



English Learner Master Plan Parent Training 2015-2016

Part I

Participant Handouts

Key Terms – Elementary Schools

Terms	Definition
California English Language Development Test (CELDT)	A state test that is given to students whose home language is not English. This test is given every year to English learners to assess their progress in listening, speaking, reading and writing in English.
California State Standards	K-12 academic standards in English/Language Arts and mathematics. These standards reflect the knowledge students need to be successful in college and the workforce.
English Learner (EL)	A student who has a home language other than English and is in the process of acquiring English proficiency (listening, speaking, reading and writing).
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Basic literacy skills assessment used as part of the criteria to reclassify English learner students.
English Language Arts (ELA)	English Language Arts consists of rigorous grade-level instruction in the areas of listening, speaking, reading, and writing for all students, including English learners.
English Language Development (ELD)	Daily classroom instruction provided to all English learners in order to accelerate their understanding and use of academic English.
English Only (EO)	A student who speaks English as a native language and does not speak any other language.
Initially Fluent English Proficient (IFEP)	A student who has taken the initial CELDT and scored Early Advanced (4) or Advanced (5) level Overall, and : <ul style="list-style-type: none"> • in grades K – 1, in listening and speaking skill areas obtained scores of Intermediate (3) or higher • in grades 2 – 12, in Listening, Speaking, Reading and Writing skill areas obtained scores of Intermediate or higher
Long Term English Learner (LTEL)	A student who has been an English learner for five or more years and has not reclassified.
Reclassification	The process that determines when a student has learned sufficient English to perform successfully in academic subjects and has met LAUSD's reclassification criteria.
Reclassified Fluent English Proficient RFEP	A student who has met LAUSD's reclassification criteria.

Key Terms – Secondary Schools

Terms	Definition
California English Language Development Test (CELDT)	A state test that is given to students whose home language is not English. This test is given every year to English learners to assess their progress in listening, speaking, reading and writing in English.
California State Standards	K-12 set of academic standards in English/Language Arts and mathematics. These standards reflect the knowledge students need to be successful in college and the workforce.
English Learner (EL)	A student who has a home language other than English and is in the process of acquiring English proficiency (listening, speaking, reading and writing).
English Language Arts (ELA)	English Language Arts consists of rigorous grade-level instruction in the areas of listening, speaking, reading, and writing for all students, including English learners.
English Language Development (ELD)	Daily classroom instruction provided to all English learners in order to accelerate their understanding and use of academic English.
English Only (EO)	A student who speaks English as a native language and does not speak any other language.
Initially Fluent English Proficient (IFEP)	A student who has taken the initial CELDT and scored Early Advanced (4) or Advanced (5) level Overall, and : <ul style="list-style-type: none"> • in grades K – 1, with listening and speaking skill area scores of Intermediate (3) or higher • in grades 2 – 12, with Listening, Speaking, Reading and Writing skill area scores of Intermediate or higher
Long Term English Learner (LTEL)	A student who has been an English learner for five or more years and has not reclassified.
Reclassification	The process that determines when a student has learned sufficient English to perform successfully in academic subjects and who has met LAUSD's reclassification criteria.
Reclassified Fluent English Proficient (RFEP)	A student who has met LAUSD's reclassification criteria.
Scholastic Reading Inventory College & Career (SRI)	Basic skills assessment used as part of the criteria to reclassify English learner students.

Student Name: _____ Date of Birth: ____/____/____

Office Use Only

- | | |
|-------------------------------------|--|
| 1. SCHOOL NAME: _____ | 6. LAUSD / STATE STUDENT ID NUMBER: _____ |
| 2. LOCATION CODE: _____ | 7. HOUSEHOLD NUMBER: _____ |
| 3. TRACK/SEC: _____ | 8. HOMEROOM: _____ |
| 4. ENROLLMENT DATE/CODE: _____ | 9. TEACHER/COUNSELOR: _____ |
| 5. STUDENT ENTRY GRADE LEVEL: _____ | 10. ENROLLMENT WIZARD USED: <input type="checkbox"/> Yes <input type="checkbox"/> No |

LOS ANGELES UNIFIED SCHOOL DISTRICT

STUDENT ENROLLMENT FORM

INSTRUCTIONS: Please print using black or blue ink. If you have any questions, please ask for assistance.

