



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, December 10, 2015

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. | Flag Salute | Volunteer Member |
| IV. | Public Comment
<i>Five speakers, two minutes each</i> | Lluvia Sainz, Parliamentarian |
| V. | Roll Call/Establish Quorum | Diana Guillen, Secretary |
| VI. | Training: Procedures for
Making Motions and Voting | Parent, Community and Student Services Staff |
| VII. | <i>Action Item</i>
Minutes
<i>Review and Approval of Minutes for November</i> | Diana Guillen, Secretary |
| VIII. | <i>Action Item</i>
Master Plan for English Learners
<i>Presentation and Recommendations</i> | Multicultural and Multilingual Education
Department
PCSS Staff/Local District Parent and Community
Engagement Team |
| IX. | Evaluation | Juan Jose Mangandi, Chairperson |
| X. | Announcements from Members and
PCSS Staff | Lluvia Sainz, Parliamentarian |
| XI. | 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.



STEPS TO MAKING A MOTION



<i>Steps to making a motion</i>	<i>What to say</i>
1. The member raises their hand and addresses the chair.	"Mr./Madam Chairman."
2. The chair recognizes the member.	"The chair recognizes the member"
3. The member makes a motion.	"I <i>(state your name)</i> move to... <i>(state your motion)</i> ."
4. Another member seconds the motion.	"I <i>(state your name)</i> second the motion as stated."
5. The chair repeats the motion.	"It has been moved and seconded..." <i>(read what is written on the motion form)</i>
6. The members debate the motion.	"The chair <i>may</i> recognize the maker of the motion to speak last on the motion..."
7. The chair calls for the question, and the members vote.	"Those in favor of adopting the motion <i>(read the motion)</i> say 'Aye' [pause], those opposed [pause], those abstain <i>(ask members to raise their hand for each question)</i>
8. The chair announces the result of the vote.	"Say number of votes :The ayes ____, opposed ____, abstentions ____ then state if the motion passed or failed"

Notes:



**LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent, Community and Student Services**

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

**OFFICIAL ELECTION MINUTES
2015-2016**

Date: November 12, 2014
Time: 10:07
Location: PCSS Auditorium

Administrator present: Rowena Lagrosa- PCSS, Chief Executive Officer

CALL TO ORDER/WELCOME

The attendants were welcomed by Rowena Lagrosa, PCSS Chief Executive Officer at 10:07 a.m.

PLEDGE OF ALLEGIANCE

The flag salute was led by Martha Meza from Ford Blvd. ES.

PUBLIC COMMENTS

The public was allowed a limited time of two (2) minutes per speaker to address the membership (Pursuant to Board Rules 131-137).

Public Comments were facilitated by Alvaro Alvarenga, Administrator.

1. Ofelia Martinez, parent from Fishburn ES shared experience at school site regarding intervention services for ELs
2. Roberto Fonseca, parent from an LAUSD school commented regarding the importance of DELAC functions and roles
3. Maria Daisy Ortiz, parent from Garvanza ES reminded members regarding importance of reclassification
4. Luz Montoya, parent from Bravo and Hollenbeck encouraged attendants to learn about the budget and to focus on solutions
5. Marcela Garcia, parent from an LAUSD middle school commented regarding parent and school roles in reclassification before middle school, to advocate for their school's students

ORIENTATION OF THE PURPOSE OF THE NEWLY ELECTED DELAC MEMBERS

A brief orientation outlining the purpose, function, and responsibilities of the DELAC membership and elected officers was given by Alvaro Alvarenga, Administrator.

Mr. Alvarenga clarified that agenda-planning will take place after the DELAC meetings.

ROLL CALL/QUORUM

Members were seated and roll call was conducted by Angie Cardenas, Senior Parent Facilitator.

Quorum was established at **19** (*insert # of Delegates present 50+1%*). There were **37** voting members present. Quorum was reached.

OPERATING NORMS AND CODE OF CONDUCT

Operating Norms and Code of Conduct were read to the members by Angie Cardenas, Senior Facilitator as described in Attachment J of BUL-6541.0. The staff supporting the elections and other PCSS staff were introduced.

Cesar Delsas from Escalante ES asked if roll call was to be conducted at this time. The Operating Norms and Code of Conduct was briefly suspended to proceed to roll call as indicated on the agenda. The description of norms and code of conduct resumed after roll call and quorum was established.

Angie Cardenas, Senior Parent Facilitator and Alvaro Alvarenga, Administrator answered participants' questions regarding the voting process.

ELECTION GUIDELINES

Election guidelines were read and reviewed by Angie Cardenas, Senior Parent Facilitator, and distributed to all members.

ELECTION –

The former representatives were thanked and all seats were declared vacant.

The floor was open for nominations to elect Chairperson to the District English Learner Advisory Committee (DELAC). The following representatives were nominated:

- | | |
|---|--|
| 1. Maria del Carmen Sanchez #38 from Aldama ES nominated herself | 9. Guillermina Cueva #3 from Bravo Medical Magnet nominated herself |
| 2. Benito Juarez #39 from Menlo ES nominated himself | 10. Cesar Delsas #1 from Escalante ES accepted nomination by Santos Salguero from Corona Ave. ES |
| 3. Juan Jose Mangandi #33 from Hoover ES nominated himself | 11. Lluvia Sainz #2 from Huntington Park ES nominated herself |
| 4. Bertha Mercado #18 from Van Nuys MS nominated herself | 12. Gabriela Sandoval #27 from Chase ES nominated herself |
| 5. Ana Carrion #40 from MLK, Jr.ES (accepted nomination by Pedro Tot) | 13. Brent Andersen #47 from Van Deene ES accepted his nomination by Emelia Hernandez # 43 from Miramonte ES |
| 6. Octavia Hernandez #12 from Cienega ES nominated herself | 14. Fred Humble #26 from Haskell ES accepted nomination by Glenda Lobos #30 from Nevada ES |
| 7. Maria Villatoro #8 from Fishburn ES nominated herself | 15. Laura Baz #25 from Patrick Henry MS Magnet declined her nomination by Ignacia Cruz #19 from Sepulveda MS |

8. David Cano #6 from Southeast MS nominated himself

16. Pedro Tot #9 from Kingsley ES declined his nomination by Ebi Hernandez #15 from 6th Ave ES

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the District English Learner Advisory Committee (DELAC). A motion was moved by Ana Carrion #40 from Martin Luther King ES and seconded by Maria del Carmen Sanchez #38 from Aldama ES.

