



LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent, Community and Student Services



District English Learner Advisory Committee (DELAC)

Parent, Community and Student Services
1360 W. Temple St.
Los Angeles, CA 90026
(213) 481-3350
Thursday, January 14, 2016

10:00 am – 1:00 pm

AGENDA

- | | | |
|-------|--|---|
| I. | Call to Order | Juan Jose Mangandi, Chairperson |
| II. | Welcome/Update | Rowena Lagrosa, Chief Executive Officer
Parent, Community and Student Services |
| III. | Chairperson's Report | Juan Jose Mangandi, Chairperson |
| IV. | Flag Salute | Volunteer Member |
| V. | Public Comment
<i>Five speakers, two minutes each</i> | Lluvia Sainz, Parliamentarian |
| VI. | Roll Call/Establish Quorum | Diana Guillen, Secretary |
| VII. | <i>Action Item</i>
Minutes
<i>Review and Approval of Minutes for December 2015</i> | Diana Guillen, Secretary |
| VIII. | <i>Presentation</i>
Unfinished Business
Review of English Learner Master Plan
Part I / Process for Recommendations
<i>Action Item – Submission of Official Recommendations</i> | Parent, Community and Student Services Staff |
| IX. | <i>Presentation</i>
English Learner Master Plan
Part II
<i>Action Item – Submission of Official Recommendations</i> | Angie Perez, Parent Educator Coach
Lucio Garcia, Parent Educator Coach
Parent, Community and Student Services Staff |
| X. | Evaluation | Juan Jose Mangandi, Chairperson |
| XI. | Announcements from Members and
PCSS Staff | Lluvia Sainz, Parliamentarian |
| XII. | Adjournment | Juan Jose Mangandi, Chairperson |

To obtain copies of the materials, please visit the Parent, Community and Students Services office. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please contact Angie Cardenas at (213) 481-3350 or email her at angelina.cardenas@lausd.net at least 24 hours in advance.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES

FOCUS AREAS

(2015-2016)

English Learner
Master Plan
Parent Training

Partnership Action
Teams (PAT)

Parent Training
Modules

Professional
Development for School
Staff

Parent Support for
Instructional Programs

Parent Family Centers
(PFC)
Staff Training
Bond Projects

Parent Advisory Committee (PAC)
Community Advisory Committee (CAC)
School Site Council (SSC)
District English Learner Advisory Committee
(DELAC)
English Learner Advisory Committee (ELAC)

Parent Access Support
System Portal
(PASSport)

LAUSD
Volunteer Program

Student
Engagement

Community Outreach/
Partnerships

Title I
Study Groups

School Quality
Improvement Index
(SQII) Stakeholder
Engagement

Schools and families
working together
to ensure student success



Local Control Funding Formula
(LCFF)/
Local Control and Accountability Plan
(LCAP)
Stakeholder Engagement and
Accountabilities



PARENT AND COMMUNITY ENGAGEMENT (PACE) TEAMS SERVING EACH LOCAL DISTRICT (2015-2016)

LOCAL DISTRICT	PACE ADMINISTRATOR	PARENT EDUCATOR COACH	TRANSLATOR/ INTERPRETER
LD NORTHEAST Byron Maltez Superintendent byron.maltez@lausd.net 8401 Arleta Avenue Sun Valley, CA 91352 TEL (818) 252-5400 FAX (818) 252-5488	Antonio Reveles acr07321@lausd.net (818) 252-5466 Vacant (clerical)	Ivet Diaz-Sawyer ivet.diaz-sawyer@lausd.net (818) 252-5464 Claudia Valladarez claudia.valladarez@lausd.net (818) 252-5467 Edwin Lopez eal7929@lausd.net (818) 252-5465	Glenda Castro gcastr2@lausd.net (818) 252-5461 Shakeh Ayvazian (Facilitator) shakeh.ayvazian@lausd.net (818) 252-5463
LD NORTHWEST Vivian Ekchian Superintendent vivian.ekchian@lausd.net 6621 Balboa Blvd. Van Nuys, CA 91406 TEL (818) 654-3600 FAX (818) 996-0012	Marilu Pigliapoco marilu.pigliapoco@lausd.net (818) 654-3608 Carmen Calderon (clerical) carmen.calderon@lausd.net (818) 654-3644	Eric Diaz eric.diaz@lausd.net (818) 654-3636 Ritma Estupinan ritma.estupinan@lausd.net (818) 654-3632 Phyllis Spadafora pxs2041@lausd.net (818) 654-3631	Laura Gonzalez lrg1941@lausd.net (818) 654-3649
LD SOUTH Christopher Downing Superintendent christopher.downing@lausd.net 1208 Magnolia Avenue Gardena, CA 90247 TEL (310) 354-3400 FAX (310) 532-4674	Theresa Arreguin iarregui@lausd.net (310) 354-3511 Maria Ballesteros (clerical) maria.ballesteros@lausd.net (310) 354-3272	David Barrett dbarrett@lausd.net (310) 354-3275 Veronica Obregon vxo1587@lausd.net (310) 354-3273 Deborah Siriwardene dsiriwar@lausd.net (310) 354-3482	Jael Ovalle jael.ovalle@lausd.net (310) 354-3525
LD EAST Jose Huerta Superintendent jose.huerta@lausd.net 2151 North Soto Street Los Angeles, CA 90032 TEL (323) 224-3100 FAX (323) 222-5702	Gilberto Martinez glm8490@lausd.net (323) 224-3338 Luz Avelar (clerical) luz.avelar@lausd.net (323) 224-3320	Max Vasquez mfv3278@lausd.net (323) 224-3311 Laura Bañuelos lxbo446@lausd.net (323) 224-3308 Susana Alcala msa1460@lausd.net (323) 224-3305	Pamela Carreon pamela.carreon@lausd.net (323) 224-3382



LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES (PCSS)
 Rowena Lagrosa, Chief Executive Officer

LOCAL DISTRICT	PACE ADMINISTRATOR	PARENT EDUCATOR COACH	TRANSLATOR/ INTERPRETER
LD WEST Cheryl Hildreth Superintendent cheryl.hildreth@lausd.net 11380 West Graham Place Los Angeles, CA 90064 TEL (310) 914-2100 FAX (310) 445-4785	Traci Calhoun tlc4182@lausd.net (310) 914-2119 Celia Cruz (clerical) (310) 914-2135 (310) 914-2124 (main line)	Edith Perez exp8292@lausd.net (310) 914-2143 Elsa Barragan elsa.barragan@lausd.net (310) 914-2161 Vacant (310) 914-2168 Marisol Castro marisol.castro@lausd.net (310) 914-2109	Gloria Aristizabal-Burton gloria.aristizabal@lausd.net (310) 914-2133
LD CENTRAL Roberto A. Martinez Superintendent roberto.a.martinez@lausd.net 333 S. Beaudry Ave. 11th Floor Los Angeles, CA 90017 TEL (213) 241-0100 FAX (213) 241-3350	Ismael Berver ixb1117@lausd.net (213) 241-0126 Vacant (clerical) (213) 241-1931	Joel Sanchez jis1423@lausd.net (213) 241-3762 Gabriel Mendez gjm8103@lausd.net (213) 241-8690 Susan Montano sxm9839@lausd.net (213) 241-0718 Leticia Vallejo lvallejo@lausd.net (213) 241-7859	
DIVISION OF INSTRUCTION PARENT, COMMUNITY AND STUDENT SERVICES STAFF Rowena Lagrosa Chief Executive Officer rowena.lagrosa@lausd.net 1360 W. Temple Street Los Angeles, CA 90026 TEL (213) 481-3350 FAX (213) 481-3392 Dr. Brenda Manuel Administrator brenda.manuel@lausd.net	Diane Panossian Administrator dpanossi@lausd.net Ruth Yoon Administrator ruth.yoon@lausd.net Alvaro Alvarenga Administrator alvaro.alvarenga@lausd.net Luz Roldan Translator luz.rolan@lausd.net Mark Togioka Inst. Media Tech./Adviser mark.togioka@lausd.net Tony McKlem Senior Secretary tony.mcklem@lausd.net Angie Perez Parent Educator Coach angie.perez@lausd.net	Lisa Porter-Houston Sr. Parent Comm. Fac. lisa.porter@lausd.net Angie Cardenas Sr. Parent Comm. Fac. angelina.cardenas@lausd.net Leah Brackins Sr. Parent Comm. Fac. leah.brackins@lausd.net Gloria Acosta Sr. Parent Comm. Fac. gloria.acosta@lausd.net Geraldine Cabauatan Financial Analyst geraldine.cabauatan@lausd.net Philip Rodriguez Building & Grounds Wkr pxr3722@lausd.net Stella Contreras Community Rep. (Support Staff) stella.contreras@lausd.net	Heidi Mahmud Parent Educator Coach hkm3059@lausd.net A. Lorena Franco Specialist afranco@lausd.net Lucio Garcia Parent Educator Coach lucio.garcia@lausd.net Farhad Mahmud Parent Educator Coach fhm9639@lausd.net Maria Guevara Office Technician mvg0663@lausd.net Tracy Waterman ITAF tlw3938@lausd.net John Navarro Security Officer (Support Staff) john.navarro@lausd.net

2015-2016

Administrative Responsibilities

Alvaro Alvarenga

Administrator

Uniform Complaints

Volunteer Program/ Policy and Implementation

Community Advisory Committee

SSC Logistics & Trainings

Media/ Website

Inventory Equipment/ Supplies

IT Support/ Technology

Security/ Facilities

DELAC/ ELAC Logistics & Trainings

Parent Advisory Committee

Saturday Parent Training

Parent Access Support System/ Development and Implementation (PASSport)

Diane Panossian

Administrator

Liaison to CORE Waiver Unit

Liaison to Federal and State Education Programs

Policy (Bulletin) Development

Federal Program Monitoring

LD Title I Study Groups

Title I Policies

Title I Focus Group

Title I Coordinators' Liaison/Title I Coaches Assignments & Trainings

Consolidated Application

Budget/ Payroll

Single Plan for Student Achievement (SPSA)

LCFF/ LCAP

Ruth Yoon

Administrator

Abriendo Puertas Training

Grants Development

EL Parent Academies

MMED/ EL Coordinators Liaison

EL Coaches Assignments & Trainings

Parent Center Improvement Bond Project Logistics

Parent Center Curriculum

DELAC/ ELAC Training

Curriculum Projects

Special Education Coaches/ Assignments/ Professional Development

Brenda Manuel

Administrator

Student Body Presidents' Central & LD Meetings

Superintendent's Student Advisory Council Meetings

Student Board Member Election & Training

Board District 1 & 4 Student Advisory Council Meetings

Student Body Advisor's meetings

Student Conferences: Boys and Girls of Color

Student Government Leadership Conference-Spring

Food Services Focus Groups

Creating Leadership Pathways for students grades 4-12

Liaison to LDs in all student matters

Rowena Lagrosa

Chief Executive Officer

PCSS Liaison to all central offices and Local Districts

Guide/support/evaluate PCSS and LD PACE Administrators

Liaison with Community Based Organizations

Provide leadership/ communicate goals to internal and external audience

Ensure research/best practices are in use by LD and PCSS staff

Direct all administrative staff and support staff, and provide feedback on regular basis

Coach/ mentor PCSS and LD PACE administrators, staff and coaches

Ensure strategic planning process/strategies are active and ongoing

Ensure evaluation/quality control of services and findings analyzed for improvement

Oversee resource development, budget allocations, and expenditures

Select, train, and monitor staff performance

Ensure compliance/quality regarding all employee relations and evaluations

Ensure compliance and regarding all central committees and their effective operation

Direct support to efforts at school level (Goals for Parent Engagement)

Communicate with Chief Academic Officer/Chief Executive Officer of Educational Services/ Superintendent

Communicate with Board members and Bond Oversight Committee

Assign staff/parents to District-wide committees

Ensure compliance with all local/state/federal mandates

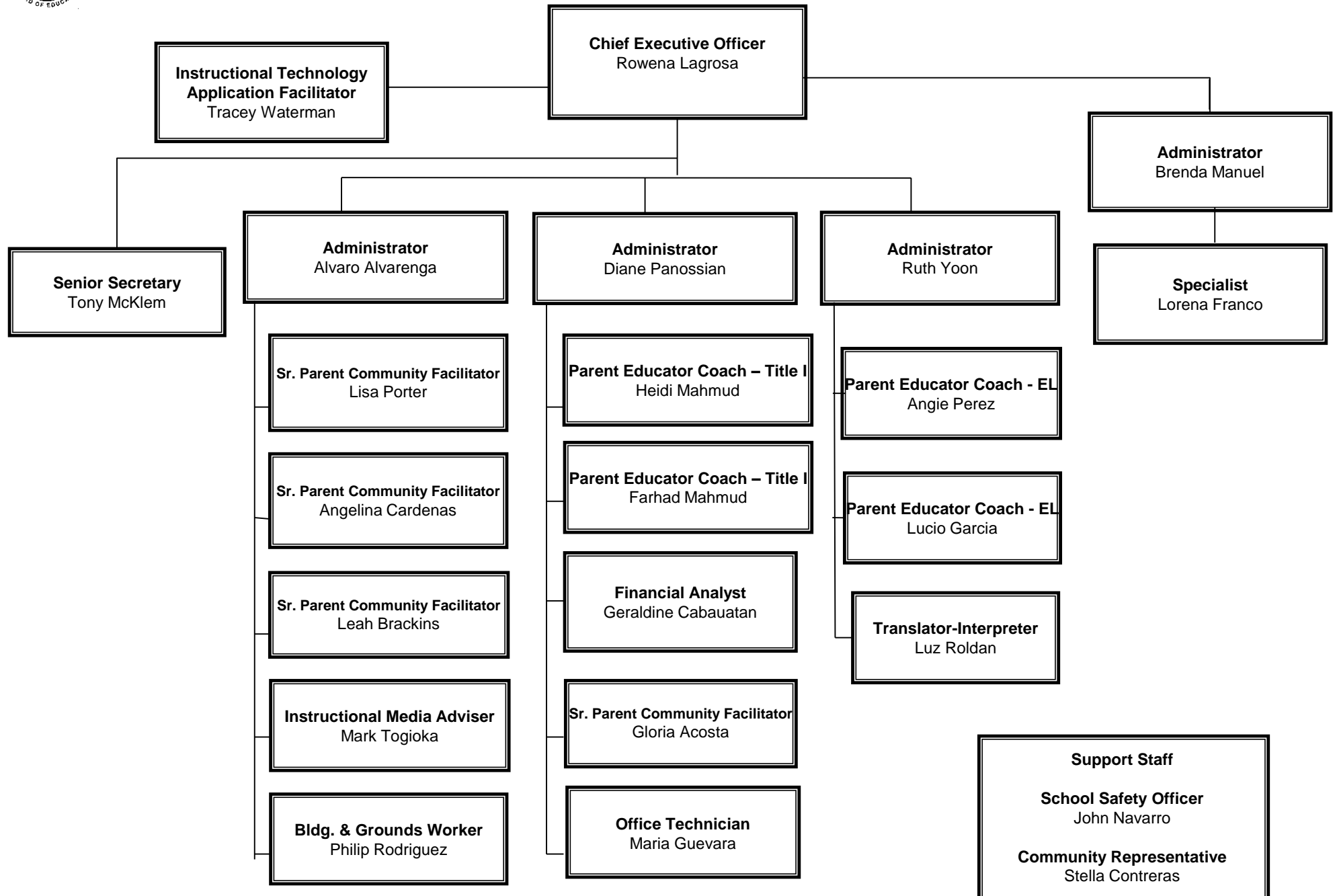
Remain current with LAUSD instructional focus and Superintendent's goals

Set high expectations/ethical/productive involvement of parents aligned to researched based practices



Parent, Community and Student Services
2015-2016 Organization Chart
Total FTE = 21

1025701



**Los Angeles Unified School District
Parent, Community and Student Services
District English Learner Advisory Committee
DELAC MINUTES
December 10, 2015**

I. CALL TO ORDER: The meeting was called to order at 10:04 am by the President Juan Jose Mangandi. He welcomed all the members and parents to the meeting.