A. STUDENT INFORMATION

(LAUSD MAX: Family Member Information)

1. Legal Name: Last _____ First _____ Middle _____			2. Alias/Nickname: Last _____ First _____ Middle _____		
3. Home Address: Number Street Apt/Unit _____ City _____ Zip Code _____					
4. Home Telephone Number: _____					
5. Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female 6. Date of Birth: ____/____/____ 7. Place of Birth (City, State/Province, and Country): _____					

B. PARENT/LEGAL GUARDIAN WITH WHOM THE STUDENT LIVES

(LAUSD MAX: Caretaker Information)

1. Legal Name: Last _____ First _____ Middle _____			2. Other Names Used _____		
3. Home Telephone Number _____		4. Cell/Pager Number _____		5. Work Telephone Number _____	
				6. E-mail Address _____	
7. Home Correspondence Language (Circle One) Correspondence is provided in the following languages; select preferred language. If Other is indicated, written correspondence will be in English. English Spanish Armenian Chinese Farsi Filipino Korean Russian Vietnamese Other _____					
8. Highest Level of Education Completed (Circle One) Not a High School Graduate High School Graduate or Equivalent					
Some College (includes AA Degree)		College Graduate		Graduate School/Post Graduate Training	
Decline to State or Unknown					
9. Does the student live with this parent/legal guardian? (Circle one) Yes No 10. Relationship to Student: _____					

C. HOME LANGUAGE AND ETHNICITY INFORMATION

1. Home Language of the Student	
A. Which language did this student learn when he/she first began to talk? _____	
B. Which language does this student most frequently use at home? _____	
C. Which language do you use most frequently to speak to this student? _____	
D. Which language is most often used by the adults at home? _____	
E. Has this student received any formal English language instruction (listening, speaking, reading, or writing)? (Circle one) Yes No	
2. Is the student's ethnicity Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Student's Primary Race (Mark one choice)	
<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> White <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Guamanian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander	
4. Student's Additional Race (Optional)	
<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> White <input type="checkbox"/> Asian Indian <input type="checkbox"/> Cambodian <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hmong <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Laotian <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Guamanian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Samoan <input type="checkbox"/> Tahitian <input type="checkbox"/> Other Pacific Islander	

D. STUDENT EDUCATIONAL INFORMATION

1. Special Services			
If you have any questions regarding this section, please refer to the brochure entitled "Are You Puzzled By Your Child's Special Needs?"			
A. Was this student receiving special education services at his/her previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No			
B. Did this student have a current Individualized Education Program (IEP) at the previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If Yes, do you have a copy of the student's IEP with you? <input type="checkbox"/> Yes <input type="checkbox"/> No			
C. Did this student have a Section 504 Plan at his/her previous school? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If Yes, do you have a copy of the student's Section 504 Plan with you? <input type="checkbox"/> Yes <input type="checkbox"/> No			
D. Does the student have difficulties that interfere with his/her ability to go to school or to learn? <input type="checkbox"/> Yes <input type="checkbox"/> No			
E. Has this student been identified for gifted and talented educational services (GATE)? <input type="checkbox"/> Yes <input type="checkbox"/> No			
2. Previous School Information			
A. Has this student previously attended this school? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, when? _____			
B. Has this student previously attended any other school or center in the LAUSD (e.g., early education center, state preschool, SRLDP, Head Start, or other preschool)? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, list most recent school/center attended. _____			
Name of School	City/State	Dates Attended	Grade Level(s)
C. Please list last non-LAUSD school student attended (including early education center, state preschool, SRLDP, Head Start, faith based or other preschool):			
Name of School	City/State	Type of School	Dates Attended
Grade Level(s)			



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Initial Notification of Enrollment in the Elementary Structured English Immersion Program

_____ School

Student name: _____ Birth date: _____ Grade: _____

Your responses to the Home Language Survey (HLS) indicate that your child may communicate in a language other than English. Based on our initial review, your child may be considered an English learner (EL). As required by law, your child's language skills will be assessed in English. Meanwhile, your child will be placed in a Structured English Immersion (SEI) program for a minimum of 30 calendar days, as required by law.

Please read the parent brochure and view the video, *Instructional Programs for English Learners* to learn about programs for your child. After considering your choices, check the program below that you believe is best for your child. You may decide you want your child to continue in an SEI program. If you do not request a change of program, your child will remain in the SEI program. If you have concerns about your child's progress, you have the right to request a different program.