Motion carried. Motion passed.

<u>33</u>	# of all in favor
<u>0</u>	# of those who oppose
<u>0</u>	# of those who abstained

Each nominee was allowed up to one minute to provide a speech. Following the speeches, members voted. During tallying of votes, a vote was given to Juan Jose Mangandi by mistake, but immediately corrected to be given to Bertha Mercado. The following results occurred.

	# of votes		# of votes
1. <u>Maria del Carmen Sanchez</u>	1	8. <u>David Cano</u>	3
2. <u>Benito Juarez</u>	3	9. <u>Guillermina Cueva</u>	1
3. <u>Juan Jose Mangandi</u>	4	10. <u>Lluvia Sainz</u>	1
4. <u>Bertha Mercado</u>	1	11. <u>Gabriela Sandoval</u>	2
5. <u>Ana Carrion</u>	3	12. <u>Cesar Delsas</u>	6
6. <u>Octavia Hernandez</u>	3	13. <u>Brent Andersen</u>	4
7. <u>Maria Villatoro</u>	1	14. <u>Fed Humble</u>	4

A runoff election took place between the four candidates with the most votes: Cesar Delsas, Juan Jose Mangandi, Brent Andersen, and Fred Humble.

These four top vote-getters were allowed up to one minute each to provide a speech. Following the speeches, members voted. The results were as follows:

	# of votes
Cesar Delsas	13
Juan Jose Mangandi	11
Brent Andersen	5
Fred Humble	8

A second runoff election took place between the two candidates with the most votes: Cesar Delsas and Juan Jose Mangandi.

While the ballot was being created, staff shared announcements regarding upcoming trainings for SSC for Local District North East on November 14, 2015 at Mullholland Middle School.

The two top vote-getters at this second run-off election were allowed up to one minute each to provide a speech. Following the speeches, members voted. The results were as follows:

	# of votes
Cesar Delsas	15
Juan Jose Mangandi	22

The following Representative was elected Chairperson to the District English Learner Advisory Committee (DELAC):

Representative Name	School	Votes Received
Juan José Mangandi	Hoover Elementary School	22

The floor was open for nominations to elect a Vice-Chairperson to the District English Learner Advisory Committee (DELAC). The following representatives were nominated:

- 1 Socorro Zarzuela #44 from Dominguez ES accepted her nomination by Emelia Hernandez #43 from Miramonte ES
- 2 Diana Guillen #37 from Mac Arthur Park ES declined her nomination by Juan Jose Mangandi #33 from Hoover ES
- 3 Cesar Delsas #1 from Escalante ES accepted his nomination by Bertha Mercado #18 from Van Nuys MS
- 4 Ana Carrion #40 from Martin Luther King ES accepted her nomination by Edgar Esqueda #35 from LAHSA
- 5 Fred Humble #26 from Haskell ES accepted his nomination by Brent Andersen #47 from Van Deene ES
- 6 Maria del Carmen Sanchez # 38 from Aldama ES accepted her nomination by Beatriz Hernandez #36 from MCLC
- 7 Lluvia Sainz #2 from Huntington Park ES nominated herself
- 8 Octavia Hernandez #12 from Cienega ES nominated herself
- 9 Jacqueline Salceda #14 from Dearborn ES Charter was nominated by Fred Humble #26, but the nomination did not proceed because Ms. Salceda was an alternate
- 10 Monica Arrazola #16 from Cheremoya ES nominated herself
- 11 Pedro Tot #9 from Kingsley ES declined his nomination by Silvia de la Cruz #11 from Burrough MS

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the position of Vice-Chairperson to the District English Learner Advisory Committee (DELAC). A motion was moved by Brent Andersen #47 from Van Deene ES and seconded by Joel Lopez #34 from Hobart ES.

Motion carried. Motion passed.

<u>37</u>	# of all in favor
<u>0</u>	# of those who oppose
<u>0</u>	# of those who abstained

Each nominee was allowed up to one minute to provide a speech. Following the speeches, members voted.

Members' votes were tallied and the results were as follows:

	# of votes
<u>Socorro Zarzuela</u>	4
<u>Cesar Delsas</u>	13
<u>Ana Carrion</u>	2
<u>Fred Humble</u>	7
<u>Maria del Carmen Sanchez</u>	1
<u>Lluvia Sainz</u>	6
<u>Octavia Hernandez</u>	3
<u>Monica Arrazola</u>	1

A motion was made by Brent Andersen to continue and extend the meeting until all the elections were completed. Juan Jose Magandi seconded the motion. Members voted on the motion and the following were the results:

19 in favor
12 opposed
4 abstained

The motion carried.

A runoff election took place between the two candidates with the most votes: Cesar Delsas and Fred Humble.

The two top vote-getters for the position of Vice-Chairperson were allowed up to one minute each to provide a speech. Following the speeches, members voted. The results were as follows:

Cesar Delsas	20
Fred Humble	15

The following Representative was elected Vice-Chairperson to the District English Learner Advisory Committee (DELAC):

Representative's Name	School	Votes Received
Cesar Delsas	Escalante Elementary School	20

The floor was opened for nominations to elect a Secretary to the District English Learner Advisory Committee (DELAC). The following representatives were nominated:

- 1 Ana Carrion #40 from Martin Luther King ES accepted her nomination by Benito Juarez #39 from Menlo ES
- 2 Fred Humble #26 from Haskell ES Magnet declined his nomination by Brent Andersen #47 from Van Deene ES
- 3 Maria Villatoro #8 from Fishburn ES nominated herself
- 4 Gabriela Sandoval #27 from Chase ES accepted her nomination by Fred Humble #26
- 5 Octavia Hernandez #12 from Cienga ES nominated herself
- 6 Guillermina Cueva #3 from Bravo Medical Magnet accepted her nomination by Santos Salguero #13 from Corona ES
- 7 Diana Guillen #37 from Mac Arthur Park ES nominated herself

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the District English Learner Advisory Committee (DELAC). A motion was moved by Joel Lopez # 34 from Hobart ES, and seconded by Juan Mangandi, # 33 from Hoover ES.

Motion carried. Motion passed.

34	# of all in favor
0	# of those who oppose
0	# of those who abstained

Each nominee was allowed up to one minute to provide a speech. Following the speeches, one candidate left, Guillermina Cueva. It was explained to members that since she wasn't present anymore, she did not qualify to run or win anymore. Members voted.

