



DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

Parent, Community and Student Services
Auditorium
1360 West Temple Street Los Angeles CA 90026
Thursday, March 10, 2016
10:00 am – 1:00 pm
Meeting Agenda

10:00 a.m.	I.	Call to Order	1 min.	Juan José Mangandi, Chairperson
10:01 a.m.	II.	Pledge of Allegiance	1 min.	Member
10:02 a.m.	III.	Public Comment <i>Five speakers, two minutes each</i>	10 min.	Lluvia Sainz, Parliamentarian
10:12 a.m.	IV.	Parent, Community and Student Services Update	15 min.	Rowena Lagrosa, Chief Executive Officer
10:27 a.m.	V.	Roll Call/Establish Quorum	8 min.	Diana Guillen, Secretary
10:35 a.m.	VI.	Chairperson's Report	15 min.	Juan José Mangandi, Chairperson
10:50 a.m.	VII.	Minutes (Action Item) <i>Review and approval of February 11, 2016 minutes</i>	10 min.	Diana Guillen, Secretary
11:00 a.m.	VIII.	Single Plan for Student Achievement (SPSA) 45 minutes – Presentation 15 minutes – Recommendations (Action Item)		Kirstin Summers, Specialist Reina Diaz Cruz, Specialist English Learner Programs Multilingual and Multicultural Education Department
12:00 p.m.	IX.	Consolidated Application 20 minutes – Presentation		Victoria Reyes, Assistant Budget Administrator Budget Services and Financial Division
12:20 p.m.	X.	Update: Local Control and Accountability Plan 35 minutes - Presentation		Pedro Salcido, Administrator Local Control and Accountability Plan Budget Services Division
12:55 p.m.	XI.	Announcements from Members and PCSS Staff		Cesar Delsas, Vice-Chairperson
12:58 p.m.	XII.	Adjournment (Action Item)		Juan José 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 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

Los Angeles Unified School District
Parent, Community and Student Services
District English Learner Advisory Committee
DELAC MINUTES
February 11, 2016

I. CALL TO ORDER The meeting was called to order at 10:11 a.m., by Chairperson Juan José Mangandi. He welcomed everyone and apologized for arriving late; the reason was that there were inconsistencies in the agenda.

II.-FLAG SALUTE: The flag salute was led by member Ms. Ana Carrión, in English and Spanish.

III.-5 PUBLIC COMMENTS: Led by the Parliamentarian Lluvia Sainz. 1) Daysi Ortiz spoke about a PCSS administrator who stated that the Bulletins are not law or policy; they are created solely for internal use.

IV.-UPDATES: The Executive Director of PCSS, Mrs. Rowena Lagrosa, asked parents to review their information packets and agenda, where they would find data regarding English Learners. She also clarified that PCSS gives workshops, but that this work is also done in the different regions by doing workshops in schools and that PCSS is available to go to schools. Ms. Sánchez stated that at her school they do not allow workshops for parents and the response the principal has given has been that parents do not have the authority to bring workshops. They are the only ones who have this authority and she asked Ms. Lagrosa to clarify this point with all administrators. She replied that PCSS will look into this if it is happening in a school or two. Ms. Lagrosa requested that parents share the positive aspects they see for English Learners in their schools. She concluded by saying that if we could improve attendance by 1%, the District would receive \$40 million more.

V.-ROLL CALL/ ESTABLISH QUORUM: Diana Guillen, Secretary, took roll for members and alternates. There were 27 present of the 48 members and quorum was established at 10:37 a.m.

- 6 (six) Central
- 5 (five) East
- 5 (five) West
- 3 (three) South
- 4 (four) NorthWest
- 4 (four) NorthEast

VI.- CHAIRPERSON'S REPORT: Mr. Mangandi proceeded to read his report and urged parents that at the conclusion they ask questions and give their comments. He reported that he and some of the Executive Committee have visited different representatives to show more support

to English Learner students. He spoke about bureaucratic barriers which need innovative programs to attract new parents to get involved in their children's education, and do not present data about the successes/failures of their programs for parental involvement. Taking into account the data that indicates only 14% of English Learner students are succeeding. This indicates that something is not working, so new methods must be created.

PROPOSALS FOR BYLAWS:

1. DELAC members should serve a two-year term.
2. DELAC members should receive a stipend, reimbursement for gasoline or mileage or child care or reimbursement for children under age five. In addition, all the ELAC Chairpersons who attend the DELAC meetings should receive a mileage reimbursement.
3. The position of public relations should be considered.
4. The former Chairperson should be able to vote as an official member automatically for one year after the expiration of their term.

Observations: Ms. Carrión gave her personal opinion, whereas she did not agree with the process of the Chairperson's actions [—] this member did not comply with parliamentary rules and exceeded their time. Ms. Carmen Sánchez made a motion to extend the time by 5 minutes to give the opportunity to comment on the Chairperson's report. Octavia Hernández seconded the motion, there was no discussion.

19 votes in favor

3 abstentions

0 opposed

The motion passed.

Ms. Cuevas suggested we take the positive aspect of the President's report and move forward without mixing DELAC work with personal topics. Ms. Hernández thanked the Chairperson for his good intentions, and suggested that personal problems be resolved outside of this meeting, referring to another Member. Ms. Baz expressed doubts about the two year membership since parent participation is not always continuous. Ms. Sanchez thanked the Chairperson for his report since in the several years of her participation she has never seen a Chairperson bring these concerns before the committee; she expressed her support for these proposals.

VII.-MINUTES/Approval of January: The Secretary read the minutes dated January 11, 2016. There were no corrections. Ms. Denia Barreto made a motion to approve the minutes, Ms. Carmen Sanchez seconded the motion.

21 votes in favor

0 votes against

1 abstention

The motion passed; the minutes were approved.

The next topic on the agenda was proposed since the main presenter, Hilda Maldonado, had not arrived.

VIII. -COMPREHENSIVE NEEDS ASSESSMENT: Recommendations: Presenters Kirstin Summer and Reina Diaz. The presentation began with an activity similar to those done in the classroom with students. DELAC should consider the needs of the entire district. There are 5 points and the instructions for the process were given. One member requested that instead of so much process, it would be better to explain how to read the data and that 40 minutes was very little time to be able to process and give recommendations.

1. Annual Measurable Academic Objective AMAO #1 What percentage of English Learners improved their performance on the CELDT? The data indicates that the District failed to meet the goals of AMAO 1 for the 2014-2015 school year with 53.8%. The objective was 60.5%.
2. AMAO #2: What percentage of English Learners achieved mastery of the English language according to the CELDT? The data indicates that the District failed to meet the goals of AMAO 2 for the 2014-2015 school year with 26.3%. The objective was 24.2%.
3. AMAO 2 for students with more than 5 years in the program, failed to meet the goal, with 33.4%. The objective was 50.9%.
4. What is the percentage of English Learners that reclassified (2014-2015) each year? Out of a total of 164,349 students, 29,694 reclassified (16.6%).
5. Advance in data [Sic.]: How are English Learners identified and how they are assigned to a program? In which Master Plan instructional program are our English Learners? How many schools are in the Master Plan programs? (See graphs) 5 to 7 minutes were allotted per topic for discussion.

The Vice-Chairperson told members they had 10 minutes to give their recommendations. Ms. Sanchez mentioned that she feels frustrated to see so much data and be allowed only 10 minutes for recommendations, when English Learners are failing and called for the PCSS administration to be more reasonable. The Vice-Chairperson requested to continue with the recommendations and that there were only 7 minutes left according to the agenda. The PCSS staff told members if they had any complaints to write them on the evaluation sheet. The Vice-Chairperson asked members that if they didn't have their recommendations sheet ready, they could turn it in at the end of the meeting to the the PCSS staff.

IX. -LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) Update on the English

Learner program and goals: Ms. Hilda Maldonado was given 30 minutes for her presentation. She began with an activity. We want to increase our students' yearly progress. She presented data by grades and years. Data of students in the program for less than 5 years and students with more than 5 years in the program. Since 2010, several changes were made in the Master Plan and there has been progress up to the year 2015. She spoke about the 4 components of the reclassification requirements. There are 8 ways for students to not reclassify; usually they just fail on a single requirement. Depending on the

profile the student is classified and is given interventions according to their needs. There will be changes at the state level according to new state standards and also to the time when the CELDT is given. She presented graphs showing the progress of each English Learner program. A reclassified student always improves their academic performance. At the high school level, they are working on Biology courses in Spanish to receive credits for what they learn in the English language. Time was given for 3 questions.

Mr. Delsas made a motion to extend the time by 10 minutes. Ms. Glenda Lopez seconded, there was no discussion.

14 in favor

1 opposed

7 abstentions

The motion passed.

X. -LCAP UPDATE Mr. Pedro Salcido was thanked for his attendance, but due to lack of time his 15-minute presentation would be postponed to the next meeting.

XI. ANNOUNCEMENTS: Ms. Angie Cardenas held a raffle for two conferences: one AMAE, Saturday March 12 and the COBA Conference April 23. One Member requested that a report be given by the person attending the conference. Mrs. Cardenas, PCSS staff, responded that it would be discussed together with the officers to see who will give the conference reports.

XII. ADJOURNMENT The meeting was adjourned at 1:11 p.m. by Chairperson Juan José Mangandi.

Minutes respectfully submitted by: Diana Guillén, Secretary



DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
CORRECTION(S) TO MINUTES

This image shows a single page of white paper with ten evenly spaced, horizontal black lines. The lines are parallel and extend across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings present.

Date _____



Distrito Escolar Unificado de Los Ángeles
Servicios para los Padres, La Comunidad y los Estudiantes

COMITE ASESOR DEL DISTRITO PARA LOS APRENDICES DE INGLES

CORECCION(ES) A LAS ACTAS

Fecha de la Reunión

Número de Página: _____

Asunto en la Agenda con el Número Romano: _____

Corrección (es)

Firma del Miembro

Fecha

LEARNING OUTCOME

Understand the purpose and process for writing the SPSA pages for *English Learner Programs*

SCHOOLS CONTINUE TO PLAN ALL YEAR LONG.

Grounding

1. Read your card.
2. Locate others with cards of the same color, and form a group.
3. Each group locates the data corresponding to their cards.

Be ready to share your cards with the group.

AMAO 1

AMAO 2

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort	
Number of 2013-14 English Learners in Cohort	105,324
Number in Cohort Attaining the English Proficient Level	29,224
Percentage in Cohort Attaining the English Proficient Level	27.7%
2013-14 Target	22.8%
5 Years or More Cohort	
Number of 2013-14 English Learners in Cohort	105,324
Number in Cohort Attaining the English Proficient Level	29,224
Percentage in Cohort Attaining the English Proficient Level	27.7%
2013-14 Target	22.8%
Met Targets	

RECLASSIFICATION

Selected District Level Data - 1964733-Los Angeles Unified
for the year 2014-15

AMAO 2 - Pe

Less than 5
Number
Number
Percent
2014-
5 Years or
Number
Number
Percent
2014-

MASTER PLAN PLACEMENT

EL Master Plan Programs in Schools

Master Plan Program	Elementary	Secondary	Span
Structured English Immersion	536	250	35
Mainstream English	494	207	30
Dual Korean	7		1
Dual Spanish	56	12	4
Dual Mandarin	2		
Transitional Spanish	18		1
Transitional Korean	1		
Maintenance Spanish	13	1	2
Maintenance Korean	1		
Secondary English Newcomer		51	6
Accelerated Language LTEL	58	336	44
Total Schools	538	339	45

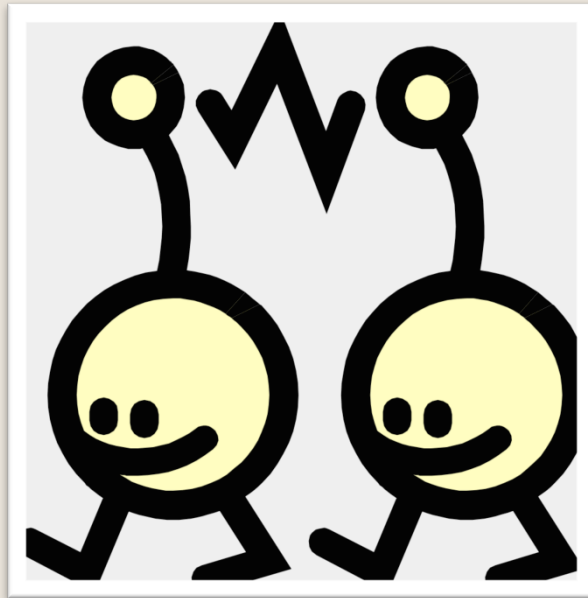
Source: MISIS 1/13/16

EL Master Plan Programs in Schools

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Source: MISIS 1/13/16

Share out...



Read your cards (in order) to the whole group.

What is the Single Plan for Student Achievement?

- An action plan developed with the input of all stakeholders that describes the school's instructional program.