II. -Welcome/Update: PCSS's Executive Director spoke about the DELAC duties, which mainly are to provide recommendations to the board and to the Superintendent about the 4 state required topics. Moreover, to also provide recommendations about the new Local Control Accountability Plan, known as the LCAP. She stated that on December 8, a workshop was held for the new PAC members. Additionally, she stated that alongside with the DELAC officers, it was agreed to review the bylaws, which will be sent to all the members in January so that they have the opportunity to provide in writing their amendments or changes during the February meeting. Following, the recommendations will be reviewed and finally it will be her who has the authority to approve the DELAC bylaws [Sic.]. If parents need assistance, they can call PCSS and they will receive a response immediately. She stated that schools can obtain independent contracts. She asked the members to fill out the reimbursement form and that they would receive the checks from February on since for 5 months the fiscal position was vacant at the PCSS center. PCSS holds two workshops every month so that parents can provide support to the students. The next one will be on January 13, 2016, which will be given by the Mexican Consulate Community Association in regards to their role and services. She asked that they review the information packet and the agenda.

Mrs. Lagrosa welcomed Mr. Mangandi, President, who urged members about the importance to make their vote count. He also had a concern for parents who have dietary problems and that the breakfast provided by the administration should be healthier to act better or maybe change the meeting to an earlier time at 9am [Sic.]. He stated that it is necessary to change the bylaws since one year in duty as an officer is not enough to think, meditate and transform; all that has been accomplished can be further changed for something better. He wants to work with all to support all the students. He thanked the parents for gaining their trust and for their vote to elect him as President.

III.- FLAG SALUTE: The flag salute was carried out by Mrs. Alma Cardenas.

IV.- 5 PUBLIC COMMENTS: Carried out by Mrs. Lluvia Sainz, Parliamentarian.
Number 1- Mrs. Daisy Ortiz spoke about the importance of parent participation in understanding and asking for the committee's budget.

V.-ROLL CALL/QUÓRUM: Mrs. Diana Guillen took attendance and following, at 10:34 am, seated the alternates; there were 30 members present of the 48; there was quorum.

7 (seven) Central

7 (seven) East

7 (seven) West

1 (one) South

3 (three) Northwest

5 (five) Northeast

VI. -PROCEDURES FOR MAKING MOTIONS AND FOR VOTING: At 10:41 am, Mr. Fred Humble, member, arrived. Mrs. Angelina Cardenas, facilitator, gave a short explanation about the procedures for making motions and for voting. She then invited the parents to talk among themselves about the procedures and after participated in a hands-on activity. The members commented that there is a need for trainings at the school sites because they are failing [Sic.]. Mr. Humble, member, asked for an example of the type of motions that could be proposed. Mrs. Cardenas stated that they could talk to the coordinators so that they could give this training to parents at the school sites.

VII. -MINUTES: The secretary read the minutes dated November 12, 2015; minutes about the officer elections. Mrs. Santos Salguero made a correction to the date: from year 2014 to 2015. Mrs. Glenda Lobos made de motion to accept the minutes with corrections and Mr. Joel Lopez seconded the motion. Martha Suarez requested to add the name of the electioneer that helped with the elections: Mrs. Angelina Cardenas. The President called the question to accept the minutes with the corrections. 29 votes in favor

0 votes against

0 abstentions

The motion passed; the minutes were approved.

VIII.- MASTER PLAN FOR ENGLISH LEARNERS: Presentation and recommendations

The first part was presented by Susan Montaña, Parent Educator Coach, from Local District East: the objective was to understand how English Learners are identified and evaluated. She carried out an activity with parents. She stated that in the packet there were terms, which parents of primary and secondary grades should familiarize themselves.

In LAUSD we have 545,951 students, of which 143,640 (26%) are English Learners. From those, 35.5% are students in elementary schools. In secondary schools, 16.1% are English Learners. The dominant language in LAUSD is Spanish with 50.2%. English takes 43.6% and the rest is 6.1% which is comprised of the following languages: Tagalog, Korean, Armenian, Farsi, Cantonese, Russian, Arabic, Hebrew and others. The dominant languages in California are Spanish, Korean and Tagalog, according to the state.

Parents are their children's first teacher and that is why their participation is important not only at home, but also in school and in the community.

To identify and English Learner student, parents need to fill out a form with 4 questions. From there, [students] take the CELDT that is to [evaluate] English language development. [A student can] be identified as an English Learner or as Initially Fluent English Proficient (IFEP). Parents were given the opportunity to ask 5 questions.

Ms. Angie Perez switched with Ms. Montaña and continued with the other part of the presentation. Objective: Learn about the options as far as instructional programs for English Learners. The President made a point of order to state that the public was not granted the opportunity to ask questions. He also pointed out that native languages of the different ethnicities were not taken into account [such as]: Guatemalans, Zapotec, etc. He also wanted to know how much coordinators can do and gave the floor to Ms. Perez.

There are 5 programs that can identify according to need [Sic.] In primary and secondary schools, the first three do not change: 1) Structured English Immersion, 2) Mainstream English Program. 3) Dual Immersion Program: students are expected to be academically fluent in both languages: English/Spanish, English/Mandarin or English/Korean. To request this program there needs to be at least 20 parents that make the request and have teachers that with their credential are authorized to teach this type of dual language program. The District has 56 [schools that offer] this types of programs. The following two programs only apply to elementary schools: 4) Transitional Bilingual Education Program; only 9 schools have this program in the District where the greater part of the instructional day is in the native language. When the students get to 4th grade, students are ready for English instruction only; 5) Maintenance Bilingual Education Program: only students who have been identified as English Learners can participate. A small activity was carried out.

At the secondary level, there are two additional programs 4) English Learner Newcomer Program: students are identified as newly enrolled within the last two years in LAUSD and are given support to accelerate their English learning. 5) Accelerated Learning Program for Long Term English Learners: designed for English Learners who have been in the program for more than 5 years in the United States but that have not met the requirements to reclassify in LAUSD.

Ms. Perez explained that being a Long Term English Learners can have an impact, because students cannot take electives that the school offers and will have to take classes for language development, because they do not possess complete proficiency in English. Even so, they can still graduate [Sic.] She stated that it does not count against the students if they are English Learners when applying for college.

The Vice-president, Mr. Delsas, made the motion to extend the meeting time by 15 minutes. Mr. Iver Cano seconded the motion.

11 in favor

10 opposed

1 abstention

The motion did not pass due to lack of quorum.

The President stated that the meeting should end at 1 o'clock sharp, as is stipulated in the agenda.

IX.- EVALUATION: Parents were asked to fill out the evaluation and to indicate if they had any [suggestions] that they would like to see in terms of operations, like changing the meeting time to 9am to 12pm. For the next meeting, the recommendations for the Master Plan remain pending.

X.-ANNOUNCEMENTS: There were no announcements.

XI. ADJOURNMENT: Mr. Delsas made the motion to adjourn the meeting; Mrs. Yadira Quiñones seconded the motion. The Motion passed. The President adjourned the meeting at 1:00 p.m.

Minutes respectfully submitted by: Diana Guillen, Secretary



DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
CORRECTION(S) TO MINUTES

Correction(s)

[illegible]

Date _____



**Distrito Escolar Unificado de Los Angeles
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



English Learner Master Plan

Parent Training Part 1

2015-2016

Elementary and Secondary

Identification

Instructional Program Options

Objectives

1. Understand the identification and assessment process for English learners
2. Learn about the instructional program options for English learners

Let's Make Four Dates!

9 o' clock, 12 o' clock, 3 o' clock and 6 o' clock

1. Understand the identification and assessment process for English learners

Key Terms

Handout #1

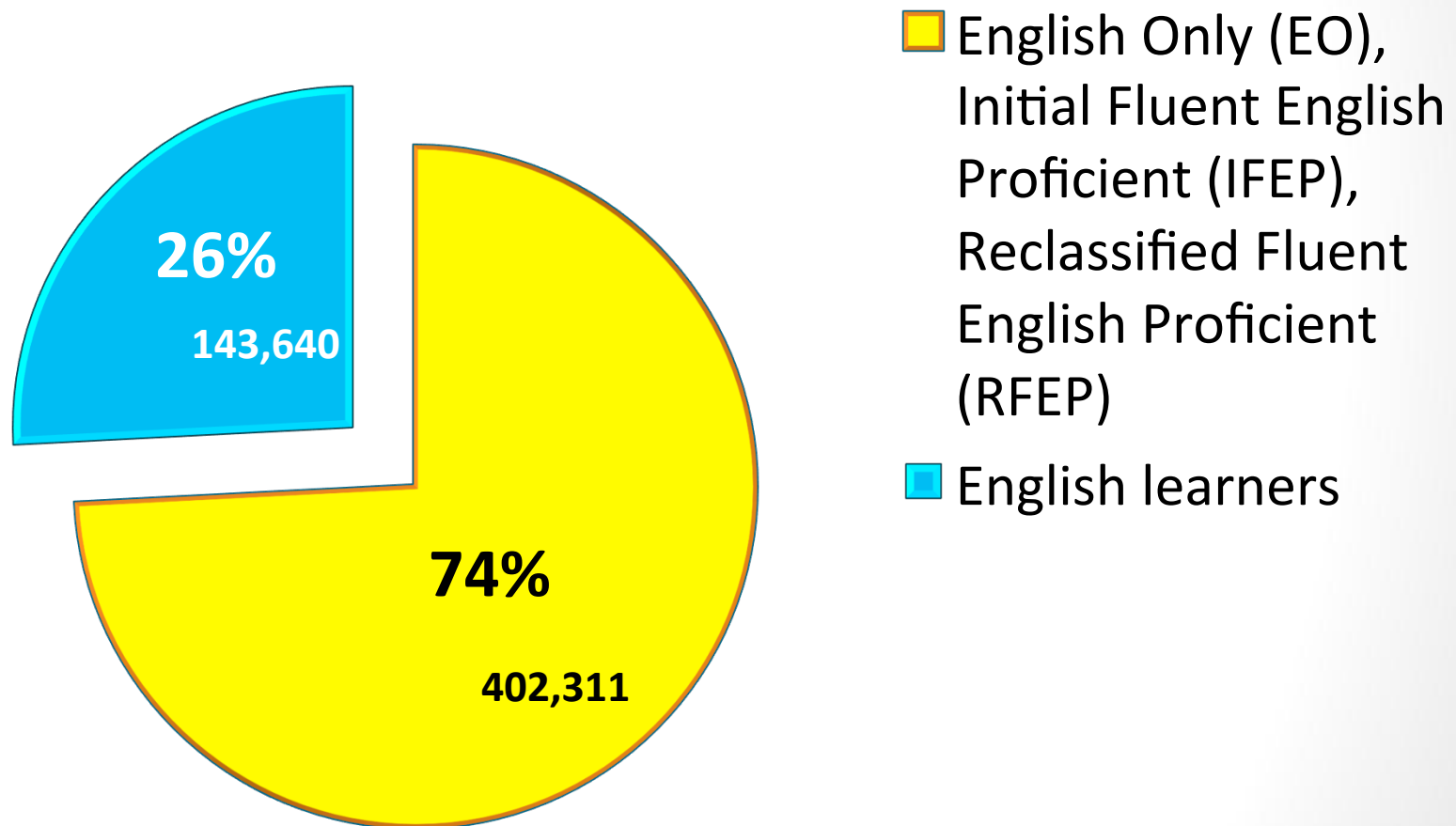
Key Terms – Secondary Schools	
Terms	Definition
California English Language Development Test (CELDT)	A state test that is given to students whose home language is not English. This test is given every year to English learners to assess their progress in listening, speaking, reading and writing in English.
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 (RFEF)	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.



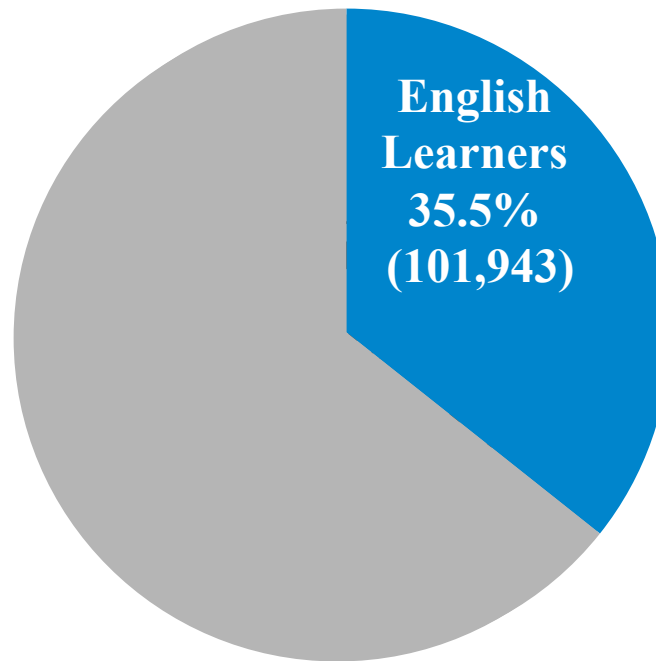
LAUSD Total Student Enrollment

2015-2016

545,951 students

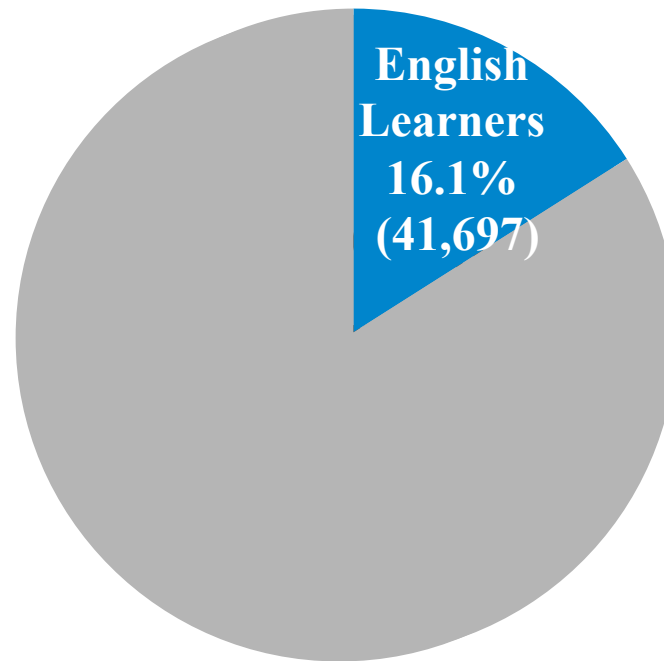


Elementary English Learner Data 2015-2016



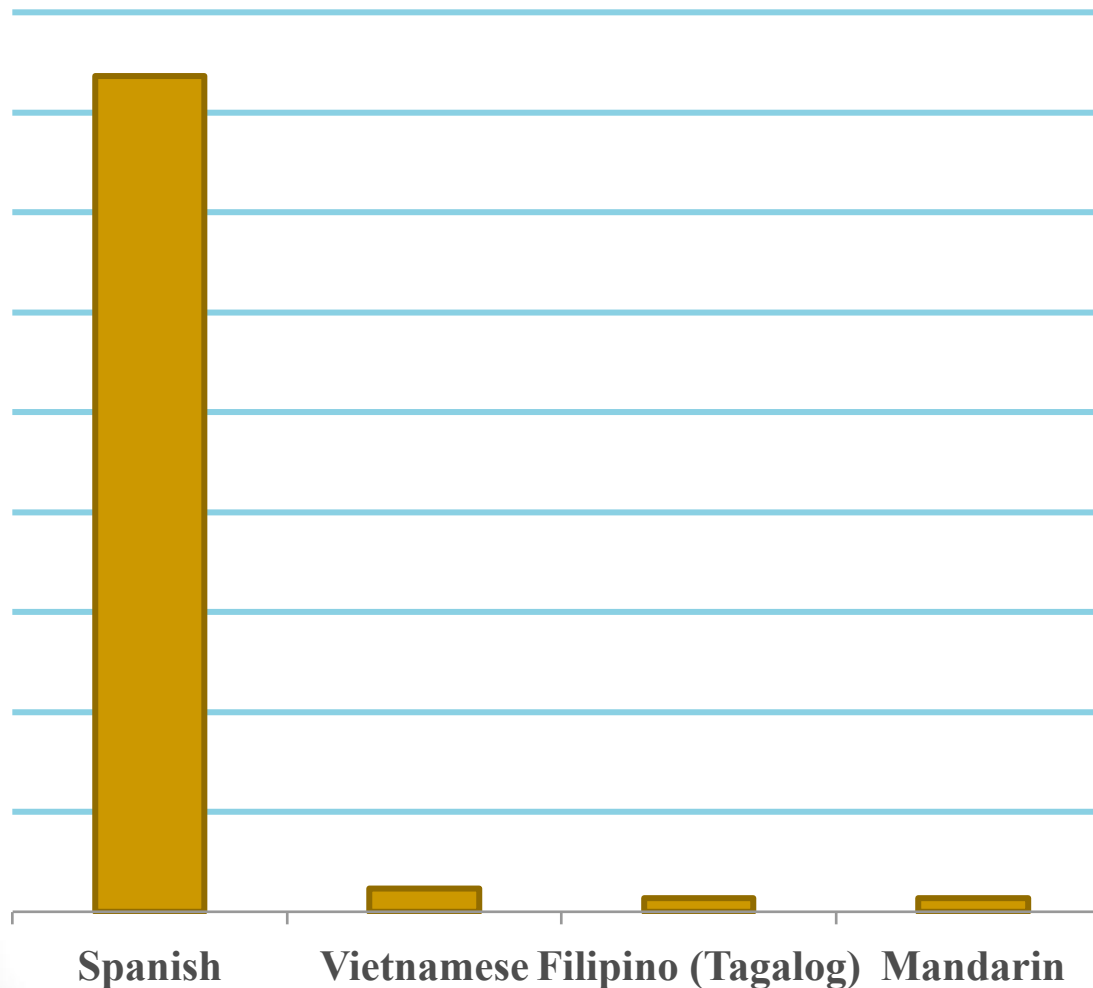
**35.5% of students in elementary schools are
English learners**