Structured English Immersion Program: This program provides a language acquisition process for ELs in which nearly all classroom instruction is in English. The curriculum and instruction are designed for students who are learning English. Students receive English language development (ELD) instruction to help them acquire English, and teachers use special methods in English to help students meet grade-level standards in language arts, math, science, social studies, and other subjects.

Alternative Programs: You have the right to request a *Parental Exception Waiver* to select an alternative program described on page 2 of this letter, as well as in the *Instructional Programs for English Learners* parent brochure and video. If you select an alternative program placement for your child, you must request a *Parental Exception Waiver* form and return the completed form in person to the school office. The *Parental Exception Waiver* form must be submitted every year that the child participates in an alternative program.

Mainstream English Program: The Mainstream English Program provides grade-level standards-based instruction designed for English-Only (EO), Fluent-English-Proficient (FEP), and Limited English Proficient (LEP) students that are in ELD levels 4-5. You have the right to request placement for your child in the Mainstream English Program. For this placement, you are to make the request in writing and make an appointment with your school principal.

We invite you to visit our school and to participate in the English Learner Advisory Committee (ELAC).

Principal: _____ Date: _____

PLEASE CHECK ALL THAT APPLY. THEN SIGN AND RETURN THE ENTIRE LETTER TO SCHOOL:

- ☐ I understand the SEI Program. I understand that my child will be placed in this program and remain in this program after the first 30 days unless I request a different instructional program.
- ☐ I understand I have the right to apply for a *Parental Exception Waiver* for an Alternative Program. I understand that the school must provide me with a *Parental Exception Waiver* form.
- ☐ I will appear in person to request a *Parental Exception Waiver* form.
- ☐ I have read the information above and would like to schedule a parent conference to discuss my child's test results, program placement, or other program choices.

Parent signature

() _____
Telephone Number

Date



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Initial Notification of Enrollment in a Secondary Program for English Learners

_____ School

Student name: _____ Birth date: _____ Grade: _____

Your responses to the Home Language Survey (HLS) indicate that your child may communicate in a language other than English. Based on our initial review, your child may be considered an English learner (EL). As required by law, your child's language skills will be assessed in English.

Please read the parent brochure and view the video, "*Instructional Programs for English Learners*" to learn about programs for your child. After considering your choices, check the program below that you believe is best for your child. If concerns arise regarding your child's progress, you have the right to request a different program.

Structured English Immersion Program: Students in this program receive classes in English-as-a-second language (ESL) and classes in math, science, and history-social science taught in sheltered English with some primary language support. Teachers use special methods in English to help students meet grade-level standards in math, science, social studies and other subjects.

Secondary English Newcomer Program: The goals of this instructional model are to acquire Early Intermediate or Intermediate academic English language proficiency and to develop core academic skills and knowledge for immigrant students new to U.S. schools.

Accelerated Learning: The goals of this instructional program model are to accelerate the academic ELD and to attain academic proficiency in core content subjects for ELs (also known as LTELs) who have attended school in the US for more than five full years (i.e., beginning their sixth year and beyond), but still have not met the criteria to be reclassified.

Alternative Programs: You have the right to request a *Parental Exception Waiver* to select an alternative bilingual program described on page 2 of this letter and in the *Instructional Programs for English Learners* brochure and video. If you select an alternative program placement for your child, you must request in person a *Parental Exception Waiver* form and return the completed form in person to the school office. The *Parental Exception Waiver* form must be submitted every year that the child participates in an alternative program.

Mainstream English Program: The Mainstream English Program provides grade-level standards-based instruction designed for English-only and fluent-English-proficient students. You have the right to request placement for your child in this program. For this placement, make an appointment with your school principal or English Learner Program Coordinator.

We invite you to visit our school and to participate in the English Learner Advisory Committee (ELAC).

Administrator: _____ Date: _____

PLEASE CHECK ALL THAT APPLY. THEN SIGN AND RETURN THE ENTIRE LETTER TO SCHOOL:

- ☐ I understand the Structured English Immersion Program described above and have made my selection.
- ☐ I understand I have the right to apply for a *Parental Exception Waiver* for an alternative program. I understand that the school must provide me with a *Parental Exception Waiver* form at the time, upon request.
- ☐ I will appear in person to request a *Parental Exception Waiver Request*.
- ☐ I have read the information above and would like to schedule a parent conference to discuss my child's program placement, other program choices, or language test results.