SPSA - Table of Contents

Goals



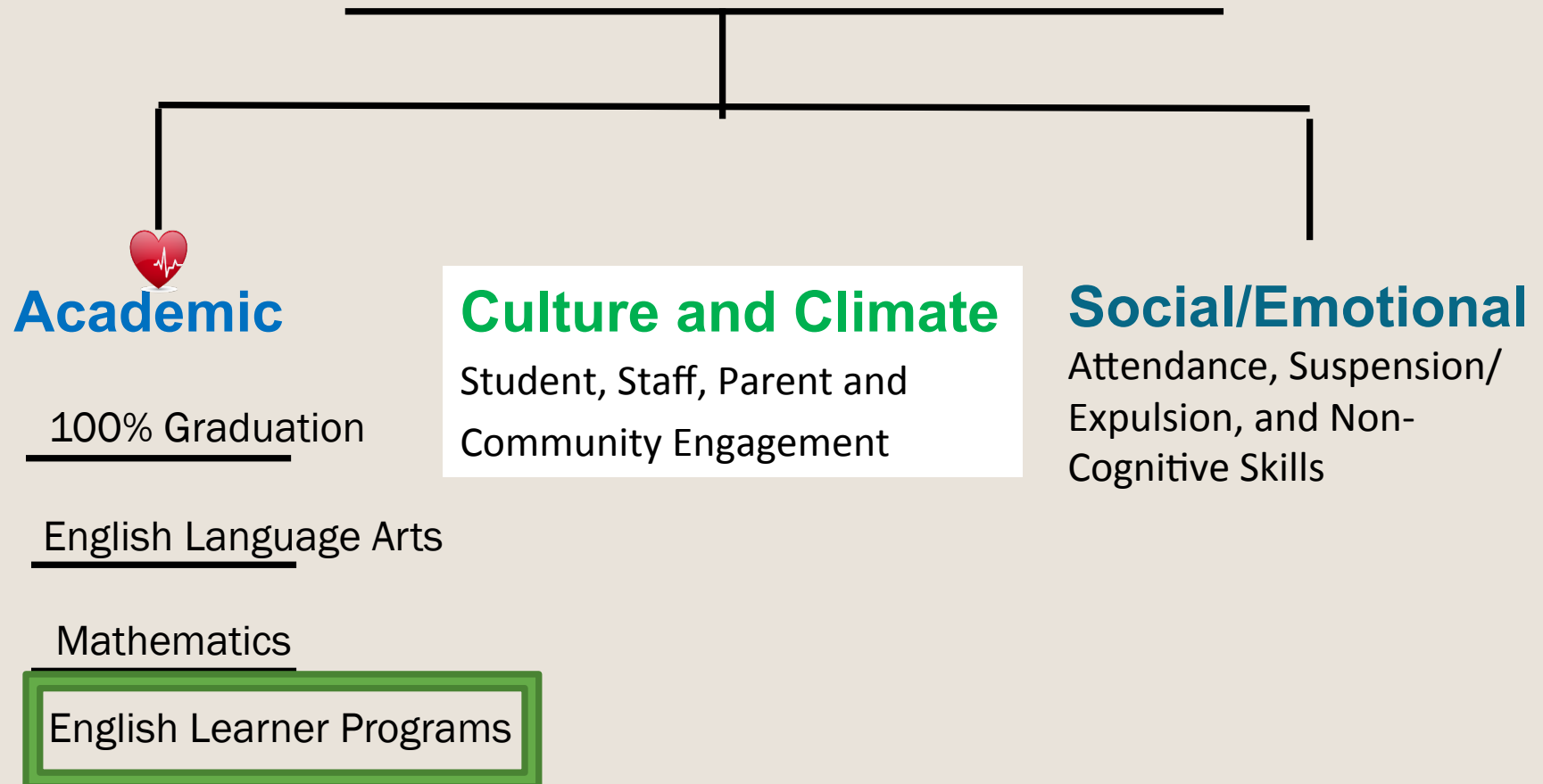
What is the Single Plan for Student Achievement?

- An action plan developed with the input of all stakeholders that describes the school's instructional program.
- The goals section of the plan describes how the school will meet the educational needs of students.

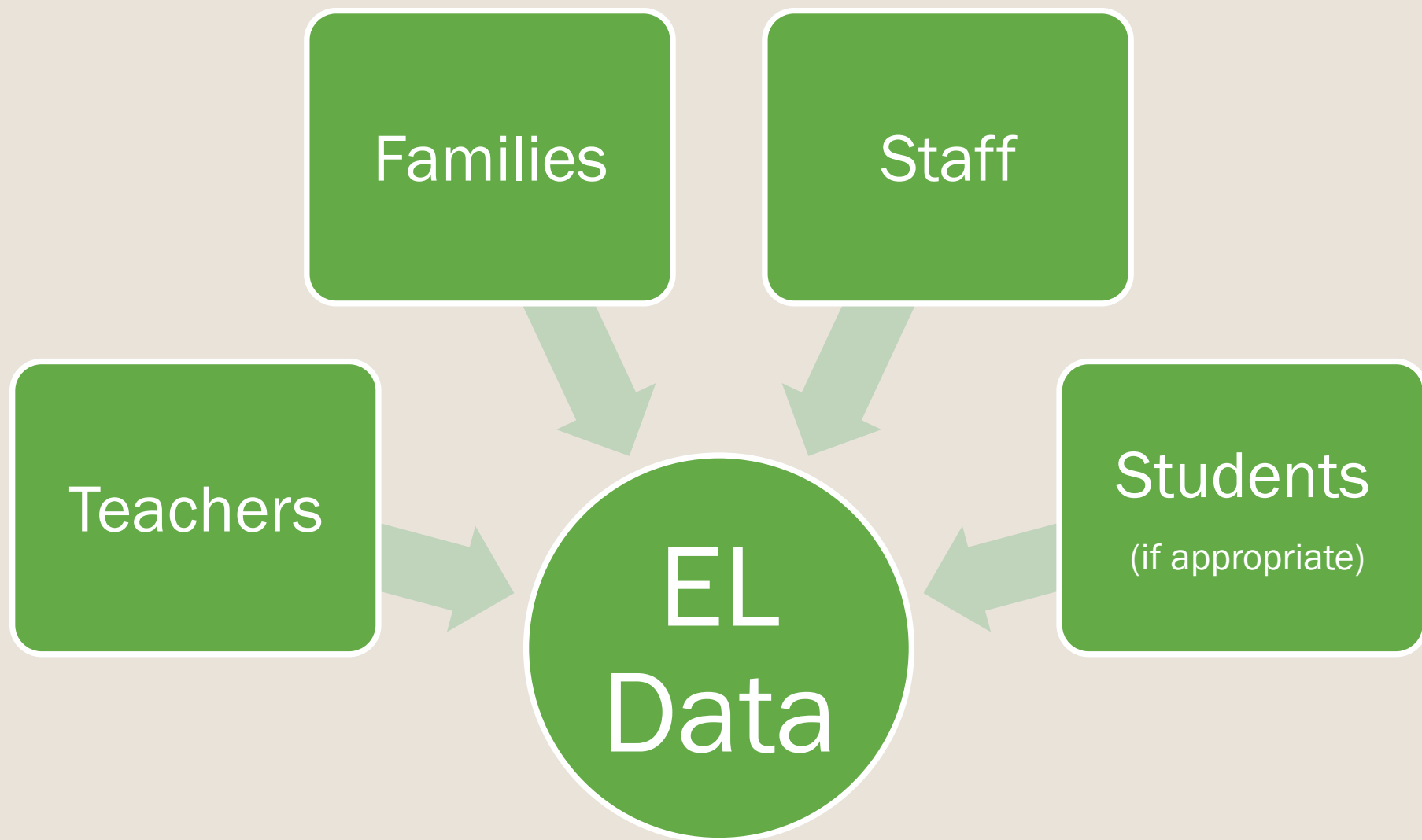
Section 5

Goals Section

SPSA Goals



All stakeholders review student data and give input about the instructional program for English Learners



The school site ELAC makes recommendations related to the plan for English Learner programs

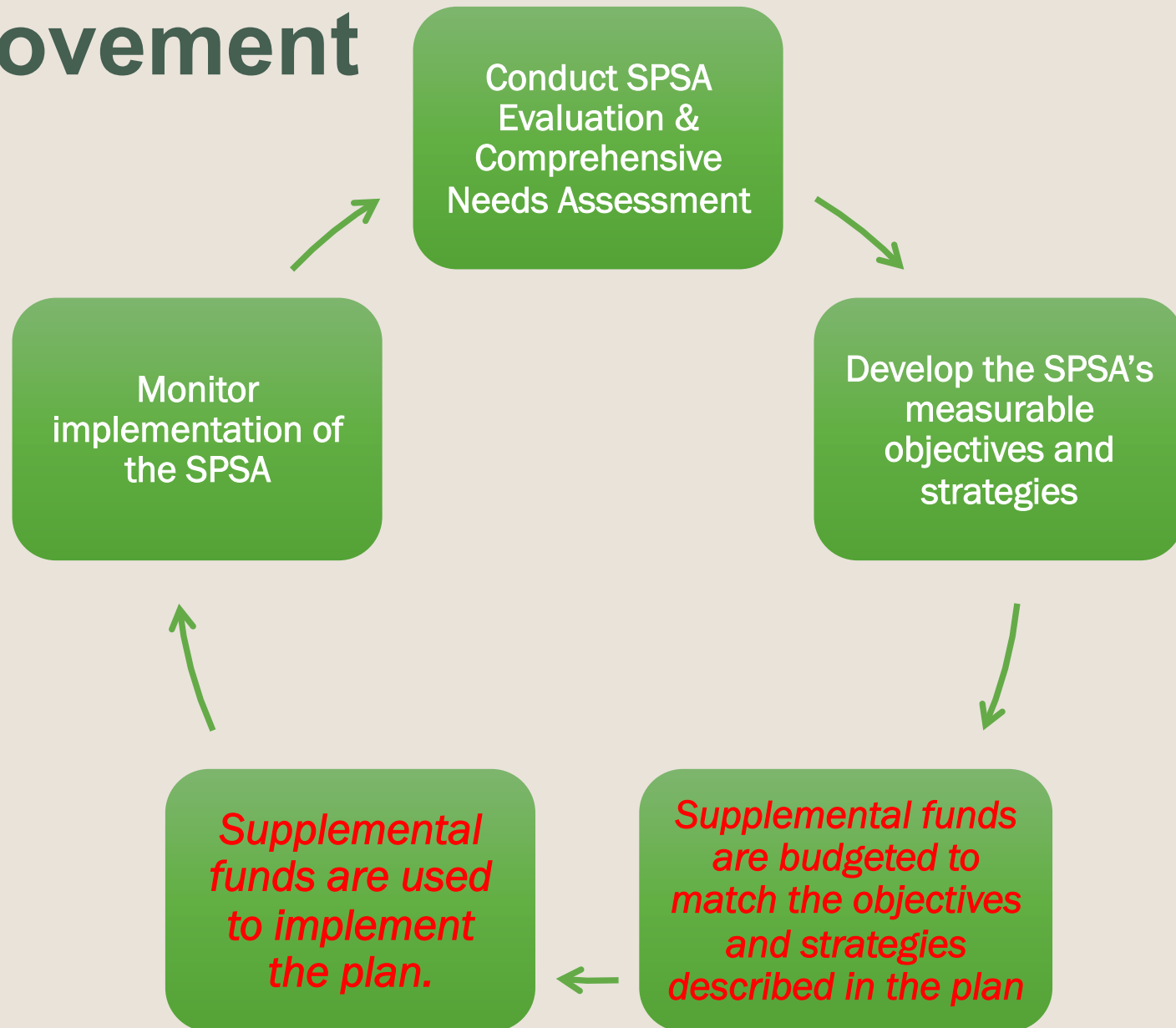
<p>app</p> <ul style="list-style-type: none"> Tutoring for students Ensure that provided and <p>Use Coordin</p> <ul style="list-style-type: none"> conduct inter Assist with Analyze d Assist tea <p>day Stu</p> <ul style="list-style-type: none"> SSPT will Referri LTEL Cou <p>Building Parent Capacity and Partnership to Support the Academic Goal</p> <p>Conduct the English Lear</p> <ul style="list-style-type: none"> Far Par and EL plai Add (PIC <p>2 EL parent Association Attendance)</p> <ul style="list-style-type: none"> Par cor 	<p>Effective Classroom Instruction</p> <p>The EL Design lessons using development format, and p at the school</p> <ul style="list-style-type: none"> Conduct le soci with Conduct W debr Participate and Function a Eng lead Conduct C coo <p>The Instructi</p> <p>incorporate In</p> <p>improving De</p> <ul style="list-style-type: none"> Serve as ti Conduct le content s Program Participate and deliv Conduct d focused Guide tea progress <p>Interventions Beyond the Regular School Day and Other Supports</p> <p>Use Tutor ing</p> <ul style="list-style-type: none"> Students n appr Students n 	<p>selected from mathematics, ELA, ELD (LTEL course teacher), social studies, and science.</p> <p>Professional Development</p> <p>Enhance English Lear progress towards rec Designated ELD strate activities</p> <ul style="list-style-type: none"> Use banked tin Designated EL o Recip o purpo o intera o Acade o Califo o based o Analy o Analy Use Departme provide Integra o Const o struct o acad o Kaga o Acade o discip EL Designes a planning/facili assignment Provide day-to departmen o Plan o and Ir o study o Cono o d o Analy o study o based o Send o Assoc o Teach o 	<p>Los Angeles Unified School District 2016-2017 Single Plan for Student Achievement</p> <p>ACADEMIC GOAL ENGLISH LEARNER PROGRAMS Designated and Integrated English Language Development (ELD)</p> <p>LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p> <p>I. Indicate all data reviewed to address this Academic Goal:</p> <p><input checked="" type="checkbox"/> School Experience Survey <input type="checkbox"/> School Quality Improvement Index Report <input checked="" type="checkbox"/> Data Summary Sheet</p> <p><input checked="" type="checkbox"/> CELDT / AMAOs <input type="checkbox"/> Student Grades <input checked="" type="checkbox"/> MyData <input type="checkbox"/> Other: CDE Dataquest, SRI data (SAM) <input type="checkbox"/> SBA</p> <p>II. Based upon the data reviewed, summarize the issues affecting English learners' proficiency in the core curriculum:</p> <ul style="list-style-type: none"> AMAO 1: 39% of ELs at Bartlett MS met CELDT growth target (moving up 1 CELDT level) in 2014-15. This was a 2 percentage point increase from the previous year. <ul style="list-style-type: none"> Highest rate of CELDT growth was among students at the Early Advanced (ENG Proficient) level at 57.1% CELDT growth was 56% and 41% for students at Early Intermediate and Beginning levels Lowest rate of CELDT growth for students at the Intermediate and Early Advanced (not proficient): 31% and 33% PI 318 ELs, 107 increased CELDT level, 171 stayed the same, and 38 decreased. AMAO 2: 16% of ELs (less than 5 years) reached English Proficiency as measured by CELDT, which was down 5 points from the previous year. 20% of ELs (more than 5 years—LTELs) reached English Proficiency as measured by CELDT in 2014-15, which was down 4 percentage points from the previous year. <ul style="list-style-type: none"> 20% of 6th graders, 27% of 7th graders, and 23% of 8th graders reached English proficiency as measured by 2014-15 CELDT For LTELs (278 out of 360, or 77% of ELs), 125 or 45% scored intermediate on their most recent CELDT, however 71 or 26% are scoring Early Advanced or Advanced (English Proficient). Only 10 or 8% are Early Advanced/Advanced (not English Proficient) SRI: In 2014-15 16% of ELs at Bartlett MS scored Basic or above on the Scholastic Reading Inventory (SRI) POPULATION: In 2012-13, 23% of students were LEP, and 51% RFEP. In 2013-14, 24% of students were LEP and 50% were RFEP. EOs and IFEPs comprised 26% of students in 2012-13 and 2014-15. Mostly stable. PARENT ENGAGEMENT: In 2013-14 52% of parents indicated they "agreed" or "strongly agreed" with the following statement—"This school provides opportunities to help me support my child's learning." This was down 7 percentage points from the previous year. STUDENT ENGAGEMENT: In 2013-14 58% of students indicated they "agreed" or "strongly agreed" with the following statement—"That adults on campus listen to what they have to say." This was up three percentage points from the previous year. In addition, the percentage of students who agreed or strongly agreed that they felt safe on campus rose 10 percentage points during the same time period, from 64% to 74%. <p>III. State the School's Measurable Objective(s):</p> <p>By June 2017 Bartlett Middle School's percentage of Long-Term English Learners will decrease by 15%, from 77% to 52% of the EL population.</p> <table border="1"> <thead> <tr> <th>IV. Focus Areas</th> <th>Describe the Research-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Research-based Strategy(ies).</th> <th>On what dates will the Actions</th> <th>How will the school measure the effectiveness of each Action?</th> <th>What is the school buying?</th> <th>What is the Budget Item No.?</th> <th>How much does it cost?</th> <th>What is the FTE?</th> <th>What is the program funding</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	IV. Focus Areas	Describe the Research-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Research-based Strategy(ies).	On what dates will the Actions	How will the school measure the effectiveness of each Action?	What is the school buying?	What is the Budget Item No.?	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*The School's Measurable Objective(s) must be specific, measurable, attainable, research-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

What is the Single Plan for Student Achievement?