Secondary English Learner Data 2015-2016



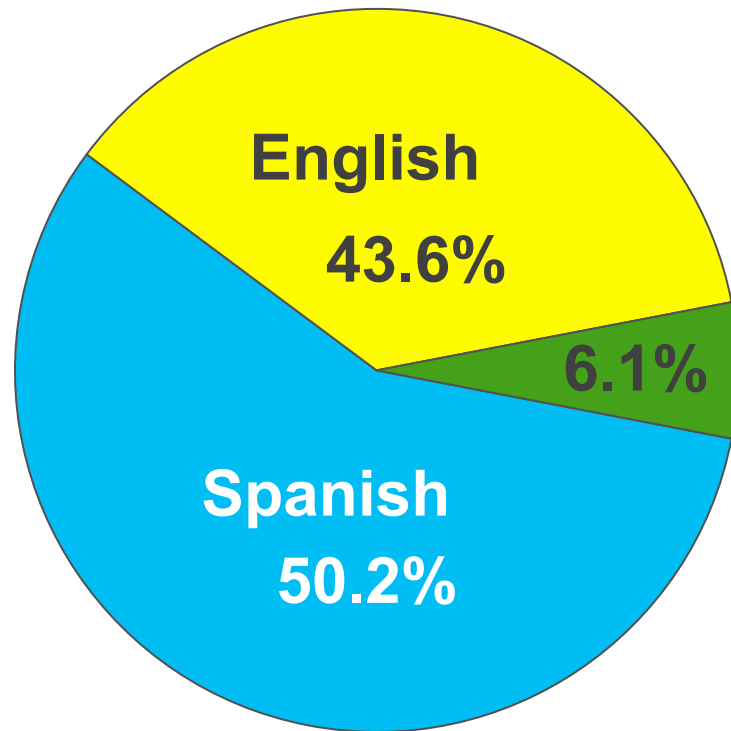
**16.1% of students in secondary schools are
English learners**

Home Languages, other than English, in California



HOME LANGUAGE	% OF STUDENTS
Spanish	83.7%
Vietnamese	2.3%
Filipino (Tagalog)	1.4%
Mandarin	1.4%

Home Languages Spoken in LAUSD



Home Language	% of Students
Tagalog	0.81%
Korean	0.79%
Armenian	0.80%
Farsi	0.28%
Cantonese	0.27%
Russian	0.33%
Vietnamese	0.24%
Arabic	0.22%
Hebrew	0.14%
Other	2.25%



**Why is it important for you to know how
to support your English learner?**

*Because I am my child's first and lifelong
teacher!*

The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which the family is able to...

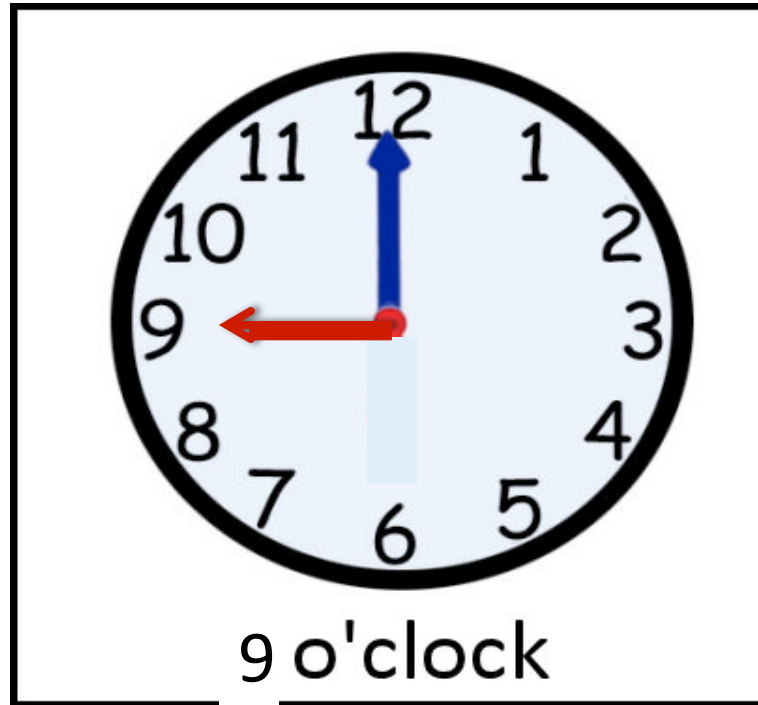
create a home environment that encourages learning

express high (but not unrealistic) expectations for their children's achievement and future careers

become involved in their children's education at school and in the community

Henderson & Berla, 1997, p. 1

Clock Partners



With your 9 o' clock partner, talk about some of the ways you can create a home environment that encourages learning.



The success of English learners is
one of the highest priorities of the
District!



English learners require additional support to ensure that they learn English and the academic content in a way that is understandable and meaningful.

LAUSD recognizes that English learners must:

- become proficient in academic English
- master the academic content required of all students in California



English Learner Master Plan, 2012, p. 1

Home Language Identification

Handout #2

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

LAUSD / STATE STUDENT ID NUMBER: _____

HOUSEHOLD NUMBER: _____

TEACHER/COUNSELOR: _____

ENROLLMENT WIZARD USED: ☐ Yes ☐ 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/MAS: Family Member Information)

1. Last Name: _____ First Name: _____ Middle Name: _____

2. Alias/Nickname: Last _____ First _____ Middle _____

3. Birthdate: Month _____ Day _____ Year _____

4. Home Telephone Number: _____

5. Work Telephone Number: _____

6. E-mail Address: _____

7. Highest Level of Education Completed (Circle One): Not a High School Graduate High School Graduate or Equivalent

8. Degree/Qualification (Check One): Yes No 10. Release/Signatures

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. Student's Primary Race (Check one choice)

African American or Black ☐ American Indian or Alaska Native ☐ White ☐

Asian: Chinese Indian ☐ Cambodian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Laotian ☐ Vietnamese ☐ Other Asian ☐

Native Hawaiian ☐ Other Pacific Islander ☐

3. Student's Additional Race (Optional)

African American or Black ☐ American Indian or Alaska Native ☐ White ☐

Asian: Chinese Indian ☐ Cambodian ☐ Chinese ☐ Filipino ☐ Japanese ☐ Korean ☐ Laotian ☐ Vietnamese ☐ Other Asian ☐

Native Hawaiian ☐ 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 Protected by Your Child's Special Needs?"

A. Has this student received special education services at his/her previous school? ☐ Yes ☐ No

B. Did this student have a current Individualized Education Program (IEP) at his/her previous school? ☐ Yes ☐ No

If Yes, do you have a copy of the student's IEP with you? ☐ Yes ☐ No

C. Did this student have a Section 504 Plan at his/her previous school? ☐ Yes ☐ No

If Yes, do you have a copy of the student's Section 504 Plan with you? ☐ Yes ☐ No

D. Does the student have difficulties that interfere with his/her ability to go to school or to learn? ☐ Yes ☐ No

E. Has this student been identified for gifted and talented educational services (GATE)? ☐ Yes ☐ No

2. Previous School Information

A. Has this student previously attended this school? ☐ Yes ☐ No If Yes, when?

B. Has the student previously attended any other school or school in the LAUSD (e.g., early education center, state preschool, BRLEP, Head Start, or other preschool)? ☐ Yes ☐ No If Yes, list most recent school/center attended.

Name of School _____ City/State _____ Dates Attended _____ Grade Level(s) _____

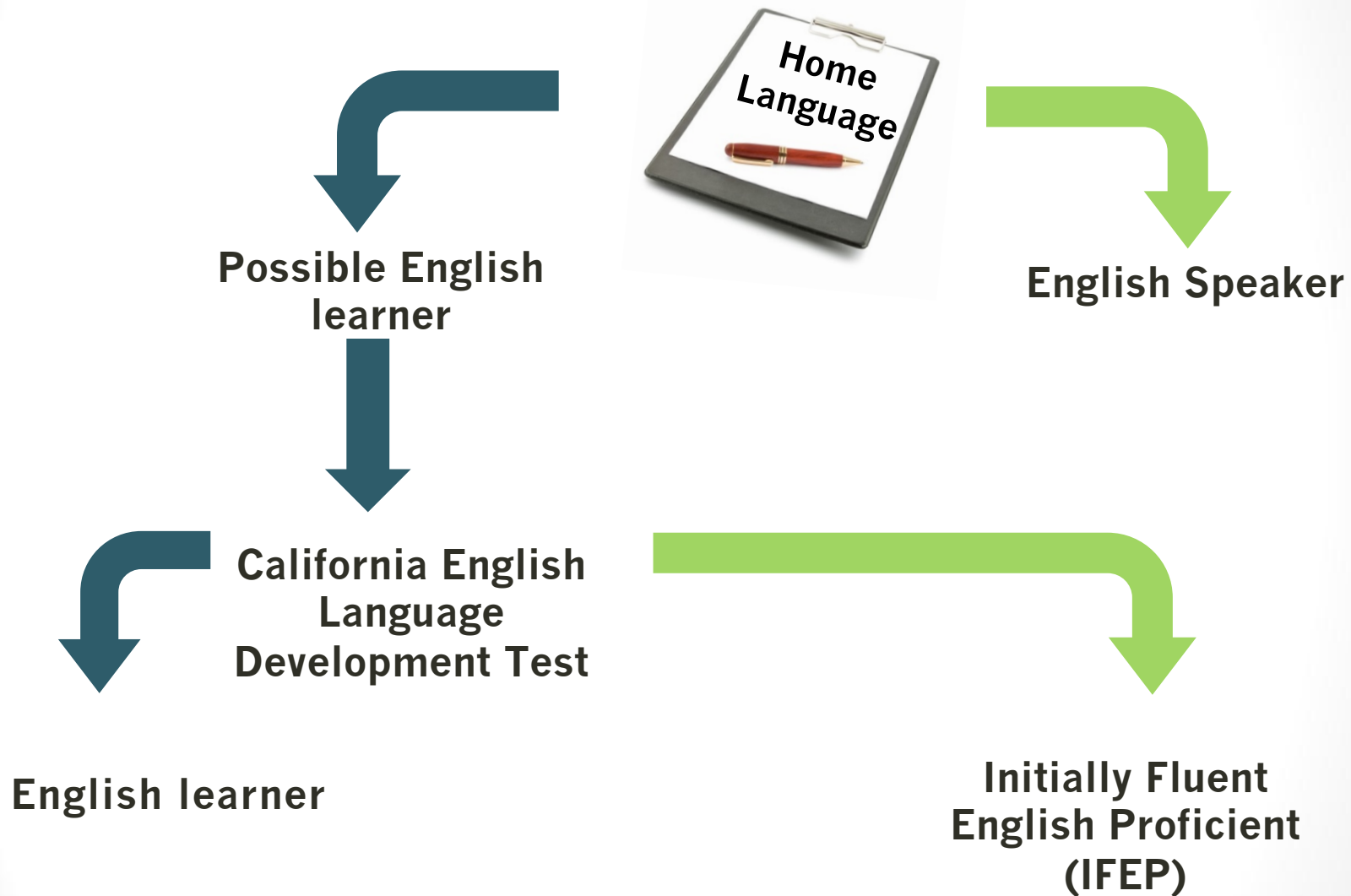
C. Please list (at least) non-LAUSD school student attended (including early education center, state preschool, BRLEP, Head Start, full-day or other preschool):

Name of School _____ City/State _____ Type of School _____ Dates Attended _____ Grade Level(s) _____

WHITE: STUDENT CUMULATIVE RECORD • YELLOW: ADMINISTRATOR/DISEGNEE • PINK: BILINGUAL COORDINATOR



Initial Language Identification



What if it is determined that my child may be considered an English learner?

Handout #3

LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

Initial Notification of Enrollment in a Secondary Program for English Learners

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 _____


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Office of Curriculum, Instruction, and School Support

- You will receive a letter called the "Initial Notification of Enrollment in the Elementary or Secondary Structured English Immersion Program." which states that your child will receive a language skills assessment in English. This document also describes the different instructional program options for English learners.

How will I know if my child is an English learner?

- You will receive a letter with the preliminary results from the California English Language Development Test (CELDT)

Handout #4


**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.

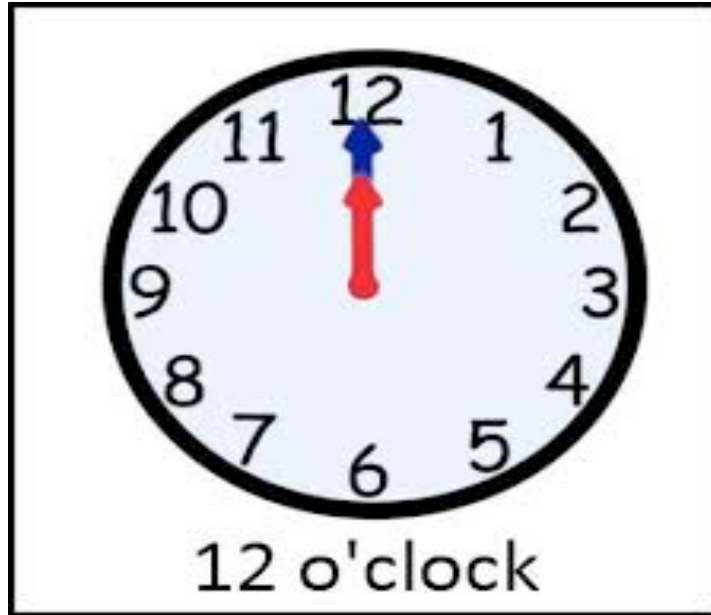
Parent Signature: _____ Date: _____

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

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September 24, 2013

Office of Curriculum, Instruction, and School Support

Clock Partners



With your 12 o' clock partner, talk about how a student is identified as an English learner

2. Learn about the instructional program options for English learners

Instructional Program Options for English Learners



There are various programs in which parents of English learners can choose to enroll their children.

Which **elementary** instructional program options are available in LAUSD?

**Structured
English
Immersion (SEI)**

**Mainstream
English**

Dual Language

**Transitional
Bilingual**

**Maintenance
Bilingual**



Which **secondary** instructional program options are available in LAUSD?

Structured English
Immersion (SEI)

Mainstream
English

Dual Language

English Learner
Newcomer
Program

Accelerated
Learning Program
for Long term
English Learners



Structured English Immersion (SEI)



This program is designed for students who are beginning to learn English. Students receive instruction in English with support.

Mainstream English



This program is designed for English learners who are reasonably fluent in English. Students receive instruction in English.

Dual Language

The goal of this program is for students to become bilingual and biliterate. English speakers and English learners receive instruction in both English and in another language.



Available in some schools • Specific requirements apply.

Transitional Bilingual (Elementary)



This program is designed for students in kindergarten to 3rd grade. Students receive instruction in their home language as they learn English.

