

Federal Programs Focus Group Meeting 2024-2025 School Year

Reunión del grupo de enfoque de programas federales año escolar 2024-2025

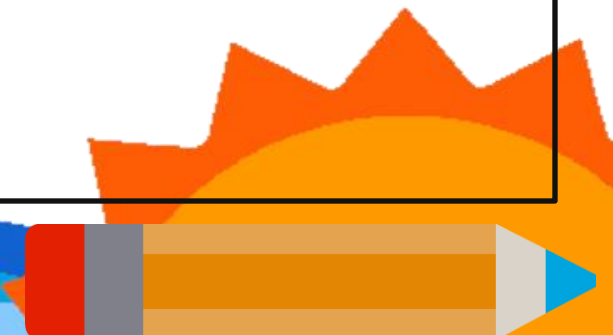
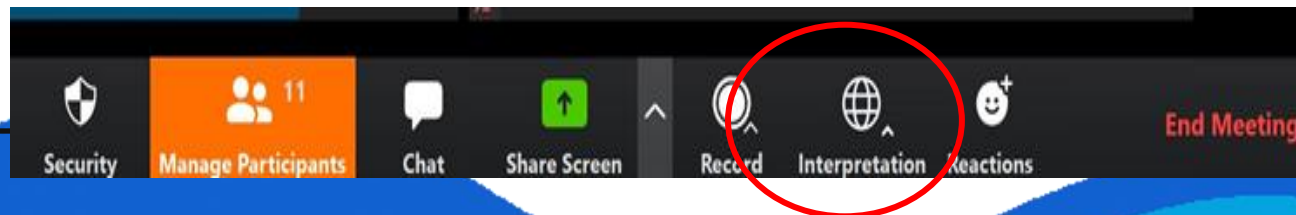


Interpretation Services

- Click on the globe icon at the bottom of the screen.
- Select the language of preference.
- You will listen to the presentation in the language selected.
- If your device does not support interpretation, use the conference call number for this meeting.

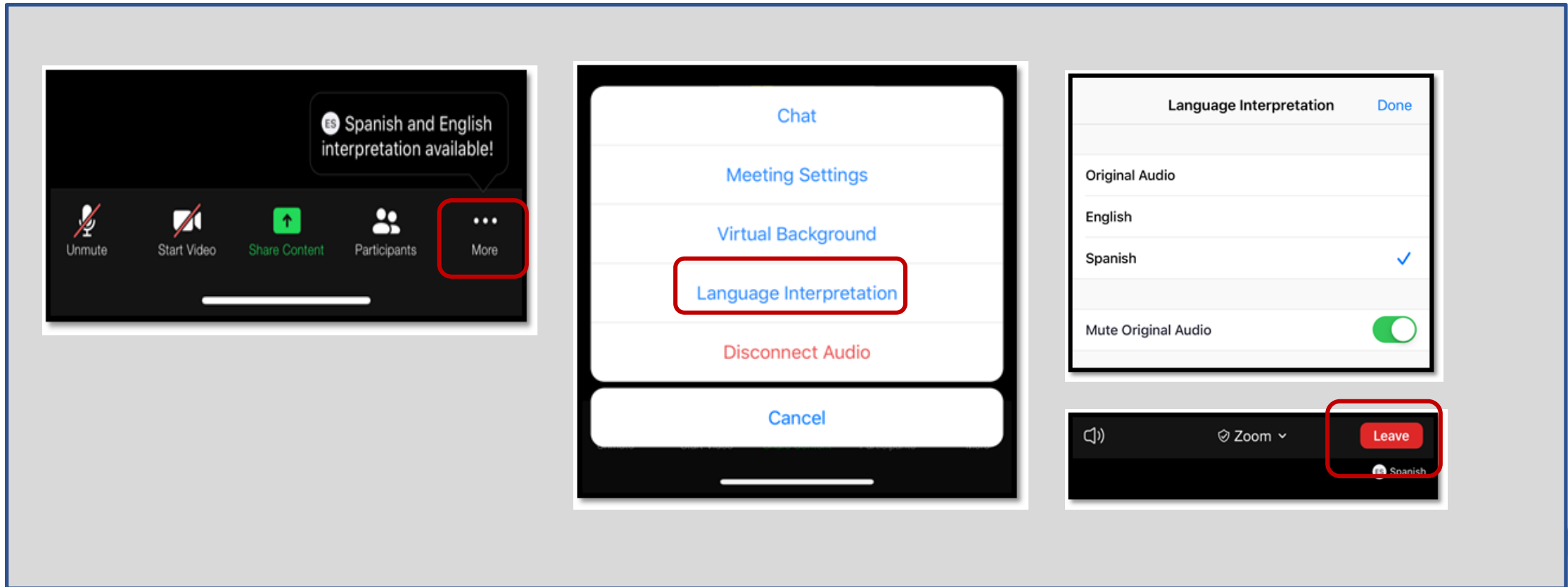
Servicios de Interpretación

- Haga clic en el símbolo del mundo en la parte de abajo de su pantalla.
- Seleccione el idioma que le gustaría escuchar.
- Participará y escuchará la presentación en el idioma que seleccione.
- Si su dispositivo no admite interpretación, use el número de la llamada de conferencia para esta reunión.



Interpretation Services on Mobile Device

Servicios de Interpretación por Aparato Móvil



Meeting Norms

One speaker at a time–Use the Chat and Raise hands function on Zoom

- Questions will be answered in order and limited to respect the time of the presentation and audience

Be present and on task

- No sidebar conversations
- Questions are on topic and have not been addressed

Be problem solvers

- Identify solutions, not just problems
- Use positive language, even if identifying a challenge

Be a team player

- Offer ideas that will advance the work or support the group

Be mindful of airtime

- Consider how much you are talking vs. others
- Consider if questions/comments are relevant to the group

Seek first to understand and then to be understood

- Allow enough time to fully understand the question or perspective of others

Normas para la Reunión

Un orador a la vez–use la función de chat y levantar la mano en Zoom

- Se atenderán las preguntas en orden y serán limitadas teniendo en cuenta el tiempo de la presentación y el público

Estar presente y enfocado

- No se permiten conversaciones adyacentes durante el proceso.
- Las preguntas deben ser sobre los temas y no que no se hayan abordado

Ser persona de solución de problemas

- Identificar soluciones, no solamente problemas
- Usar lenguaje positivo, aún cuando se identifica un reto

Formar parte del equipo

- Brindar ideas que avanzarán el trabajo o apoyarán al grupo

Estar consciente del tiempo que hablamos en voz alta

- Considerar cuánto tiempo habla en voz alta en comparación a los demás
- Considerar si las preguntas/comentarios son importantes para el grupo

Primero tratar de entender y después darse a entender

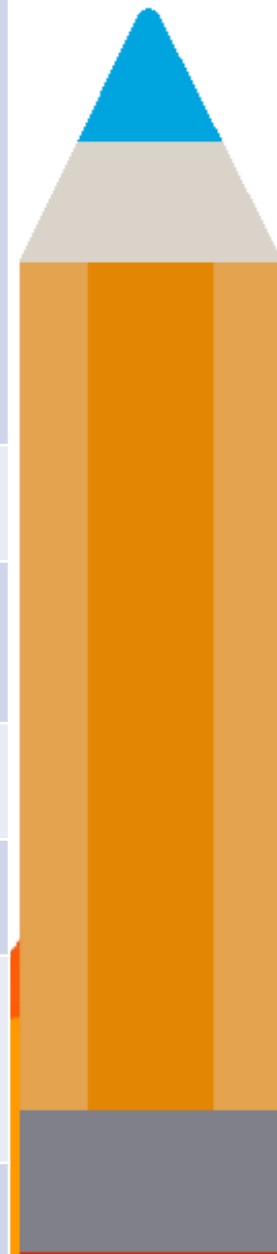
- Permitir suficiente tiempo para que completamente entienda la pregunta o la perspectiva de los demás.



Today's Agenda

Agenda del Dia

Time	Topic	Title	Facilitator
9:00 a.m. – 9:05 a.m.	Welcome Introductions Meeting Norms Bienvenida Introducciones Normas de la reunion		Jose Jarquin Admin. Coordinator, Federal and State Education Programs (FSEP) Jaj7955@lausd.net Hector Arancibia ESEA Specialist, FSEP Hja8803@lausd.net
9:05 a.m. – 9:30 a.m.	AVID Excel Programa de AVID Excel	I	Erin Yoshida, Maria Pineda Advanced Learning Options
9:30 a.m. – 9:55 a.m.	State Accountability System Sistema de Rendición de Cuentas del Estado	I	Julianna Coco Federal and State Education Programs
9:55 a.m. – 10:00 a.m.	Break Receso		
10:00 am – 10:25 am	Master Plan Instructional Institute Instituto de Instrucción del Plan Maestro	III	Rafael Escamilla MMED
10:25 a.m. – 10:50 a.m.	Student, Family, and Community Engagement (SFACE) Update Actualizacion del grupo de participación estudiantil, familiar y comunitaria	I	Reina Diaz, Diane Panossian SFACE
10:50 a.m. – 11:00 a.m.	Questions and Answers – Closure Clausura con Preguntas y Respuestas		Hector Arancibia





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Advancement Via Individual Determination (AVID) and AVID Excel

Superación por Iniciativa Personal (AVID) y AVID Excel

Erin Yoshida-Ehrmann, Director
Maria Pineda, AVID Specialist

Tuesday, January 14, 2025

Erin Yoshida-Ehrmann, Directora
Maria Pineda, Especialista de AVID

Martes 14 de enero de 2025

Advanced Learning Options

Opciones de Aprendizaje Avanzado



Maria Pineda
AVID Specialist
Especialista de AVID



Erin Yoshida-Ehrmann
Director
Directora

Advancement Via Individual Determination

- AVID is the abbreviation for Advancement Via Individual Determination.
- AVID comes from the Latin root word “avidus” meaning “eager for knowledge.”
- AVID embraces the philosophy that “effort creates ability.”

Superación por Iniciativa Personal

- AVID es una abreviación para la Superación por iniciativa personal.
- AVID provienen de la palabra raíz en latín “avidus” que significa “ávido por el conocimiento.”
- AVID adopta la filosofía que “el esfuerzo crea habilidad.”



AVID's mission is to close the opportunity gap by preparing all students for college and career readiness and success in a global society.

La misión de AVID es cerrar la brecha de oportunidades preparando a todos los estudiantes para la universidad y la carrera profesional y el éxito en una sociedad global.



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Sound familiar?

AVID's mission directly supports the LAUSD 2022–26 Strategic Plan to “ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life.”

¿Le suena familiar?

La misión de AVID apoya directamente el Plan Estratégico 2022–26 del LAUSD para “asegurar que **TODOS** nuestros estudiantes se gradúen **PREPARADOS PARA EL MUNDO** – para prosperar en la universidad, la carrera y la vida.”