Parent signature

Telephone Number

Date



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Initial Parent Notification of Language Test Results and Confirmation of Program Placement

School _____ Date of Notification _____

Student Name: _____ Birth date: _____

Grade: _____ Home Language: _____

As required by law, your child's language skills in English were tested using the California English Language Development Test (CELDT).

Your child received the following scores:

English Language Development Level					
Overall CELDT score:	1	2	3	4	5
<u>CELDT skill areas:</u>					
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

low score ← 1 2 3 4 5 → high score

On the basis of these results, your child has been classified as:

- ☐ An English learner with limited-English proficiency (LEP). An English learner receives instruction in the program of your choice. Upon demonstrating academic competency in English, your child will be reclassified to fluent-English proficient (FEP) status. This is to confirm that:
- ☐ Your child is assigned to the Structured English Immersion (SEI) Program.
 - ☐ You requested a *Parental Exception Waiver* for an Alternative Program.
 - ☐ Your child is assigned to the Alternative Program you requested: _____
 - ☐ Your child is on the waiting list for the Alternative Program you requested. (School is to provide list of schools of where the Alternative Program is available.)
 - ☐ Your child is assigned to the Mainstream English Program you requested in writing.
 - ☐ Your child is assigned to the Mainstream English Program to prepare for reclassification.
- ☐ Fluent in English. A fluent-English-proficient (FEP) student is not eligible for English learner services. Your child will receive grade-level instruction in the Mainstream English Program designed for native-English and fluent English speakers.

- ☐ I understand my child's test results and I agree with the program placement.
- ☐ I would like a conference to discuss this information.

Parent Signature: _____ Date: _____

PLEASE CHECK THE APPROPRIATE STATEMENT AND RETURN THIS PAGE WITH YOUR SIGNATURE

APPENDIX H: FREQUENTLY ASKED QUESTIONS FOR EL PARENTS**1. What does it mean to be classified as an English learner?**

A student is classified as an EL when his/her parents indicate that a language other than or in addition to English is spoken in the home AND when the child's initial assessed English language proficiency yields a score indicating that he or she is not yet proficient in English.

2. My child speaks English; why is he/she in the EL program?

ELs are legally entitled to receive specialized language and academic support services, via one of the District's several EL instructional program options, until they meet the criteria for RFEP status. Sometimes it may seem to parents that their children speak English well, but if they are not proficient in the academic English needed to perform in school tasks (using listening, speaking, reading, and writing) on par with English-proficient peers, they may still need specialized services and support.

3. If my child is classified as EL, when will the school notify me of that designation?

When a child is identified as an EL, the school will notify you in writing within the first 30 days after school begins. If a parent has questions about the notification letter or any other aspect of the student's program, he or she should make an appointment with the school principal, counselor or EL Site Coordinator.

4. How long will my child likely receive EL instructional services?

ELs are entitled to receive ELD and other specialized academic support services to meaningfully participate in core content classes. A child will receive EL instructional services until she/he meets the criteria for reclassification. Two key indicators include meeting the English-proficient performance level on the CELDT, and scoring at the Basic level or higher on the CST/CMA in English-Language Arts. For most children, that takes between 4 and 6 years, although some take more time and some take less. Your child's teachers will monitor his or her progress closely to make sure that appropriate progress is made. If your child struggles, he or she will be offered extra help to meet the expected levels of progress in English and in core academic subjects.

5. What is Reclassification?

Reclassification is the term given to the process of identifying when an EL no longer needs specialized services to be successful in mainstream classes. Currently in LAUSD, a student must score basic or higher on the CST/CMA in English-language arts and score proficient on the CA ELD test. In addition, the student must also score Basic or above on the CORE K-12 or Local Periodic Assessment in English-language arts to be considered for reclassification. When

students meet those criteria and parents are in agreement, their language status changes from EL to Reclassified RFEP.

Reclassification is a milestone, but not the end goal for ELs as reclassification academic criteria is still below grade-level expectations. The school will continue to monitor the progress of RFEPs for at least two years after they are reclassified. If a student's academic progress drops, he or she will be given support or interventions to ensure that they meet grade level expectations.

