today's presentation, please provide your recommendations related to the Reclassification Criteria

1.

2.



## Recomendación: Requisitos de Reclasificación

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En base a la presentación del día de hoy, por favor proporcione su recomendación acerca de los Requisitos de Reclasificación

1.

2.



Los Angeles Unified School District  
Parent, Community and Student Services  
District English Learner Advisory Committee



Tuesday, March 29, 2016

**EVALUATION**

Name (optional): \_\_\_\_\_

School Name (optional): \_\_\_\_\_

Role: ☐ DELAC Member

☐ Member of the Public (optional)

Please circle the number below that indicates how much you agree or disagree with each statement. Circle one number for each statement.

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. The content and information presented at the <b>DELAC Meeting</b> was valuable.	1	2	3	4	5
2. The information shared on the Consolidated Application was clear.	1	2	3	4	5
3. I had the opportunity to share my recommendations on the New Reclassification Criteria.	1	2	3	4	5

**REFLECTIONS**

What did you appreciate most about today's meeting?	What information did you find most useful about today's meeting?
What questions might you have?	What would you like to learn more about?

Thank you for your participation.



## CAC PARENT SUMMIT

Los Angeles Unified School District  
Parent, Community and Student Services  
Division of Special Education  
Community Advisory Committee (CAC)

Present

## Empowering Parents through Knowledge and Resources

\* Participants will have an opportunity to attend interactive workshops, network and become empowered with strategies needed to be champions for the success of all students.

# SAVE THE DATE

**Date:** Saturday, May 14, 2016  
**Time:** 8:30 am - 1:00 pm  
**Location:** Felicitas and Gonzalo Mendez HS  
1200 Plaza Del Sol  
Los Angeles, CA 90033  
**Parking:** Parking lot entrance on Plaza Del Sol



Light refreshments, translation services and school aged activities from Beyond the Bell will be provided. To register, please visit:

<http://tinyurl.com/CACFamily>

For more information contact PCSS at 213-481-3350



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