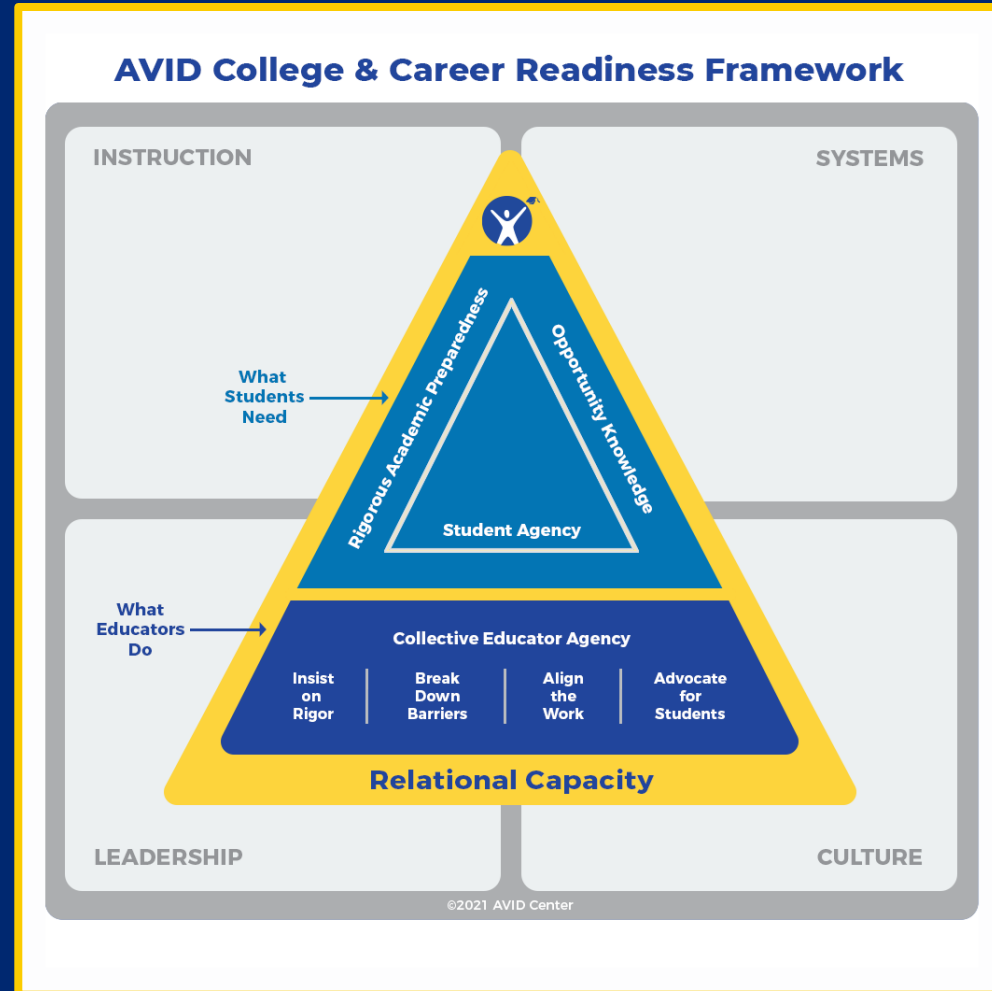
AVID College and Career Readiness Framework

Marco de preparación para la universidad y la carrera profesional AVID

The AVID Framework is grounded in four domains that drive schools – **Instruction, Systems, Leadership, and Culture.**

Relational capacity – among educators and students – is intentionally nurtured to create optimal, familial environments for learning.

LAUSD AVID implementation includes AVID Schoolwide (K–12), AVID Excel (middle school), AVID Emerge (secondary), and/or AVID Elective (secondary) support.



El marco AVID se basa en cuatro dominios que impulsan a las escuelas: **instrucción, sistemas, liderazgo y cultura.**

La capacidad relacional (entre educadores y estudiantes) se fomenta intencionalmente para crear entornos familiares y óptimos para el aprendizaje.

La implementación de AVID en LAUSD incluye el apoyo de AVID en toda la escuela (desde jardín de infantes hasta 12.º grado), AVID Excel (escuela secundaria), AVID Emerge (secundaria) y/o AVID Elective (secundaria).

AVID in LAUSD

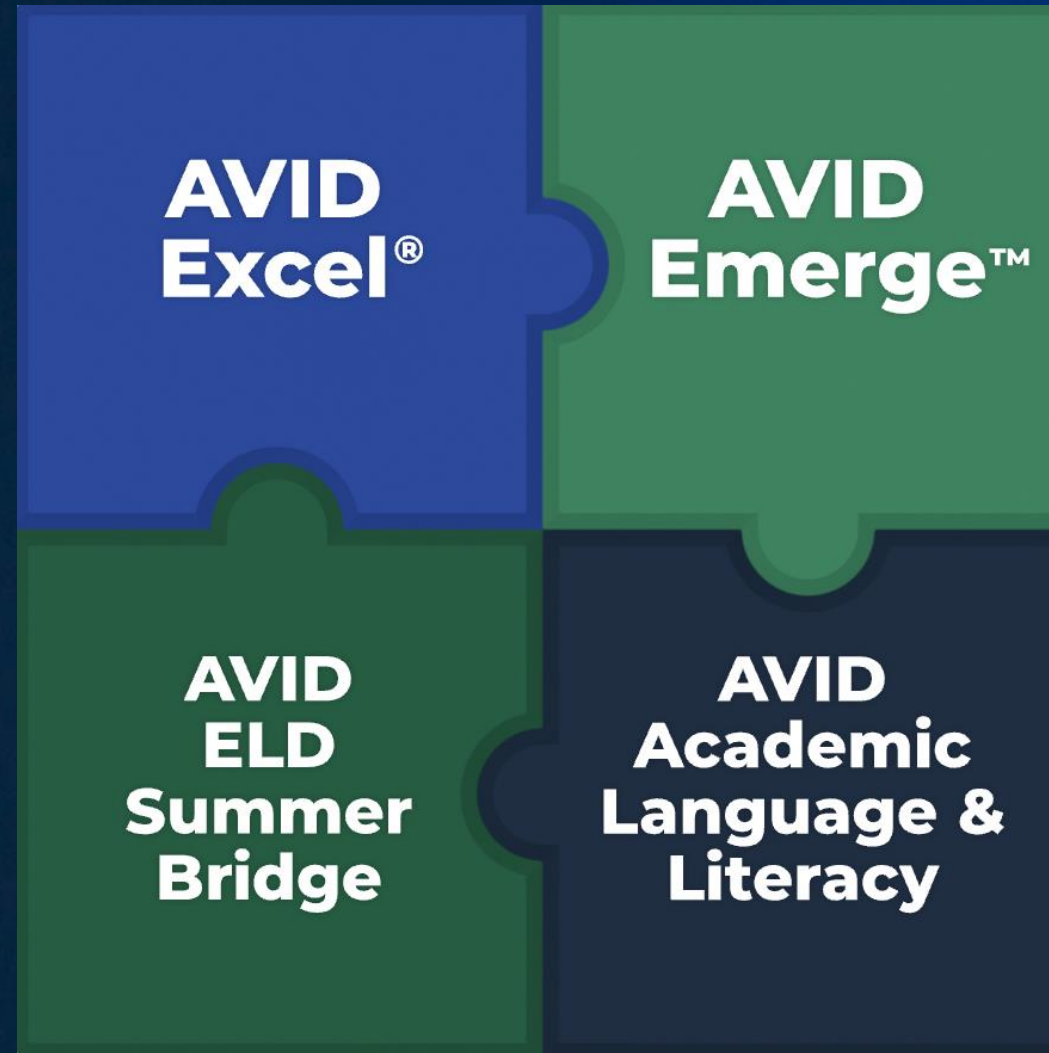
AVID en el LAUSD

- **AVID Founded by AVID Center: 1980** (44 years)
- **AVID Established in LAUSD: Around 1990** (34 years)
- **Number of AVID Sites Districtwide: 68**
- **Number of AVID Secondary Sites Supported by AVID Excel Title I Program: 43** (2 with AVID Excel Elective)
- Secondary AVID sites with a Long Term English Learner (LTEL) population of 6% or above were prioritized for participation.

- **AVID Fundada por el Centro AVID: 1980** (44 años)
- **AVID Establecida en LAUSD: Alrededor de 1990** (34 años)
- **Número de sitios AVID en todo el Distrito: 68**
- **Número de sitios secundarios AVID respaldados por el programa AVID Excel Título I: 43** (2 con AVID Excel Elective)
- Los sitios secundarios AVID con una población de aprendices de inglés a largo plazo (LTEL) del 6% o más fueron priorizados para la participación.

AVID Advancing Multilingual Learners

Avanzando a los estudiantes multilingües



AVID Advancing Multilingual Learners

Avanzando a los estudiantes multilingües

Middle-School
elective for
long-term
English learners
(LTELs) at the
intermediate
and **advanced**
proficiency
levels (2012)



Electiva de
secundaria para
aprendices de
inglés a largo
plazo (LTELs) con
niveles de
competencia
intermedia y
avanzada (2012)

AVID Advancing Multilingual Learners

Avanzando a los estudiantes multilingües

Secondary summer learning resources for Multilingual Learners at the **intermediate** and **advanced** proficiency levels (2021)



Recursos de aprendizaje de verano para estudiantes multilingües de nivel secundario con niveles de competencia **intermedia** y **avanzada** (2021)

AVID Advancing Multilingual Learners

Avanzando a los estudiantes multilingües

Designated
English
Language
Development
resources for
all proficiency
levels (2024)



Recursos
designados para
el desarrollo del
idioma inglés
para **todos los**
niveles de
competencia
(2024)

AVID Advancing Multilingual Learners

Avanzando a los estudiantes multilingües

Secondary and elementary **integrated** English Language Development Community of Practice (CoP) for **all proficiency levels** in content classes (2015)



Comunidad de Práctica (CoP) **integrada** de desarrollo del idioma inglés para nivel secundario y primario para **todos los niveles de competencia** en clases de contenido (2015)

The Landscape

5 Million Multilingual learners in the U.S. public schools



Increase of 1 Million Multilingual learners since the year 2000



Enrollment grew in 43 states especially in the South and Midwest



1 out of 4 students will be classified an English Learner



El panorama

5 millones de estudiantes multilingües en las escuelas públicas de los Estados Unidos

Aumento de 1 millón de estudiantes multilingües desde el año 2000

La matrícula creció en 43 estados, especialmente en el sur y el medio oeste

1 de cada 4 estudiantes será clasificado como aprendiz de inglés

Long Term English Learners

59%

of secondary English Learners are
Long-Term English Learners



Aprendices de inglés a largo plazo

59%

De los aprendices de inglés de
nivel secundario, son aprendices
de inglés a largo plazo

LTEL Characteristics

Características de los LTEL

- **Familiar with U.S. culture and schooling:** Most were born in the U.S. and attended all U.S. schools.
 - **Resilient learners:** Designated as English Learners (ELs) for over five years, showing perseverance.
 - **Conversationally fluent:** Strong in Basic Interpersonal Communication Skills (BICS).
 - **Developing academic language:** Reading and writing below grade level, with room to grow in Cognitive Academic Language Proficiency (CALP).
 - **Multilingual potential:** Often use informal or dynamic versions of their primary language.
 - **Thoughtful observers:** May seem disengaged but have untapped potential for deep engagement.
- **Familiarizados con la cultura y educación de EE. UU.:** La mayoría nació en los EE. UU. y asistió a escuelas estadounidenses.
 - **Estudiantes resilientes:** Designados como aprendices de inglés (ELs) por más de cinco años, lo que demuestra perseverancia.
 - **Fluidos en conversación:** Fuertes en habilidades básicas de comunicación interpersonal (BICS).
 - **Desarrollando el lenguaje académico:** Lectura y escritura por debajo del nivel de grado, con potencial de crecimiento en la competencia cognitiva del lenguaje académico (CALP).
 - **Potencial multilingüe:** A menudo utilizan versiones informales o dinámicas de su lengua materna.
 - **Observadores reflexivos:** Pueden parecer desinteresados, pero tienen un potencial sin explotar para un compromiso profundo.