Members' votes were tallied and the results were as follows:

	# of votes
Ana Carrion	7
Maria Villatoro	3

Gabriela Sandoval	9
Octavia Hernandez	4
Guillermina Cueva	2
Diana Guillen	10

A runoff election took place between the two candidates with the most votes: Diana Guillen and Gabriela Sandoval.

A count was conducted to confirm quorum. Quorum was re-established with 26 members present.

The two top vote-getters for the position of Secretary were allowed up to one minute each to provide a speech. Following the speeches, members voted. The results were as follows:

	Diana Guillen	16
	Gabriela Sandoval	11

The following Representative was elected Secretary to the District English Learner Advisory Committee (DELAC):

Representative's Name	School	Votes Received
Diana Guillen	Mac Arthur Park ES	16

The floor was opened for nominations to elect a Parliamentarian to the District English Learner Advisory Committee (DELAC). The following representatives were nominated:

Benito Juarez # 39 accepted his nomination by Ana Carrion #40 from Martin Luther King ES

Lluvia Sainz #2 from Huntington Park ES, accepted her nomination by Joel Lopez #34 from Hobart ES

Octavia Hernandez #12 from Cienega ES nominated herself

Fred Humble #26 from Haskell ES declined his nomination by Jacqueline Salceda #14 from Dearborn ES Charter Academy

David Cano #6 from Southeast Middle School nominated himself

Brent Andersen #47 from Van Deene ES accepted his nomination by Fred Humble #26 from Haskell ES

Pedro Tot #9 from Kingsley ES declined his nomination by Ana Carrion #40 from MLK ES

The Electioneer asked three (3) times if there are any other nominees, then entertained a motion to close nominee's list to the District English Learner Advisory Committee (DELAC). A motion was moved by Glenda Lobos # 30 from Nevada ES, and seconded by Denia Barreto #23 from Sylmar Leadership.

Motion carried. Motion passed.

<u>24</u>	# of all in favor
<u>0</u>	# of those who oppose
<u>0</u>	# of those who abstained

An opportunity to give a speech for up to one minute was given. After the speeches, voting took place and the results were as follows:

	# of votes
Benito Juarez	7
Lluvia Sainz	10
Octavia Hernandez	4
David Cano	2
Brent Andersen	3

A runoff election took place between the two candidates with the most votes: Lluvia Sainz and Benito Juarez.

Members voted. The results were as follows:

	# of votes
Lluvia Sainz	15
Benito Juarez	11

The following Representative was elected Parliamentarian to the District English Learner Advisory Committee (DELAC):

Representative's Name	School	Votes Received
Lluvia Sainz	Huntington Park ES	15

A picture of the newly elected DELAC Officers was taken. The meeting concluded at 1:54 p.m.

These minutes are respectfully being submitted by Lucio Garcia, Parent Educator Coach on November 12, 2015.



DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
CORRECTION(S) TO MINUTES

[illegible]

Date _____



English Learner Master Plan Parent Training

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

Clock Partners

Directions

Find four partners for discussion times in the workshop. Record their names on the lines by 12, 3, 6, and 9 o'clock.



Clock Partners

Garmston, R. J. & Wellman, B. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon Publishers, Inc.

1. Understand the identification and assessment process for English learners

Key Terms

Handout #1

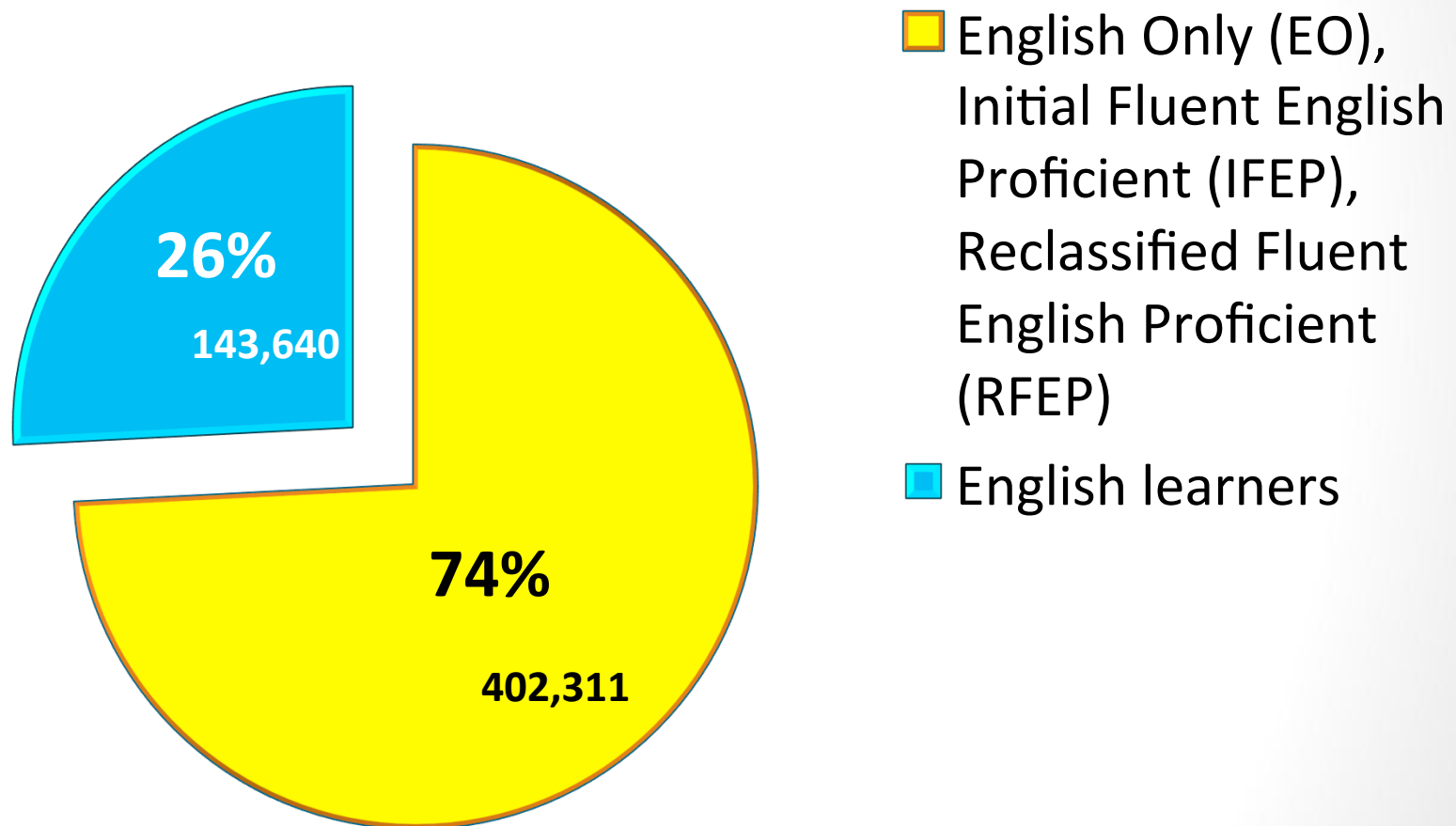
Key Terms – Secondary Schools	
Terms	Definition
California English Language Development Test (CELDT)	A state test that is given to students whose home language is not English. This test is given every year to English learners to assess their progress in listening, speaking, reading and writing in English.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