- An action plan developed with the input of all stakeholders that describes the school's instructional program.
- The plan describes how the school will meet the educational needs of students.
- It outlines how supplemental funds will be used for this purpose.

Cycle of Continuous Improvement



School Site ELAC's Role and Responsibilities

- According to California Education Code 52852 the SSC is required to collaboratively develop and approve the SPSA **with written advice from appropriate school advisory committees (ELAC, etc.).**
- Expenditures described in the SPSA must be **aligned to data that will address specific needs** and must be annually evaluated by the School Site Council.

The Purpose of the SPSA

- To ensure that all students reach high academic standards according to District and state objectives.
- To identify strategies, actions and tasks that address the educational needs of all students, including English learners.

An important part of the SPSA is the school's plan to ensure that all English Learners become proficient in English and grade-level skills.

FROM EL DATA TO STRATEGIES:

MAO 2: The Target percentage of English Learners who reach English proficiency as measured by CELDT.

24% of Long Term English Learners (LTELs) reached English Proficiency in 2013-14.

20% of LTELs reached English Proficiency in 2014-15.

The percentage of LTELs who are reaching English proficiency decrease 4 percentage points from 2013-14 to 2014-15.

STRATEGIES

PROFESSIONAL
DEVELOPMENT

Provide Saturday workshops for teachers. The topic of the training is teaching English language skills to English Learners across the curriculum.

EFFECTIVE INSTRUCTION



INTERVENTION

PARENTS AS PARTNERS

Provide parent workshops on how to support student's growth in English language skills at home.

Strategies Toolbox

Single Plan for Student Achievement: DELAC Toolbox

 FOCUS AREAS	 STRATEGIES	
	When/Where/How	What
PROFESSIONAL DEVELOPMENT <i>(Training for teachers and staff members who work with English Learners)</i>	<ul style="list-style-type: none"> • After school • Saturdays • At conferences • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Working more effectively with English Learners • Teaching literacy • Teaching specific English language skills • Teaching language across the curriculum • Teaching Long Term English Learners (LTELs) • Teaching English Language Development (ELD) Standards • Making sure all students reach English proficiency • Assessing English Learners' learning • Monitoring English Learners' progress
EFFECTIVE INSTRUCTION <i>(Improving teaching and learning for English Learners)</i>	<ul style="list-style-type: none"> • During the school day • After school • Saturdays • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Time for teachers to analyze English Learners' progress • Time for teachers to plan lessons/units/projects • Time for teachers to plan parent workshops • Time for teachers and staff to lead parent workshops • Time for teachers to observe each other in the classroom • Time for teachers to debrief classroom observations
INTERVENTION <i>(Providing extra support for English Learners according to their needs)</i>	<ul style="list-style-type: none"> • During the school day • In the classroom • Outside the classroom • After school • Saturdays • Summer 	<ul style="list-style-type: none"> • Reading/literacy • Specific English language skills • Subject area skills: helping English learners succeed in English Language Arts (ELA), Math • Language needed to succeed in academic settings • For newcomer students • For LTELs • For English Learners not making adequate progress towards reclassification
PARENTS AS PARTNERS <i>(School and parents working together to support English Learners' academic achievement)</i>	<ul style="list-style-type: none"> • During the school day • Evenings • Saturdays • In the Parent Center • At conferences • Parent training provided by: <ul style="list-style-type: none"> ○ Teachers ○ School staff (coach, EL Designee) ○ Local District or PCSS 	<ul style="list-style-type: none"> • English Learner-related topics on the Parent Center calendar • Demonstrations of classroom instruction (ELL lessons) • ELD Standards • What parents can do at home to support learning • Questions to ask teachers about English Learners' progress or learning • Process and development of the Single Plan for Student Achievement (SPSA) • Effective Parent and Family Centers • Effective parent/teacher conferences • Reclassification awareness • Long Term English Learner progress

GUIDED PRACTICE:

AMAO1: The Target percentage of English Learners who make annual progress learning English, as measured by CELDT.

In 2014-15, 34% of Bartlett Middle School's ELs increased CELDT level, 54% stayed the same, and 12% decreased.

The AMAO 1 target for 2014-15 was 60.5%.

Bartlett Middle School did not meet the AMAO 1 target in 2014-15.

STRATEGIES

PROFESSIONAL
DEVELOPMENT

Provide extra training to teachers on _____.

EFFECTIVE INSTRUCTION

Provide time for teachers to analyze _____ data and plan lessons to help English Learners _____.

INTERVENTION

Provide intervention to _____ in order to improve _____.

PARENTS AS PARTNERS

Provide parent workshops on _____.

INDEPENDENT PRACTICE:

RECLASSIFICATION: The district's 2014-15 goal was a reclassification rate of 16%

Bartlett Middle School's reclassification rate in 2013-14 was 11%.

Bartlett Middle School's reclassification rate in 2014-15 was 13%.

The school's reclassification went up, but did not meet the district's goal for 2014-15.

STRATEGIES

PROFESSIONAL
DEVELOPMENT

-

EFFECTIVE INSTRUCTION

-

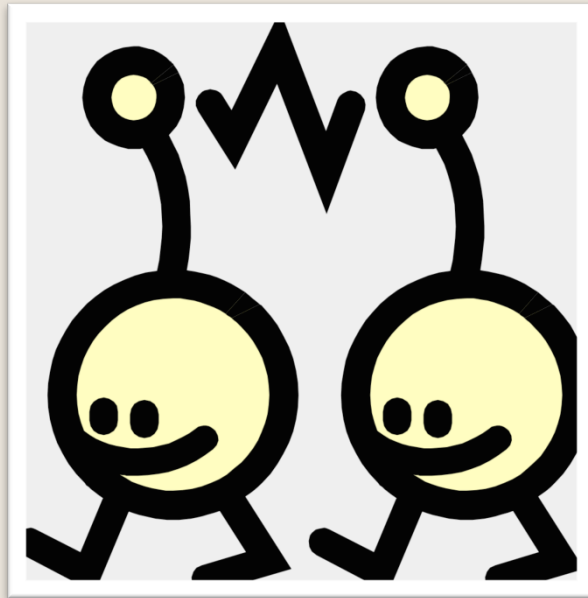
INTERVENTION

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PARENTS AS PARTNERS

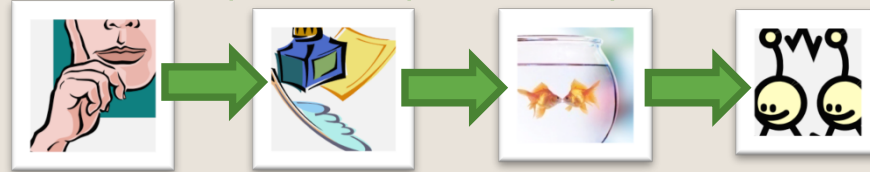
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Share out...



Each table shares one strategy with the whole group.

Think, Ink, Pair, Share



Based on our district's English Learner data, which strategies might you recommend for LAUSD?

LEARNING OUTCOME

Understand the purpose and process for writing the SPSA pages for *English Learner Programs*

The limits of my language mean the limits of my world.

-Ludwig Wittgenstein





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Single Plan for Student Achievement: DELAC Toolbox



 FOCUS AREAS	 STRATEGIES	
	When/Where/How	What
PROFESSIONAL DEVELOPMENT <i>(Training for teachers and staff members who work with English Learners)</i>	<ul style="list-style-type: none"> • After school • Saturdays • At conferences • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Working more effectively with English Learners • Teaching literacy • Teaching specific English language skills • Teaching language across the curriculum • Teaching Long Term English Learners (LTELs) • Teaching English Language Development (ELD) • English Language Development Standards • Making sure all students reach English proficiency • Assessing English Learners' learning • Monitoring English Learners' progress
EFFECTIVE INSTRUCTION <i>(Improving teaching and learning for English Learners)</i>	<ul style="list-style-type: none"> • During the school day • After school • Saturdays • Pupil-free days • Summer 	<ul style="list-style-type: none"> • Time for teachers to analyze English Learner student data • Time for teachers to plan lessons/units/projects together • Time for teachers to plan parent workshops • Time for teachers and staff to lead parent workshops • Time for teachers to observe each other in the classroom • Time for teachers to debrief classroom observations
INTERVENTION <i>(Providing extra support for English Learners according to their needs)</i>	<ul style="list-style-type: none"> • During the school day • In the classroom • Outside the classroom • After school • Saturdays • Summer 	<ul style="list-style-type: none"> • Reading/literacy • Specific English language skills • Subject area skills: helping English learners be successful in English Language Arts (ELA), Math • Language needed to succeed in academic subject areas • For newcomer students • For LTELs • For English Learners not making adequate progress towards reclassification
PARENTS AS PARTNERS <i>(School and parents working together to support English Learners' academic achievement)</i>	<ul style="list-style-type: none"> • During the school day • Evenings • Saturdays • In the Parent Center • At conferences • Parent training provided by: <ul style="list-style-type: none"> ○ Teachers ○ School staff (coach, EL Designee) ○ Local District or PCSS 	<ul style="list-style-type: none"> • English Learner-related topics on the Parent and Family Center calendar • Demonstrations of classroom instruction (by teachers) • ELD Standards • What parents can do at home to support learning • Questions to ask teachers about English Learner progress or learning • Process and development of the Single Plan for Student Achievement (SPSA) • Effective Parent and Family Centers • Effective parent/teacher conferences • Reclassification awareness • Long Term English Learner progress

Think, Ink, Pair, Share



Based on our English Learner data, which strategies might you recommend for LAUSD?



1. This is a target set by the state of California. The purpose is to see if English Learners are making annual progress in learning English.

Esto es un objetivo establecido por el estado de California. El propósito es de verificar si los aprendices de inglés están demostrando progreso anual en su aprendizaje del idioma inglés.

2. Between 2013-14 and 2014-15, the target was for 60.5% of English Learners to improve their proficiency in English.

Entre el 2013-14 y el 2014-15, la meta fue que 60.5% de los estudiantes aprendices de inglés mejoren su dominio del idioma inglés.

3. This target is measured based on English Learner students' CELDT scores from one year to the next.

Este objetivo se evalúa en base a las puntuaciones en el CELDT de los aprendices de inglés de un año al otro.

1. This is a target set by the state of California. The purpose is to see if English Learners are achieving fluency in academic English.

Este es un objetivo establecido por el estado de California. El propósito es de verificar si los aprendices de inglés adquieren el dominio del idioma inglés académico.

2. In 2014-15, the goal was for 50.9% of English Learners to reach proficiency in English.

En el 2014-15, la meta fue que 50.9% de los estudiantes aprendices de inglés lograran el dominio del idioma inglés.

3. This target is measured based on English Learner students' CELDT scores in a given school year.

Este objetivo se evalúa en base a las puntuaciones en el CELDT de los aprendices de inglés en un año en particular.

- 1. This is a process guided by the California Education Code. The purpose is to determine which English Learners are ready to participate in the mainstream curriculum without extra support.**

Este proceso se rige por el Código de Educación de California. El propósito es de determinar los aprendices de inglés que están preparados para participar en el plan de estudios general sin apoyo adicional.

- 2. In 2014-15, the LAUSD goal was a rate of 16%.**

En el 2014-15, la meta de LAUSD fue un índice de 16%.

- 3. This is measured based on English Learners meeting criteria in the following areas:**
- a. CELDT scores**
 - b. English Language Arts (ELA) grade OR Long Term English Learner (LTEL) Course grade**
 - c. DIBELS result (grades 2-5) or Scholastic Reading Inventory (SRI) result (grades 6-12)**

Esto se evalúa en base a los aprendices de inglés que obtienen los requisitos en las siguientes áreas:

- a. Puntuaciones en el CELDT***
- b. Calificación de Lengua y Literatura (ELA) O Calificación en el curso para aprendices de inglés a largo plazo (LTEL)***
- c. Resultado en DIBELS (grados 2-5) o el resultado en el Inventario de Lectura de Scholastic (SRI) (para grados 6-12)***

1.This is based on decisions made by parents/guardians about what type of instruction is best for their English Learner children.

Esto se basa en las decisiones que los padres/tutores legales hacen acerca del tipo de instrucción que es mejor para sus hijos aprendices de inglés.

2. LAUSD's goal is for English Learner students to participate in the instructional program that best meets their needs and conforms with the parent's/guardian's selection.