The Goal of AVID Excel



El objetivo de AVID Excel

To **change the trajectory** of experienced multilingual scholars by **accelerating language acquisition, developing literacy,** and placing them on the path to **high school AVID** and **college preparatory coursework.**

Cambiar la trayectoria de los estudiantes multilingües con experiencia al **acelerar la adquisición del idioma, desarrollar la alfabetización y** colocándolos hacia **AVID en la preparatoria y cursos preparatorios para la universidad.**

Transforming Instruction

Transformando la instrucción



Engage
by
Design



Model
Rigor



Accelerate
Language
Acquisition and
Learning



Develop
Agency



Involucrar
por Diseño

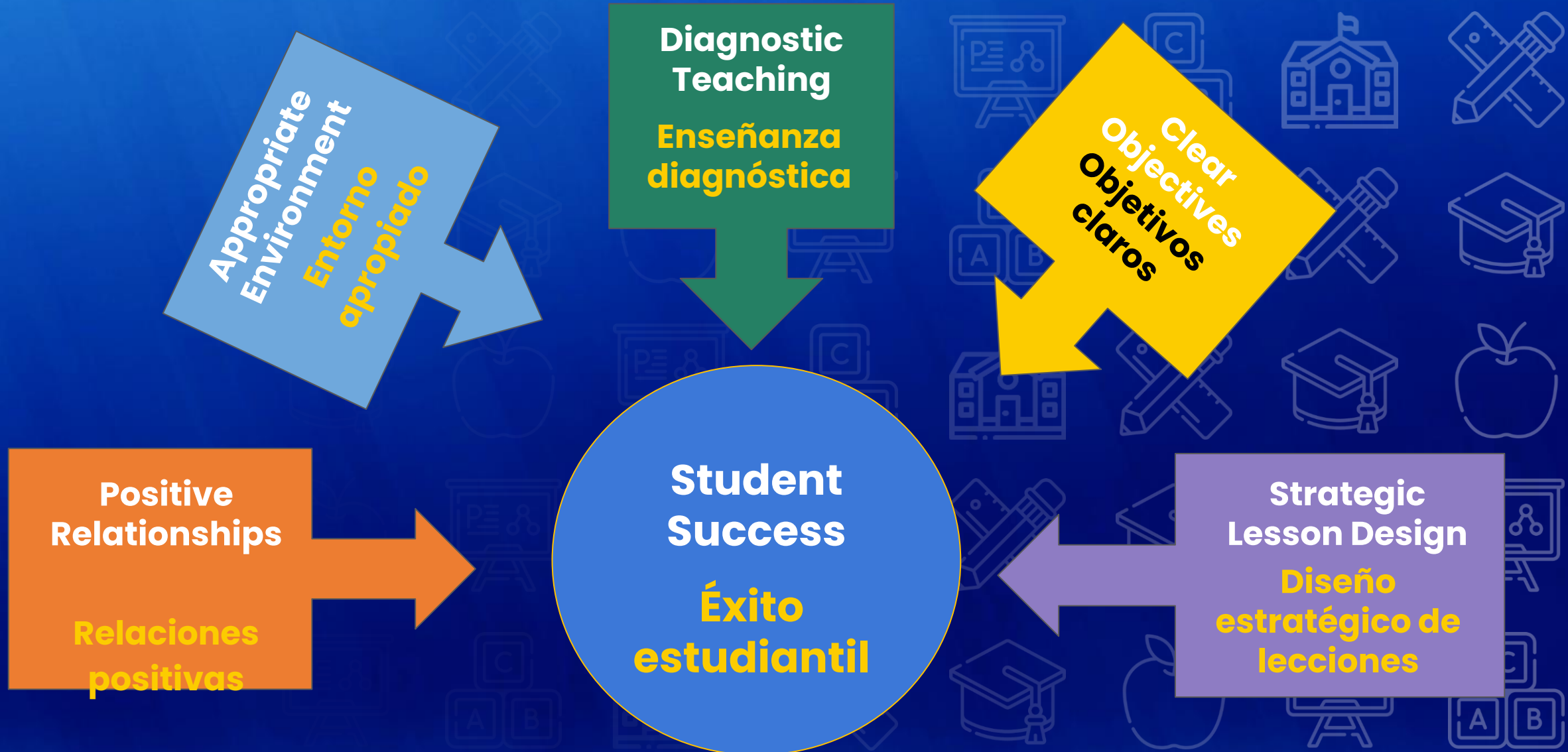
Modelar
el rigor

Acelerar
la adquisición y
el aprendizaje
del idioma

Desarrollar la
autonomía

AVID Excel's Foundations of Instruction

Fundamentos de la instrucción de AVID Excel



Title I Support for AVID Excel

Soporte del Título I para AVID Excel

Resources Recursos



- Instructional materials to support AVID implementation, such as the AVID Binder System and student planners
- Culturally and linguistically affirming books for students
- **Materiales didácticos para apoyar la implementación de AVID, como el sistema de carpetas AVID y los planificadores para estudiantes**
- **Libros que reafirman la cultura y el lenguaje de los estudiantes**

Professional Learning Aprendizaje Profesional



- Full-day AVID workshops for AVID teachers, coordinators, and administrators on multiple topics such as Empowering and Engaging Multilingual Learners and Cultivating a Discourse Rich Classroom (in-person and virtual options)
- **Talleres AVID de día completo para docentes, coordinadores y administradores de AVID sobre diversos temas, como empoderar y comprometer a los estudiantes multilingües y cultivar un aula rica en discursos (opciones presenciales y virtuales)**

Coaching & Support Coaching y Apoyo



- Differentiated coaching and support from AVID experts for AVID teachers, coordinators, and administrators based on data and surveyed needs
- **Coaching y apoyo diferenciados de expertos de AVID para docentes, coordinadores y administradores de AVID en función de los datos y las necesidades encuestadas**

AVID is Effective!

AVID es efectiva!

- **205 LAUSD educators** attended AVID training in 2023-24 (more than triple the participation compared to the prior year)
- The 2023-24 reclassification rate for AVID Excel students was **28%**. This exceeds the District average of 24%, as well as the target of 25%.
- In 2023-24, **100%** of LAUSD AVID seniors were reported to graduate on time.
- In 2023-24, **94%** of LAUSD AVID seniors completed 4-year college entrance requirements.
- In 2023-24, **91%** of LAUSD AVID seniors applied to a 4-year college and **89%** were accepted.

- **205 educadores del LAUSD** asistieron a la capacitación AVID en 2023-24 (más del triple de participación en comparación con el año anterior)
- La tasa de reclasificación de 2023-24 para los estudiantes de AVID Excel fue del **28 %**. Esto supera el promedio del Distrito del 24 %, así como el objetivo del 25 %.
- En 2023-24, se informó que el **100 %** de los estudiantes de último año de AVID del LAUSD se graduaron a tiempo.
- En 2023-24, el **94 %** de los estudiantes de último año de AVID del LAUSD completaron los requisitos de ingreso a la universidad de 4 años.
- En 2023-24, el **91 %** de los estudiantes de último año de AVID del LAUSD solicitaron ingresar a una universidad de 4 años y el **89 %** fueron aceptados.



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Maria Pineda
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Comments & Questions

Comentarios y preguntas

Thank you for your commitment to AVID and college and career readiness for students!

BYE!



¡Gracias por su compromiso con AVID y la preparación universitaria y profesional de los estudiantes!

State Accountability System

Sistema Estatal de Rendición de Cuentas

Federal Programs Focus Group January 2025

Grupo de Enfoque de Programas Federales Enero 2025



Overview of Accountability System per ESSA

Visión general del sistema de rendición de cuentas bajo ESSA

Every Student Succeeds Act (ESSA)

Per ESSA, states are required to develop an accountability system that uses multiple measures to identify schools for improvement.

California created the California School Dashboard to report on school progress and identify schools for improvement.

Ley Cada Estudiante Tiene Éxito (ESSA)

Según ESSA, los estados están obligados a desarrollar un sistema de rendición de cuentas que utilice múltiples medidas para identificar las escuelas que deben mejorar.

California creó el Tablero Escolar de California para informar sobre el progreso escolar e identificar las escuelas que deben mejorar.

California School Dashboard 2024

Tablero Escolar de California 2024

The State released the 2024 California School Dashboard in November.

El Estado publicó el Tablero Escolar de California 2024 en noviembre.

The Dashboard reports performance of districts and schools throughout California across multiple indicators and student groups.

El Tablero informa sobre el desempeño de los Distritos y las escuelas en todo California a través de múltiples indicadores y grupos de estudiantes.



Accessing the California School Dashboard

Acceso al Tablero Escolar de California

Select Language
Seleccionar idioma

www.caschooldashboard.org

California School DASHBOARD

Home About State Summary Search More Information Select Language

In English
En Español
Sa Tagalog
Bằng Tiếng Việt
用中文 (表达)

Explore information about your local school and district.