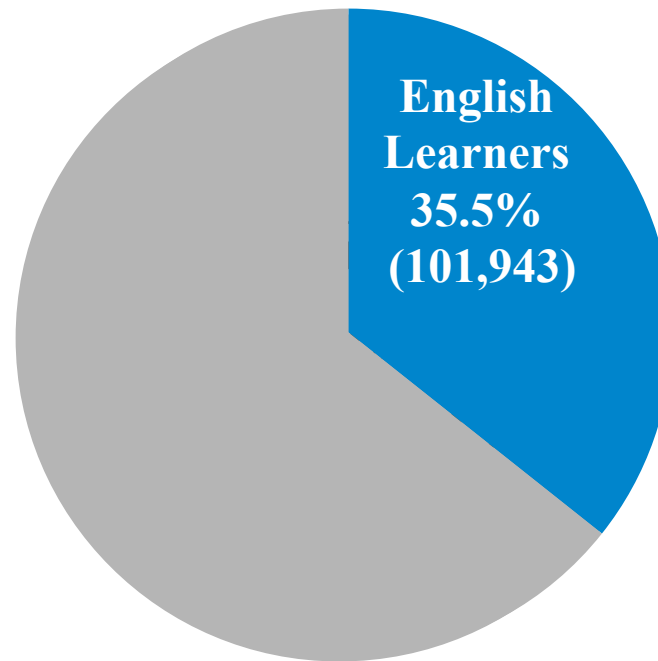
LAUSD Total Student Enrollment

2015-2016

545,951 students

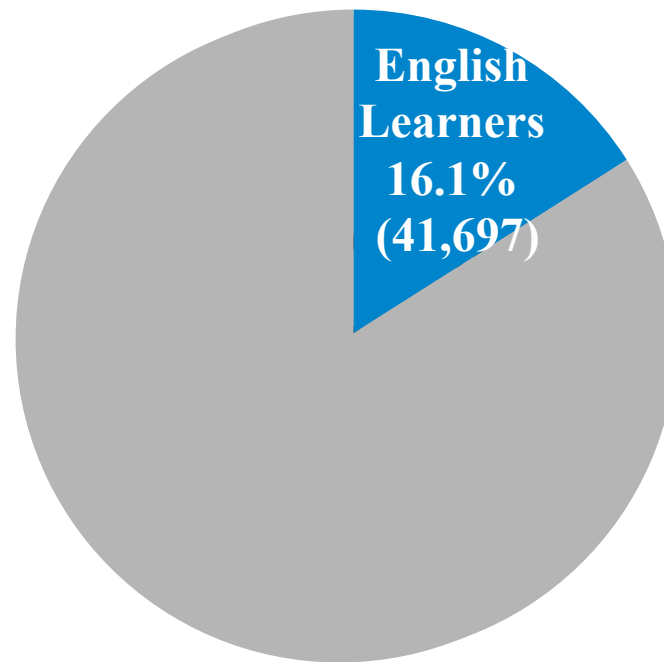


Elementary English Learner Data 2015-2016



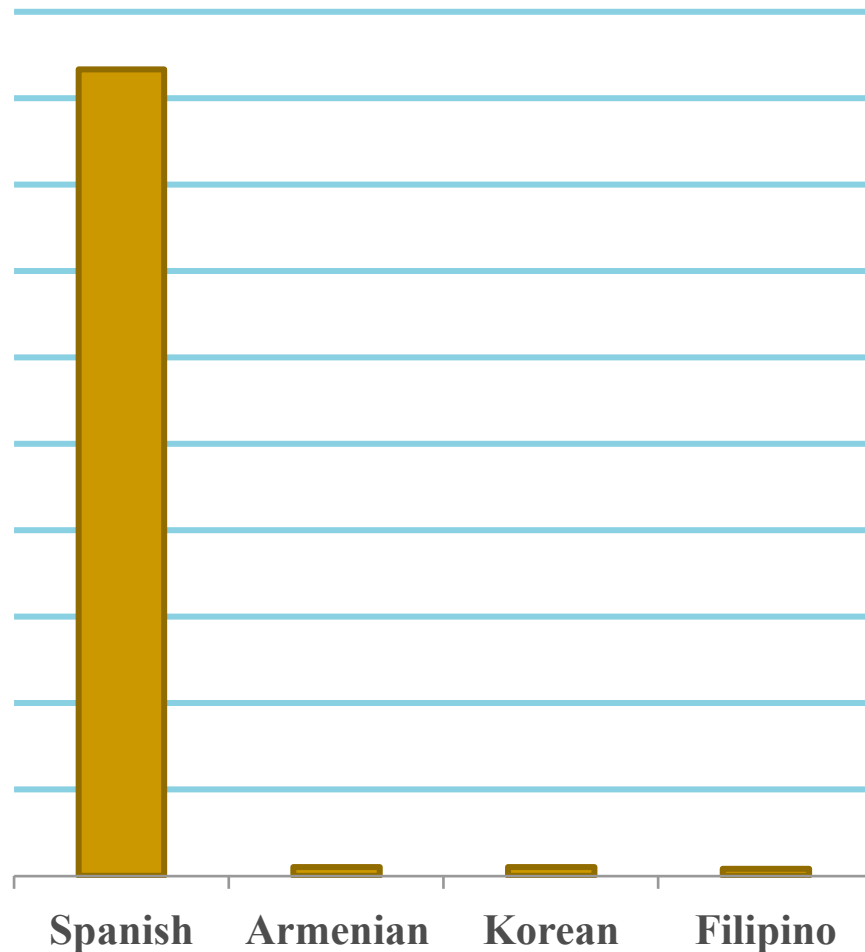
**35.5% of students in elementary schools are
English learners**