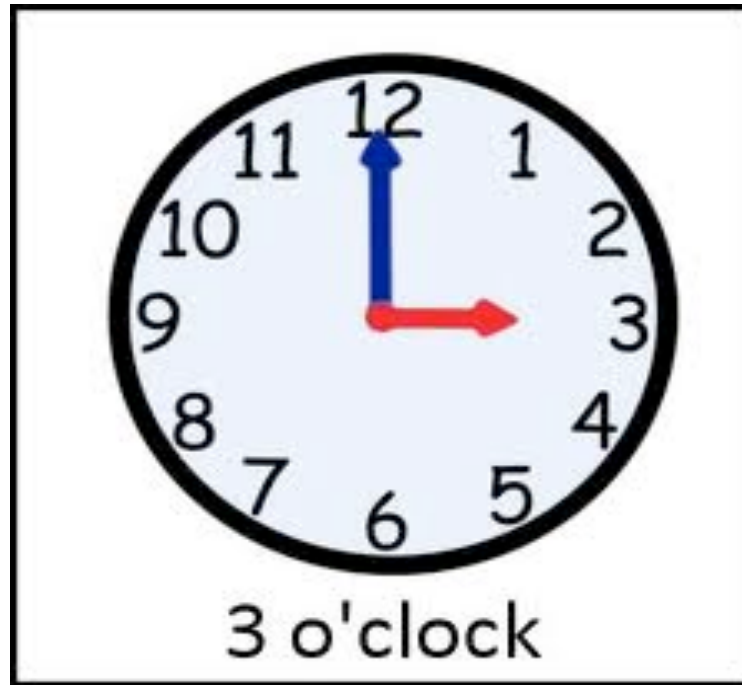
Maintenance Bilingual (Elementary)

Students receive instruction in both English and primary language.

- The goal is to become bilingual and biliterate.
- Initially the majority of instruction is in the home language as children learn English.
- By third grade the goal is for the home language and English instruction to be used equally.



Clock Partners



With your 3 o' clock partner, talk about what instructional programs are offered at your school.

English Learner Newcomer Program (Secondary)



This program is designed for English learners who have been enrolled in the U.S. schools for fewer than two years. The goal is for students to acquire the English they need to succeed.

Accelerated Learning Program for Long Term English Learners (LTELs) (Secondary)

This program is designed for English learners who have completed five or more years in U.S. schools but have not met LAUSD reclassification criteria.



Long Term English Learner (LTEL)

LAUSD defines Long Term English Learners as students who have been English learners for five or more years and have not **reclassified**.



All programs lead
English learners to the
same goal:
RECLASSIFICATION!

The ultimate goal is for
English learners to meet
performance criteria to
reach full proficiency in
English

Instructional Programs for English Learners

Did you know?

The Los Angeles Unified School District provides five different instructional program options tailored to meet the diverse needs of English learners (ELs) and the educational preferences of the parents of ELs in elementary schools. Parents of ELs may choose any of these programs. All five instructional program options guarantee access to a full curriculum with scaffolds and support for students in elementary grades at different levels of English language proficiency. The ultimate goal for each instructional program option is for ELs to meet performance criteria to reach full proficiency in English. All students, including ELs who are now in elementary grades, are expected to participate fully in college-preparatory (H-C) courses upon entering secondary grades and to graduate from high school ready for college and careers.

What is "Reclassification?"
"Reclassification" is the process by which an English Learner is deemed to have acquired sufficient proficiency in English to succeed academically without English language development support. For all of the five instructional programs listed in this brochure, ELs are expected to reach minimum yearly benchmarks in English Language Arts and English Language Development so that they may naturally achieve full access of initial identification as an English Learner. Students are eligible for reclassification at the end of kindergarten.

In addition, each instructional option ensures that ELs with disabilities have an equal opportunity to participate in a program consistent with their Individualized Education Plan (IEP). All instructional program options also allow for equal access to gifted and talented program opportunities and do not exclude ELs based solely on their English language proficiency levels.



This brochure was designed with parents' needs in mind and describes the various instructional program options for English learners in elementary grades. If after reading this brochure, you still have questions about the instructional programs, please speak with the English Learner Programs Coordinator or the administrator's designee at your child's school. For your convenience, a video describing the instructional programs is also available at <http://lmsed.lausd.net>.

What is "Reclassification?"
"Reclassification" is the process by which an English Learner is deemed to have acquired sufficient proficiency in English to succeed academically without English language development support. For all of the five instructional programs listed in this brochure, ELs are expected to reach minimum yearly benchmarks in English Language Arts and English Language Development so that they may naturally achieve full access of initial identification as an English Learner. Students are eligible for reclassification at the end of kindergarten.

To reclassify, an English Learner must meet all the following criteria at the same time:

- Achieve at least basic grade level performance as measured by the state assessment (grades 3-5) or required assessments in English Language Arts (grades K-2), and
- Score "Early Advanced" or higher ("4" or "5") on the CELDT, with scores of "Intermediate" or higher ("3", "4", or "5") in each of the domains of listening, speaking, reading, and writing, and
- Earn a mark of 3 or 4 in English Language Arts on the Elementary Progress Report.

To complete the reclassification process, a Notification of Reclassification Letter must be signed by the parent and placed in the student's cumulative record.



Multilingual and Multicultural Education Department's Vision Statement

Our vision is to cultivate multilingualism by affirming cultural assets and celebrating diversity through effective teaching and learning as a means for every student in LAUSD to become successful and prepared for career and post-secondary education in the 21st century.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Multilingual and Multicultural Education Department
333 S. Beaudry Avenue, 25th floor
Los Angeles, California 90017
(213) 241-5582
For additional information:
<http://lmsed.lausd.net>



Seal of the Los Angeles Unified School District

LOS ANGELES UNIFIED SCHOOL DISTRICT
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS IN ELEMENTARY SCHOOLS
Brochure for Parents



Transitional Bilingual Education (TBE) Program*

What is it?

- Instructional program for English learners in grades K-3 that uses the student's primary language to teach core academic subjects with the goal of transitioning to Mainstream English by 4th grade.

How does this program help my child?

- Students learn standards-based academic content in English and in their primary language.
- English learners acquire language proficiency and academic achievement in English and in the target language.
- Students develop bilingual and biliterate skills.
- At least 10% of the day with peers proficient in English and/or of different ethnic backgrounds.

What makes this program unique?

- English learners in elementary grades, with priority to speakers of the language of the program.
- On an individual basis, English learners who are proficient in English are placed in English.

Who can enroll in this program?

- English learners in grades K-3 who are beginning to learn English (ELD 1-3). Students in grades 3-5, on a case-by-case basis.

Do I need a Parental Exception Waiver?

- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

Do I need a Written Mainstream Program Request?

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- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

Maintenance Bilingual Education Program*

What is it?

- Instructional program for English learners taught in the student's primary language and English that helps students to acquire English while continuing to develop their primary language.

How does this program help my child?

- Students learn standards-based academic content in English and in their primary language.
- English learners acquire language proficiency and academic achievement in English and in the target language.
- Students develop bilingual and biliterate skills.
- At least 10% of the day with peers proficient in English and/or of different ethnic backgrounds.

What makes this program unique?

- English learners in elementary grades, with priority to speakers of the language of the program.
- On an individual basis, English learners who are proficient in English are placed in English.

Who can enroll in this program?

- English learners in grades K-3 who are beginning to learn English (ELD 1-3). Students in grades 3-5, on a case-by-case basis.

Do I need a Parental Exception Waiver?

- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

Do I need a Written Mainstream Program Request?

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- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

Dual Language Two-Way Immersion Program*

What is it?

- Instructional program for English learners and English proficient students taught in the EL's primary ("target language") and English.

How does this program help my child?

- Students learn standards-based academic content in English and in the target language.
- English learners acquire language proficiency and academic achievement in English and in the target language.
- English learners (who speak the target language) and English proficient students serve as mutual language models.
- Students develop bilingualism and biliteracy.
- At least 10% of the day with peers proficient in English and/or of different ethnic backgrounds.

What makes this program unique?

- English learners in elementary grades, who speak the target language.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English learners receive 45-60 minutes of English language development daily with special attention on academic English.

Who can enroll in this program?

- English learners in elementary grades, who speak the target language.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English learners receive 45-60 minutes of English language development daily with special attention on academic English.

Do I need a Parental Exception Waiver?

- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

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- Yes.

Mainstream English Program*

What is it?

- Instructional program taught in English for English proficient students and English learners with reasonable fluency (ELD 4-5).

How does this program help my child?

- Students learn standards-based academic content in grade-level academic English.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English learners receive 45-60 minutes of English language development daily with special attention on academic English.

What makes this program unique?

- English learners in elementary grades, who speak the target language.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English learners receive 45-60 minutes of English language development daily with special attention on academic English.

Who can enroll in this program?

- English learners in elementary grades, who speak the target language.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English learners receive 45-60 minutes of English language development daily with special attention on academic English.

Do I need a Parental Exception Waiver?

- Yes.

Do I need a Written Mainstream Program Request?

- Yes.

Do I need a Written Mainstream Program Request?

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Do I need a Written Mainstream Program Request?

- Yes.

Structured English Immersion (SEI) Program*

What is it?

- Instructional program taught in English for students beginning to learn English (ELD 1-3).

How does this program help my child?

- Students acquire English language skills with appropriate support while learning standards-based content to be able to succeed in a mainstream English classroom.
- English learners receive support as needed in English, including the use of special strategies for English learners.
- English learners receive 45-60 minutes of English language development daily with special

“Put Yourself in the Program”

Structured English Immersion (SEI) Program

What makes this program unique?

How does this program help my child?

I receive primary language support as needed when learning course material

I receive at least 60 minutes of English Language Development daily

Who can enroll?

This program is provided to students like me, who are beginning to learn English
(Overall CELDT level 1-3)

What is it?

The instruction I receive is in English

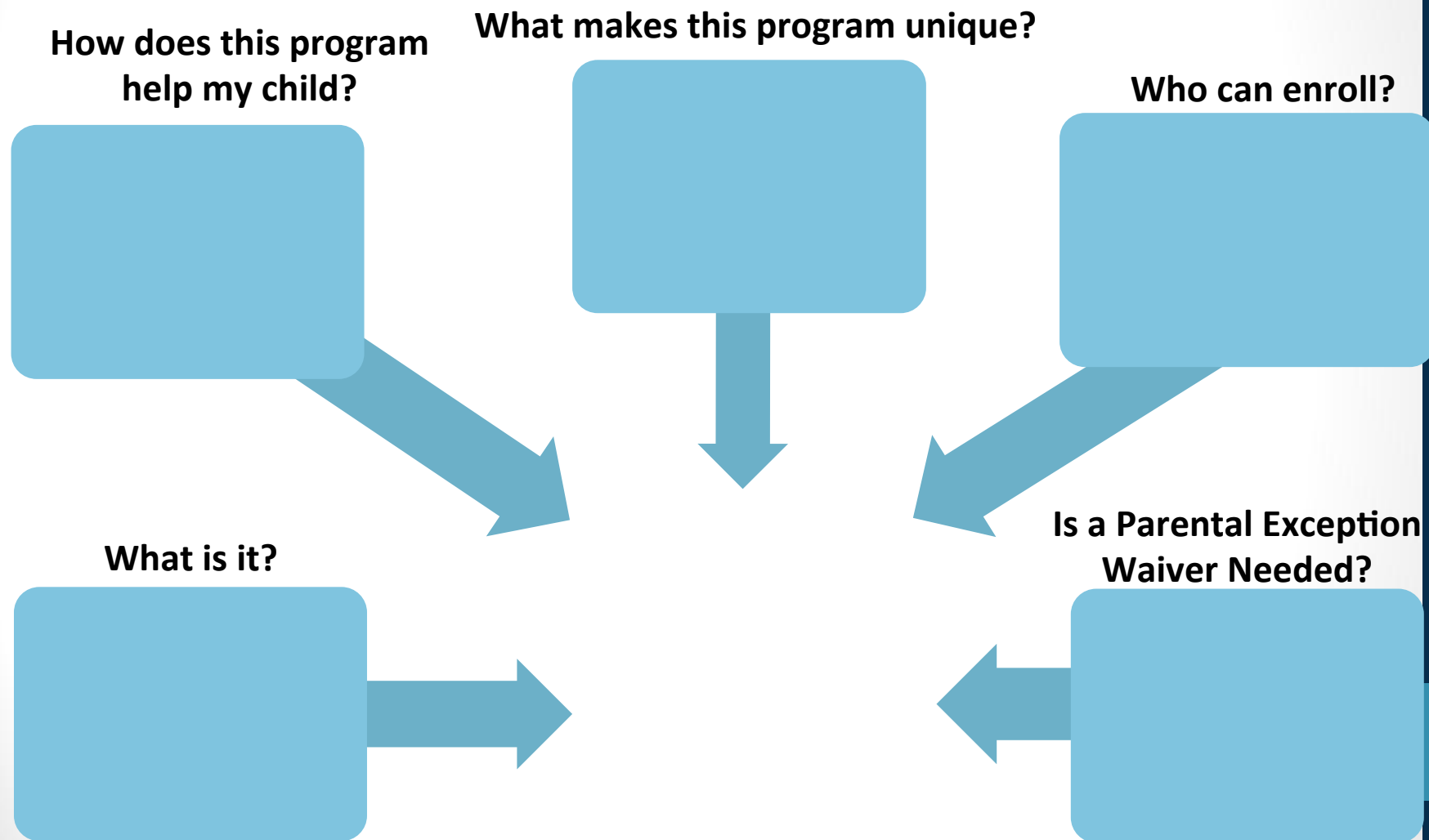
Is a Parental Exception Waiver Needed?

My parents do not need to complete a Parental Exception Waiver



“Put Yourself in the Program”

Small Group Activity



Frequently Asked Questions

Handout #6 (page 1 of 3)

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 RFEF 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



Parent and Student Resources

Parent and Student Resources Elementary School			Handout #7
District Offices	Phone	Description	
Parent, Community and Student Services			
Multilingual & Multicultural Department			
Asian Pacific & Other Languages APOLO/Dual Language			
Beyond the Bell Branch			
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 Language	(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 6621 Balboa Blvd. Van Nuys, CA 91406	(818) 654-3600	Parent and Community Engagement Administrator (PACE) Marilu Figliapoco	
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, books and technology	
County of Los Angeles Public Library	www.colapublib.org	Provides free and easy access to information, books and technology	
City of Los Angeles Department of Recreation and Parks	(323) 644-6661 www.laparks.org	Services include aquatics, recreation, preschool services, and multi-purpose rooms	
Los Angeles County Department of Parks and Recreation	(213) 758-2961 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	Description	
California Department of Education	cde.ca.gov	Oversees the California's public school system. Enforces education law and regulations	
Colorin Colorado (Bilingual - English/Spanish)	cde.ca.gov/ci/cr/rl/	Assists parents and students in selecting books that correspond with the students' reading ability	
Enchanted Learning	collegeboard.org/myroad	Assists parents and students with college planning and preparation	
Fun Brain	internet4classrooms.com/esl.htm	Free internet resources for parents and students of all ages to learn and practice English	
Starfall	www.USA.gov/gobiernousa/temas/estudiantes.shtml	Information on English classes, schools and universities, scholarships and more	
Lantern Fish	englishmedialab.com	Provides tools, exercises, and games for English learners of all abilities and ages, including business English for adults	
Reading Rockets	www.eslpod.com	Frequently updated podcast that develops conversational English. Uses current topics and news about useful topics such as "Checking the Status of an Application"	

RESOURCES













Activities to support your children's learning

Handout #8 (page 1 of 2)

Activities to Support your Children's Learning
Elementary Schools

Handout #8 (page 1 of 2)

Activities to Support your Children's Learning
Secondary Schools

Activity	Description
 Read to your children	Talk to your children  <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.
 Encourage children to research	Communicate with teachers  <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.
 Sing together	Encourage and model reading and writing  <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.).
 Talk to your children	Get to know your children's counselors and teachers  <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.
 Encourage your children to listen, speak, and write	Participation in extracurricular activities  <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.