Find Los Angeles Unified

Near City or County

2022

Search

Indicators on the 2024 California School Dashboard

Indicadores del Tablero Escolar de California 2023

- Suspensions (K-12)
- Chronic Absenteeism (K-8)
- Math (3-8, 11)*
- English Language Arts (3-8, 11)*
- English Learner Progress (K-12)*
- Graduation (9-12)
- College/Career Readiness (9-12)
- Science (5, 8, and 11)+

*School results are penalized if fewer than 95% of all students or any student group were tested

+for information only

- *Suspensiones (K-12)*
- *Ausentismo Crónico (K-8)*
- *Matemáticas (3-8, 11)**
- *Lenguaje y Literatura en Inglés (3-8, 11)**
- *Progreso de los Aprendices de Inglés (K-12)**
- *Graduación (9-12)*
- *Preparación para la Universidad y una Carrera (9-12)*
- *Ciencia (5, 8, y 11)+*

**Los resultados escolares son penalizados si menos del 95% de todos los estudiantes o cualquier grupo de estudiantes fueron evaluados*

+solo para información

Indicator Performance Levels

Indicadores de los Niveles de rendimiento

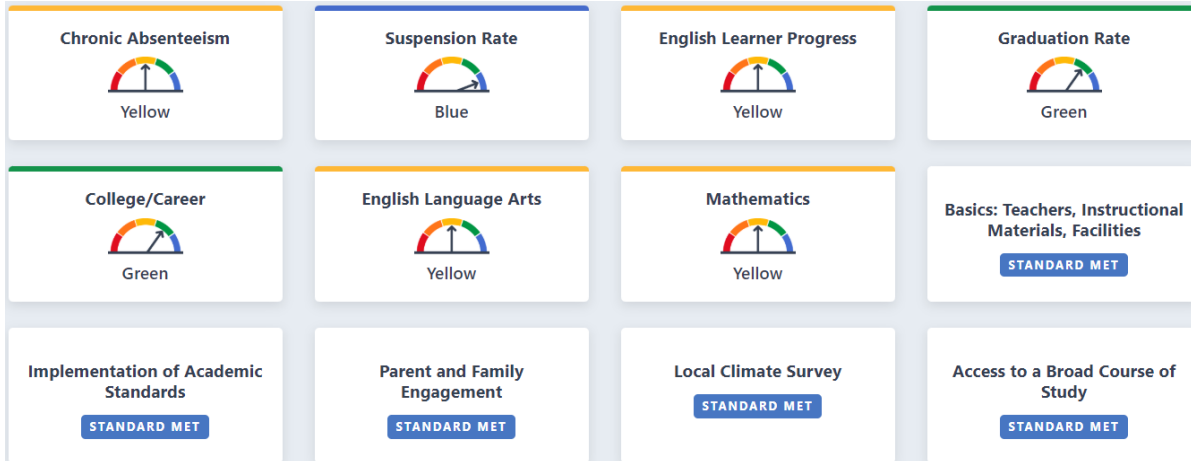
Indicators are reported as a color that is based on two years of data that represents: How well did the school do last year *and* how much better/worse was that compared to the prior year?



Los indicadores se registran con un color basado en dos años de datos que representan: ¿Qué tan bien se desempeñó la escuela el año pasado y fue mejor/peor en comparación al año anterior?

LAUSD RESULTS 2024

RESULTADOS DEL LAUSD EN 2024



School Identification Status

Identificación del estatus escolar

In December 2024, the State updated its list of schools identified per ESSA:

- Comprehensive Support and Improvement (CSI)– for low graduation or low performance overall
- Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (TSI)– for low-performing student group(s)

En diciembre 2024, el Estado actualizó su lista de escuelas identificadas por ESSA:

- *Apoyo y Mejoramiento Integral (CSI) – para baja tasa de graduación o bajo rendimiento en general*
- *Apoyo y Mejoramiento Dirigido Adicional (ATSI) y Apoyo y Mejoramiento Dirigido (TSI)– para grupos de estudiantes de bajo rendimiento*

Updating CSI and ATSI

Criterios de identificación- CSI

In December 2024, no new CSI or ATSI schools were identified, though some schools may continue in the status from the prior year.

En diciembre de 2024, no se identificaron nuevas escuelas CSI o ATSI, aunque algunas escuelas pueden continuar en el estado del año anterior.

Identification Criteria- TSI

Criterios de identificación- TSI

In December 2024, the following criteria will be applied to determine TSI schools for implementation in 2025-26:

En diciembre de 2024, se aplicarán los siguientes criterios para determinar las escuelas de TSI para su implementación en 2025-26:

Targeted Support & Improvement (TSI)	Asistencia y Mejoramiento Específicos (TSI)
Student Group(s)*: Any school that was not identified for CSI or ATSI status would be identified if one or more student groups have any of the following color combinations 2 consecutive years. • All indicators are red • All indicators except for one are red • Majority of indicators are red	Grupo(s) de estudiantes*: Cualquier escuela que no haya sido identificada para el estatus CSI o ATSI será identificada si uno o más grupos de estudiantes tienen cualquiera de las siguientes combinaciones de colores durante 2 años consecutivos. • Todos los indicadores están en rojo. • Todos los indicadores excepto uno están en rojo. • La mayoría de los indicadores están en rojo.

Requirements for Identified Schools

Requisitos para las escuelas identificadas

Identified schools must write and implement School Plans for Student Achievement alongside stakeholders for 2025–26:

- 1) Based on a needs assessment
- 2) Based on state indicators (i.e., CA School Dashboard)
- 3) Include a review of resource inequities
- 4) Include evidence-based interventions

Note that schools identified for CSI will receive additional funds from the State to support improvement.

Las escuelas identificadas deben escribir e implementar planes escolares para el logro estudiantil junto con las partes interesadas para 2025–26:

- 1) Basado en una evaluación de necesidades*
- 2) Basado en indicadores estatales (es decir, Tablero Escolar de CA)*
- 3) Incluir una revisión de las desigualdades de recursos*
- 4) Incluir intervenciones basadas en evidencia*

Tener en cuenta que las escuelas identificadas para CSI recibirán fondos adicionales del Estado para apoyar su mejoramiento.

Resources: California School Dashboard

Recursos: Tablero Escolar de California

California Department of Education has created flyers for parents that explain the indicators and accountability system, available in multiple languages.

<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp#flyersforparents>

El Departamento de Educación de California ha creado folletos para padres que explican los indicadores y el sistema de rendición de cuentas, disponibles en varios idiomas.

<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=5#Transflyers>

Partnering for Improvement

Asociación para Mejorar

Step 1: Find out if your school has been identified CSI or ATSI and ask when/how you can engage in improvement planning. Consider attending School Site Council meetings.

***Paso 1:** Averigüe si su escuela ha sido identificada CSI o ATSI y pregunte cuándo / cómo puede participar en la planificación de mejoras. Considere asistir a las reuniones del Consejo del Sitio Escolar.*

Step 2: Review California School Dashboard results for your school and identify strengths, challenges and questions. If possible, determine what you believe are the root causes.

***Paso 2:** Revise los resultados del Tablero Escolar de California para su escuela e identifique fortalezas, desafíos y preguntas. Si es posible, determina lo que crees que son las causas fundamentales.*

Step 3: Participate in school planning. Ask about programs that support the challenge areas you identified: what worked? What didn't work? Offer ideas and solutions. Ask how progress will be monitored and what families can do to help.

***Paso 3:** Participe en la planificación escolar. Pregunte sobre los programas que apoyan las áreas de desafío que identificó: ¿Qué funcionó? ¿Qué no funcionó? Ofrecer ideas y soluciones. Pregunte cómo se supervisará el progreso y qué pueden hacer las familias para ayudar.*

More information

Más información

More information, including the list of CSI, ATSI and TSI schools is available on the Federal and State Education Programs webpage:

<https://www.lausd.org/Page/15595>

Más información, incluyendo la lista de escuelas CSI, ATSI y TSI, está disponible en la página web de Programas Educativos Federales y Estatales:

<https://www.lausd.org/Page/15595>

Break Time

The text "Break Time" is rendered in a large, white, 3D sans-serif font. It is surrounded by a cluster of colorful, 3D rectangular blocks in shades of blue, green, yellow, and red. The blocks are arranged in a way that they appear to be floating around or supporting the text.

2024 Master Plan Instructional Institute Instituto de Instrucción del Plan Maestro 2024

June 13, 2024 – June 18, 2024
13 de junio de 2024 - 18 de
junio de 2024

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2024



**Master Plan
Instructional Institute**

June 13, 14, 17, & 18

Multilingual Multicultural Education Department lausd.org/mmed

2024 Master Plan Instructional Institute

Instituto de Instruccion del Plan Maestro 2024

L.A. Unified's Multilingual Multicultural Education Department leads the transformative vision, *Ready for the World...In limitless Ways!*, in alignment with the 22-26 Strategic Plan's 5 Pillars. MMED's 2024 Master Plan Instructional Institute, *There's Never a Single Story*, will positively impact instructional leaders who support multilingual learners at the school site.

El Departamento de Educación Multilingüe y Multicultural del Distrito Unificado de Los Angeles lidera la visión transformadora, ¡Listos para el mundo... de maneras ilimitadas!, en alineación con los 5 Pilares del Plan Estratégico 22-26. El Instituto de Instrucción del Plan Maestro 2024 de MMED, Nunca hay una sola historia, impactará positivamente a los líderes educativos que apoyan a los estudiantes multilingües en las escuelas.

Four-Day Master Plan Instructional Institute

Instituto de Instrucción del Plan Maestro de Cuatro Días

The four-day MPII consisted of various focused training sessions to address identified instructional needs of language learners, including EBs, SELs, Migrant/Refugee, Dual Language, and Indigenous and American Indian/Alaskan Native students. The professional development consisted of the following topic titles:

- Translanguaging
- CLRP Access Strategies
- Representation of American Indian and Indigenous students in the classroom
- Analyzing iReady
- MMED Maximizing Academic Discourse Resources:
 - OPTEL Observation Tool
 - Planning Tool
 - Elegance of 12
- Supporting a Comprehensive ELD Program (dELD & iELD)

El Instituto de Instrucción del Plan Maestro de Cuatro Días incluyó diversas sesiones de capacitación enfocadas para abordar las necesidades instruccionales identificadas de los estudiantes de idiomas, incluidos los estudiantes emergentes bilingües (EBs), aprendices de inglés como segundo idioma (SELs), migrantes/refugiados, estudiantes de programas de lenguaje dual, e indígenas y nativos americanos/alaskanos. El desarrollo profesional abarcó los siguientes temas:

- Translenguaje
- Estrategias de acceso CLRP
- Representación de estudiantes indígenas y nativos americanos en el aula
- Análisis de iReady
- Recursos de MMED para maximizar el discurso académico:
- Herramienta de Observación OPTEL
- Herramienta de Planificación
- Elegance of 12
- Apoyo a un programa integral de desarrollo del idioma inglés (dELD e iELD)

Supporting Multilingual Learners

Apoyando a los Estudiantes Multilingües

How can we apply today's learning, instructional strategies, and monitoring processes, to support Multilingual Learners across content areas in both before and after school enrichment/acceleration programs?

¿Cómo podemos aplicar los aprendizajes, estrategias instruccionales y procesos de monitoreo de hoy para apoyar a los estudiantes multilingües en todas las áreas de contenido, tanto en los programas de enriquecimiento como de aceleración antes y después del horario escolar?