La meta de LAUSD es que los estudiantes aprendices de inglés participen en el programa de instrucción que mejor atiende sus necesidades y que se adapta a la selección del padre/tutor legal.

3. This is recorded based on letters signed by parents/guardians at the time of enrollment or when they contact the school to ask for a change.

Esto se registra en base a las cartas que los padres/tutores legales firman en el momento de inscripción o cuando ellos se comunican con la escuela para solicitar un cambio.

Recommendation: Single Plan for Student Achievement

Based on today's presentation, please provide your recommendations related to Single Plan for Student Achievement

1.

2.

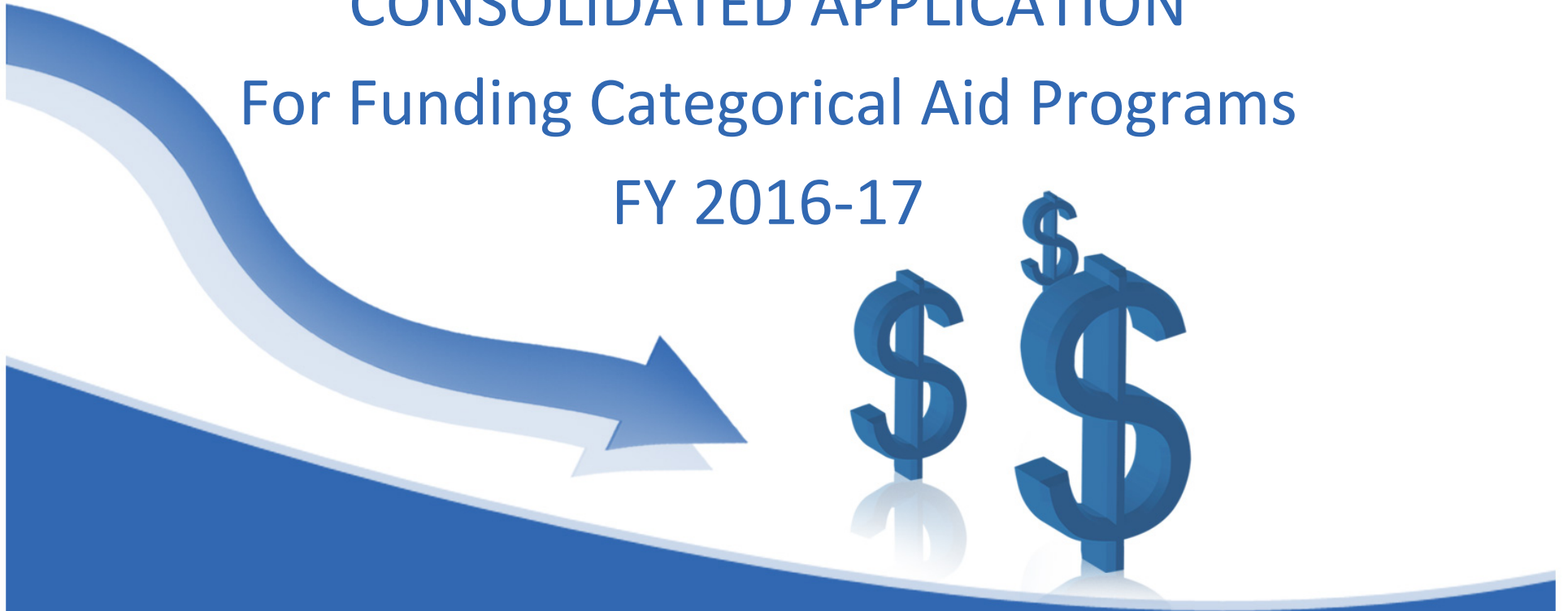
Recomendación: Plan Unico para el Rendimiento Académica Estudiantil

En base a la presentación del día de hoy, por favor proporcione su recomendación acerca del Plan Único para el Rendimiento Académico Estudiantil

1.

2.

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 solid blue vertical bar with a curved right edge, positioned on the left side of the slide.

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

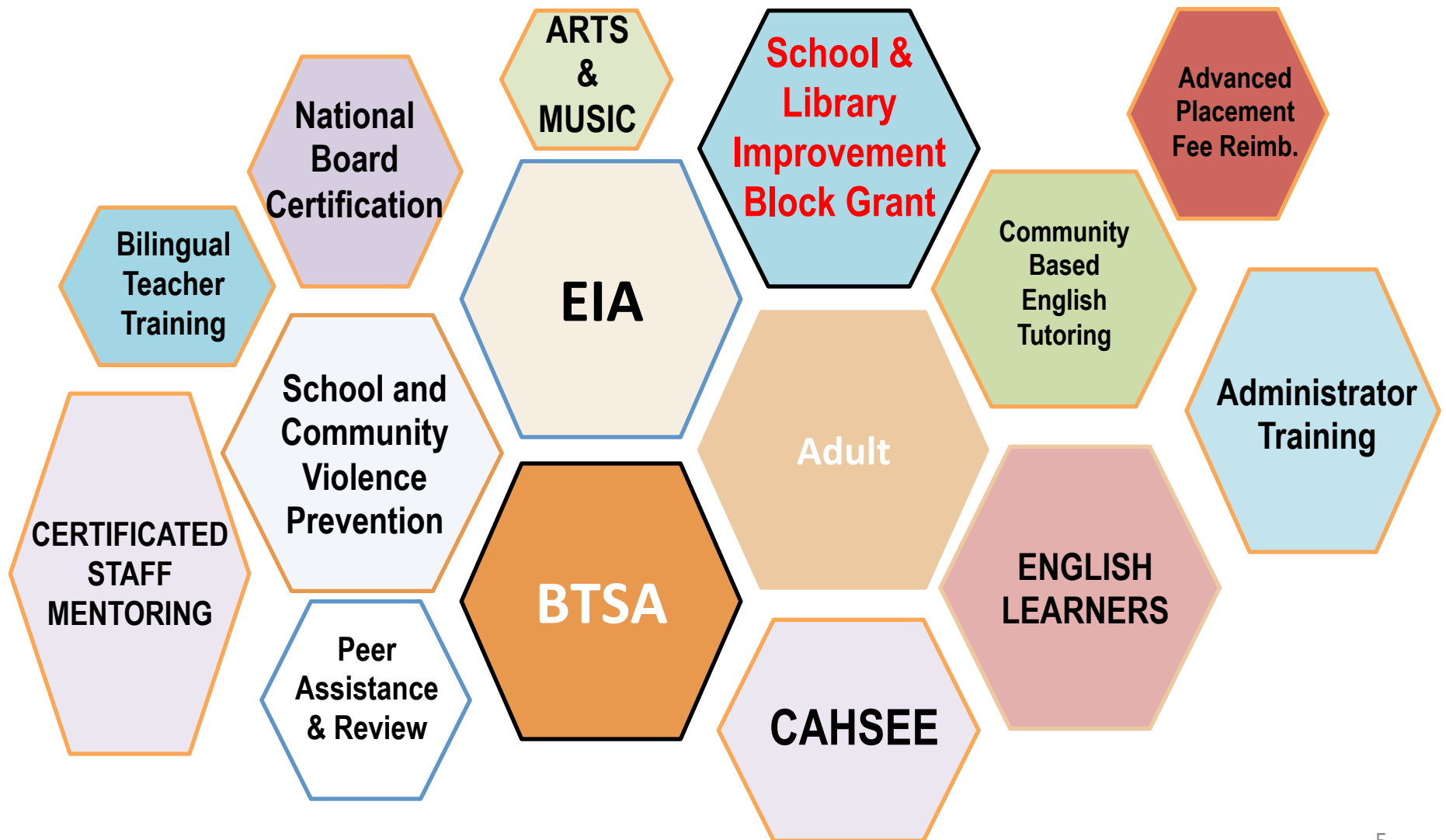
What is LCFF?

- 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

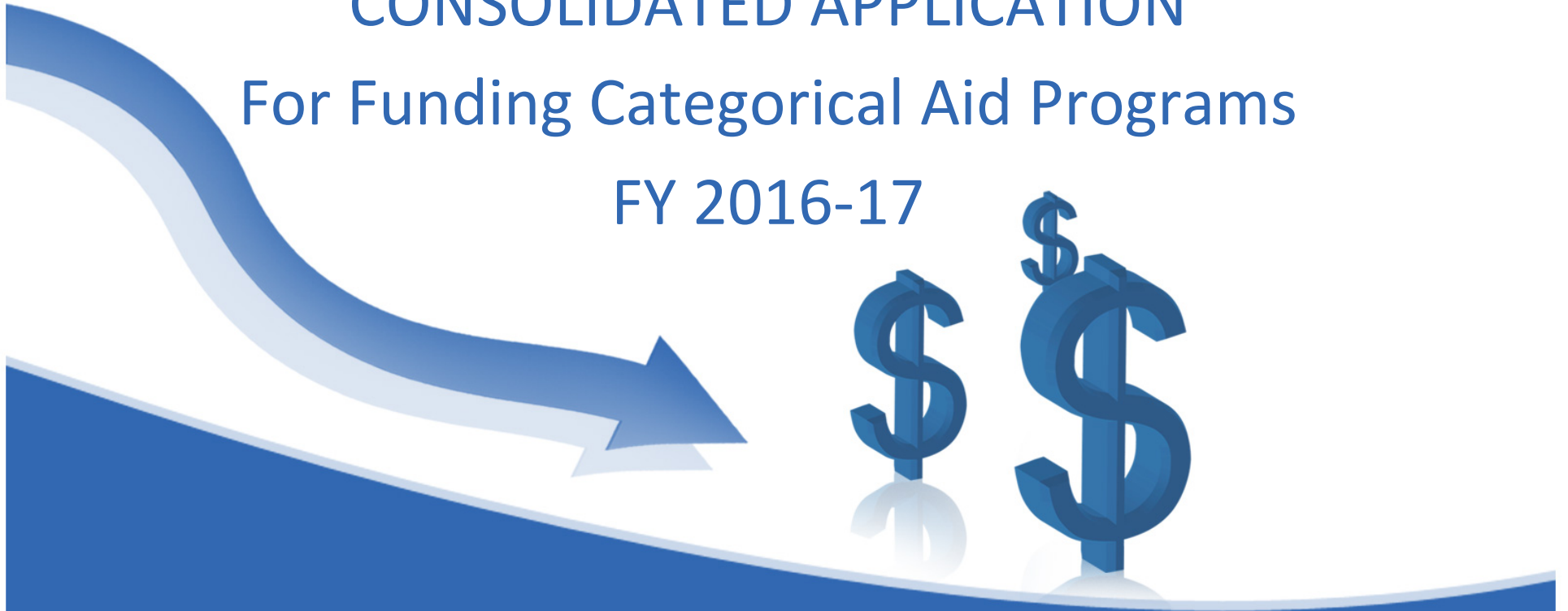
Title III, Part A LEP Assurances

<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
For Funding Categorical Aid Programs
FY 2016-17



Victoria Reyes– Budget Services
Valerie Brewington – Multilingual and Multicultural Education Department

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.

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 | 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.

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 | 916-319-0297

Last Reviewed: Thursday, January 14, 2016

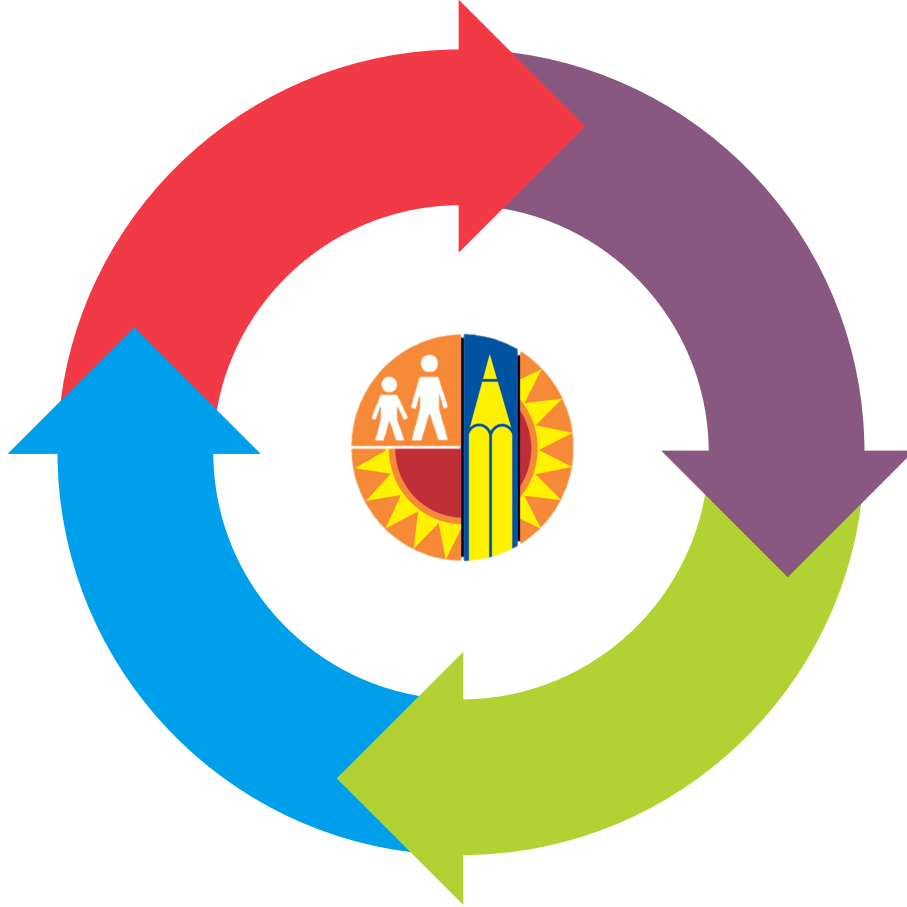


Community Feedback Report on the LAUSD's Local Control & Accountability Plan

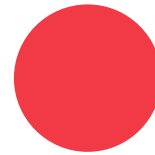
All Youth Achieving



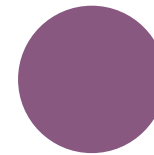
Cycle of Engagement



The Local Control and Accountability Plan provides for a continuous review and assessment of the District's progress in achieving 100% graduation while investing resources to support students, staff, and parents. The LCAP includes a process that evaluates needs, establishes concrete goals, outlines resources, and allows for an annual review of how the District has achieved numerous established targets.