6. Why are some EL students who have already met the reclassification requirements still in the EL instructional program?

Once students meet the reclassification criteria, they are no longer considered EL and they should be participating in the mainstream education program without specialized language and academic support services. Occasionally an RFEP student may experience educational difficulty and will be allowed to take a course usually designed for ELs, if school staffs believe this is educationally appropriate.

7. What can I do if my child has already met the requirements to exit the EL instructional program but the school doesn't follow the process?

If you believe your child has met the criteria for reclassification, but the process has not yet taken place, you should contact the school principal or EL Site Coordinator.

8. What can I do so my child exits the EL instructional program?

Children exit the EL instructional program of specialized support services when they meet reclassification criteria. Parents need to make sure that their children keep up with their class assignments and homework. Reading with children at home or listening to them read is also helpful. Parents should meet regularly with their child's teacher(s) and other school personnel and should always feel free to contact the school or Local Educational Service Center Office with any questions or concerns.

9. Since my child doesn't speak English, can he/she learn anyway?

All students use language and all students can learn. Parents can choose whether to have their child's instructional program be delivered only in English or utilizing both English and the child's native language. Whichever program a parent chooses, the goal is that children will become fluent in English and academically proficient within 6 years.

10. How can I help my child exit the EL instructional program if I don't speak English?

Parents can support their children's linguistic and academic progress in school by speaking regularly with their children about what they are studying and their assignments, even if they do so in a language other than English. The skills a child learns in one language transfer to another,

so speaking frequently with your child and building the child's vocabulary in the primary language of the home helps children succeed in developing English language skills.

11. Are there funds in the school only for English learners?

Yes. Both the federal government and the state of California provide funds to supplement the general educational program for ELs.

12. How much money does the school receive for every English learner?

That amount changes from year to year due to budgetary changes. The Local Educational Service Center office or LAUSD Central office can provide the most current information about the amount of money schools receive for each EL.

13. Is the EL designation a reason to place my child in the Special Education program?

No. A child is given Special Education services when testing has shown that he or she has a disability and could benefit from specialized education services. A child's identification as an EL does *not* influence his or her identification as having a disability.

14. If my child is an EL and in the Special Education program, how can I help him/her exit the EL instructional program?

A child with disabilities who is also an EL is entitled to receive both sets of services until the student meets reclassification criteria and specialized language services are no longer needed. The responsibility is with the school Language Assistance Team, in consultation with the student's IEP Team, to determine if and when a child no longer has the need for specialized language or academic support services.

15. Who represents me as the parent of an EL at the school?

Every school with 21 or more ELs has an ELAC. The roles and responsibilities of that committee are described earlier in this chapter. In addition, every school has a SSC and many also have Title I Committees. Parents of ELs may participate on those bodies as well.

16. Does the law protect my EL student?

ELs are protected under specific laws and Educational Code, as well as by laws that protect all students. In addition, state and federal guidelines specifically outline that all ELs must become proficient in English and master all the academic content required of every student in California.

17. Can any teacher teach my EL student?

Teachers require special training and authorizations to teach ELs. These are described more fully in Chapter 7 under the heading "Teacher Authorization".