**How do we collectively,
as INSTRUCTIONAL
LEADERS, support
maximizing academic
discourse for all
multilingual learners?**

**¿Cómo apoyamos
colectivamente, como
LÍDERES INSTRUCCIONALES,
para maximizar el discurso
académico de todos los
aprendices multilingües?**

Master Plan Instructional Institute Agendas

Agendas del Instituto de Instrucción del Plan Maestro

2024



Master Plan Instructional Institute

June 13, 14, 17, & 18

Multilingual Multicultural Education Department lausd.org/mmed

Day 1: Thursday, June 13

2024 MASTER PLAN INSTRUCTIONAL INSTITUTE



Virtual

7:30-8:05	
8:05-9:15	
9:15-9:30	
9:30-11:00	REGION EA
11:00-12:00	REGION NC
12:00-1:00	REGION SC
1:00-1:50	REGION W
1:50-2:00	
2:45-3:00	

Day 2: Friday, June 14

2024 MASTER PLAN INSTRUCTIONAL INSTITUTE



Day 3: Monday, June 17

2024 MASTER PLAN INSTRUCTIONAL INSTITUTE



Day 4: Tuesday, June 18

2024 MASTER PLAN INSTRUCTIONAL INSTITUTE



Virtual

7:30-8:00	AM	Log into zoom link though Schoology Course
8:00-8:30	AM	Welcome and Grounding Voices of Advocacy
8:30-8:35	AM	Transition to Region Breakout Rooms
8:35-10:05	AM	Translanguaging - Genius of the Multilingual Brain Part 2
10:05-11:35	AM	CLRP Access Strategies
11:35-12:00	PM	The Communication Effect Chapter 7: Authentic Conversing Part 2
12:00-1:00	PM	Lunch - Transition to Main Room
1:00-2:00	PM	American Indian and Indigenous
2:00-3:00	PM	Closing and Evaluations



Attendance Asistencia

Participants
attending MPII in
June 2024

703

Participants
attending make
up

297

Total
Participantes que asistirán
al MPII en junio de 2024

1,000
703

Composición de los
participantes que asistirán

297

lausd.org/mmed
Total

1,000

LAUSD UNIFIED
MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

2024
REGION NORTH
MASTER PLAN
INSTRUCTIONAL INSTITUTE (MPII)

NEW UPDATE

DATES & LOCATION
Institute Dates: June 13, 14, 17, & 18, 2024
Time: 8:00a.m.-3:00p.m.
Location:
• June 13, 2024: Virtual Zoom Meeting
• June 14 & 17, 2024: Contreras Global Studies
• June 18, 2024: Virtual Zoom Meeting

PARTICIPANTS
Mandatory: English Learner Designees, Multilingual Multicultural Academic Language Coaches, EL Instructional Coaches, Standard English Learner Coaches, International Newcomer Coaches & Counselors
Optional: FACE Administrators, Parent Educator Coaches, School Administrators, and Assistant Principals

COMPENSATION
All off-basis attendees will be compensated at their Professional Development hourly rate for completion of the mandatory MPII dates.
*REMINDER: Administrators must submit a completed and approved Extra Duty Form by May 21, 2024 using the following link: <https://bit.ly/2024MPIIEDF>

QUESTIONS
Yadhira Hernandez
Region MMALT Coordinator
yadhira.hernandez@lausd.net

REGISTER NOW > <https://bit.ly/2024MPIIRegistration>

LAUSD UNIFIED
MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

2024
REGION SOUTH
MASTER PLAN
INSTRUCTIONAL INSTITUTE (MPII)

NEW UPDATE

DATES & LOCATION
Institute Dates: June 13, 14, 17, & 18, 2024
Time: 8:00a.m.-3:00p.m.
Location:
• June 13, 2024: Virtual Zoom Meeting
• June 14 & 17, 2024: Pico Pico MS
• June 18, 2024: Virtual Zoom Meeting

PARTICIPANTS
Mandatory: English Learner Designees, Multilingual Multicultural Academic Language Coaches, EL Instructional Coaches, Standard English Learner Coaches, International Newcomer Coaches & Counselors
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QUESTIONS
Alana Cortes
Region MMALT Coordinator
alana.cortes@lausd.net

REGISTER NOW > <https://bit.ly/2024MPIIRegistration>

LCAP English Learners Metrics

Métricas de Aprendices de Inglés del LCAP

LCAP Goal #6: English Learner Supports	Metric	24-25 Target	23-24 Target	23-24 Results	Change	22-23 Target	22-23 Results	Change
Increase EL Proficiency	% meeting level 4 on the Summative ELPAC	20%	30%	16.49%	+0.19	25%	16.3%	+1.7%
	% who make progress in English (using the six ELPI levels) ELPI: English Learner Progress Indicator	55%	80%	47.5%	-0.9%	70%	48.4%	-3%
Increase Reclassification Rate for ELs	% in K who reclassify by 5 th Grade (cohort analysis)	75%	80%	71.4%	+1.4%	75%	70%	+7.4%
	Grades K – 12	25%	25%	18.53%	-3.27	23%	21.8%	+6.7%
	Elementary School, Grades K-5	25%	25%	19.51%	+0.81	22%	18.7%	+7.1%
	Middle School, Grades 6-8*	45%	45%	24.01%	-13%	35%	37%	+7.7%
	High School, Grades 9-12*	40%	40%	10.96%	-8.54%	30%	19.5%	+4.7%

Data Sources: Open Data, English Learner Progress, January 3, 2025

Fuentes de datos: Datos abiertos, Progreso de los alumnos de inglés, 3 de enero de 2025

lausd.org/mmed

Target Met
Objetivo
logrado

2023-24 Growth
2023-24
Crecimiento

Target Not Met
Objetivo no
cumplido

Strategic Plan

Plan Estratégico

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

Pilar 1: Excelencia Académica

Instrucción de alta Calidad

Experiencias de Enriquecimiento

Eliminar las Desigualdades en las Oportunidades

Preparación para la Universidad y una Carrera

Pilar 2: Alegría y Bienestar

Ambientes de Aprendizaje Acogedores

Bienestar del Niño en su Totalidad

Habilidades Socio-Emocionales Sólidas

Asistencia Sobresaliente

Pilar 3: Compromiso y Colaboración

Relaciones Sólidas

Información Accesible

Liderar para Crear un Impacto

Valorar Perspectivas

Pilar 4: Eficacia Operativa

Toma de Decisiones Basada en Datos

Modernizar Infraestructuras

Presupuestación Sostenible

Distrito de Preferencia

Pilar 5: Invertir en el Personal

Fuerza Laboral Diversa

Aprendizaje Profesional

Bienestar del Personal

Estándares de Alto Rendimiento

Framework Alignment

Alineacion de los Marcos del Distrito



Our 2024–25 Instructional Priorities

Literacy

Numeracy

Science

- Ensure every classroom is using **standards aligned curriculum that leverages:**



Small Group Instruction



Tiered Intervention Programs



Teaching & Learning Framework (TFL)

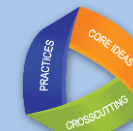
- Focus on **academic language** to equip students with **critical thinking skills**, so they can develop arguments that are supported with evidence and multiple sources.
- **Culturally and Linguistically Responsive Pedagogy (CLRP)**, so students see their culture, experiences, and background reflected in what they're learning.
- Integrate **Social-Emotional Learning** lessons to cultivate student skill development and attitudes to succeed in school.



Reading, Writing, Listening and Speaking in All Content Areas



Real World Application of Math Concepts



Incorporating Next Generation Science Standards

Nuestras Prioridades Instruccionales 2024–2025

Alfabetización

Alfabetización numérica

Ciencia.

- Asegúrese de que cada aula esté utilizando un currículo alineado con los estándares que aproveche:



Instrucción en Grupo Pequeño



Programas de Intervención por Niveles



Marco de Enseñanza y Aprendizaje (TFL)

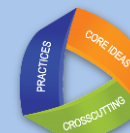
- Enfóquese en el **lenguaje académico** para equipar a los estudiantes con habilidades de **pensamiento crítico**, de modo que puedan desarrollar argumentos respaldados con evidencia y múltiples fuentes.
- Pedagogía Culturalmente y Lingüísticamente Responsiva (CLRP)**, para que los estudiantes vean reflejadas su cultura, experiencias y antecedentes en lo que están aprendiendo.
- Integre lecciones de **Aprendizaje Socioemocional** para cultivar el desarrollo de habilidades y actitudes en los estudiantes que les permitan tener éxito en la escuela.



Lectura, escritura, escucha y habla en todas las áreas del contenido.



Aplicación del mundo real de los conceptos matemáticos.



Incorporación de los Estándares de Ciencia de la Próxima Generación.

Comprehensive ELD Program

Instrucción ELD Integral

Integrated ELD

*English Language Arts,
Math, Social Science,
Science, Art, Music*

ELD Integral

Artes del Lenguaje en
Inglés, Matemáticas,
Ciencias Sociales,
Ciencias, Arte, Música.

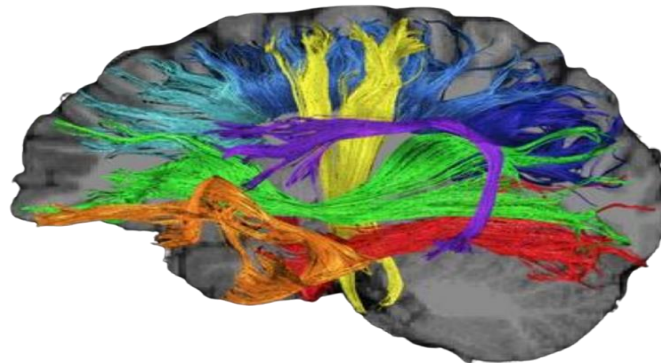
The Bilingual Brain

Oracy

Literacy

El cerebro bilingüe

Oratoria ↔ Alfabetización



leverage linguistic repertoire

Aprovechar el repertorio lingüístico.

Designated ELD

CA ELD Standards

**ELD
Designado**
*CA ELD
Standards*

The Elegance of 12 Suite of Strategies

3 Listens, 3 Reads, 3 Discussions, 3 Writes



The Elegance of 12

Suite of Strategies

MULTILINGUAL MEDIA TECH EDUCATION DEPARTMENT (AMMÖ)



www.ammoe.org.tr



The Elegance of 12 is a suite of strategies. Each set of strategies is designed to be teacher's convenience using the same tool with the goal of leading students to develop themselves cognitively and practically using skills in novel ways and engaging in academic discourse.

- 3 LISTENS
- 3 READS
- 3 DISCUSSIONS
- 3 WRITES

EXPRESSIVE SKILLS

The 3 DISCUSSIONS and the 3 WRITES support with expressive skills.