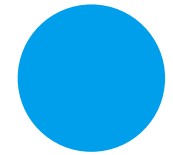
**Assess
Needs**



**Set Clear
Goals**



**Align Goals &
Spending**

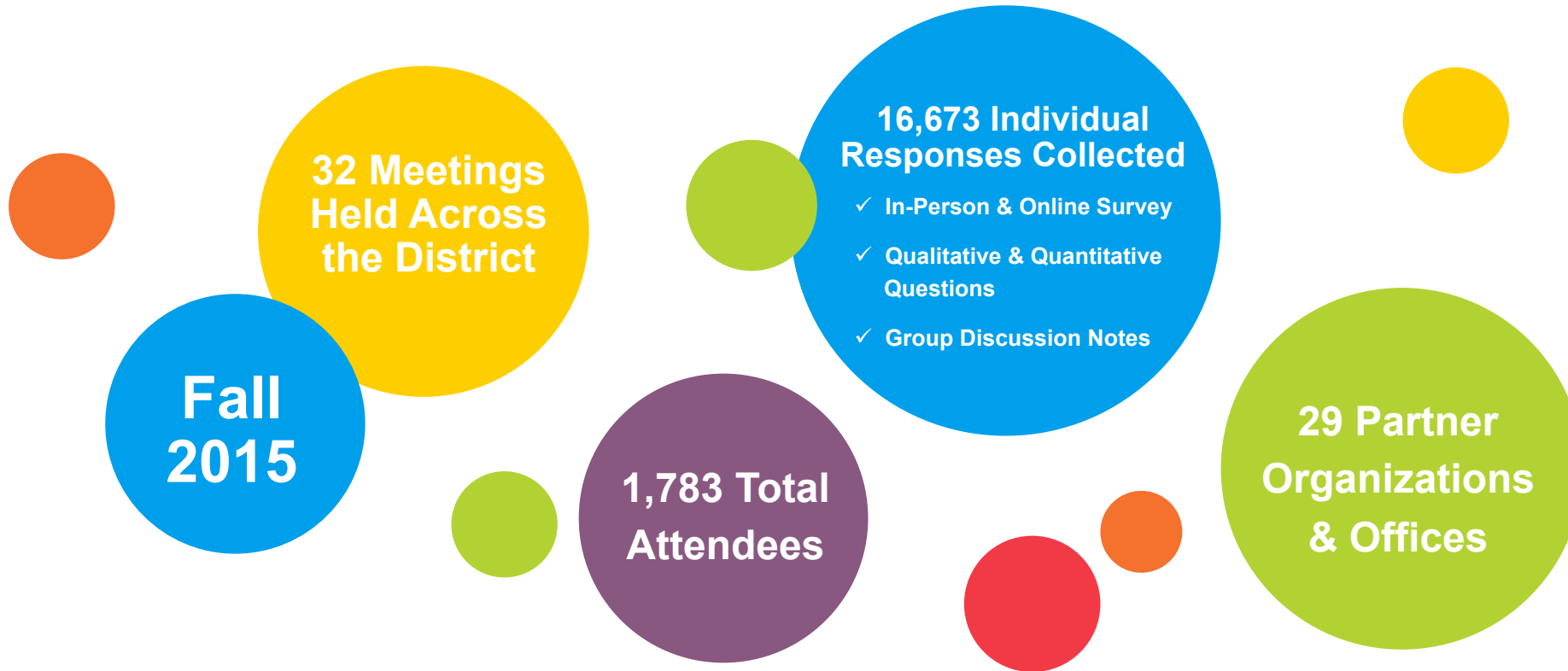


**Review
Impact**

In 2014-15, LAUSD established a clear set of goals for the LCAP:

- 100% Graduation
- Proficiency For All
- 100% Attendance
- Parent, Community and Student Engagement
- School Safety

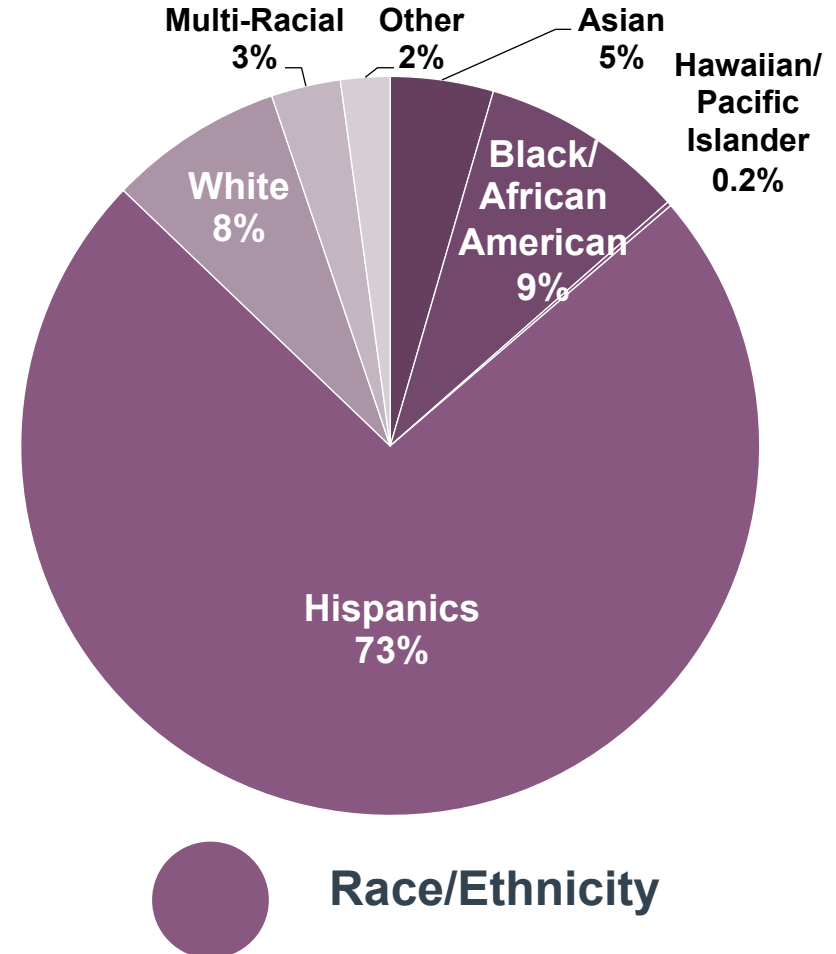
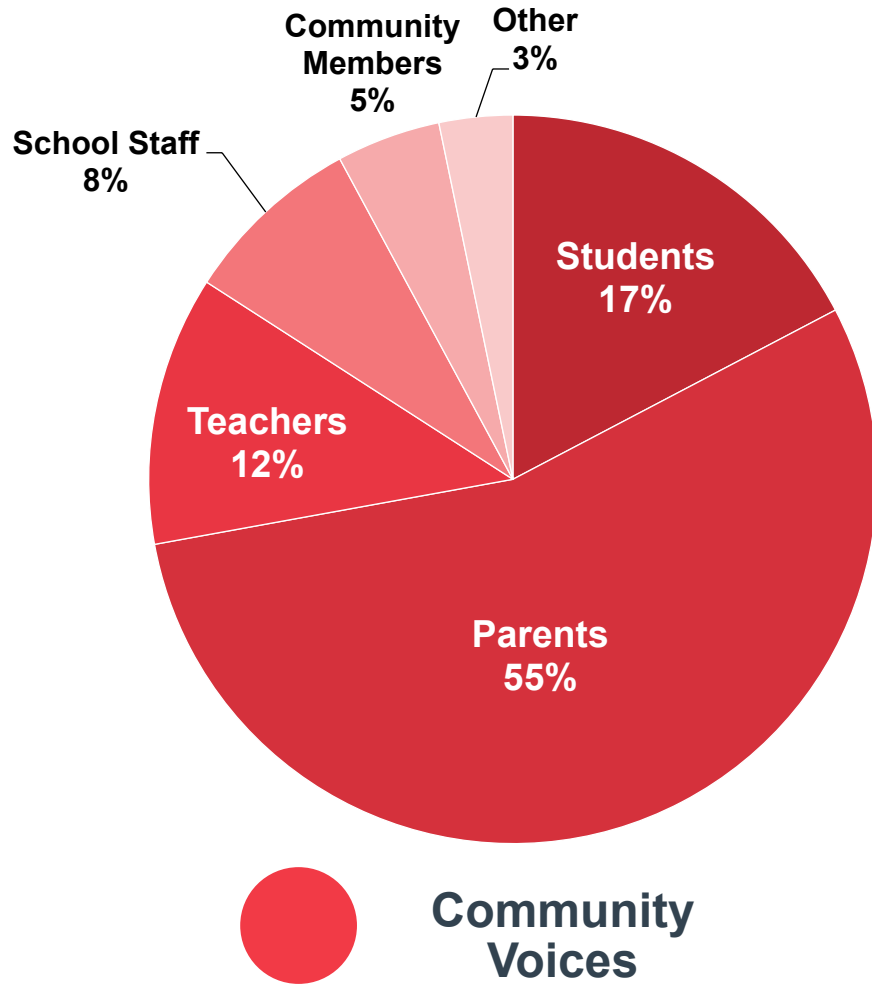
Summary of Engagement



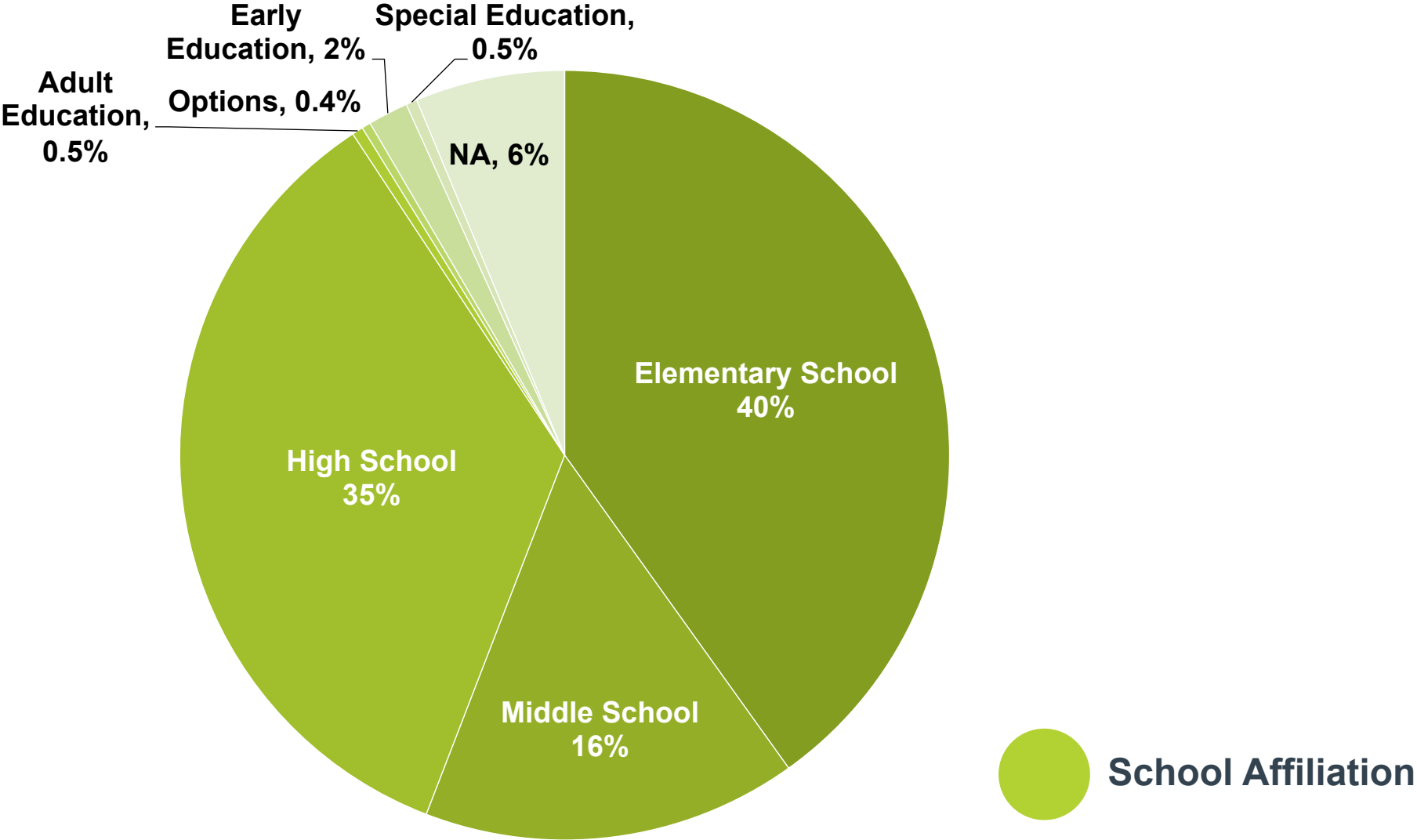
The overarching question of the LCAP Input Sessions was to ask stakeholders,
“How do we best support our students with the highest needs?”