Secondary English Learner Data 2015-2016



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

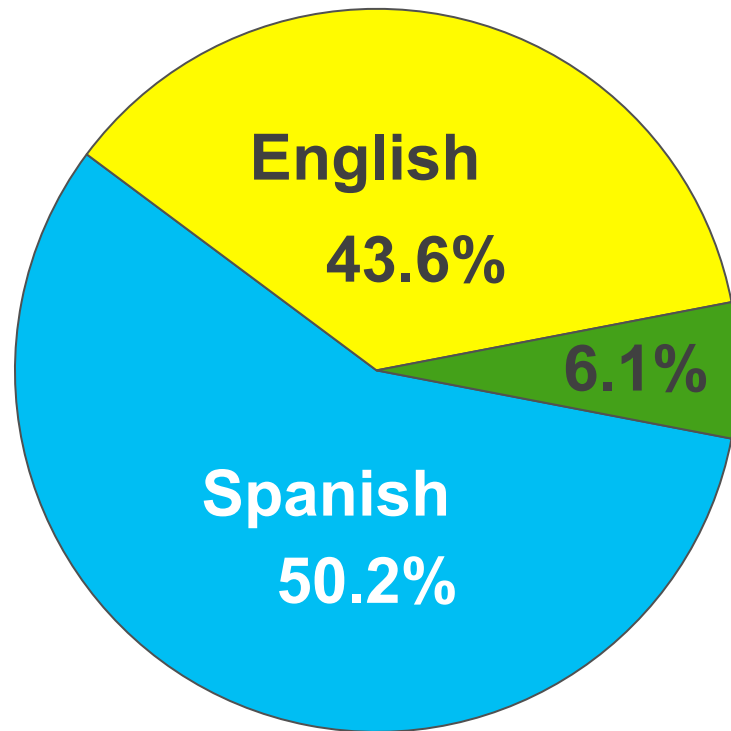
Home Languages Spoken in California



HOME LANGUAGE	% OF STUDENTS
Spanish	93.29% (167,289)
Armenian	1.09% (1,963)
Korean	1.00% (1,787)
Filipino	0.81% (1,446)

From California Department of Education website

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...

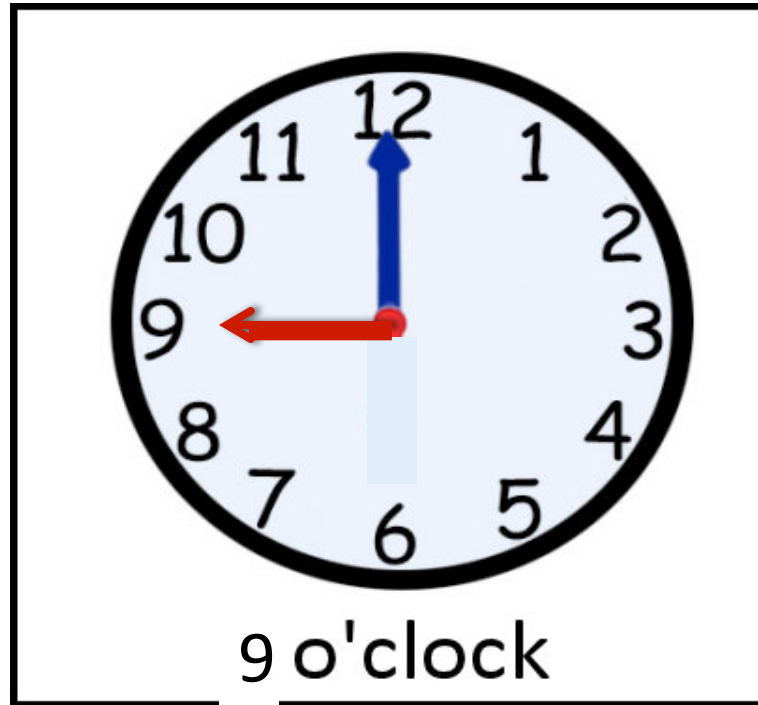
create a home environment that encourages learning

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

Student Name: _____		Date of Birth: ____/____/____	
Circle One Only			
1. SCHOOL NAME: _____		6. LAUSD / STATE STUDENT ID NUMBER: _____	
2. LOCATION CODE: _____		7. HOUSEHOLD NUMBER: _____	
3. HOURS: _____		8. HOME PHONE: _____	
4. SCHEDULED DAY CODE: _____		9. TEACHER/COUSILOR: _____	
5. STUDENT ENTRY GRADE LEVEL: _____		10. ENROLLMENT WISARD 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/MAG: Family Member Information)

1. Last Name: Last _____ First _____ Middle _____		2. Alias/Name: Last _____ First _____ Middle _____	
3. Birth Date: ____/____/____ State: _____ County: _____ City: _____ Zip: _____		4. ____/____/____ (LAUSD/MAG: Family Member Information)	
5. Birth: ____/____/____ State: _____ Place of Birth (City, State/Province, and Country): _____			

B. PARENT / LEGAL GUARDIAN WITH WHOM THE STUDENT LIVES (LAUSD/MAG: Caretaker Information)

1. Last Name: Last _____ First _____ Middle _____		2. Other Names Used _____	
3. Home Telephone Number _____ Cell/Pager Number _____		4. Work Telephone Number _____ Other _____	
5. Home E-mail Address _____		6. E-mail Address _____	

7. **Foreign Correspondence Language (Circle One)** Correspondence is provided in the following languages; check preferred language. If other is indicated, written correspondence will be in English. English Spanish American 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 _____

9. **Current College (Indicate AA Degree) College Graduate Graduate School/Post Graduate Training Institute in State or Unknown** _____

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 meet 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 Heritage / Hispanic/Latino (Circle One) Yes No 10. Religion (Circle One) _____	