3 DISCUSSIONS



Students will

- engage in cognitively & complex academic discussions
- support their thinking in unique ways to build academic identity
- focus on meaning making

3 WRITES



Students will

- build stamina in collaborative and individual writing tasks
- build and expand on knowledge from discussions
- think the meaning they want to convey

Teacher creates

1st DISCUSSION	to build the goal of listening, key points to be ready
2nd DISCUSSION	to write the goal of listening, key points to be ready, to give answers
3rd DISCUSSION	to write the goal of listening, key points to be ready, to give answers, to build new knowledge
4th DISCUSSION	to write the goal of listening, key points to be ready, to give answers, to build new knowledge and to discuss ideas

Teacher creates

1st WRITE	to write the goal of listening, key points to be ready, to give answers
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Teacher creates

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lausd.org/mmed



Los Angeles Unified School District
Multilingual Multicultural Education Department

Culturally & Linguistically Responsive Pedagogy
KEY INSTRUCTIONAL AREA STRATEGIES
Cooperative and Communal Learning Environments
Learning Supports for Multilingual & Multicultural Learners



Instructional Strategies	Classroom Observables	CLR Application & Digital Tools
Cooperative and Communal Learning Environments: supports and motivates environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, tasks learn faster and more efficiently with increased time on task, have greater retention, and feel more positive about the learning experience. 	Creating a Collaborative and Affirming Learning Environment: • Reinforces the concept of the classroom as a family structure and builds on this concept in ways that allow for growth and achievement and academic success as an objective for all. • Encourages students to routinely support each other in learning activities. • Provides opportunities for students to interact cooperatively with their peers in various ways, including, problem solve, persuade, and problem solve. • Encourages students to demonstrate their understanding of academic concepts in formal formats that include oral and written communication. • Integrates group learning tasks, discussions, and presentations into daily instruction. • Emphasizes small group activities to encourage language development and sharing of ideas. • Allows SLLA, ELL, and SWD to maximize the amount of time available for hearing and using language in low-risk cooperative learning opportunities. • Arranges classroom seating to reflect regular collaborative learning opportunities. • Co-creates classroom norms and other procedures with students.	Application to 5 Areas of Culturally and Linguistically Responsive (CLR) Pedagogy: • Language Learning: CLR learning goals in classroom environment; explicitly celebrate diverse cultures with CLR bulletin boards. • Response Management: Utilize protocols for collaboration. • Response Language: Develop and implement classroom language objectives that are visible to students. CLR Instruction: • Language: Student's Rights of Culture (Hollie 2017) • Identity: All in Us, Build and Bridge (Hollie 2017) • Information Presentation: Signs, Chalk, and Review for all areas (Hammont 2014) Blended Learning Recommendations: • Use a variety of online applications to provide direct and collaboration opportunities across time. • Share CLR resources on Learning Management Systems

Adapted from Academic Language Mastery: Culture in Context by Yvonne Gutierrez and Yvonne Solari

Nuevos Recursos Instruccionales de MMED

Protocolo de Observación para Maestros de Aprendices de Inglés (OPTEL)

Plan de Planificación para Maestros

La Elegancia del Conjunto de Estrategias 12

[illegible][illegible]

REFLECTIVE QUESTIONS

The Teacher Planning Resource is designed to assist in planning instruction tailored to the specific needs of your students, by utilizing student data alongside current educational resources, including ELL standards, WPA 21 Essential Competencies, and the WPA 21 Essential Skills. This resource includes 21 documents, and other resources, you can create targeted and effective lesson plans.

- 1. Know Your Students**
 - What are the class assets?
 - What skills will they need?
 - What is this year going to be successful?
 - What supports do they need?
 - What patterns do you see relate in the data?
 - What goals are they working toward?
 - What resources have you made?
- 2. Set Goals and Plan Instruction**
 - What can students do right now?
 - How can you ensure that the lesson is rigor?
 - How might I differentiate to assist students?
 - What content practices will maximize student learning?
 - How can you use prompts to promote depth of understanding?
 - What learning conflicts will help students to achieve the learning?
 - What resources and tasks can you bring in to enhance the content?
- 3. Implement Effective Lessons**
 - How can you ensure that the learning is throughout the lesson?
 - How can you balance on-task or processing or group work?
 - How can you differentiate any instruction for all learners?
 - How can you prompt the students that the goals are met?
 - What materials and resources do you need?
 - What is the structure of the lesson?
- 4. Reflect and Assess**
 - What worked in your lesson?
 - What didn't work during the lesson?
 - What successes did your students have?
 - What challenges did your students have?
 - What would you do the same way again?
 - What would you do differently?
 - What are you new findings?
 - What are your next steps?

Issued by:  Tulsa County Office of Education
Multicultural Multilingual Education Department
Revised 7/24/21

LESSON RESOURCES



ELD STANDARDS	UTK-12 ESSENTIAL INSTRUCTIONAL APPROACHES (EIPAOLS)	The Classroom of 21 BUNDLE OF STRATEGIES
		

ELEMENTARY ELA/ELD ADOPTION	SECONDARY ELA/ELD ADOPTIONS
   	  

MIDDLE SCHOOL ELD INTERNATIONAL NEWCOMERS	HIGH SCHOOL ELD INTERNATIONAL NEWCOMERS
 	 

PLANNING CONNECTIONS

LISTENING	READING
 INTERACTIVE SKILL	 INTERACTIVE SKILL
PEAKING	WRITING



Multicultural Multilingual Education Department

Revised 7/24/24





The Elegance of 12

Seat of Strategy

MULTIPLA YAKLAŞIMLI EĞİTİMSEL DEĞERLER DEĞERLERİ (MADDİ)



QR KODU

The Elegance of 12 is a suite of strategies. Each set of strategies is designed to be taught in succession using the same text as the goal of teaching students to stretch themselves cognitively and figuratively using texts in novel ways and engaging in academic discourse.



RECEPTIVE SKILLS

3 LISTENS



Students will:

- build stamina for active listening
- learn how to listen for information, ideas, engagement, and future academic discourse

1ST LISTEN

• analyze text and determine content through close reading

2ND LISTEN

• activate skills for active listening to understand text and complete comprehension

3 READS



Students will:

- build skills and stamina in discussing text(s) based on multiple close readings
- make meaning to writing

1ST READ

• analyze a literary text to determine its main idea and purpose

2ND READ

• design a graphic organizer to analyze and synthesize content

The 3 LISTENS and the 3 READS support with receptive skills.

Version 1.0 (2023)

Page 1

[illegible]

Tríptico de Translingüismo La Genialidad del Cerebro Multilingüe

lausd.org/mmed

Los Angeles Unified School District
Multilingual Multicultural Education Department
TRANSLANGUAGING
THE GENESIS OF THE MULTILINGUAL BRAIN

What is Translanguaging?

Translanguaging describes the **language practices** of multilingual people and communities, grounded in the **internal perspective** and **linguistic and cultural identity** of the speaker. **Translanguaging** is **communicating** with **concept** through **one holistic linguistic repertoire**, without a separation of languages.

One holistic linguistic repertoire

Fluid languaging to **communicate** and **connect**

Dynamic use of language in everyday life, at home, school, and community

Translanguaging is when a multilingual person's full linguistic repertoire is used and honored, instead of privileging a single language.

Concept #1: Translanguaging Stance

A translanguaging **stance** can be described using the concept of "together." This together stance is informed by three beliefs:

- Home and Community Language & Culture**
 Family Funds of Knowledge
- Home and Community**
 Students' language practices and cultural understanding encompass those they bring from home and communities.
- Funds of Knowledge**
 Students' family and communities are valuable sources of knowledge.
- Classroom as Democratic Spaces**
 The classroom is a democratic space where teachers and students' justice together co-create knowledge.



Los Angeles Unified School District

Multilingual Multicultural Education Department

Culturally & Linguistically Responsive Pedagogy

KEY INSTRUCTIONAL ACCESS STRATEGIES

Cooperative and Communal Learning Environments

Learning Supports for Multilingual & Multicultural Learners



Instructional Strategies	Classroom Observables	CLR Application & Digital Tools
Cooperative and Communal Learning Environments: <i>Supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individuals assigned roles to achieve an instructional goal, students learn faster and more efficiently with increased time on task, have greater retention, and feel more positive about the learning experience.</i> 	Creating a Collaborative and Affirming Learning Environment • Illustrates the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for all. • Encourages students to routinely support each other in their learning activities. • Provides opportunities for students to interact cooperatively with their peers to brainstorm, explain, critique, diagnose, persuade, and problem-solve. • Provides opportunities for students to demonstrate their understanding of academic concepts in varied formats that include oral and written language and strengths. • Integrates group learning tasks, discussions, and presentations into daily instruction. • Employs small group activities to encourage language development and sharing of ideas. • Allows ELLs, ELLs, and DSWs to maximize the amount of time available for hearing and using language in low-risk, collaborative learning environments. • Arranges classroom seating to reflect regular collaborative learning opportunities. • Co-creates classroom norms and other procedures with students.	CLR Application & Digital Tools Application to 5 Areas of Cultural & Linguistically Responsive (CLR) Pedagogy: • Language Development: Include student and teacher-centered CLR learning points in classroom environment; regularly celebrate bilingualism and use of CLR student boards. • Respective Management: Utilize protocols for collaboration. • Responsive Language: Develop and use protocols for CLR learning objectives that are visible to students. CLR Instruction: • Connect to students' <i>Brings of Culture</i> (Holtz 2017) • Validate Affirm, Build and Bridge (Holtz 2017) • Information Processing: <i>Units, Check and Review for all classes</i> (Hammmond 2014) Shared Learning Recommendations: • Use a variety of online applications to provide discussion and collaboration opportunities • Share CLR resources on Learning Management Systems

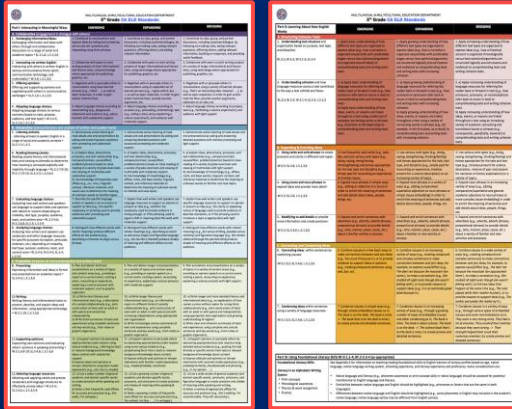
Adapted from: *Academic Language Mastery: Content in Context* by Norma Alvarado and Nancy Sosa | June 2024 | Next Generation