Parent and Student Resources

Elementary School

Handout #7

District Offices	Phone	Description
Parent, Community and Student Services	(213) 481-3350 achieve.lausd.net/families	Provides resources and information for parents and schools.
Multilingual & Multicultural Education Department	(213) 241-5582 achieve.lausd.net/mmed	Implements the EL Master Plan. Provides program options, instructional services and monitoring tools.
Asian Pacific & Other Languages APOLO/Dual Language Programs	(213) 241-2550 achieve.lausd.net/apolo	Assists schools in providing instruction to English learners. Two major areas of focus are Dual Language and KEYS program.
Beyond the Bell Branch	(213) 241-7900 achieve.lausd.net/btb	Provides academic enrichment and recreational programs to promote achievement (supplemental services such as tutoring for eligible students)
Local Districts	Phone	Administrators
Local District- Northwest 6621 Balboa Blvd. Van Nuys, CA 91406	(818) 654-3600	Parent and Community Engagement Administrator (PACE) – Marilu Pigliapoco
Local District -Northeast 8401 Arleta Ave. Sun Valley, CA 91352	(818) 252-5400	Parent and Community Engagement Administrator (PACE) – Antonio Reveles
Local District – West 11380 W. Graham Place Los Angeles, CA 90064	(310) 914-2100	Parent and Community Engagement Administrator (PACE) – Traci Calhoun
Local District– East 2151 N. Soto Street Los Angeles, CA 90017	(323) 224-3100	Parent and Community Engagement Administrator (PACE) – Gilberto Martinez
Local District-South 1208 Magnolia Ave. Gardena, CA 90247	(310) 354-3400	Parent and Community Engagement Administrator (PACE) – Theresa Arreguin
Local District-Central 333 S. Beaudry Ave. Los Angeles, CA 90017	(213) 241-0100	Parent and Community Engagement Administrator (PACE) – Ismael Berver
Community Resources	Phone	Description
Los Angeles Public Library	(213) 228-7000	Provides free and easy access to information, ideas, books and technology that enrich, educate and empower individuals
County of Los Angeles Public Library	www.colapublib.org	Provides free access to books, magazines, newspapers, government publications and online databases.
City of Los Angeles Department of Recreation and Parks	(323) 644-6661 www.laparks.org	Services include aquatics, recreation, preschool age childcare centers, and multi-purpose rooms
Los Angeles County Department of Parks and Recreation	(213) 738-2961 www.parks.lacounty.gov	Local parks have playgrounds, organized sports, special programs and classes such as swimming lessons, aerobics and Teen Clubs.
Online Resources	Website Address	Description
California Department of Education	www.cde.ca.gov	Oversees the California's public school system. Enforces education law and regulations.
Colorin Colorado (Bilingual – English/Spanish)	www.colorincolorado.org	Provides information needed to help children become good readers and successful students.
Enchanted Learning	www.enchantedlearning.com	Provides printable materials and resources to support basic skills.
Fun Brain	www.funbrain.com	Educational games for children of all ages (math, grammar, science, spelling, history).
Starfall	www.starfall.com	Teaches children to read with phonics (Pre-K through 1 st grade).
Lantern Fish	www.bogglesworldesl.com	Provides printable materials for language arts.
Reading Rockets	www.readingrockets.org	Offers reading strategies, lessons and activities designed to help children strengthen their reading skills.






Parent and Student Resources

Secondary Schools





Handout #7

District Offices	Phone and/or website	Description
Parent, Community and Student Services	(213) 481-3350 achieve.lausd.net/families	Provides resources and information for families and schools
Multilingual & Multicultural Education Department	(213) 241-5582 achieve.lausd.net/mmed	Implements the EL Master Plan. Provides program options, instructional services and monitoring tools
Asian Pacific & Other Languages APOLO/Dual Languages	(213) 241-2550 achieve.lausd.net/apolo	Assists schools in providing instruction to English learners. Two major areas of focus are Dual Language and KEYS program
Beyond the Bell Branch	(213) 241-7900 achieve.lausd.net/btb	Provides academic enrichment and recreational programs to promote achievement (supplemental services such as tutoring for eligible students)
Local Districts	Phone and/or website	Administrators
Local District- Northwest <u>6621 Balboa Blvd.</u> <u>Van Nuys, CA 91406</u>	<u>(818) 654-3600</u>	Parent and Community Engagement Administrator (PACE) Marilu Pigliapoco
Local District -Northeast 8401 Arleta Ave. Sun Valley, CA 91352	<u>(818) 252-5400</u>	Parent and Community Engagement Administrator (PACE) Antonio Reveles
Local District – West <u>11380 W. Graham Place</u> <u>Los Angeles, CA 90064</u>	<u>(310) 914-2100</u>	Parent and Community Engagement Administrator (PACE) Traci Calhoun
Local District– East <u>2151 N. Soto Street</u> <u>Los Angeles, CA 90017</u>	<u>(323) 224-3100</u>	Parent and Community Engagement Administrator (PACE) Gilberto Martinez
Local District-South 1208 Magnolia Ave. Gardena, CA 90247	<u>(310) 354-3400</u>	Parent and Community Engagement Administrator (PACE) Theresa Arreguin
Local District-Central 333 S. Beaudry Ave. Los Angeles, CA 90017	<u>(213) 241-0100</u>	Parent and Community Engagement Administrator (PACE) Ismael Berver
Community Resources	Phone	Description
Los Angeles Public Library	<u>(213) 228-7000</u>	Provides free and easy access to information, books and technology
County of Los Angeles Public Library	<u>www.colapublib.org</u>	Provides free and easy access to information, books and technology
City of Los Angeles Department of Recreation and Parks	<u>(323) 644-6661</u> <u>www.laparks.org</u>	Services include aquatics, recreation, preschool services, and multi-purpose rooms
Los Angeles County Department of Parks and Recreation	<u>(213) 738-2961</u> <u>www.parks.lacounty.gov</u>	Local parks have playgrounds, organized sports, special programs and classes such as swimming lessons, aerobics and Teen Clubs
Online Resources	Website	Description
California Department of Education	<u>cde.ca.gov</u>	Oversees the California's public school system. Enforces education law and regulations
California Reading List	<u>cde.ca.gov/ci/cr/rl/</u>	Assists parents and students in selecting books that correspond with the students' reading ability
My Road College Board	<u>collegeboard.org/myroad</u>	Assists parents and students with college planning and preparation
Internet4Classroom	<u>internet4classrooms.com/esl.htm</u>	Free internet resources for parents and students of all ages to learn and practice English
Federal Student Website (Spanish)	<u>www.USA.gov/gobiernousa/temas/estudiantes.shtml</u>	Information on English classes, schools and universities, scholarships and more
English Media Lab	<u>englishmedialab.com</u>	Provides tools, exercises, and games for English learners of all abilities and ages, including business English for adults
ESL Podcast	<u>www.eslpod.com</u>	Frequently updated podcast that develops conversational English. Uses current topics and news about useful topics such as "Checking the Status of an Application"