D. STUDENT EDUCATIONAL INFORMATION

1. 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"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hawaiian <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Mexican <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Other Pacific Islander <input type="checkbox"/> Other Asian <input type="checkbox"/> Other Pacific Islander	
2. Student's Additional Race (Optional)	
<input type="checkbox"/> African American or Black <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Hawaiian <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Mexican <input type="checkbox"/> Native Hawaiian <input type="checkbox"/> Other Pacific Islander <input type="checkbox"/> Other Asian <input type="checkbox"/> Other Pacific Islander	

E. STUDENT EDUCATIONAL INFORMATION

1. Special Services	
If you have any questions regarding this section, please refer to the brochure entitled "Are You Qualified by Your Child's Special Needs?"	
A. Has this student attending special education services at his/her previous school? Yes No	
B. Did this student have a current Individualized Education Program (IEP) at the 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 this student previously attended any other school or center in the LAUSD (e.g., any education center, state preschool, SRRDP, Head Start, or other preschool)? Yes No If Yes, list most recent school/center attended: _____	

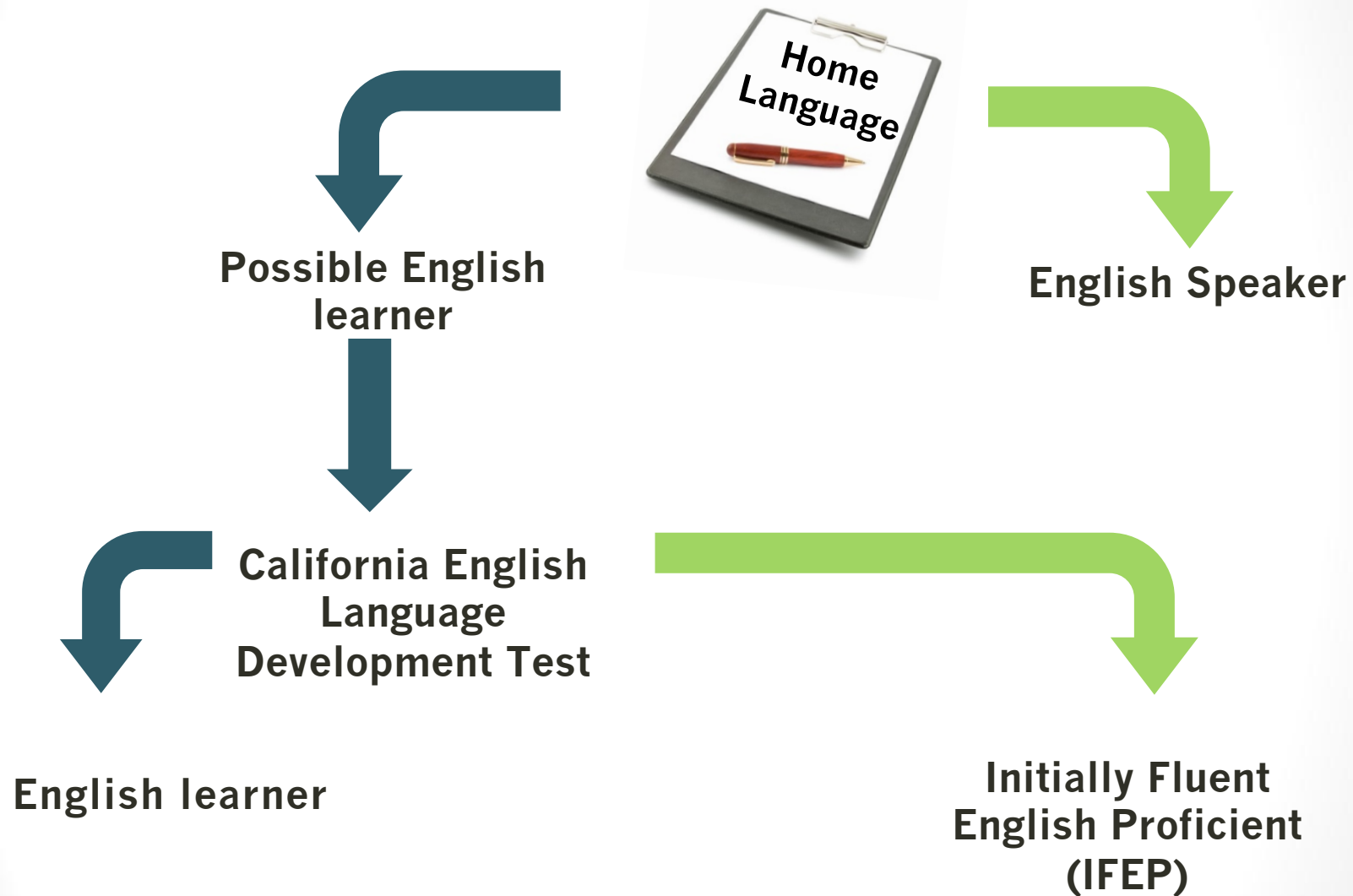
Name of School _____ City/State _____		Dates Attended _____		Grade Level(s) _____	
C. Please list last non-LAUSD school student attended (including early education centers, state preschool, SRRDP, Head Start, full faith and/or other preschool).					
Name of School _____ City/State _____		Type of School _____		Dates Attended _____	
Grade Level(s) _____					

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

08/17/2011 REV 0010



Initial Language Identification



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

- 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.

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 LTLEs) 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 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 _____

REF-4380.1 Page 1 of 2 September 24, 2013
Office of Curriculum, Instruction, and School Support

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:

<u>English Language Development Level</u>					
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.

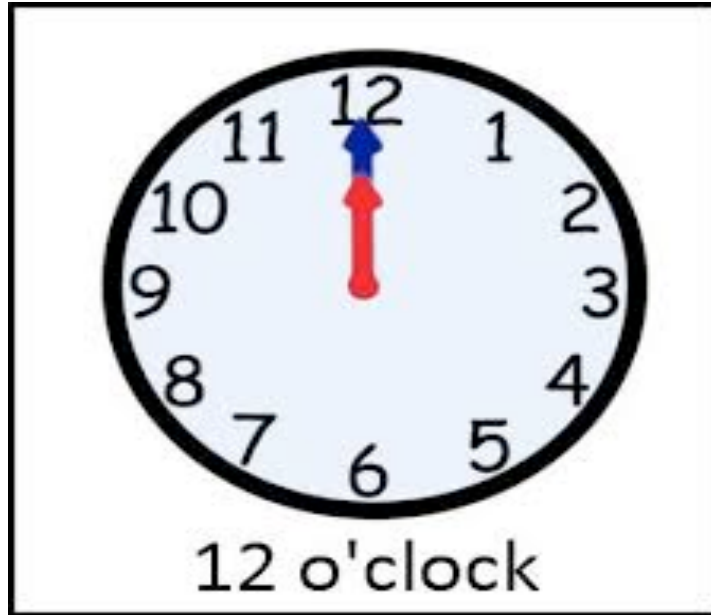
Parent Signature: _____ Date: _____

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

REF-4380.1 Page 1 of 1
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 Programs 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.