Tríptico de CLRP 6 Estrategias Clave de Acceso Instruccional

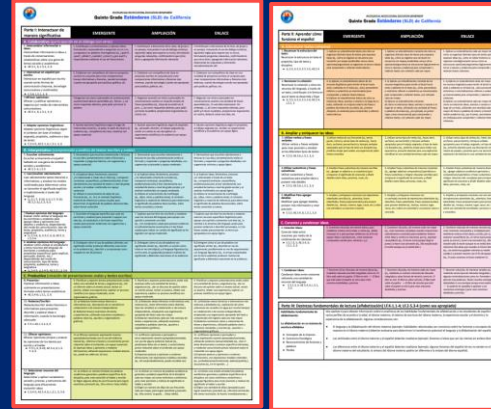


Maximizing Academic Discourse

CA ELD Standards



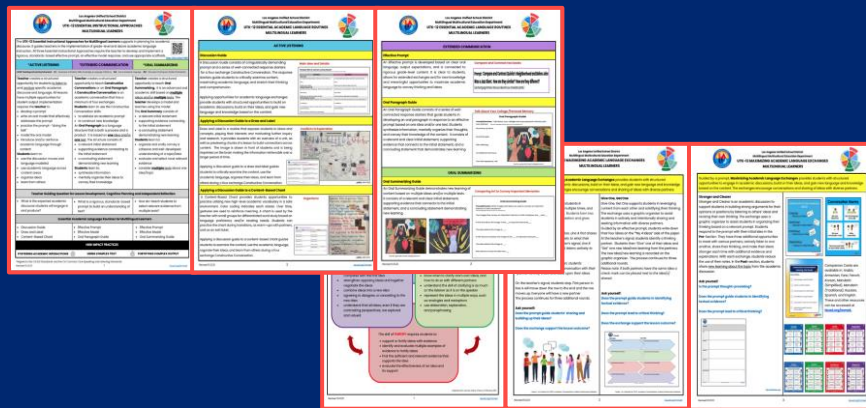
CA SLD Standards



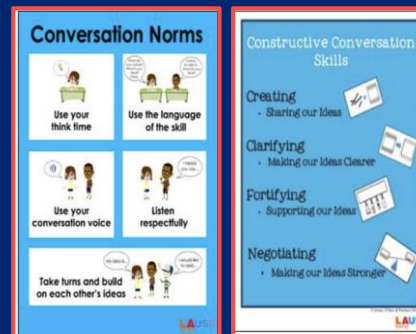
World Languages Standards



UTK-12 Essential Instructional Approaches for Multilingual Learners Trifold



Constructive Norms and Constructive Conversation Skills



CC Skills Companion Cards 9 Languages



ELPAC Linked DID



Maximizando el Discurso Académico

Estándares de ELD de California

Estándares SLD de California

Estándares de Lenguas del Mundo

Tríptico de Enfoques Instruccionales Esenciales UTK-12 para Estudiantes Multilingües

Normas Constructivas y Habilidades de Conversación Constructiva

Tarjetas Complementarias de Habilidades CC 9 Idiomas

ELPAC Vinculado DID

MPII Effectiveness

Efectividad del MPII

LCAP Goal #6: English Learner Supports	Metric	24-25 Target	23-24 Target	23-24 Results	Change	22-23 Target	22-23 Results	Change
Increase EL Proficiency	% meeting level 4 on the Summative ELPAC	20%	30%	16.49%	+0.19	25%	16.3%	+1.7%
	% who make progress in English (using the six ELPI levels) ELPI: English Learner Progress Indicator	55%	80%	47.5%	-0.9%	70%	48.4%	-3%
Increase Reclassification Rate for ELs	% in K who reclassify by 5 th Grade (cohort analysis)	75%	80%	71.4%	+1.4%	75%	70%	+7.4%
	Grades K – 12	25%	25%	18.53%	-3.27	23%	21.8%	+6.7%
	Elementary School, Grades K-5	25%	25%	19.51%	+0.81	22%	18.7%	+7.1%
	Middle School, Grades 6-8*	45%	45%	24.01%	-13%	35%	37%	+7.7%
	High School, Grades 9-12*	40%	40%	10.96%	-8.54%	30%	19.5%	+4.7%

Data Sources: Open Data, English Learner Progress, January 3, 2025
Fuentes de datos: Datos abiertos, Progreso de los alumnos de inglés, 3 de enero de 2025

Target Met
Objetivo
logrado

2023-24 Growth
2023-24
Crecimiento

Target Not Met
Objetivo no
cumplido

Office of Student, Family and Community Engagement

Title I Family Engagement and Policy Overview

Oficina para la Participación de los Estudiantes, Familias y Comunidad Repaso General de la Participación de Familias

January 14, 2025
14 de enero de 2025



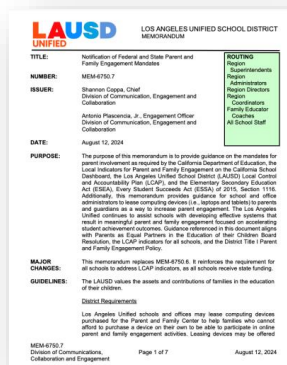
LAUSD
UNIFIED

Learning Objectives



Objetivos de aprendizaje

1. To inform participants about the District Title I Parent and Family Engagement Policy.
2. To capture input on strengthening the District Title I Parent and Family Engagement Policy.
3. To share associated resources to support participants' understanding.



1. Informar a los participantes sobre la Política de Participación de Padres y Familias del Título I del Distrito.
2. Para capturar la opinión de las Políticas de Participación de Padres y Familias del Título I del Distrito y la Escuela.
3. Compartir recursos asociados para apoyar la comprensión de los participantes.

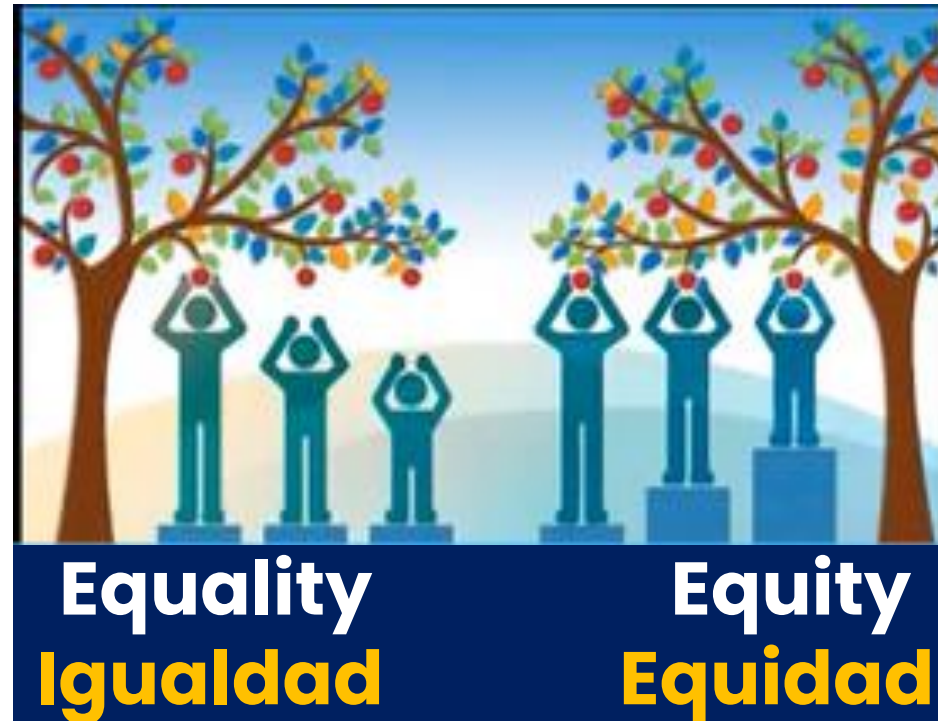
What is Title I?



¿Que es el Título I?

Title I

- Federally-funded program
- Provides services to improve academic outcomes
- Low-achieving, **economically-disadvantaged** students
- K-12 schools



Título I

- Programa financiado por el gobierno federal
- Proporciona servicios para mejorar los resultados académicos
- Los estudiantes de bajo rendimiento y desventaja económica
- Las escuelas de Kínder a 12 grado

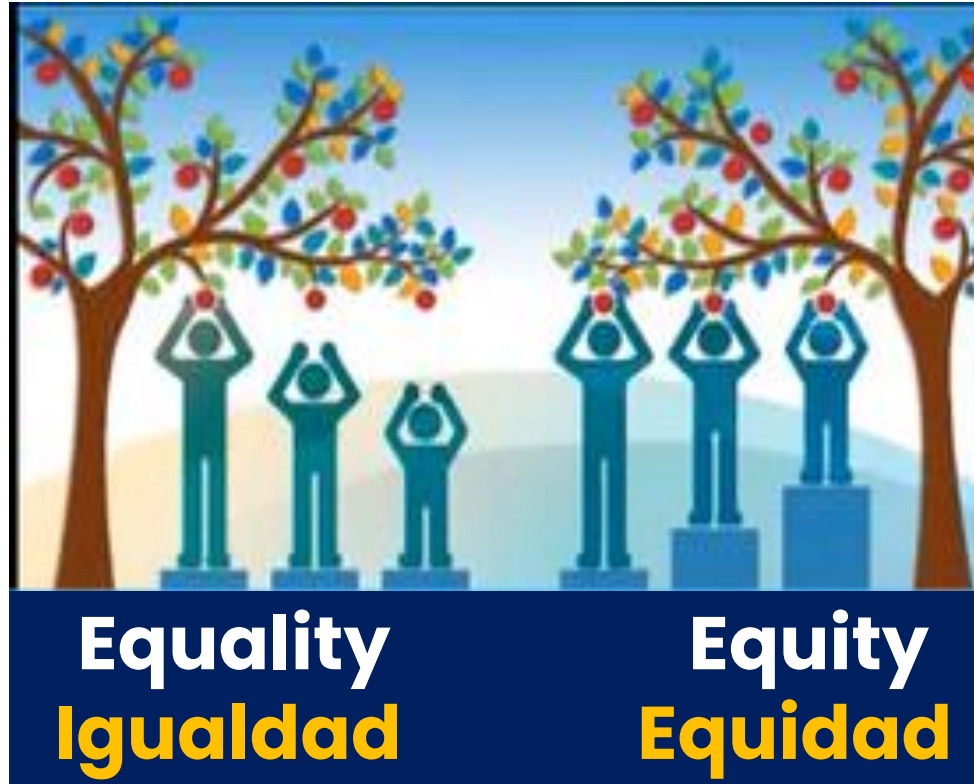
Purpose of Title I?