The Results of LAUSD's LCAP Input Sessions

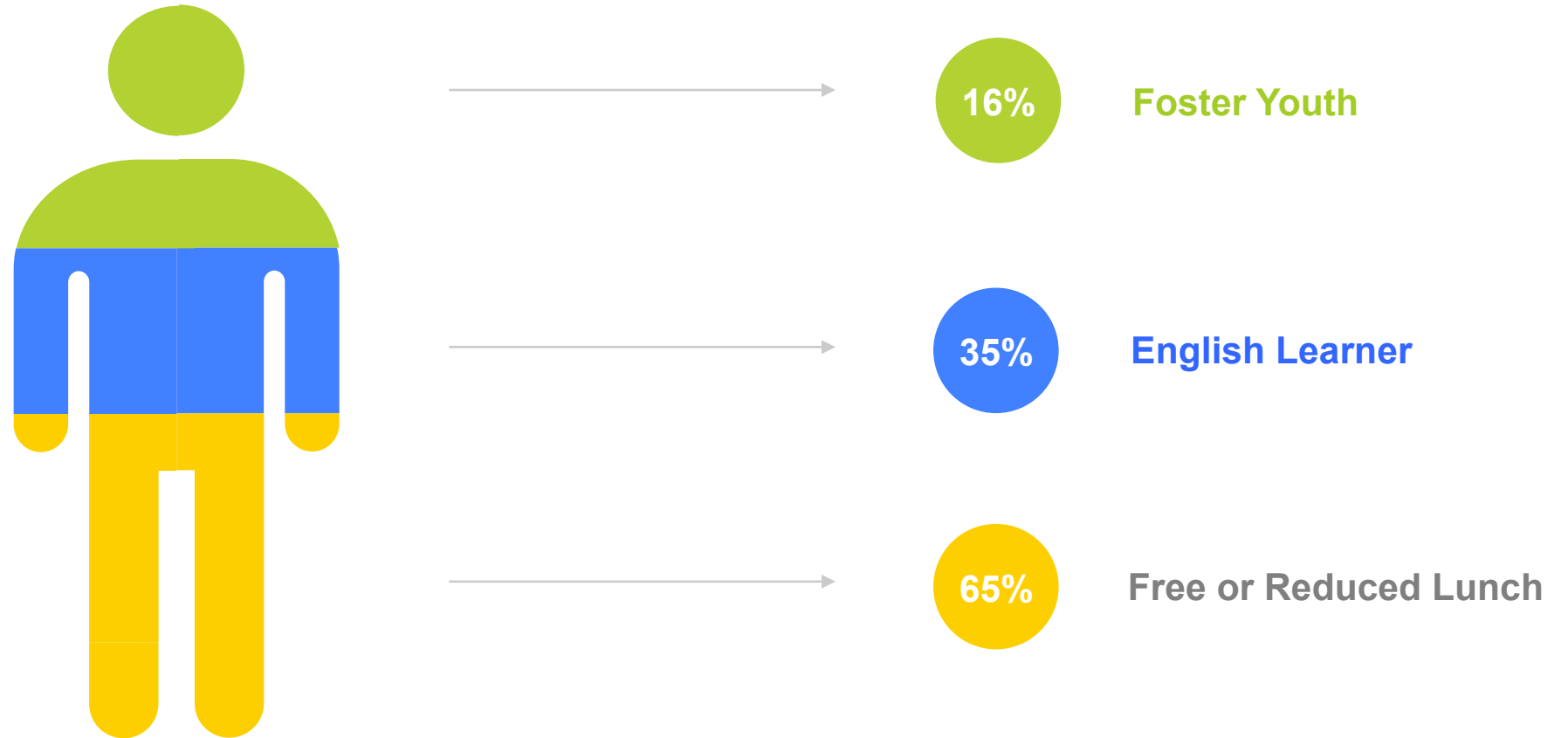
Demographics of Participants



Demographics of Participants



Demographics of Participants

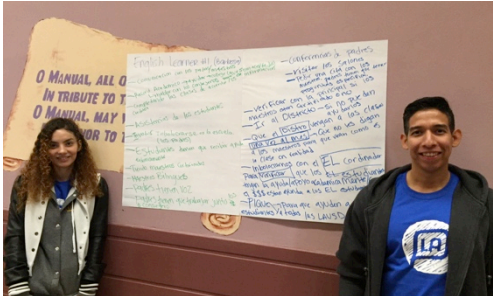


In comparison, LAUSD has 1.2% Foster Youth, 27% English Learners, and 78% Free or Reduced Lunch students. Many of these students fall within multiple categories.

Community Sessions at a Glance



Advancement Project & First5 LA
Watts



LA's Promise & Board District 1
Manual Arts High School



UTLA
RFK



Board District 5, MALDEF, &
Advancement Project
Maywood Academy



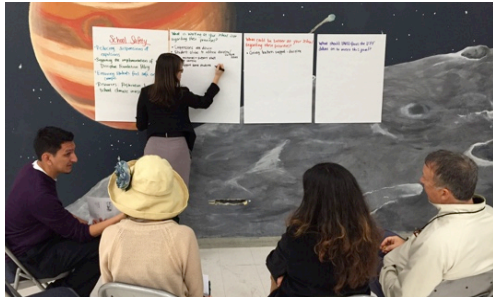
Board District 3 & Local District
Northwest
Mulholland Middle School



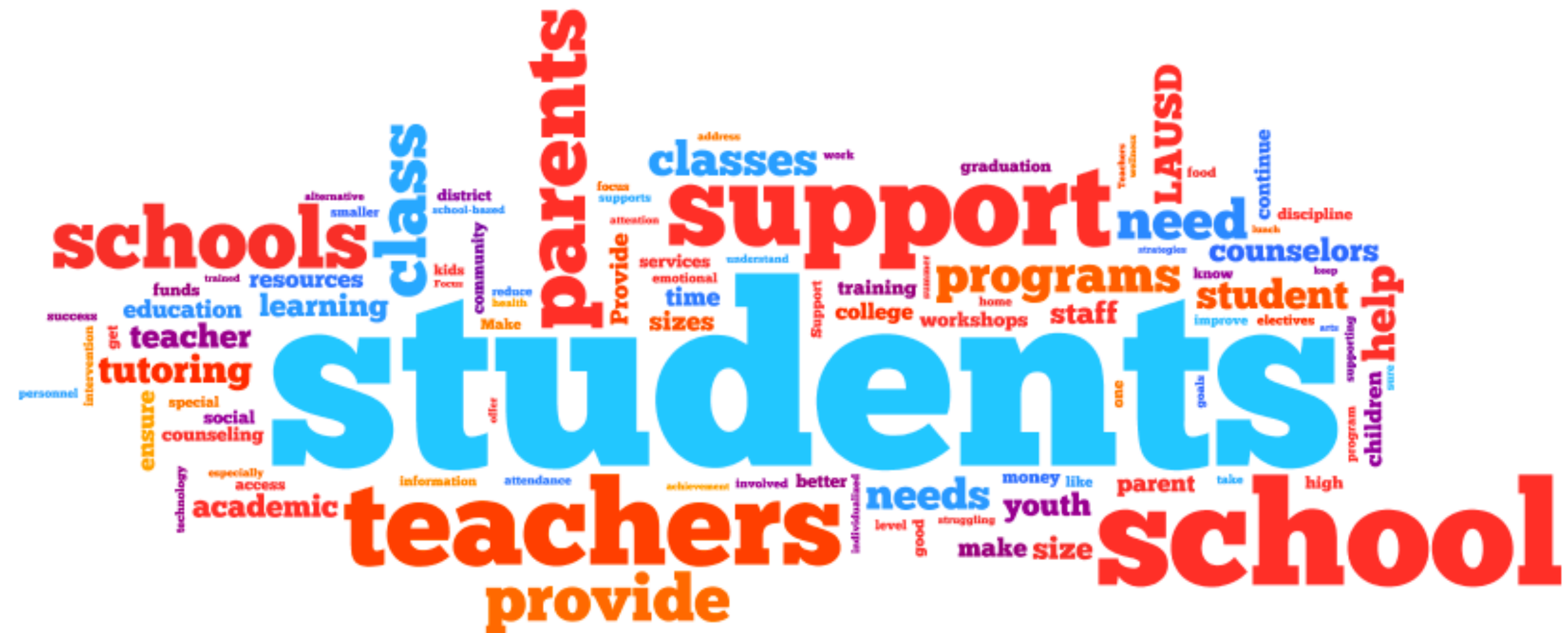
Board District 6 & Local District
Northeast
Fulton College Prep



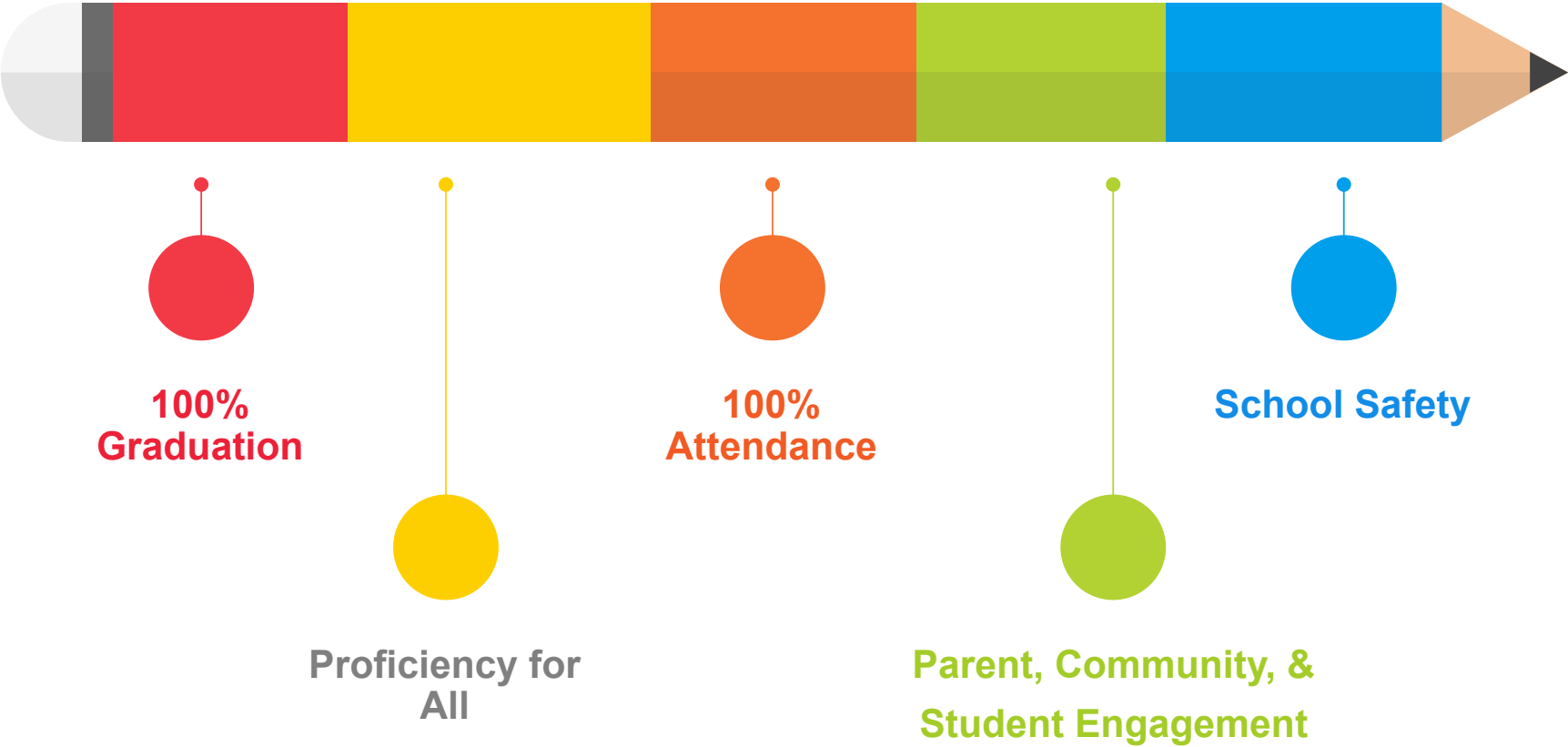
Board District 7 & Local District South
Moore Elementary School



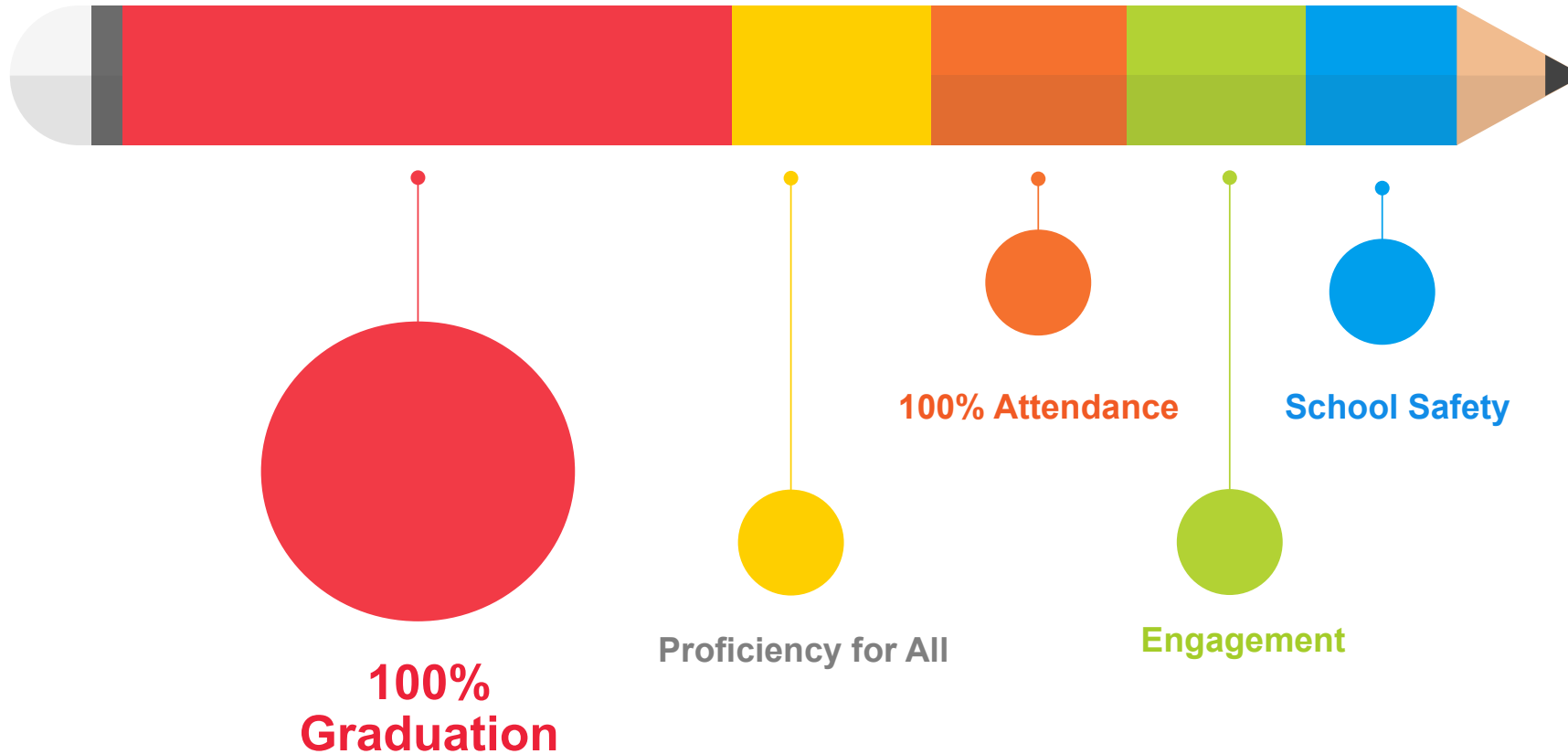
Educators 4 Excellence
Wilshire Park Elementary