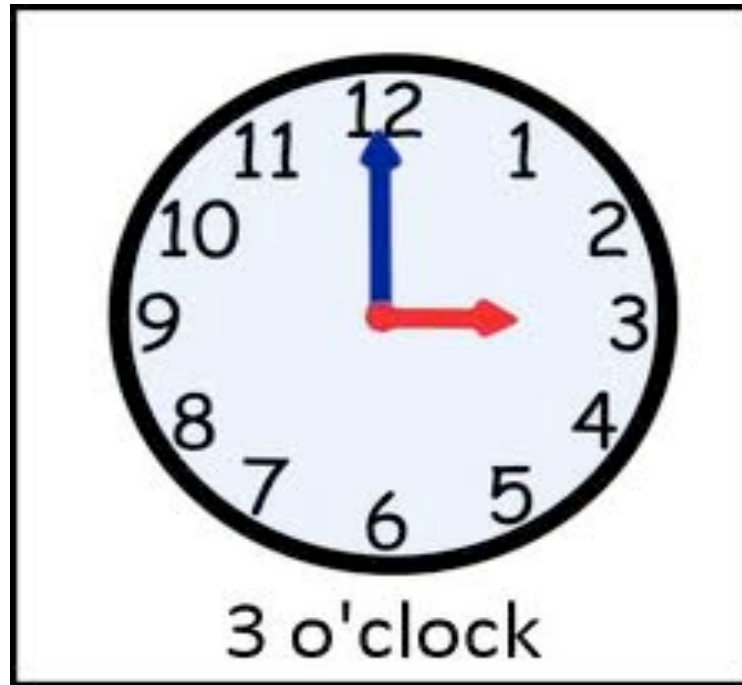
Maintenance Bilingual (Elementary)

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!

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.



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://lmsd.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 score 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://lmsd.lausd.net>



LOS ANGELES UNIFIED SCHOOL DISTRICT
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS IN ELEMENTARY SCHOOLS
Brochure for Parents



Traditional Bilingual Education (TBE) Program*
What is it?
• Instructional program for English learners in grades K-5 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.
What makes this program unique?
• Students receive at least 90 minutes of English Language Development daily with special attention to using their primary language to acquire English.
Who can enroll in this program?
• English learners in elementary grades, with priority to speakers of the language of the program.
Who can enroll in this program?
• English learners in grades K-5 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.

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.
What makes this program unique?
• 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.
Who can enroll in this program?
• 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.
Do I need a Parental Exception Waiver?
• 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.
What makes this program unique?
• English learners and English proficient students 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.
Who can enroll in this program?
• English learners in elementary grades, who speak the target language.
• English proficient students (IPEP, IPEP, EO).
Do I need a Parental Exception Waiver?
• 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.
What makes this program unique?
• Instructional program designed for English-proficient students.
• English is used as the only language of instruction.
• 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 to academic English.
Who can enroll in this program?
• English learners in elementary grades, with ELD levels 4-5, and/or students proficient in English per their official language classification (IPEP, IPEP, EO).
• Students who are beginning to learn English (ELD 1-3) may enroll but will need a Parental Exception Waiver.
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.
What makes this program unique?
• Students learn all academic subjects in English, with help in their primary language only if needed.
• Teachers use special strategies to teach academic subjects to English learners.
• Students receive at least 60-120 minutes of English Language Development instruction daily.
Who can enroll in this program?
• English learners in elementary grades who are just beginning to learn English (ELD 1-3).
• English learners enrolled in a U.S. school for less than 5 years.
Do I need a Parental Exception Waiver?
• No. SEI is the designated placement for ELs who are beginning to learn English (ELD 1-3).
Do I need a Written Mainstream Program Request?
• No. If your child is beginning to learn English (ELD 1-3).
Do I need a Written Mainstream Program Request?
• Yes.

Secondary English Learner Newcomer Program*
What is it?
• Instructional program for English learners who have been enrolled in U.S. schools for fewer than 2 years and are beginning to learn English (ELD 1-3).
How does this program help my child?
• Students learn to acquire English and learn about the culture of the school's community and the United States.
What makes this program unique?
• English learners develop core academic skills and knowledge.
• English learners are supported in the acculturation to the new school routines and communities.
• English learners receive primary language support in some core academic subjects.
Who can enroll in this program?
• English learners who have been in U.S. schools fewer than 2 years.
Who can enroll in this program?
• All students who have been identified as English learners for 5 or more years and have not yet met reclassification criteria will be enrolled in this program.

Accelerated Learning Program for Long Term English Learners (LTLE)**
What is it?
• Instructional program taught in English for students who have been enrolled as English learners for 5 years or more (ELD 1-5) and yet not met reclassification criteria.
How does this program help my child?
• Students receive accelerated instruction aimed to help them reach and have access to all academic program options.
What makes this program unique?
• Course content includes accelerated English literacy and socio-emotional support targeting reclassification.
• English learners receive instruction to be able to perform at a level comparable to their native English peers.
• It provides students the ability to have access to and meet A-G requirements to be college-prepared and career ready.
• Students enrolled as an English learner for 5 years or more (ELD 1-5) must be placed in an LTLE course.
Who can enroll in this program?
• All students who have been identified as English learners for 5 or more years and have not yet met reclassification criteria will be enrolled in this program.