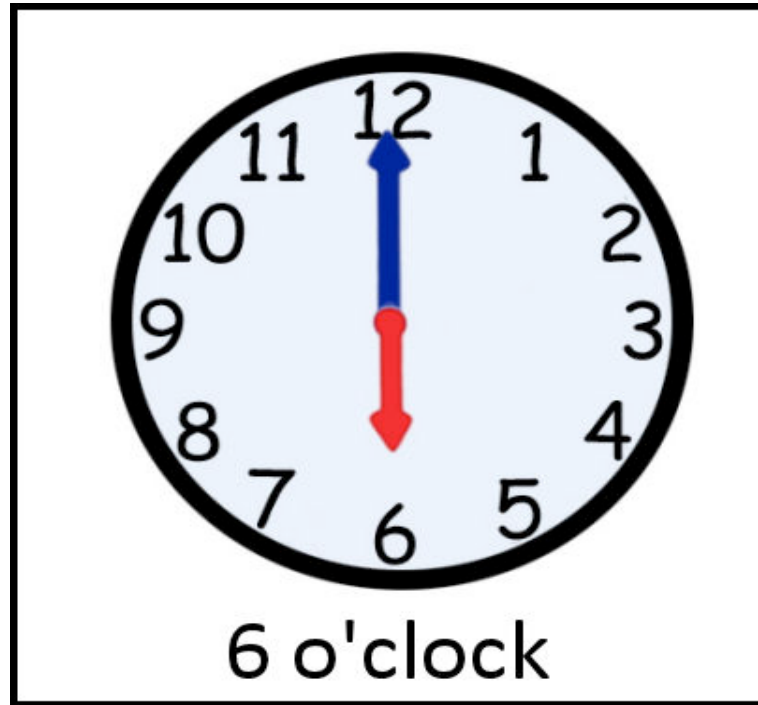
- Take a moment to read the suggested activities to support your children's learning.
- Work with your group to brainstorm additional ideas.

Reflection

3 - 2 - 1 Reflection				Handout #9
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.	•			



Clock Partners



With your 6 o' clock partner, talk about one action step you will take.

Objectives

1. Understand the identification and assessment process for English learners
2. Learn about the instructional program options for English learners





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
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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	www.colapublib.org	Provides free and easy access to information, books and technology
City of Los Angeles Department of Recreation and Parks	<u>(323) 644-6661</u> www.laparks.org	Services include aquatics, recreation, preschool services, and multi-purpose rooms
Los Angeles County Department of Parks and Recreation	<u>(213) 738-2961</u> 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	Description
California Department of Education	cde.ca.gov	Oversees the California's public school system. Enforces education law and regulations
California Reading List	cde.ca.gov/ci/cr/rl/	Assists parents and students in selecting books that correspond with the students' reading ability
My Road College Board	collegeboard.org/myroad	Assists parents and students with college planning and preparation
Internet4Classroom	internet4classrooms.com/esl.htm	Free internet resources for parents and students of all ages to learn and practice English
Federal Student Website (Spanish)	www.USA.gov/gobiernousa/temas/estudiantes.shtml	Information on English classes, schools and universities, scholarships and more
English Media Lab	englishmedialab.com	Provides tools, exercises, and games for English learners of all abilities and ages, including business English for adults
ESL Podcast	www.eslpod.com	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.	•		

Recommendation: English Learner Master Plan Part I – Elementary and Secondary Identification & Instructional Program Options

Based on today's presentation review, please provide your recommendations related to the English Learner Master Plan – Elementary and Secondary Identification & Instructional Program Options - Part I.

1.

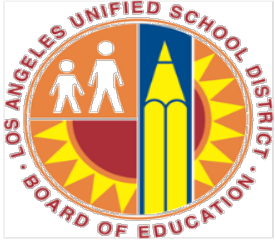
2.

Recomendacion: Plan Maestro para Aprendices de Ingles – Escuelas primarias y secundarias Y Opciones de Programas Academicos para Estudiantes Aprendices de Ingles - Parte I

En base a la revisión de la presentación del día de hoy, por favor proporcione su recomendación acerca del Plan Maestro para Aprendices – Escuelas primarias y secundarias Y Opciones de Programas Académicos para Estudiantes Aprendices de Ingles Parte I.

1.

2.



English Learner Master Plan

Parent Training Part II

2015-2016

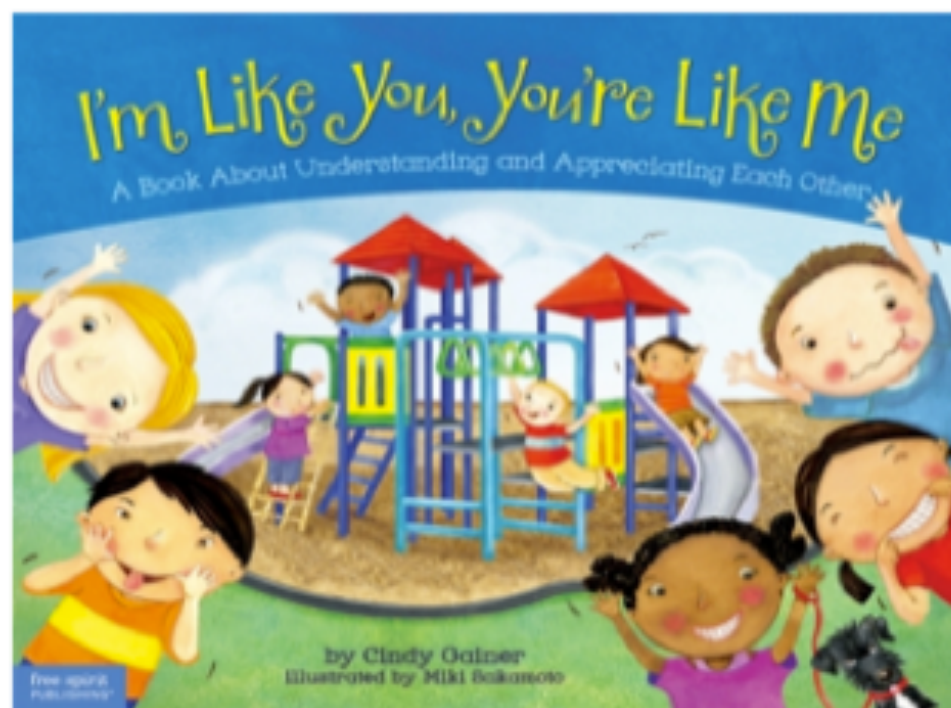
Reclassification of English Learners



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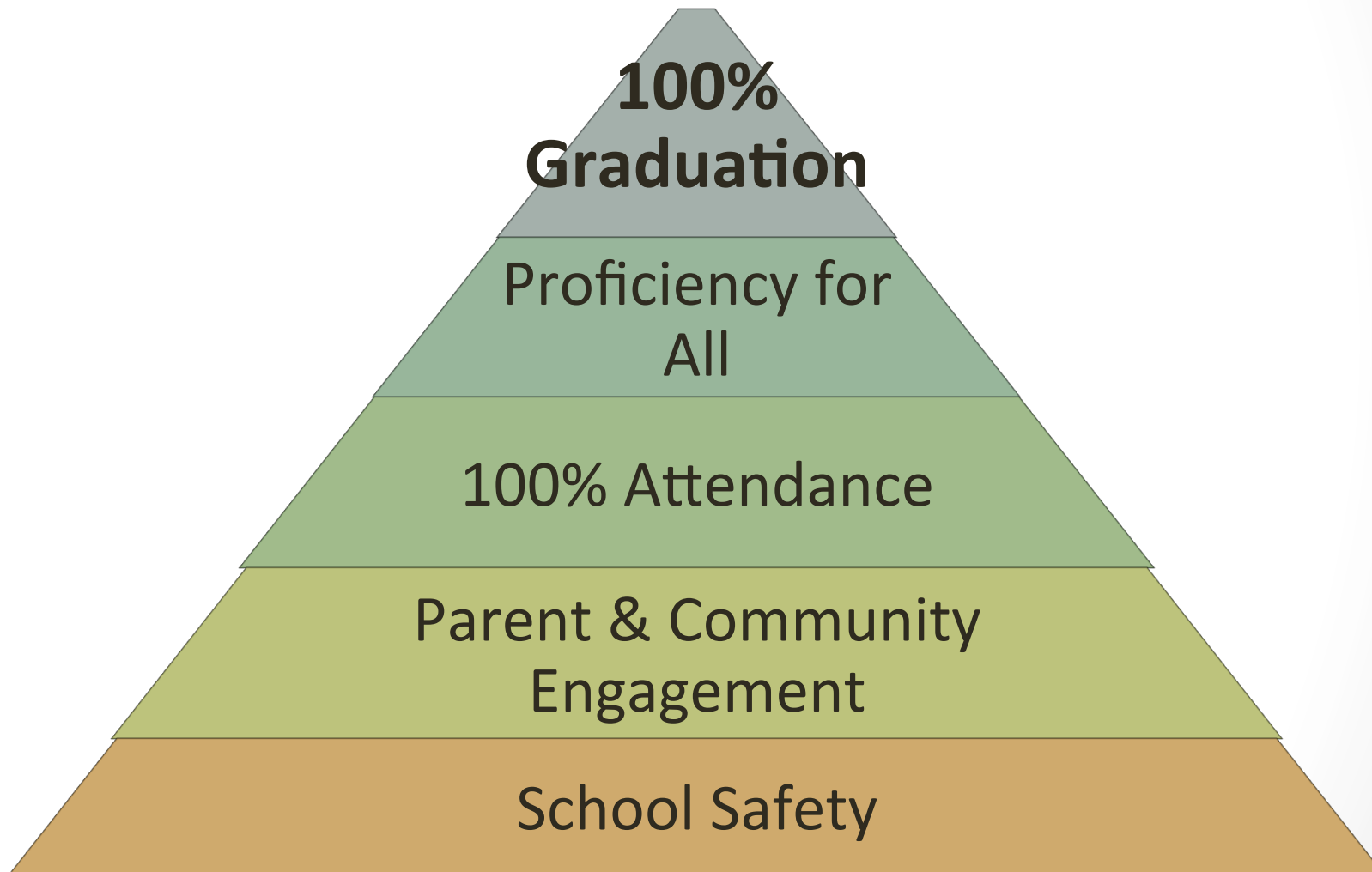
Grounding Activity



Objectives

- Understand reclassification and the new requirements
- Review reclassification criteria by grade-levels
- Learn how the District supports reclassified students, English Learners (EL) and Long Term English Learners (LTELs) and monitors their progress

LAUSD's Five Goals



Objective 1

Understand reclassification and the new requirements

Reclassification

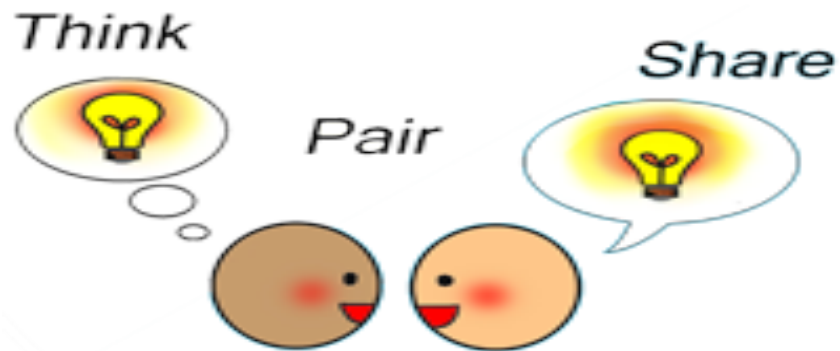


“Reclassification is the process by which school districts determine if English learners (ELs) have acquired sufficient proficiency in English to perform successfully in core academic subjects without English Language Development (ELD) support.”

Criteria for Reclassifying English learners

- 1** Annual California English Language Development Test (CELDT)
- 2** Teacher Evaluation based on Progress Report Card marks/grades
- 3** Basic Skills Assessment
- 4** Parent Consultation & Approval

1 What is the California English Language Development Test (CELDT)?



What is the purpose of CELDT?

The CELDT has three purposes:

- To identify students who are limited English proficient
- To determine the level of English language proficiency of students who are limited English proficient
- To assess the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English

California English Language Development Test (CELDT)

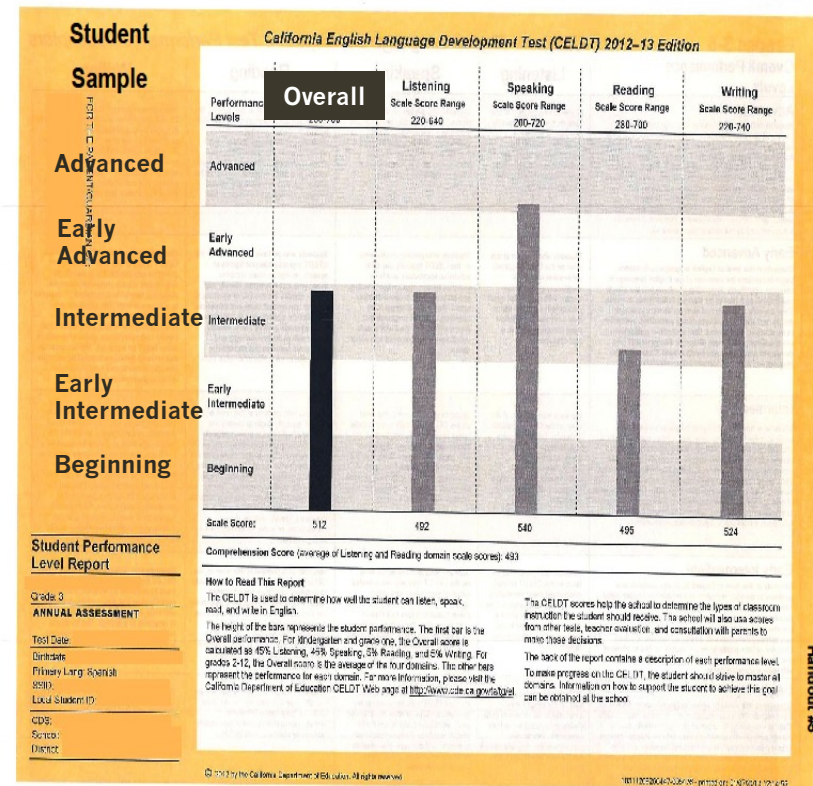
CELDT Performance Levels:

- Level 1 – Beginning
- Level 2 – Early Intermediate
- Level 3 – Intermediate
- Level 4 – Early Advanced
- Level 5 – Advanced

CELDT Student Performance Level Report:

Listening Speaking Reading Writing

The report displays bar graphs illustrating the student's overall proficiency level score and scores in each of the skill areas of language (Listening, Speaking, Reading and Writing).



2 What is the Teacher Evaluation?



Elementary

Principal: _____ School Year: 2014-2015
Teacher: _____ Grade Level: 4

Web Date: 10/07/2009

Academic Subjects	Grade Reporting Period						Period 1 Attendance	
	1	2	3	4	5	6	Days Present	Days Absent
Reading	2	3	1	3			0.0	0.0
SLD Reading	2	3	2	3			0.0	0.0
Writing	2	3	2	2			0.0	0.0
SLD Writing	2	3	2	3			0.0	0.0
Listening	2	3	2	2			0.0	0.0
SLD Listening	2	3	2	3			0.0	0.0
Speaking	2	2	2	2			0.0	0.0
SLD Speaking	2	3	2	3			0.0	0.0
Mathematics	2	2	1	3			0.0	0.0
History/Social Science	3	3	2	3				
Science	2	2	2	3				
Health Education	2	3	2	3				
Physical Education	2	3	3	4				
Art	3	3	3	3				

Work and Study Habits	Reporting Period			Learning and Social Skills	Reporting Period		
	1	2	3		1	2	3
Makes good use of time	2	3		Follows directions and procedures	2	3	
Works independently	2	3		Accepts and respects authority	3	3	
Organizes materials	3	3		Cooperates well in a group situation	2	3	
Presents neat and careful work	2	3		Shows dependability	2	2	
Completes homework on time	2	3		Takes responsibility	3	3	
				Exercises self-control	2	3	
				Resolves conflicts appropriately	2	3	
				Demonstrates appropriate social interaction with peers	1	3	
				Demonstrates fair play	2	2	

ACHIEVEMENT SCORES	DEVELOPMENT SCORES	EFFORT SCORES
4 = Advanced	4 = Advanced Progress	4 = Strong
3 = Proficient	3 = Average Progress	3 = Consistent
2 = Partially Proficient	2 = Partial Progress	2 = Inconsistent
1 = Not Proficient	1 = Limited Progress	1 = Poor

7 = Mark not entered for this class during this grading period. - = Mark not applicable for this class during this grading period.