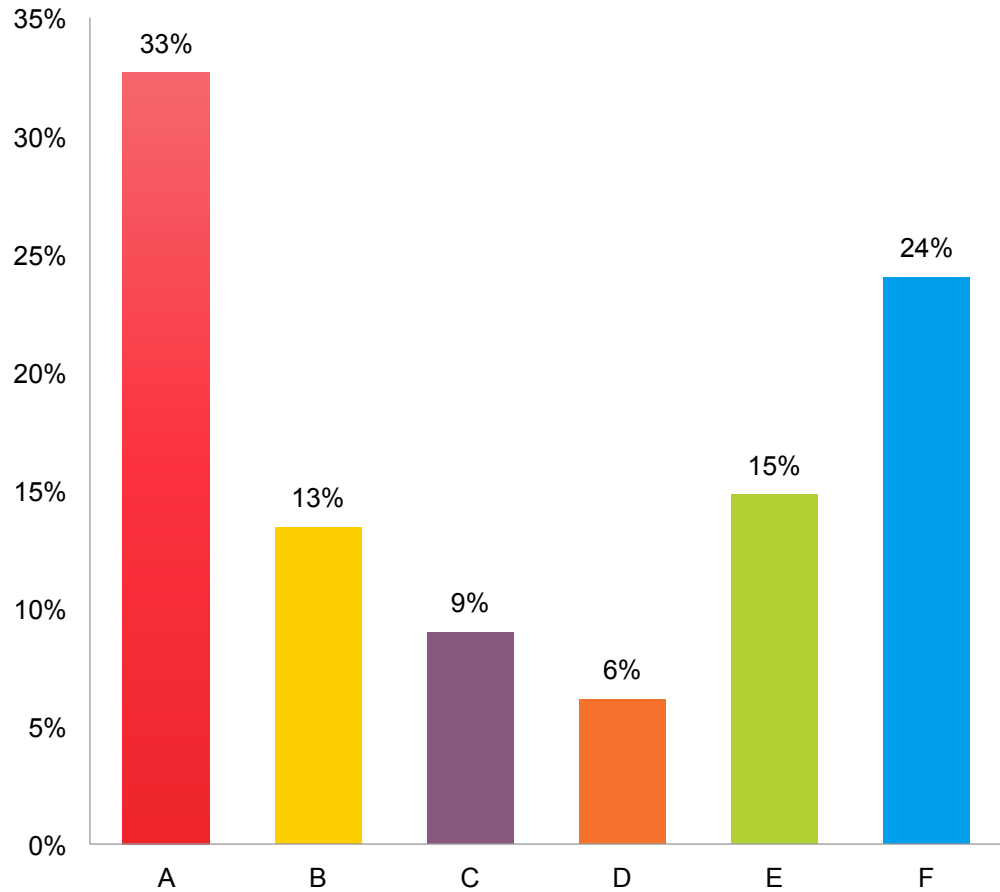
District Goals



Q4: Rank District goals in order of importance to you:



Q5: For Low-Income students, which of the following District strategic goals and strategies should be an area of focus?



A

Focus on academic proficiency

B

Focus on student engagement

C

Improve school safety

D

Improve school attendance

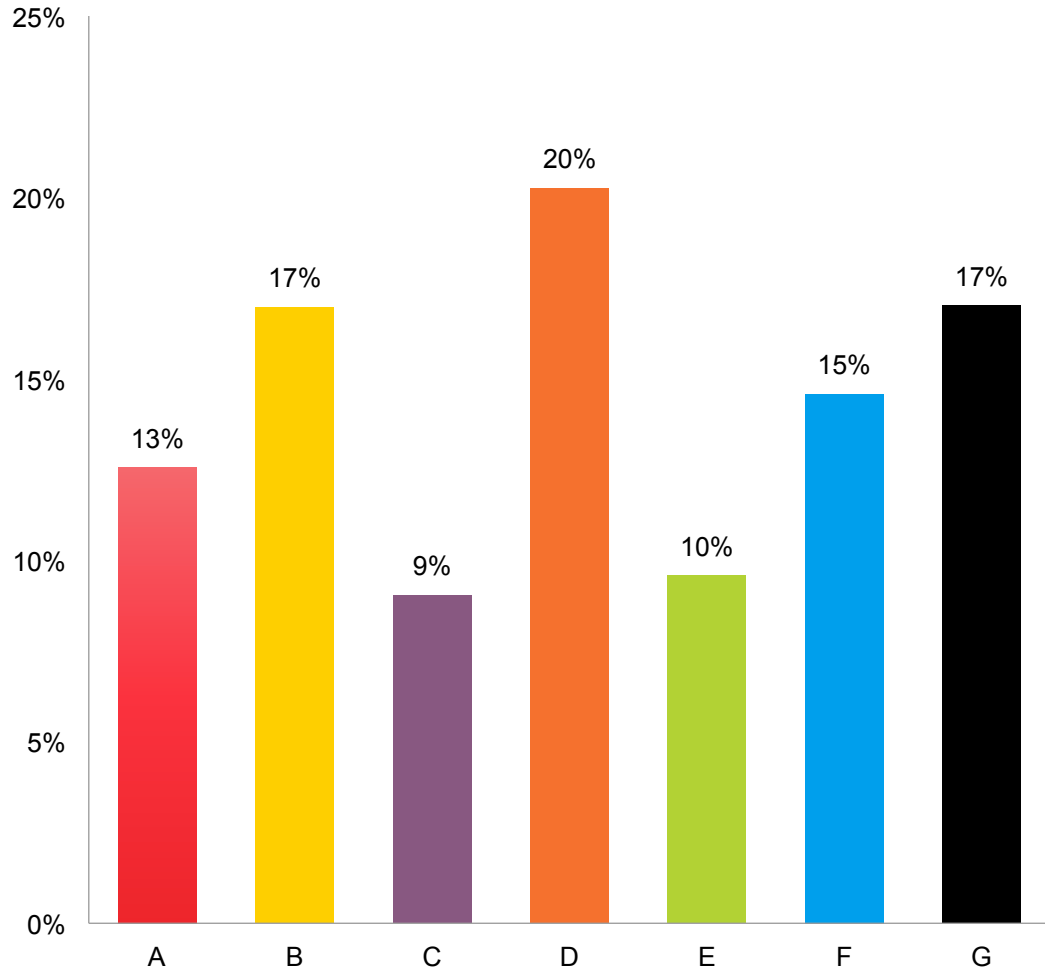
E

Increase the graduation rate

F

Provide opportunities for college and career readiness

Q6: For English Learners, which of the following District strategic goals and strategies should be an area of focus?



A

Decrease in the number of students who become Long-term English learners

B

Increased training for teachers of English Learners

C

Increase participation in core academic programs

D

Provide appropriate interventions for ELs who are not meeting benchmarks

E

Ensure annual progress towards reclassification for English Learners

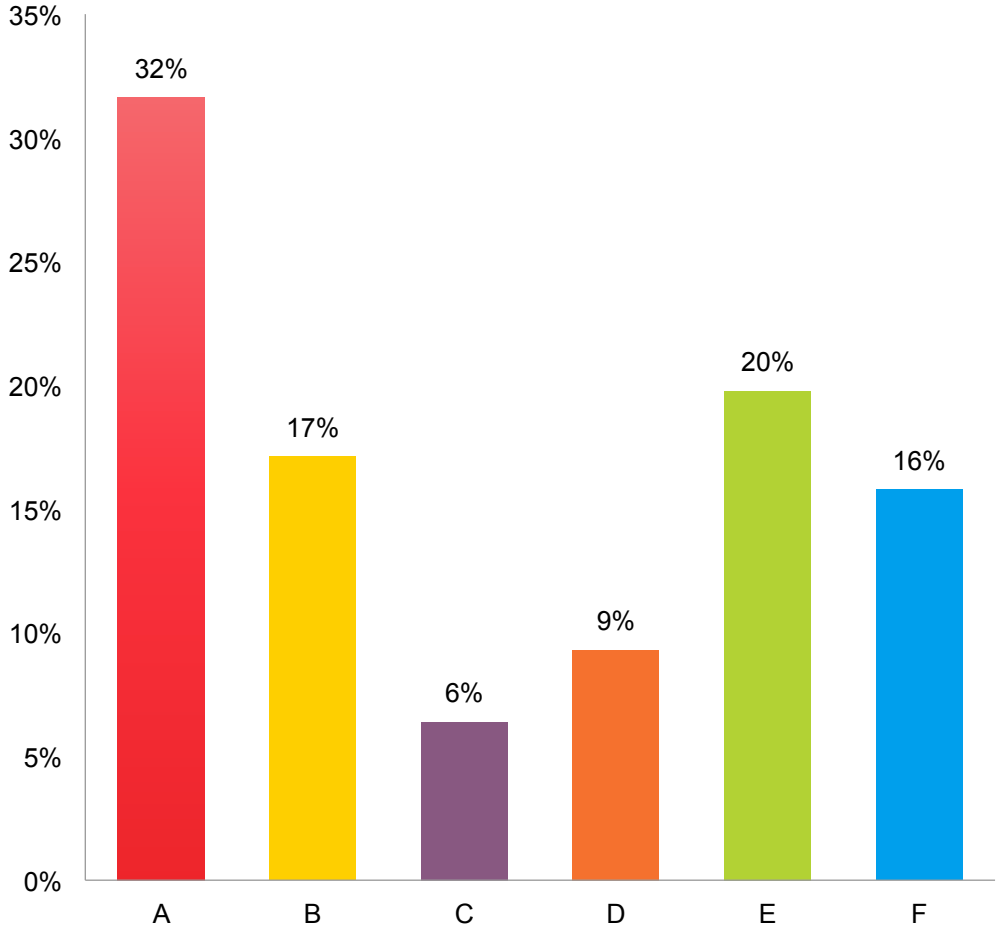
F

Offer more support for parents of English learner students

G

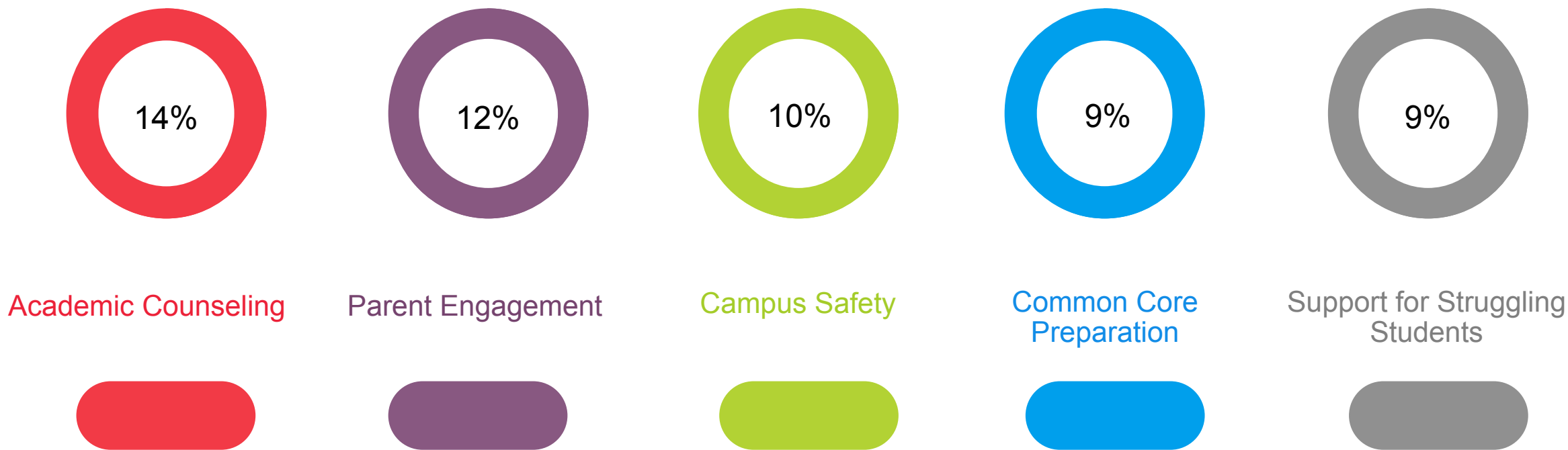
Increase the number of dual language and bilingual programs

Q7: For Foster Youth, which of the following District strategic goals and strategies should be an area of focus?