Dual Language Two-Way Immersion Program*
What is it?
• Instructional program for English learners and English proficient students taught in the EL's primary language ("target language") and English.
How does this program help my child?
• Students learn standards-based academic content in English and in the target language.
What makes this program unique?
• Instruction is delivered in the target language and in English. Out of a 60-minute day, 30 minutes are taught in the target language and the remaining 30 minutes are taught in English.
• Students develop bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural competencies.
• All courses meet college preparation requirements and may include Honors and Advanced Placement (AP) offerings in other language.
Who can enroll in this program?
• English learners and English proficient students (IPEP, IPEP, EO) who were enrolled in a Dual Language Program or a Maintenance Bilingual Program in grades K-5. English proficient students (IPEP, IPEP, EO) from diverse backgrounds.
• English learners in grades 6-12 who are proficient in the target language.
Do I need a Parental Exception Waiver?
• 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.
What makes this program unique?
• Instructional program designed for English-proficient students.
• English is used as the only language of instruction.
• English learners receive support as needed in English, including the use of special strategies for English learners.
• English learners receive 60-120 minutes of English language development daily with special attention to academic English.
Who can enroll in this program?
• English learners in grades 6-12 with ELD levels 4-5, and/or students proficient in English per their official language classification (IPEP, IPEP, EO).
• Students who are beginning to learn English (ELD 1-3) may enroll if parents have requested a withdrawal of services from the Structured English Immersion program.
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.
What makes this program unique?
• Students learn all academic subjects in English, with help in their primary language only if needed.
• Teachers use special strategies to teach academic subjects to English learners.
• Students receive at least 60-120 minutes of English Language Development instruction daily.
Who can enroll in this program?
• English learners in elementary grades who are just beginning to learn English (ELD 1-3).
• English learners enrolled in a U.S. school for less than 5 years.
Do I need a Parental Exception Waiver?
• No. SEI is the designated placement for ELs who are beginning to learn English (ELD 1-3).
Do I need a Written Mainstream Program Request?
• No. If your child is beginning to learn English (ELD 1-3).
Do I need a Written Mainstream Program Request?
• Yes.

Graduation rate is reported for each graduating class. The rate is calculated by dividing the number of graduates by the membership base. The membership base is defined as the number of students entering 7th grade four years earlier, and adjusted for students who have transferred into or out of the district during the years covering grades 3 through 12.
In 2011-2012, the LAUSD graduation rate was 64%, an increase of 2% over the 2010-2011 school year.

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 secondary schools. All five instructional program options guarantee access to a full curriculum with scaffolds and support for students in grades 6-12 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, are expected to participate fully in college-preparatory (H-C) courses and to graduate from high school ready for college and careers.

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 grades 6-12. 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://lmsd.lausd.net>.

What is "Reclassification"?
"Reclassification" is the process by which an English learner is deemed to have 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.

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 required assessments in English Language Arts, and
- Score "Early Advanced" or higher ("4" or "5") on the CELDT, with score of "Intermediate" or higher ("3", "4", or "5") in each of the domains of listening, speaking, reading, and writing, and
- Earn a final grade of "C" or better in English Language Arts, Advanced ELD 3, or Advanced ELD 4.

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:
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LOS ANGELES UNIFIED SCHOOL DISTRICT
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT



INSTRUCTIONAL PROGRAMS FOR ENGLISH LEARNERS IN SECONDARY SCHOOLS
Brochure for Parents



“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 (ELD 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

**How does this program
help my child?**



What makes this program unique?



Who can enroll?



What is it?



**Is a Parental Exception
Waiver Needed?**



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	
Local District-South 1208 Magnolia Ave. Gardena, CA 90247			
Local District-Central 333 S. Beaudry Ave. Los Angeles, CA 90017			
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 child'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.

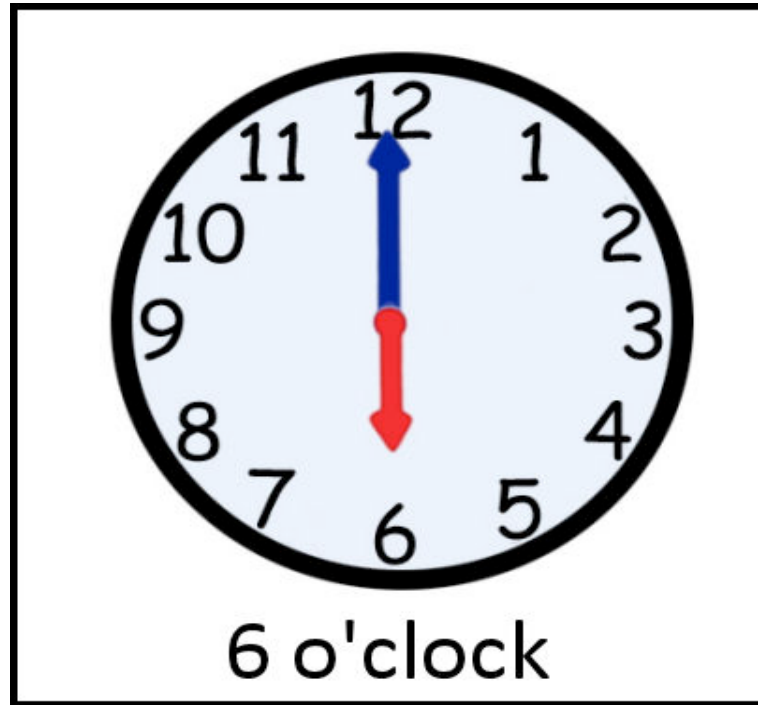
- Take a moment to read the suggested activities to support your child's learning.
- Work with your group to brainstorm additional ideas.

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.

44

Recommendation: Master Plan for English Learners

Based on today's presentation, please provide your recommendations related to the Master Plan for English Learners.

1.

2.

Recomendacion: Plan Maestro para Aprendices de Ingles

En base a la presentación del día de hoy, por favor proporcione su recomendación acerca del Plan Maestro para Aprendices.

1.

2.



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.

DELAC Calendar



Los Angeles Unified School District

November 12, 2015 Orientation/Elections		December 10, 2015 Regular Meeting		January 14, 2016 Regular Meeting
10:00 am to 1:00 pm		10:00 am to 1:00 pm		10:00 am to 1:00 pm
PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM		PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM		PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>

February 11, 2016 Regular Meeting		March 10, 2016 Regular Meeting		April 14, 2016 LCAP Session
10:00 am to 1:00 pm		10:00 am to 1:00 pm		9:00 am to 3:00 pm
PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM		PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM		PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>

April 15, 2016 LCAP Session		May 12, 2016 Regular Meeting		June 9, 2016 Regular Meeting
9:00 am to 3:00 pm		10:00 am to 1:00 pm		10:00 am to 1:00 pm
PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM		PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM		PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM
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