Activities to Support your Children's Learning Elementary Schools

Activity	Description
Read to your children 	<ul style="list-style-type: none"> • Read to your children every day and ask them questions about the story or pictures. Model reading and talk with your children. • Ask children specific questions about what they read. • Have them show their answers by asking the following questions: How do you know? Show me where it says that. <p>Encourage children to answer in complete sentences and with details.</p> <ul style="list-style-type: none"> • Have your children match letters to sounds. • Help them get “word aware” by identifying word parts and seeing how many related words in a “word family” they can think of or “collect.”
Encourage children to research 	<ul style="list-style-type: none"> • Have children research topics of interest and read multiple texts related to the main topic. • Children should use multiple sources such as news and magazine articles and documentaries to explain their thinking and learning.
Sing together 	<ul style="list-style-type: none"> • Sing songs and nursery rhymes with your children. • Repetition and correct pronunciation will help to develop their oral language and increase their vocabulary.
Talk to your children 	<ul style="list-style-type: none"> • Have conversations with your children. Ask them to tell you about their day, their likes and their dislikes. • Have children follow step-by-step and multiple-step directions in order to accomplish a task, such as building a sandcastle, operating a game, and cooking. • Encourage your children to explain the steps to accomplish a task by using complete sentences and details. Ask questions such as who, what, why, where, when and how. • Ask your children to help you compare fractional amounts. Ex. If one recipe calls for $\frac{2}{3}$ of a cup of oil, but another recipe calls for $\frac{3}{4}$ of a cup of oil, which recipe calls for more oil?
Encourage your children to listen, speak, and write 	<ul style="list-style-type: none"> • Provide opportunities for your children to read, write, and speak about nonfiction text (e.g., newspapers, magazines, essays, speeches, memoirs, and biographies) in addition to fiction. • Encourage them to write the rules of a game or a recipe of their favorite meal. • Urge your children to use logical arguments and cite evidence to defend their opinions.