Secondary

LOS ANGELES UNIFIED SCHOOL DISTRICT
1234 Main St.
Los Angeles, CA

REPORT CARD

SCHOOL PHONE NO. _____ DATE _____

STUDENT NAME _____ BIRTH DATE 10/07/98 GRADE 10

MARKS: A Markedly superior, B Superior, C Satisfactory, D Needs to improve
GRADE EXPLANATIONS: MARKS F Little or no progress, I Incomplete, N No mark
WORK HABITS & COOPERATION: E Excellent, S Satisfactory, U Unsatisfactory, / Satisfactory, non-final mark

/ Satisfactory, non-final mark
Credits: If blank, no credits earned

PER	SUBJECT	TEACHER	MARKS	WORK HABITS	COOP	CREDITS	ABS	TARDY	TEACHER'S COMMENTS
1	Geometry		B	S	E			00	
2	English 10		C	E	E			00	
3	World Hist.		A	E	E			00	
4	Chemistry		B	S	S			00	
5	PE		A	E	E			00	
6	Spanish		B	E	S			00	
7								00	
8								00	

IF YOU ARE MISSING ANY GRADES PLEASE SEE YOUR TEACHER. SI LE FALTA ALGUNA CALIFICACION POR FAVOR COMUNIQUESE CON EL MAESTRO.

Parent or Guardian Signature _____

COUNSELOR: _____

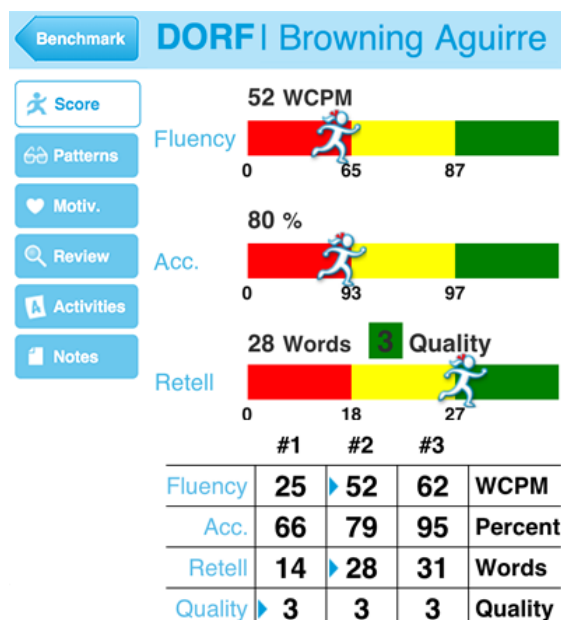
What is the purpose of the Teacher Evaluation?

Teachers evaluate the students' progress in grade level English Language Arts (ELA) standards which include Listening, Speaking, Reading and Writing.

Elementary Schools (K-5/6)	Secondary Schools(6 th -12 th)
Progress Reports are given quarterly (3 times a year)	Report Cards are given at the end of each semester (2 times a year)
4-Advanced 3-Proficient 2-Partial Proficient 1-Not Proficient	A-Markedly superior B-Superior C-Satisfactory D-Needs to improve F-Little or no progress <i>*The 5, 10 and 15 week progress reports do not count toward reclassification.</i>

3 What is the Basic Skills Assessment?

DIBELS Next Assessment K-5th Grade



Scholastics Reading Inventory (SRI) College & Career Assessment 6th-9th Grade

STUDENT: _____

School: _____

Grade: _____

Class: _____

SRI College & Career

March 27, 2015

Dear Parent or Caregiver,

This year, we will be using SRI College & Career, a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.

The SRI is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.

The results of SRI assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent SRI tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

TEST DATE	LEXILE TEST RESULTS
February 9, 2015	825

Grade 9 End-of-Year Proficiency Target Range: 1000-1260 Lexile®

- There are a number of things that you can do at home to help support DIEGO's reading progress. Here are some suggestions:
- Set a goal for _____ to read with you or independently for at least 20 minutes a day.
 - Help _____ find books that are at an appropriate reading level. Please contact me about how to use SRI results to identify books at the appropriate reading level.
 - Make connections between _____ interests and books to read. For example, if _____ likes animals, try to locate books on animals, both fiction and nonfiction.
 - Try to spend time every day with _____ looking through "nonbook" reading materials, such as websites, pieces of mail, advertisements, and food labels, to demonstrate how important a part reading plays in daily life.
 - Consider sharing with _____ the kinds of things you are reading. Tell _____ about interesting things you read in the newspaper, or about a magazine article that taught you something new.

Thank you for taking the time to help build reading skills. If I can be of any assistance, or if you have any questions, please feel free to contact me.

Sincerely,



California High School Exit Exam (CAHSEE) OR SRI 10th-12th Grade

California High School Exit Examination

Student and Parent Report

TO THE PARENT/GUARDIAN OF:

Student Name: _____

Date of Birth: _____

Grade: 11

School: _____

District: 64733 - Los Angeles Unified

County: 19 - Los Angeles Cou

Test Date: 11/05/2013

Score Required to Pass: 350

Status: NOT PASSED

English-Language Arts

Mathematics

READING

Word Analysis: 7 5

Reading Comprehension: 18 13

Literary Response & Analysis: 20 12

WRITING

Writing Strategies: 12 3

Writing Conventions: 15 7

Writing Sample/Portfolio: _____

Essay: 2.0

Probability & Statistics

Number Sense

Algebra & Functions

Measurement & Geometry

Algebra I

Basic Skills Assessment

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Assessment Kindergarten – 5 th Grade	Scholastic Reading Inventory College & Career (SRI) 6 th – 9 th Grade	California High School Exit Exam (CAHSEE) OR Scholastic Reading Inventory College & Career (SRI) 10 th – 12 th Grade
<p>Student has demonstrated <i>basic grade-level skills</i> in English.</p> <p>Benchmark scores on all skills assessed of DIBELS measures Middle of Year (MOY) assessment or End of Year (EOY) Scores</p>	<p>Student has demonstrated <i>grade-level skills</i> in English</p> <p>Basic, Proficient or Advanced score on the SRI</p>	<p>Passing score on CAHSEE on English Language Arts (ELA) Or</p> <p>Basic, Proficient or Advanced score on the SRI</p> <p>Note: Students take the test in 10th grade and must have a minimum of 50 credits.</p>

4 Parent Approval and Consultation

Parent Notification of Reclassification



Student: _____ Date: 3/9/2015
Student ID: _____ Grade: 12
Reclassification Date: 3/6/2015

Your child has met the following multiple criteria for reclassification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP) status in accordance with State and District guidelines.

1. Assessment of English Language Proficiency: Your child received the following scores on the most recent annual California English Language Development Test (CELDT):

Overall CELDT Level	: 5 (Out Of 5)	Test Date	: 10/3/2014
Listening	: 5	Reading	: 5
Speaking	: 5	Writing	: 3

2. Teacher Evaluation: A report card mark of C or better in English or Long Term English Learner (LTEL) course indicates that your child meets or exceeds grade-level standards. Your child's teacher judges that he/she is ready to participate successfully in a mainstream English program based upon the review of the following mark:

ADV ELD SH 2A	: B
AUTH COMP A	: A
ERWC A	: A

3. Performance in Basic Grade-Level Skills: Your child has passed the English portion of the California High School Exit Exam (CAHSEE)

Test Date: 3/13/2013

Principal's Signature: _____ Date: 3/11/15

4. Parent Notification and Consultation: As the parent/guardian, you have a legal right to participate in the reclassification process.

(Mark the appropriate box, sign, date, and return this entire page to school)

☐ I understand my child has met the reclassification criteria outlined above. My signature below indicates my acknowledgement to change my child's status to fluent English proficient.

☐ I would like a conference to discuss this information.

Parent/Guardian's Signature: _____ Date: _____

Telephone: _____

Reclassification Criteria Chart



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT
RECLASSIFICATION CRITERIA CHART

ATTACHMENT A-1

REVISED 8/13/15

	*Kindergarten - 1 st grade *(SEI, ME, MBE, DLP)		2 nd - 5 th grade	6 th - 9 th grade	10 th - 12 th grade
CELDT-Annual (California English Language Development Test)	•CELDT overall score of 4	•CELDT overall score of 5	•CELDT overall score of 4 or 5	•CELDT overall score of 4 or 5	•CELDT overall score of 4 or 5
	•With scores of <u>4 or 5</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing	•With scores of <u>3 or higher</u> in Listening, Speaking, Reading and Writing
Teacher Evaluation	•Progress Report Card Marks of 3 or 4 in ELA		•Progress Report Card Marks of 3 or 4 in ELA	•6 th Grade Elementary Students Progress Report Card Marks of 3 or 4 in ELA •6 th - 9 th Grade Secondary Students Grade of C or better in a grade-level English <u>or</u> LTEL course (9 th gr- A-G credit only)	•Grade of C or better in an English <u>or</u> LTEL course (A-G credit only)
Basic Skills Assessment	•Benchmark score on <u>all skills</u> assessed of the DIBELS measures		•Benchmark score on <u>all skills</u> assessed of the DIBELS measures	•Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)	•Passing score on CAHSEE - ELA <u>or</u> •Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)
Parent Approval	Parent Consultation and Approval		Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval
LAT Language Appraisal Team	LAT is required to meet, to review criteria measures, and complete Attachments: B, 4-B, 4-E, and 4-F (if applicable).		When a student has met all criteria <u>except</u> report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook.		

*Students who previously attended TK/2nd year kindergarten students are eligible for reclassification only

*Elementary Instructional Program Options (SEI, ME, MBE, DLP): Structured English Immersion (SEI), Mainstream English (ME), Maintenance Bilingual Education (MBE, 50/50 model), Dual Language Program (DLP, 50/50 and 70/30 model)

Objective 2

Review reclassification criteria by grade-levels

Role of the Language Appraisal Team (LAT)

The Language Appraisal Team is a multidisciplinary team charged with the the responsibility of monitoring and supporting the progress of all English learners including reclassification.

Reclassification Criteria

Kindergarten* - 1st Grade

1. CELDT overall score level of 4 and scores of 4 or 5 in Listening, Speaking, Reading and Writing
OR CELDT overall score level of 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing
2. Progress Report Card Marks of 3 or 4 in English Language Arts (ELA)
3. Benchmark score on all skills assessed of the DIBELS Next measures using Middle of Year (MOY) or End of Year (EOY)
4. Parent consultation and approval

LAT Recommendation Required

*2nd year Kindergarten students only (previous TK, ETK or retained)

Reclassification Criteria

2nd grade – 5th grade

- 1. CELDT overall score level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing**
- 2. Progress Report Card Marks of 3 or 4 in English Language Arts (ELA)**
- 3. Benchmark score on all skills assessed of the DIBELS Next measures using MOY or EOY**
- 4. Parent consultation and approval**

Reclassification Criteria

6th grade – 9th grade

1. CELDT overall score level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing
2. Grade of C or better in a:
 - a. Grade-level English course (grades 6-8)
 - b. 9th Grade A-G English course
 - c. LTEL course (Advanced ELD or Literacy and Language)
3. Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI) College & Career Ready
4. Parent consultation and approval

Note: 6th grade students at an elementary school must receive marks of 3 or 4 in ELA

Reclassification Criteria

10th grade – 12th grade

1. CELDT overall score level of 4 or 5 and scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. Grade of C or better in an English or LTEL course (A-G credit only)
3. Passing score on CAHSEE-English Language Arts or by a score of Basic, Proficient or Advanced on the SRI College & Career Ready
4. Parent consultation and approval

Language Appraisal Team (LAT) and Reclassification

- If an EL student in **K* & 1st** Grade meets reclassification criteria the Language Appraisal Team (LAT) must meet to discuss criteria results and other student work that will support their reclassification recommendation.
- If an EL student in **grade 2nd -12th** meets all reclassification criteria **except** Report Card marks/grades, the student must be referred to the Language Appraisal Team (LAT) to determine whether to recommend reclassification or instruction/interventionsupports.

Note: The Language Appraisal Team must complete and submit the **Reclassification Recommendation Form** -BUL-5619.3 to the Multilingual Multicultural Education Department (MMED) for final decision.

*Second year kindergarten students (previous Transitional Kindergarteners(TK), Expanded Transitional Kindergarteners (ETK) or retained kindergarteners).

Reclassification Recommendation Form



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Multilingual and Multicultural Education Department ATTACHMENT B-1
**LAT Reclassification Recommendation Form
Grades K-1**

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. REVISED 9/2/15

School:	School Code:	LD:	Date:	School Phone #
Student Name:		Student ID:	Grade:	School Fax #
MP Program:	CELDT Date:	CELDT Overall Score: (0-120 LEVEL)	CELDT Listening:	CELDT Speaking:
			CELDT Reading:	CELDT Writing:

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

ELA Progress Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
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*Individual student Report Card Marks must be attached to this form.

Kindergarten DIBELS*

MOY		EOY	
PSF-20-81	FSF-30-60	NFW-CLS-17-143	PSF-40-81
			NFW-CLS-28-143

1st Grade DIBELS*

MOY				EOY			
NFW-CLS-43-143	NFW-WWR-8-50	Fluency-23-250	Accuracy-78%-100%	NFW-CLS-58-143	NFW-WWR-13-50	Fluency-47-250	Accuracy-90%-100%
							Retell-15-19

*Individual student DIBELS report must be attached to this form.

K - 1st Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

For K & 1st grade student: Student has met reclassification criteria and LAT is recommending reclassification to change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

LAT Chair Signature:	LAT Date:	Principal Signature:	MMED Signature
Print Name:		Print Name:	Reclassification Date:
		<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification



LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN



Multilingual and Multicultural Education Department ATTACHMENT B-3
**LAT Reclassification Recommendation Form
For EL's Not Meeting Grade/Progress Report Mark Requirements
Grades 3rd - 5th**

The Language Appraisal Team (LAT) has reviewed all required documentation and discussed the linguistic and academic strengths/needs of the student listed below. REVISED 9/2/15

School:	School Code:	LD:	Date:	School Phone #
Student Name:		Student ID:	Grade:	School Fax #
MP Program:	CELDT Date:	CELDT Overall Score: (0-120 LEVEL)	CELDT Listening:	CELDT Speaking:
			CELDT Reading:	CELDT Writing:

*Individual student CELDT scores must be attached to this form.

Reason for Reclassification:

ELA Progress Report Card Marks*

Listening:	Speaking:	Reading:	Writing:
------------	-----------	----------	----------

*Individual student Report Card Marks must be attached to this form.

DIBELS* MOY

DIBELS* MOY				DIBELS* EOY			
DAZE				DAZE			
Score:	Fluency:	Accuracy:	Retell:	Score:	Fluency:	Accuracy:	Retell:
			Retell Quality:				Retell Quality:

*Individual student DIBELS report must be attached to this form.

3rd - 5th Grade Data/Student Evidence*

Other Measure/ Student Work*	Score/Results	Standards/Skills mastered	Comments

*Student data/evidence must be attached.

For a 3rd - 5th grade student: Student has met all reclassification criteria except Report Card grade. Upon review of additional student data, it is our recommendation to reclassify the student and change the language classification from Limited English Proficient (LEP) to Reclassified Fluent English Proficient (RFEP).

LAT Chair Signature:	LAT Date:	Principal Signature:	MMED Signature:
Print Name:		Print Name:	Reclassification Date:
		<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved

Attach student evidence listed above and send via school mail to:
Local District EL Program Coordinator, Subject Line: Reclassification

Benefits of Reclassification

Students who reclassify do not need to take the LTEL courses. Therefore, they:

- have opportunities to enroll in additional A-G and elective courses
- graduate on time and are college and career ready

Objective 3

Learn how the District supports reclassified students, English Learners (EL) and Long Term English Learners (LTELs) and monitors their

Notification of Reclassified Fluent English Proficient (RFEP) Student Progress

- Notifies parents of their reclassified students' progress and recommendations for intervention, as appropriate.
- Provides data such as number of years in which student reclassified, academic marks, and most recent achievement test scores.
- Informs parents of whether student is or is not making adequate progress toward grade level standards.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Elementary - 2014
Notification of Reclassified Fluent English Proficient (RFEP) Student Progress

Parent/Guardian of: _____ Student ID: _____ 11/18/2015
RFEP Date: 03/17/14 Grade: 05
Years Reclassified: 1

In accordance with State law, Title III of the No Child Left Behind Act of 2001, and LAUSD policy, schools must monitor reclassified students for a minimum of two years to ensure he or she is making adequate progress towards grade level academic standards and must provide targeted intervention services for RFEP students when needed.