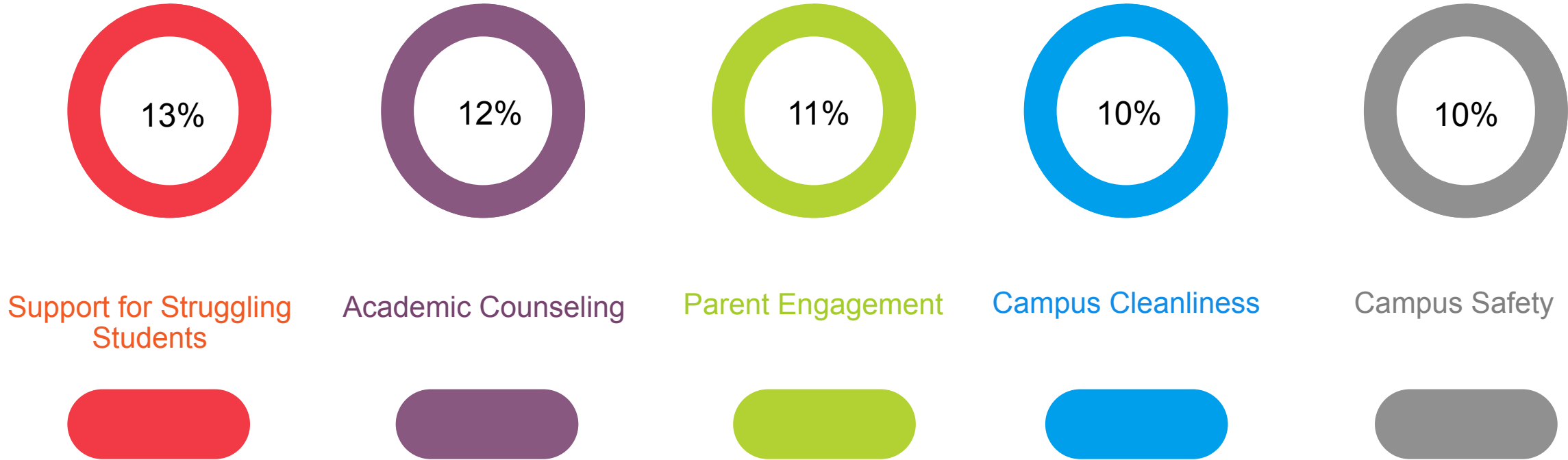


- A** Increase counseling and health supports to address academic and personal needs
- B** Provide supports for college & career readiness
- C** Improve student attendance
- D** Ensure foster youth are attending the schools of their choice
- E** Provide appropriate academic interventions for students who are not meeting targets
- F** Ensuring foster youth receive an academic and support system evaluation, known as a Comprehensive Academic Assessment (CAA)

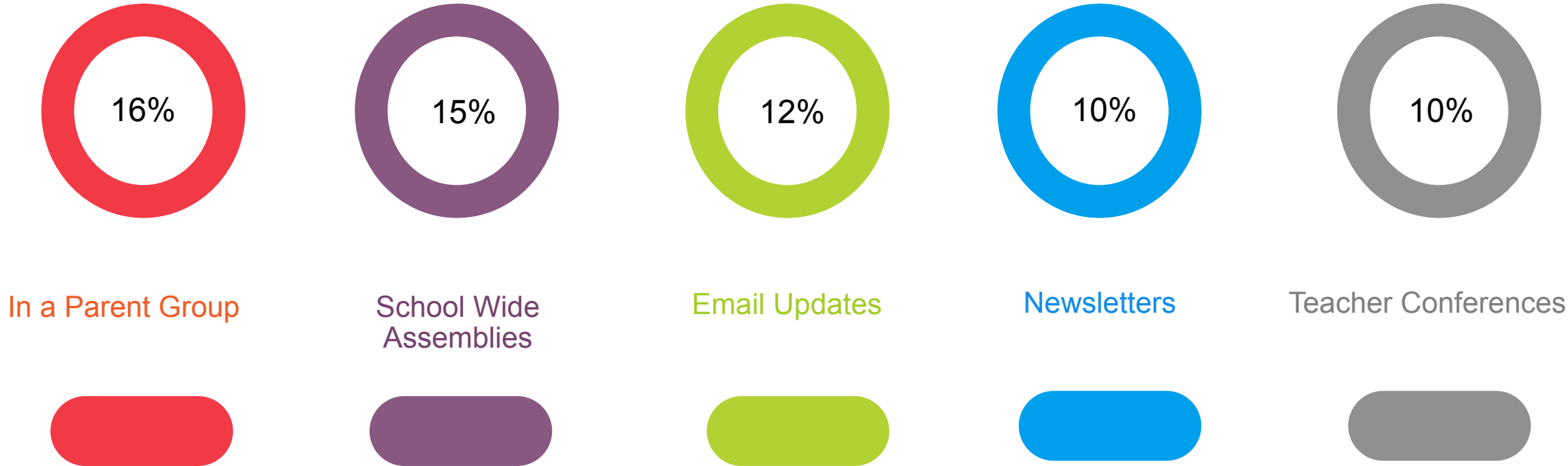
Q8: What are some areas where your school has shown improvement this year?



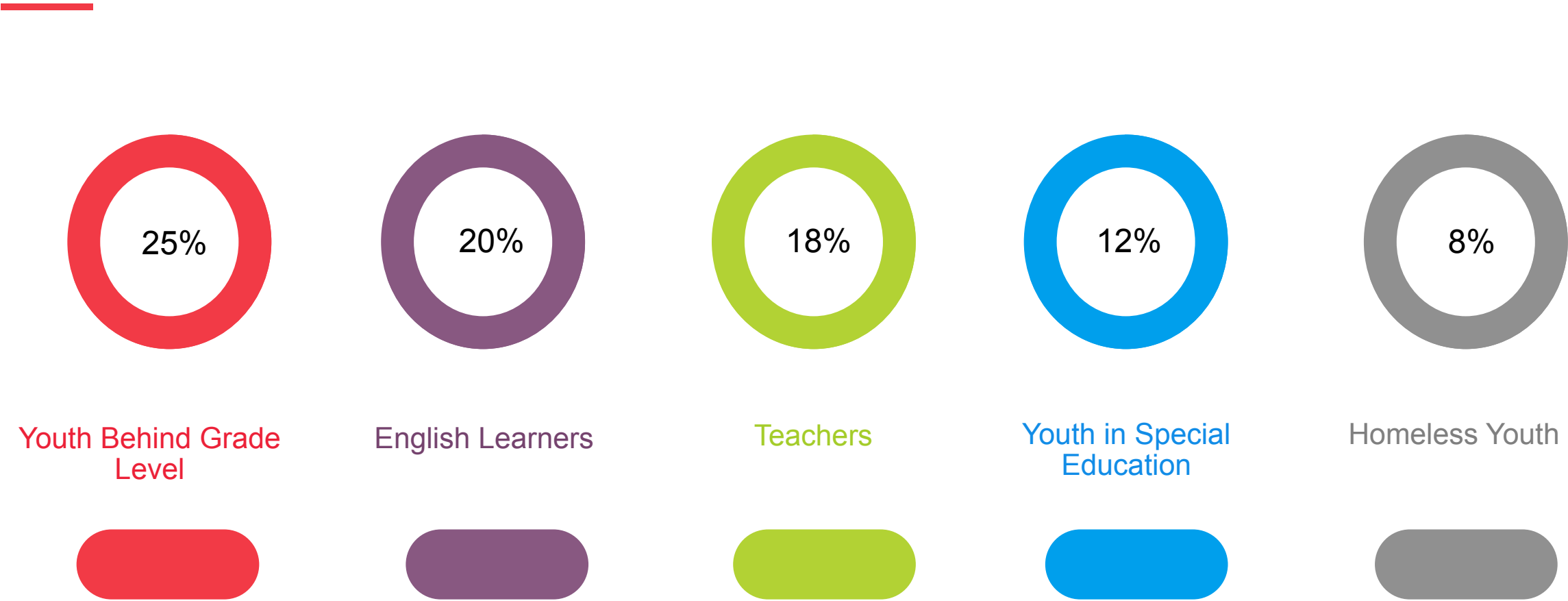
Q9: What are some areas your school needs to improve?



Q10: How would you like to be engaged to help improve your school?



Q11: I feel my school should provide (more) support for:



Q12: Are there other areas we should be measuring under the District's LCAP Goals?

- | | | | |
|---|--|---|---------------------------------|
| 1 | Achievement | 4 | Smaller Class Sizes |
| 2 | Extracurriculars, Electives,
& Enrichment | 5 | Intervention & Student Supports |
| 3 | Teacher Supports | 6 | Parent Engagement |

Ranked in order of highest interest, 1 being highest.

Q13: What can LAUSD do to continue to support Student Achievement for all youth?

- | | | | |
|---|--|---|----------------------------|
| 1 | Extracurriculars, Electives,
& Enrichment | 4 | Teacher Supports |
| 2 | Parent Engagement | 5 | College & Career Readiness |
| 3 | Intervention & Student Supports | 6 | Student Engagement |

Ranked in order of highest interest, 1 being highest.

Q14: Are there any road-blocks that prevent students from participating fully in their education?

1

Parent Engagement

2

Home & Family Problems

3

Improvement in Teaching & Instruction

4

Student Engagement

5

Intervention & Student Supports

6

There are No Barriers

*“LAUSD is on the right track; keep up the good work.”
--Community Member*

Ranked in order of highest interest, 1 being highest.

Major Themes from Open Responses & Discussions

- | | | | |
|---|--|---|----------------------------|
| 1 | Parent Engagement | 5 | Teacher Supports |
| 2 | Intervention & Student Supports | 6 | Student Engagement |
| 3 | Extracurriculars, Electives,
& Enrichment | 7 | College & Career Readiness |
| 4 | Smaller Class Sizes | 8 | Improved Administration |

Ranked in order of highest interest, 1 being highest out of a total of 33 themes.

Themes from Small Group Discussions



Voices from the School Yard



Teacher Voice

“More proactive services to address the need. Building capacity around mental illness and issues...Parent workshops on trauma and understanding mental illness.”

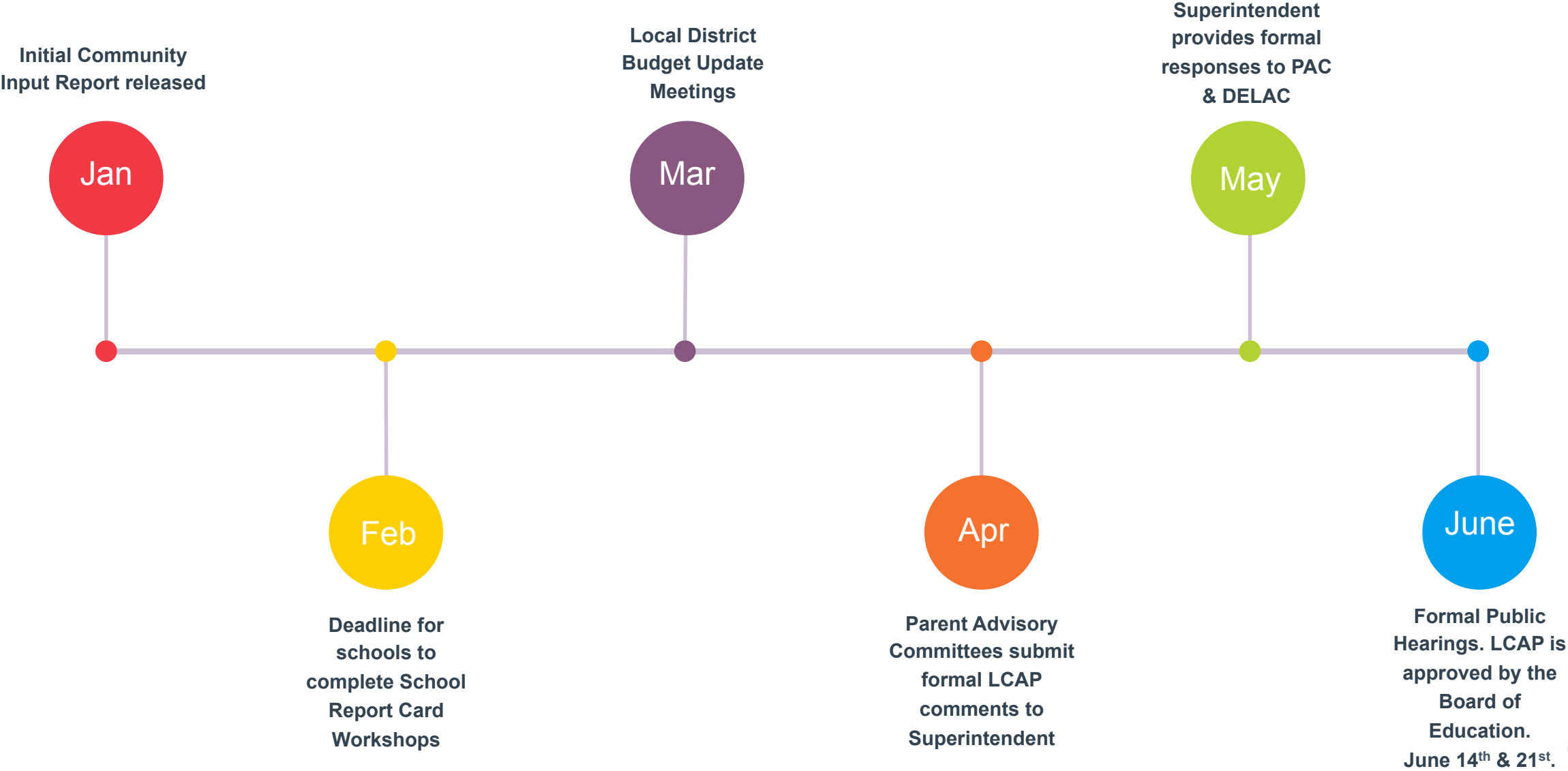
Parent Voice

“Developing more training and partnerships with parents to increase their involvement in supporting their child’s early learning and development.”

Student Voice

“In not being granted the opportunity to take more non-core classes, we are stripped of our individuality...We need to offer a wide range of courses that will prepare students for their everyday life.”

Next Steps





Los Angeles Unified School District
Board of Education



Scott M. Schmerelson
Board Member, District 3



LAUSD School Board Member
Mónica García

Los Angeles Unified School District
Board of Education



Steve Zimmer
Board President, District 6



Mónica Ratliff

LAUSD Board of Education
Board District 6

Thank you to our Partners!



Los Angeles
Urban League

*Empowering communities.
Changing lives.*



promesa
BOYLE HEIGHTS



Educators 4 Excellence



Los Angeles Unified School District
Local District Offices

ADDENDUM

Please find the following materials attached or online at lcff.lausd.net:

- 2015 – 2016 LCAP Community Input Survey
- Qualitative Themes List





CAC FAMILY SUMMIT

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

Presents

Empowering Families through Knowledge and Resources



The participants will have an opportunity to attend interactive workshops, network and become empowered with strategies needed to be champions for student success.

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**



Door Prizes

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

<http://tinyurl.com/CACregistration>

For more information contact PCSS at 213-481-3350



Parent, Community and Student Services
1360 W. Temple Street
Los Angeles, CA 90026