Activities to Support your Children's Learning

Activity	Description
Visit the library 	<ul style="list-style-type: none"> • Get a library card. Take your children to the public library to check out books. Participate in library events such as storytelling or summer reading programs. • Have your children use the computers available to practice their keyboarding skills, to research on the internet, and use educational websites.
Prepare for the CELDT  California English Language Development Test	<ul style="list-style-type: none"> • Find out from the teacher when your children will be taking the California English Language Development Test-CELDT (in the fall). Ask your children's teacher what you can do to support your children. • Encourage your children to do their best! You can download CELDT sample questions from the internet: http://www.cde.ca.gov/ta/tg/el/documents/celdtrtqs9-2012.pdf.
Prepare for the Smarter Balanced Assessment (SBAC) 	<ul style="list-style-type: none"> • Find out from the teacher when your children will be taking the SBAC (in the spring). Encourage your children to do their best! • You can have your children take the Smarter Balanced Practice and Training Test at the link below: http://sbac.portal.airast.org/practice-test/ • Watch <u>Understanding Your Child's Score Report</u> under the Students and Parents Tab by visiting: http://sbac.portal.airast.org/practice-test/ • Have children use computers/iPads/tablets to practice keyboarding, highlighting, writing.
Communicate with your children 	<ul style="list-style-type: none"> • Encourage your children to use a planner to organize their week. • Listen with your children to a television reporter, politician, or other speaker. Ask your children to tell you the speaker's main points. Was the speaker trying to convince the audience of something? How? • Before your children attend Middle School, see if your children can apply for AVID classes (College Bound Courses).

Activities to Support your Children's Learning Secondary Schools

Activity	Description
<p>Talk to your children</p> 	<ul style="list-style-type: none"> • Have conversations with your children on a daily basis about whatever they would like to talk about. • Talk with your children about books, magazines, or articles that they are reading. • Help your children put their concerns or problems into words and encourage them to try to figure out possible solutions or coping strategies.
<p>Communicate with teachers</p> 	<ul style="list-style-type: none"> • Ensure your children complete all class assignments and homework. If you have concerns, contact teachers or counselors by calling, emailing, or writing a quick note. • Make sure that you read your children's class descriptions and requirements so that you know the teachers' expectations. • Visit the school website to stay current about school information.
<p>Encourage and model reading and writing</p> 	<ul style="list-style-type: none"> • Make certain that your children read to complete school assignments and for enjoyment. • Have your children use various resources (e.g., dictionary, thesaurus, digital tools). • Make sure your children have access to a computer (library, school, home, etc.).
<p>Get to know your children's counselors and teachers</p> 	<ul style="list-style-type: none"> • Meet with your children's teachers, counselors, and with other school personnel to discuss your children's progress toward meeting the "a-g" requirements. • Closely monitor your children's course performance, and contact teachers and counselors if you have concerns. • Know what the current LAUSD requirements are for graduation.
<p>Participation in extracurricular activities</p> 	<ul style="list-style-type: none"> • Encourage your children to participate in extracurricular activities such as sports, clubs, music, and community-service projects. Extracurricular activities offer students the opportunity to apply their academic skills and give them a competitive edge when applying for college.

Activities to Support your Children's Learning Secondary Schools

Activity	Description
<p>Help your children get organized</p> 	<ul style="list-style-type: none"> • Encourage your children to use a calendar to write down important school events, assignment due dates, personal activities, and long-term assignments. • Have your child review the calendar consistently to plan how time will be used and make allowances for other activities as well as homework.
<p>Prepare for the CELDT</p>  <p>California English Language Development Test</p>	<ul style="list-style-type: none"> • Find out from the school when your children will be taking the annual California English Language Development Test (CELDT) in the fall. • Ask the school what you can do to support your children. • Encourage your children to do their best! You can download CELDT sample questions from the internet: www.cde.ca.gov/ta/tg/el/documents/celdtrtqs9-2012.pdf
<p>Begin to prepare for college with your children</p> 	<ul style="list-style-type: none"> • Spend time with your children researching future career opportunities to help decide what your children want out of college. • Make sure your children know the deadlines and minimum requirements to apply for college (University of California System, California State University System, and private universities). • Have your children visit the student section of the LAUSD website to get information about college. • Look at college websites and, if possible, visit colleges. • Ask counselors for assistance to learn about the requirements to get into college. • Search for financial aid: scholarships, grants, student loans, etc. You can start by learning how to fill out the FAFSA (Free Application for Federal Student Aid). Visit www.fafsa.ed.gov for help and more information. • Attend college nights with your children to support a college-going culture. • If you qualify, fill out a meal application even if your children do not want to eat the food. Qualifying for the free and reduced meal program may provide fee waivers for college applications and exams.

3 - 2 - 1 Reflection

Write 3 new words or phrases you learned today.	•	•	•
Write 2 ideas that you learned today that will help you support your English Learner Student.	•	•	
Write 1 action step you will take.	•		