This form is intended to notify you of your child's most recent achievement data, and to recommend academic support services if necessary. A summary of your child's academic progress has been provided below.

Academic Marks for Most Recent School Term: 2015-2016 A-Track Elementary

English Listening	: 2
English speaking	: 2
English Reading	: 2
English Writing	: 3
Mathematics	: 2
Social Studies	: 3
Science	: 3

Most Recent Achievement Test Scores:

Date	Grade Level Assessment	Score(s)
05/28/2015	DIBELS-COMPOSIT	Below Benchmark

Based on his/her academic marks and assessment results, your child:
☐ is making adequate academic progress. ☐ is not making adequate academic progress.

Intervention services provided / recommended (for students not making adequate progress): _____



Comments (for example attendance, behavior, work habits): _____

Principal's Signature: _____ Date: _____

Parent Notification: Please mark the items that apply and return this entire form to your child's school.
____ I have reviewed my child's academic progress indicated above.
____ I would like my child to receive additional support services.
____ I would like a conference to discuss this information and my phone number is _____

Signature of the Parent/Guardian: _____ Date: _____

Annual Assessment Results and Placement for English Learners


LOS ANGELES UNIFIED SCHOOL DISTRICT
 : Elementary-2014
 Annual Assessment Results and Program Placement for English Learners
 

Parent/Guardian of : [REDACTED] Student ID: [REDACTED] 08/27/2015
[REDACTED] Grade: **05** Room#: **18**

Initial CELDT results have identified your child as a Limited English Proficient (LEP) student. At enrollment you were given a pamphlet entitled Instructional Program for English Learners in Elementary Schools that describes instructional program options and Program Exit Criteria, known as reclassification criteria. You may review this pamphlet at mmed.lausd.net, or you may request additional copies of the pamphlet at your child's school.

As a parent, you have the right to request an instructional program for your child. Therefore, you must review all of the program descriptions and notify us of your program selection. Continuation in Dual /Bilingual alternative programs for this school year requires you to appear in person and request a Parental Exception Waiver.

The following is information regarding your child's academic progress and program placement for this school year:

Your child has been placed in the following program : **Structured English Immersion**
 Your child's English Language Proficiency level is : **Intermediate**

The following are your child's most current language and academic proficiency results:

CELDT - 9/10/2014 California English Language Development Test		DIBELS-05/28/2015 Basic English Skills Achievement Performance Level	
Overall	Intermediate	DORF Fluency	Below Benchmark
Listening	Intermediate	DORF Accuracy	Benchmark
Speaking	Early advanced	DORF Retell	Well Below Benchmark
Reading	Intermediate	DORF Retell Quality	Well Below Benchmark
Writing	Advanced	DAZE	Well Below Benchmark

If your child has also been identified as a student with disabilities, please refer to his/her Individualized Education Plan (IEP) or Section 504 Plan for additional information on how your child's program placement will assist him/her in meeting his/her goals and objectives.

Graduation Rate

A graduation rate is reported for each graduating class. In 2013-2014, the LAUSD four-year graduation rate was 70%, an increase of 2% over the 2012-2013 school year.

Parent Consultation and Approval
(PLEASE MARK ALL THAT APPLY AND RETURN COMPLETED FORM TO YOUR CHILD'S SCHOOL.)

☒ I received information about my child's progress and the English learner programs. I agree with my child's placement.
☐ I understand that I have a right to apply for a parental exception waiver for the purpose of selecting an Alternative Program, and that I must visit my child's school each year to request this waiver.
☐ I disagree with my child's current placement. I would like to schedule a conference to discuss my child's test results, program placement, or other program choices.

Signature of parent or guardian [REDACTED] Telephone [REDACTED] Date 9/16/15

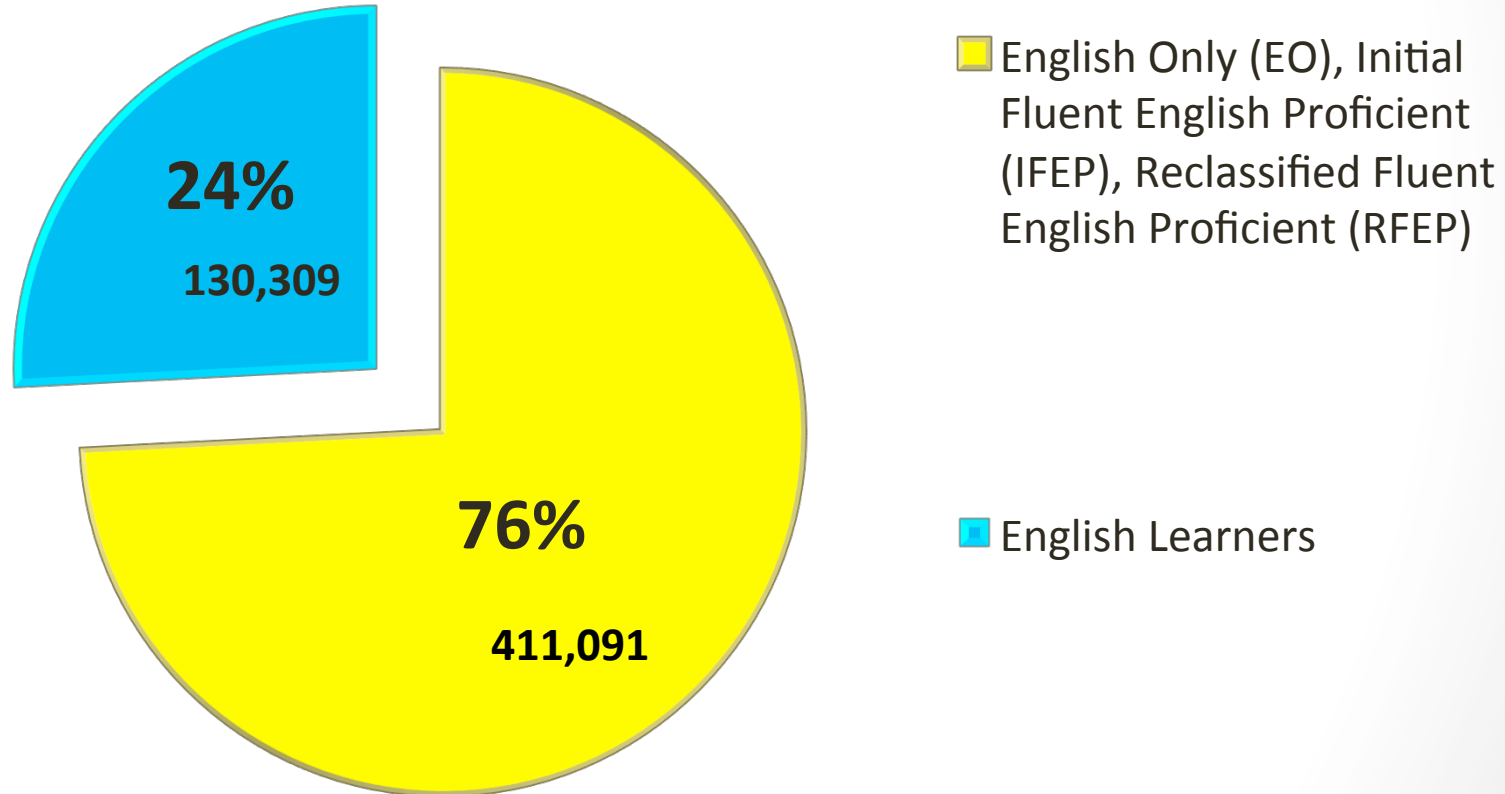
Long Term English Learners (LTELs)

LAUSD defines Long Term English Learners as students who have been English learners for five or more years and have not **reclassified**.

LAUSD Total Student Enrollment

2015-2016

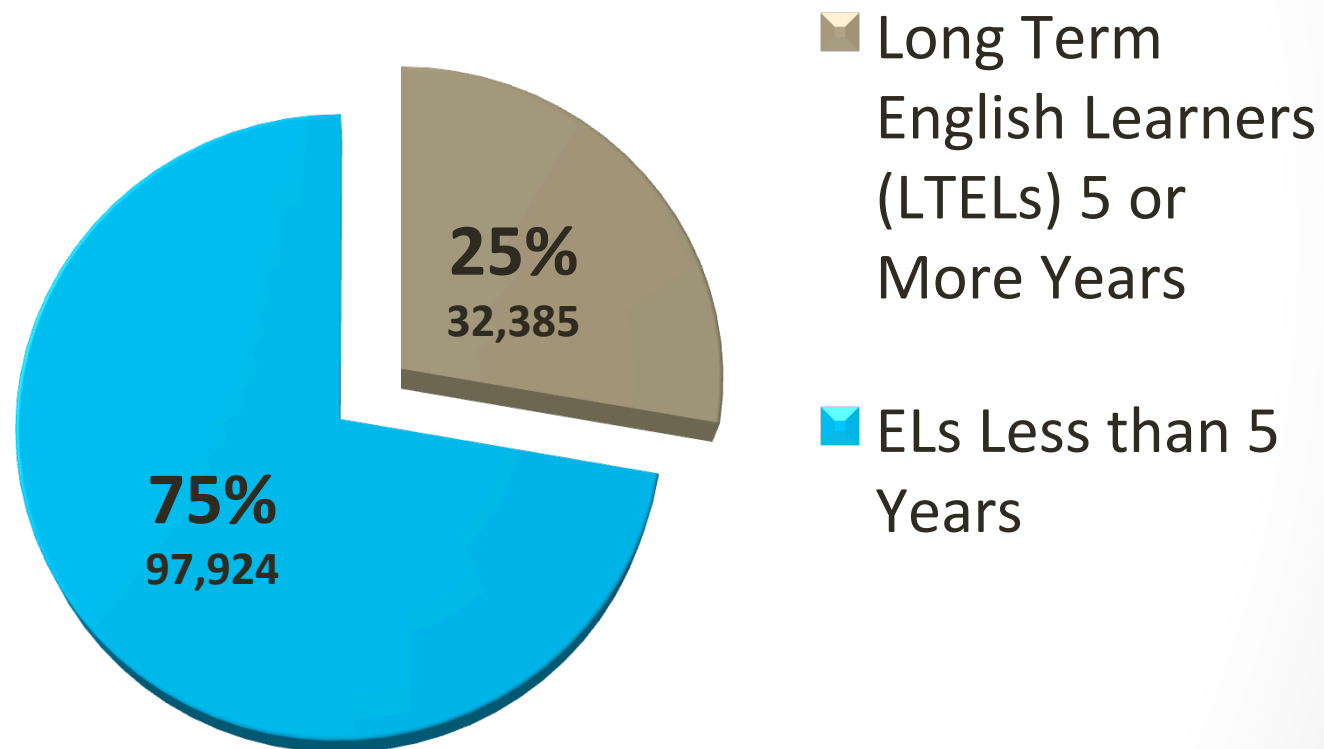
541,400 students



Long Term English Learners (LTEL)

2015-2016

Out of 130,309 English Learner students



Long Term English Learner Support Courses

- *Advanced ELD*
- *Literacy and Language for English Learners*

These classes are in addition to the grade level English class and are designed to accelerate language development, academic vocabulary and expository writing. They provide the support students need to reclassify.

Monitoring Long Term English Learners (LTELs)

- LTELs are monitored by the Long Term English Learner designee.
- The progress of LTELs toward reclassification continues to be monitored through:
 - test scores
 - school work
 - teacher assessments
- LTEL designee will communicate with parents at least twice a year.

Support for Long Term English Learners (LTELs)

- Additional support for these students will be recommended by the Language Appraisal Team (LAT) as needed.
- Supports such as focused intensive reading intervention instruction will be provided when LTELs lack foundational literacy skills.

English Learners with Special Needs

Reclassify when:

They fulfill the District's grade-level reclassification criteria

OR

Through specific reclassification considerations

Bulletin 5619.3

Thank you for
your participation!



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Los Angeles Unified School District MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT RECLASSIFICATION CRITERIA CHART

ATTACHMENT A-1

REVISED 8/13/15

	Kindergarten - 1st grade <i>(SEL, ME, MBE, DLP)</i>	2nd - 5th grade	6th - 9th grade	10th - 12th grade
CELDT-Annual (California English Language Development Test)	<ul style="list-style-type: none"> • CELDT overall score of 4 • With scores of 4 or 5 in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> • CELDT overall score of 5 • With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> • CELDT overall score of 4 or 5 • With scores of 3 or higher in Listening, Speaking, Reading and Writing 	<ul style="list-style-type: none"> • CELDT overall score of 4 or 5 • With scores of 3 or higher in Listening, Speaking, Reading and Writing
Teacher Evaluation	<ul style="list-style-type: none"> • Progress Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> • Progress Report Card Marks of 3 or 4 in ELA 	<ul style="list-style-type: none"> • 6th Grade Elementary Students Progress Report Card Marks of 3 or 4 in ELA • 6th - 9th Grade Secondary Students Grade of C or better in a grade-level English <u>or</u> LTEL course (9th gr- A-G credit only) 	<ul style="list-style-type: none"> • Grade of C or better in an English <u>or</u> LTEL course (A-G credit only)
Basic Skills Assessment	<ul style="list-style-type: none"> • Benchmark score on <u>all</u> skills assessed of the DIBELS measures 	<ul style="list-style-type: none"> • Benchmark score on <u>all</u> skills assessed of the DIBELS measures 	<ul style="list-style-type: none"> • Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI) 	<ul style="list-style-type: none"> • Passing score on CAHSEE - ELA <u>or</u> Basic, Proficient or Advanced score on the Scholastic Reading Inventory (SRI)
Parent Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval	Parent Consultation and Approval
LAT Language Appraisal Team	LAT is required to meet, to review criteria measures, and complete Attachments: B, 4-B, 4-E, and 4-F (if applicable). When a student has met all criteria except report card marks requirement, student may be referred to LAT for reclassification recommendation. Consult school personnel and LAT Handbook.			

**Students who previously attended TK/2nd year kindergarten students are eligible for reclassification only*

**Elementary Instructional Program Options (SEL, ME, MBE, DLP): Structured English Immersion (SEI), Mainstream English (ME), Maintenance Bilingual Education (MBE, 50/50 model), Dual Language Program (DLP, 50/50 and 70/30 model)*



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN



Los Angeles Unified School District MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT CRITERIOS PARA RECLASIFICACIÓN DE APENDICES DE INGLÉS

ATTACHMENT A-2
REVISED 8/13/15

CELDT- Anual (Prueba del desarrollo del inglés de California)	*Kinder - 1er grado (SEL, ME, MBE, DLP)		2º - 5º grado	6º - 9º grado	10º - 12º grado
	• Puntaje total en CELDT de 4 <u>Y</u> • <u>4.0</u> mayor en las habilidades de Escuchar, Hablar, Lectura y Escritura	• Puntaje total en CELDT de 5 <u>Y</u> • <u>3.0</u> mayor en las habilidades de Escuchar, Hablar, Lectura y Escritura	• Puntaje total en CELDT de <u>4.0</u> 5 <u>Y</u>	• Puntaje total en CELDT de <u>4.0</u> 5 <u>Y</u>	• Puntaje total en CELDT de <u>4.0</u> 5 <u>Y</u>
Evaluación del Maestro	• Calificación de 3 o 4 en Artes del Lenguaje en Inglés	• Calificación de 3 o 4 en Artes del Lenguaje en Inglés	• Calificación de 3 o 4 en Artes del Lenguaje en Inglés	• Estudiantes en 6º grado de primaria con calificación de 3 o 4 en Artes del Lenguaje en Inglés	• Calificación de C o mayor en clase de Artes de Lenguaje en Inglés o curso de LTEL* (válido para crédito en requisitos de A-G)
Evaluación de Habilidades Básicas	• Calificación de "Punto de Referencia" en todas las áreas de habilidades de la prueba DIBELS	• Calificación de "Punto de Referencia" en todas las áreas de habilidades de la prueba DIBELS	• Resultado de Básico, Competente, o Avanzado el la prueba de Scholastic Reading Inventory (SRI)	• Puntaje mínimo exigido en la prueba CAHSEE en Artes del Lenguaje en Inglés	• Resultado de Básico, Competente, o Avanzado el la prueba de Scholastic Reading Inventory (SRI)
Aprobación de Padre	Consulta y aprobación de padre	Consulta y aprobación de padre	Consulta y aprobación de padre	Consulta y aprobación de padre	Consulta y aprobación de padre
LAT Equipo de Valoración del Lenguaje	El Equipo de Valoración del Lenguaje debe reunirse, revisar las medidas de criterios y completar los Anexos: B, 4-B, 4-E y 4-F (si es aplicable).		Cuando el estudiante haya cumplido con todos los requisitos excepto la calificación en Artes del Lenguaje en Inglés, el estudiante puede ser referido al equipo de LAT para recomendación para reclasificar. Consulte el personal de la escuela y el manual de LAT.		

*Solamente para alumnos que asistieron JK anteriormente o es su 2º año escolar en kinder
* Las siglas de arriba en inglés (SEL, ME, MBE, DLP) significan Programas Académicos de Primaria: Programa de Inmersión Estructurada en Inglés (SEL), Programa de Educación General de Inglés (ME), Program de Mantenimiento Bilingüe (MBE, modelo 50/50), Programa de Inmersión de Dos Idiomas (DLP, modelos 50/50 y 70/30)

Recommendation: English Learner Master Plan Reclassification of English Learners - Part II

Based on today's presentation, please provide your recommendations related to the English Learner Master Plan – Reclassification of English Learners

Part II.

1.

2.

Recomendacion: Plan Maestro para Aprendices de Ingles – Reclasificación de los Estudiantes Aprendices de Ingles - Parte II

En base a la presentación del día de hoy, por favor proporcione su recomendación acerca del Plan Maestro para Aprendices de Ingles – Reclasificación de Estudiantes Aprendices de Ingles – Parte II.

1.

2.

PARENT WORKSHOPS

Parent workshops are being offered on behalf of the Division of Special Education to all parents during the fall and spring semesters of 2015-16.

These workshops are geared towards informing and preparing LAUSD parents on how to help their child succeed in school.

All workshops are being offered on select school days from **8:30–10:30 AM** at various locations throughout the District. Workshops are intended for parents of children of all ages unless otherwise specified.

**REGISTER
NOW**

Pre-registration is required for all Parent Workshops!

For a current list of workshops being offered and to register online, please visit the **Families** tab found under the Division of Special Education's webpage
<http://achieve.lausd.net/sped>
and click on the following link:
[Parent Resources for Engagement and Student Success \(PRESS\)](#)

(A copy of the PRESS calendar is also available at all school sites.)

You may also register by phone
at **(213) 241-6701**.

*Interpreter services are available in Spanish
Childcare is not available for parent workshops*

Workshops are subject to change and/or cancellation.

SPECIAL EDUCATION SERVICE CENTERS

CENTRAL

Marco Tolj
Administrative Coordinator
333 So. Beaudry Ave., 17th Fl.
Los Angeles 90017
(213) 241-4999

NORTHEAST

Alesha Haase
Administrative Coordinator
13395 E. Kagel Canyon Street
Pacoima, 91331
(818) 686-4400

EAST

Janet Montoya
Administrative Coordinator
2151 N. Soto Street,
Los Angeles 90032
(323) 224-3300

SOUTH

Emily Kuwahara
Administrative Coordinator
1208 Magnolia Avenue
Gardena, 90247
(310) 354-3431

NORTHWEST

Cindy Welden
Administrative Coordinator
6505 Zelzah Avenue
Reseda, 91335
(818) 654-5001

WEST

Bette Medina
Administrative Coordinator
2635 Colby Avenue
Los Angeles 90064
(310) 235-3700

DIVISION OF SPECIAL EDUCATION PARENT RESOURCES

School and Family Support Services

(213) 241-6701 or (800) 933- 8133

Early Childhood Special Education

(213) 241-4713

Parent-Community Liaison

Susan Argüello, Specialist

(213) 241-8084

SHARYN HOWELL, Associate Superintendent
DIVISION OF SPECIAL EDUCATION

LISA KENDRICK, Director
Division of Special Education
Instruction and Parent Engagement



LOS ANGELES UNIFIED

SCHOOL DISTRICT

Division of Special Education

PARENT RESOURCES FOR ENGAGEMENT AND STUDENT SUCCESS

**Fall 2015
Spring 2016**



Learning is for Everyone!



PRESCHOOL

- * What Children Do and Learn in High Quality Preschool Programs
- * Learning Activities to Do with Your Preschooler

SUPPORTING STUDENT ACCESS TO CURRICULUM

- * Assistive Technology
- * Fine Motor Skills
- * Gross Motor Skills
- * Language and Speech



BEHAVIOR & DISCIPLINE

- * Proactive Parenting Leadership Cadre (PPLC) (This is an 8-week workshop)
- * How to Talk So Children Will Listen and Listen So Children Will Talk
- * How to Get Rules and Behavior Contracts to Work

SOCIAL EMOTIONAL DEVELOPMENT

What every parent needs to know

- * Bullying Prevention
- * Social Emotional Learning (SEL)

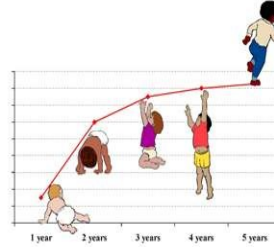
UNDERSTANDING TYPICAL DEVELOPMENTAL MILESTONES

- * Cognitive and Language Skills for Children Ages 3-6 (Part 1)

- * Motor and Social-Emotional Skills for Children Ages 3-6 (Part 2)

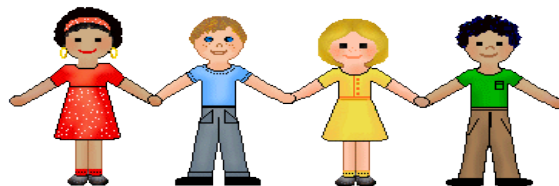
- * Cognitive and Language Skills for Children Ages 7-11 (Part 1)

- * Motor and Social-Emotional Skills for Children Ages 7-11 (Part 2)



AUTISM

- * Behavior Acquisition to Increase Independence
- * Evidence-Based Practices for Autism Spectrum Disorder
- * Strategies for Supporting Communication
- * Understanding High-Functioning Autism (HFA)
- * Understanding the Learning Process of Social Communication



Parents as Partners!

INSTRUCTION

- * Empowering Your Child to Succeed at School: Strategies for Parents
- * Making the Home to School Connections
- * Understanding the Least Restrictive Environment (LRE) for Your Child
- * Building Relationships with Your Child's School
- * How Parents Can Support Their Child's Reading
- * Helping Your Child Succeed in Mathematics Using Common Core Standards
- * Helping Your Child Succeed in Reading and Writing Using Common Core Standards
- * Helping Your Elementary School Child with Moderate to Severe Disabilities Succeed in the Alternate Curriculum
- * Helping Your Secondary School Child with Moderate to Severe Disabilities Succeed in the Alternate Curriculum

TRANSITION

- * It's Not Too Early! Preparing for Your Elementary-Age Child's Transition to Life After High School
- * Navigating Adolescent Development: Preparing for Change and Transition
- * What's Next?: Preparing for Your Secondary-Age Child's Transition to Life After High School
- * Adult Transition Options for Students 18-22 on the Alternate Curriculum



Los Angeles Unified School District
Division of Special Education
Parent, Community and Student Services



MODIFIED CONSENT DECREE (MCD)
Training Sessions for Parents with Children
Newly Identified for Special Education Services

Part 1 Topics

Parent Participation at IEP Team Meetings
Parents as Leaders

Part 2 Topics

It's All About Behavior
Strategies for Eliminating Hostile Environments
Supporting My Child at Home and at School

Time: 9:00 a.m. to 12:00 p.m.

You may attend this training at one of the following five locations:

<u>Location</u>	<u>Part 1 Date</u>	<u>Part 2 Date</u>
Banneker Special Education Center 14024 S. San Pedro St. Los Angeles, CA 90061	January 20, 2016	January 27, 2016
Leichman Special Education Center 19034 Gault St. Reseda, CA 91335	February 3, 2016	February 10, 2016
Sammy Lee Medical and Health Sciences Magnet 3600 Council Street Los Angeles, CA 90004	February 3, 2016	February 10, 2016
Virginia Road Elementary School 2925 Virginia Road Los Angeles, CA 90016	February 17, 2016	February 24, 2016
Perez Special Education Center 4540 Michigan Ave. Los Angeles, CA 90022	February 17, 2016	February 24, 2016

For additional information, please contact us at Parent, Community and Student Services at

(213) 481-3350 **Childcare will not be available.**





Distrito Escolar Unificado de Los Ángeles

Oficina de Educación Especial



Oficina de Servicios para los Padres de Familia, la Comunidad y los Estudiantes

MODIFICACIÓN AL DECRETO POR CONSENTIMIENTO (MCD)

Sesiones de Capacitación para Padres con Hijos que

Recientemente fueron Identificados para Recibir Servicios de

Educación Especial

Temas de la Primera Parte

La participación de los Padres en las Reuniones de IEP

Padres como Líderes

Temas de la Segunda Parte

Información Acerca de la Conducta del Niño

Estrategias para Eliminar Entornos Hostiles

Cómo apoyar a su Niño en el Hogar y en la Escuela

Hora: 9:00 a.m. to 12:00 p.m.

Usted puede asistir a este entrenamiento en una de estas cinco ubicaciones:

Ubicación	Fecha de la Primera Parte	Fecha de la Segunda Parte
Centro de Educación Especial Banneker 14024 S. San Pedro St. Los Angeles, CA 90061	January 20, 2016	January 27, 2016
Centro de Educación Especial Leichman 19034 Gault St. Reseda, CA 91335	February 3, 2016	February 10, 2016
Escuela Magnet de Medicina y Ciencias de la Salud Sammy Lee 3600 Council Street Los Angeles, CA 90004	February 3, 2016	February 10, 2016
Escuela Primaria Virginia Road 2925 Virginia Road Los Angeles, CA 90016	February 17, 2016	February 24, 2016
Centro de Educación Especial Pérez 4540 Michigan Ave. Los Angeles, CA 90022	February 17, 2016	February 24, 2016

Para más información, favor de comunicarse a la
Oficina de Servicios para Padres, la Comunidad y Los Estudiantes al **(213) 481-3350**

No se ofrecerá servicio de cuidado de niños.





DATES FOR “BULLYING: WHAT EVERY PARENT NEEDS TO KNOW” PARENT WORKSHOPS
CONDUCTED BY SPED-FUNDED PARENT EDUCATOR COACHES AND BEHAVIOR SUPPORT UNIT PERSONNEL
2015-2016

Time: 8:30 a.m. – 10:30 a.m.

Parents or guardians may attend the workshop at any of these locations.

Spring Semester Dates and Locations	
January 21	Aldama Elementary School Parent Center 632 N. Avenue 50 Los Angeles, CA 90042
January 28	Monroe High School Odin’s Hall 9229 Haskell Ave North Hills, CA 91343
February 11	Sunrise Elementary School Multipurpose Room 2821 E. Seventh St Los Angeles, CA 90023
February 18	Loren Miller Elementary School Auditorium 830 W. 77th Street Los Angeles, CA 90044
March 3	Van Nuys Middle School Room A-208 5435 Vesper Ave. Van Nuys, 91411
March 10	Marina Del Rey Middle School Parent Center 12500 Braddock Dr. Los Angeles, 90066

Trainings are subject to change. Dates and locations can be confirmed by calling (213) 241-6701 or (213) 481-3350.



FECHAS PARA TALLER DE PADRES “INTIMIDACIÓN: LO QUE CADA PADRE NECESITA SABER”

PRESENTADO POR EL PERSONAL DE LA UNIDAD DE APOYO DE CONDUCTA Y POR ENTRENADORES PEDAGÓGICOS
FINANCIADOS CON FONDOS DE EDUCACIÓN ESPECIAL

2015-2016

Hora: 8:30 a.m. – 10:30 a.m.

Padres y tutores pueden asistir a este taller en cualquiera de las siguientes ubicaciones.

Ubicaciones y Fechas del Semestre de Primavera	
21 de enero	Aldama Elementary School Centro de Padres 632 N. Avenue 50 Los Angeles, CA 90042
28 de enero	Monroe High School Odin's Hall 9229 Haskell Ave North Hills, CA 91343
11 de febrero	Sunrise Elementary School Salón Multiusos 2821 E. Seventh St Los Angeles, CA 90023
18 de febrero	Loren Miller Elementary School Auditorio 830 W. 77th Street Los Angeles, CA 90044
3 de marzo	Van Nuys Middle School Salón A-208 5435 Vesper Ave. Van Nuys, 91411
10 de marzo	Marina Del Rey Middle School Centro de Padres 12500 Braddock Dr. Los Angeles, 90066

Los talleres están sujetos a cambio. Puede confirmar fechas y ubicaciones llamando al (213) 241-6701 o al (213) 481-3350.



Parent Workshops

PARENT, COMMUNITY AND STUDENT SERVICES

**Jan
13**

Community Partnerships - Mexican Consulate

This workshop will provide general information about the different programs and services offered by the Mexican Consulate such as education, health, financial education and dual citizenship. Information regarding how to obtain a Consular ID and passport will also be provided.



**Feb
3**

College and Career Readiness

This highly interactive workshop will provide valuable information about what families of students K-12 can do to cultivate a college-going culture. Participants will receive information regarding high school graduation requirements, college admission requirements, ways in which students can boost their grade point average and much more.



**Feb
10**

Effective Participation in Parent-Teacher Conferences

Parent-teacher conferences are an important component of ongoing home-school communication. This workshop will provide ideas for parents on how to engage effectively in parent-teacher conferences and effectively communicate with teachers throughout the year.



**Feb
24**

Promoting Resiliency in Children

This workshop will provide information about risk factors and protective skills that promote resiliency. It will explore ways in which families, schools and the community can work together to effectively address the many issues that children/youth may face.



**Mar
2**

Academic Support for Diverse Learners

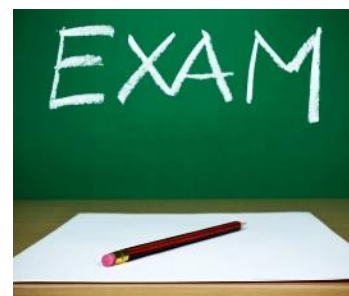
This workshop will present ways to support learning based on strengths and diverse needs. Participants will receive valuable information on strategies that promote student engagement, critical thinking skills, reading comprehension and mathematical proficiency.



**Mar
9**

Understanding and Preparing for the Smarter Balanced Assessments

This workshop will provide information on the various features of the Smarter Balanced Assessments. Sample questions will be used to obtain deeper understanding. Additionally, participants will receive tools to assist children at home.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES**



Parent Workshops

PARENT, COMMUNITY AND STUDENT SERVICES

**Apr
6**

Gifted and Talented Education Programs

This workshop will provide an overview of the District's GATE program. It will discuss the seven categories of identification, meeting the academic and social-emotional needs of gifted learners, and GATE program options within Los Angeles Unified School District.



**Apr
13**

Brain Development: How Families Can Support Student Success in the Common Core

This workshop will examine what brain and behavioral research tells us are the optimum practices, habits, and mindsets to support academic success in the Common Core classroom and beyond.



**May
4**

The Forgotten History of Chinese Americans

Award-winning author Icy Smith will present a workshop describing the early history of Chinese Americans in California, including many nearly forgotten historical Accounts.



**May
11**

Historical Thinking Skills for All Learners

This workshop will introduce approaches, such as the Stanford History Education Group's Historical Thinking Skills, that support critical thinking. The session will demonstrate how viewing historical and current events through the lens of a historian improves student engagement, participation, and inquiry.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES**

WHEN: 9:00 AM – 11:00 AM

WHERE: Parent, Community and Student Services • Parent Center
1360 West Temple Street, Los Angeles, 90026

MORE INFORMATION: Please contact us at 213.481.3350.



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



Thursday, December 10, 2015

EVALUATION

Name (optional): _____ School Name (optional): _____

Role: ☐ DELAC Member ☐ Member of the Public (optional)

Please circle the number below that indicates how much you agree or disagree with each statement. Circle one number for each statement.					
	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. The content and information presented at the DELAC Meeting was valuable.	1	2	3	4	5
2. The information shared was clearly presented.	1	2	3	4	5
3. I understand how to make a motion and vote.	1	2	3	4	5
4. I had the opportunity to share my recommendations on the Master Plan for English Learners (EL's).	1	2	3	4	5

REFLECTIONS

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

Thank you for your participation.