Próposito de Título I

Title I

"...is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."
Every Student Succeeds Act (ESSA), Title I, Part A, Section 1001

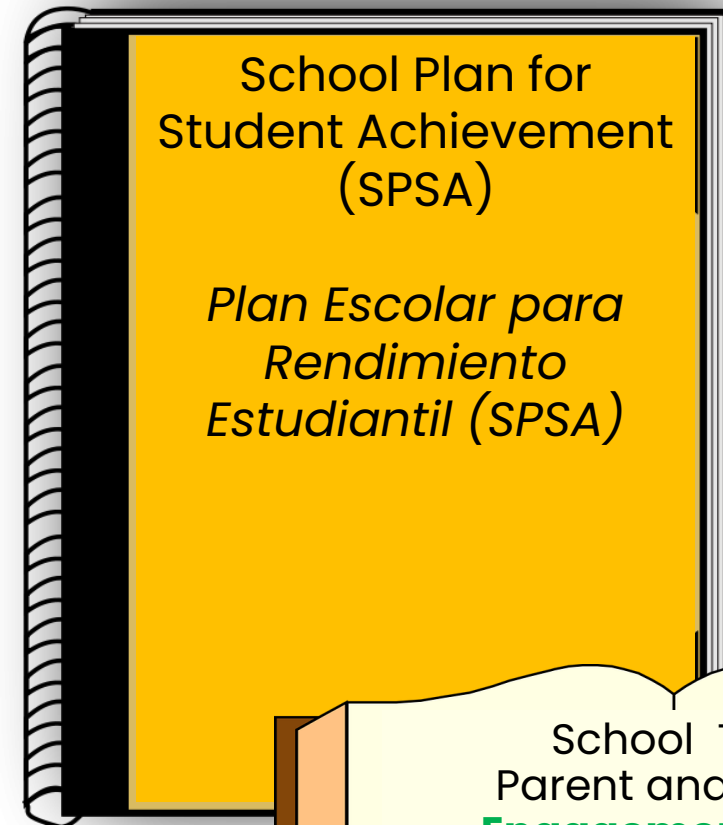
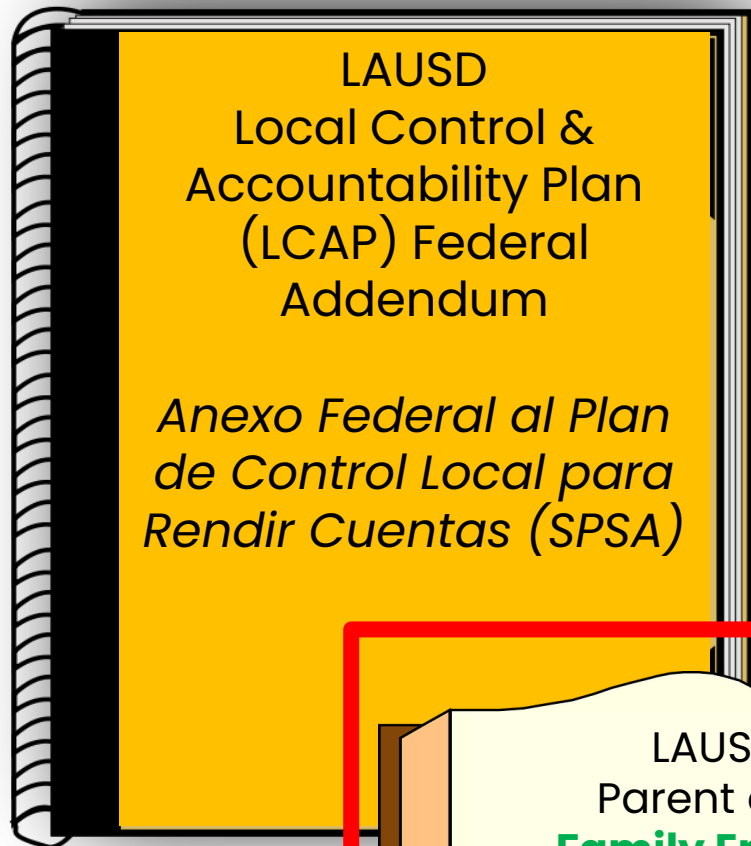


Título I

"...es para brindar a todos los niños la oportunidad de recibir una educación justa, equitativa y significativa, de alta calidad, y para cerrar las brechas de rendimiento en la educación." *Ley de Éxito para Todos los Estudiantes (ESSA, por sus siglas en inglés) Título I, Parte A, Sección 1001*

School and District Connection

Conexión entre el Distrito y la Escuela



Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

LAUSD Title I Parent and Family Engagement Policy (TI PFEP)

- Developed in partnership with LAUSD families.
- Federal guidelines for family engagement are followed.
- **What** LAUSD schools, Regions, and District offices **will do to ensure** families and staff work together for **student achievement**.

Política de Participación de Padres y Familias del Título I del LAUSD (TI PFEP, por sus siglas en inglés)

- Desarrolló en asociación con las familias del LAUSD.
- Garantiza que el Distrito siga las pautas federales para la participación familiar.
- **Qué harán** las escuelas, las regiones y las oficinas del distrito de LAUSD **para garantizar** que las familias y el personal trabajen juntos para **el rendimiento de los estudiantes**.

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

The LAUSD Title I Parent and Family Engagement Policy (TI PFEP) has 6 Mandates: A-F, outlining “**what** LAUSD schools and District offices will do.”

Mandate A: Involve parents and family members in jointly developing SPSAs and the LCAP Federal Addendum.

- ❖ LCAP Federal Addendum's Parent and Family Engagement Section **outlines the strategies** to **engage families** throughout the LAUSD.

La Política de Participación de Padres y Familias del Título I del LAUSD (TI PFEP) tiene 6 mandatos: A-F, que describen “lo **que harán** las escuelas y las oficinas del Distrito del LAUSD.”

Mandato A: Involucrar a los padres y miembros de la familia en el desarrollo conjunto del SPSAs y Anexo Federal LCAP.

- ❖ La Sección de Participación de los Padres y las Familias del Anexo Federal LCAP **describe las estrategias** para **participación de las familias** en todo el LAUSD.

Collaboration:

Partnering with **parents as leaders**, encouraging participation in **various forms** of school and District Governance

Colaboración:

Asociarse con los **padres como lideres** fomentando la participación en **diversas formas** de gobierno escolar y del Distrito

Local Control Accountability Plan (LCAP) Federal Addendum

Anexo Federal del Plan de Rendimiento (LCAP)

How might we strengthen collaboration between families and staff at schools?/¿De qué manera podemos reforzar la colaboración a nivel escolar? Local Control Accountability Plan (LCAP) Federal Addendum/ Anexo Federal del Plan de Rendimiento (LCAP)

1. There is a gap in communication at the local school. / Hay una brecha en la comunicación en la escuela local.
2. More Title I information workshops so parents know how to advocate. / Más talleres de información de Título I para que los padres sepan como abogar.
3. They could offer more training for parent involvement. / Podrían ofrecer más entrenamiento para involucración de padres.
4. "That schools value parent involvement. And that the entire staff attends educational training to learn how to treat students. Schools have good staff, but also terrible staff who lack empathy. The parent center needs to share information with parents about the workshops that the Main District offers, not just those at the school. Parents need to know their rights. / Que las escuelas valoren el involucramiento de los padres. Y que todo el plantel asista a entrenamientos educativos para saber tratar a los estudiantes. Las escuelas tienen personal buenos, pero también personal pésimo con falta de empatía. En el centro de padres se necesita compartir información a los padres de los parents workshop que el Main District ofrece, no solo los de la escuela. Los padres necesitan saber sus derechos.

Local Control Accountability Plan (LCAP) Federal Addendum

Anexo Federal del Plan de Rendimiento (LCAP)

How might we strengthen **collaboration** between families and staff at the Regions? / ¿De qué manera podemos reforzar la **colaboración** a nivel de regiones?

1. Empower your leadership at schools to be able to share this kind of information and share at the local schools. / Empoderen su liderazgo en las escuelas para poder compartir este tipo de información y difundirla en las escuelas locales.
2. Aligned and working together: region, district, and schools. / Alinaedos trabajando juntos, region, distrito y escuelas.
3. Workshops, training sessions, and programs should be shared with all schools, whether through paper, phone calls, texts, emails, and meetings before or after classes. / Se comparta los talleres, capacitaciones, programas a todas las escuelas ya sea en papel, llamadas telefónicas, textos, correos electrónicos, y juntas antes o después de clases.
4. Each region should have a parent group where those in charge (regional director) communicate and work in collaboration with parents. It is important for parents to have access to information and to share suggestions and concerns. / Que cada región tenga grupo de padres donde los que están a cargo (regional director) comuniquen, trabajen en colaboración con los padres. Es importante que los padres tengan acceso a tener información y compartir sugerencias e inquietudes.

Local Control Accountability Plan (LCAP) Federal Addendum

Anexo Federal del Plan de Rendimiento (LCAP)

How might we strengthen collaboration between families and staff at the District level? / *¿De qué manera podemos reforzar la **colaboración** a nivel distrito?*

1. Invite and collaboration. / Invitación y colaboración.

2. Work together. / Trabajar juntos.

3. The collaboration is as a team to provide the same information to the schools. / La colaboración sea en equipo para brindar misma informacion a las escuelas.

4. That all staff receive training. The district needs to conduct surprise inspections in the schools. And promote parent involvement and responsibility. If we all do our part and take responsibility, the work will be much better. / Que todo el personal tenga entrenamiento. El distrito necesita hacer inspecciones sin previo aviso en las escuelas. Y promover el involucramiento y responsabilidad de los padres. Si todos podemos de nuestra parte y poniendo nuestra responsabilidad el trabajo será mucho mejor.

The Three C's of Family Engagement



Las Tres C's de la Participación de Familias

Collaboration:

Partnering with **parents as leaders**, encouraging participation **in various forms** of school and District governance

Colaboración:

Asociarse con los **padres como líderes** fomentando la participación en **diversas formas** de gobierno escolar y del distrito

Communication:

Using **multiple modes of communication** between the District, families and schools to **address diverse needs**

Comunicación:

Usar **múltiples modos de comunicación** entre el distrito, las familias y las escuelas para abordar **diversas necesidades**

Capacity Building:

Strengthening knowledge and skills of both **parents**, school and District **staff** to **partner with one another**

Desarrollar la Capacidad:

Fortalecer el conocimiento y las habilidades de los **padres**, la escuela y el **personal** del distrito para **asociarse entre ellos**.

The Three C's of Family Engagement



Las Tres C's de la Participación de Familias

Capacity Building:

Strengthen the knowledge and skills of **parents**, the school, and District **staff** to **partner with one another**.

A third strategy involves building the capacity of both parents and school and District staff to partner with one another. To address this strategy, schools offer training to parents to:

- Understand parents' rights
- Identifying resources for navigating the District
- Utilizing the California Assessment of Student Performance and Progress (CAASPP)
- Parent Portal resources
- Social-emotional support on physical, emotional and online safety
- How to get support for students with special needs
- District academic initiatives and to provide parents with opportunities to learn how to support learning in the home for specific grade levels,
- exposing them to specific strategies that are used in the classroom when appropriate

Desarrollar la Capacidad:

Fortalecer el conocimiento y las habilidades de los padres, la escuela y el personal del distrito para asociarse entre ellos.

Una tercera estrategia incluye ampliar la capacidad de los padres y el personal escolar y del Distrito para que se asocien entre sí. Para abordar esta estrategia, las escuelas ofrecen capacitación a los padres para que:

- Entiendan los derechos de los padres
- Identifiquen recursos para poder navegar el Distrito
- Utilicen los recursos de los Exámenes en California para el Desempeño y Progreso Estudiantil (CAASPP),
- Recursos del Portal de padres
- Apoyo socioemocional en relación a los físico, emocional y seguridad en el Internet
- Cómo conseguir apoyo para brindarles a los padres oportunidades para que aprendan como apoyar el aprendizaje en el hogar conforme al nivel de grado
- Dándoles la oportunidad de conocer las estrategias específicas que se usan en el salón de clase, cuando es apropiado

How Does Los Angeles Unified Do This?



¿Cómo lo hace el Distrito Escolar Unificado de Los Ángeles?

**We build partnerships across District offices that engage families to coordinate efforts.
(Mandate C)**

**We provide training to school staff.
(Mandate B)**

**We involve families in the activities at schools.
(Mandate F)**

**Construimos asociaciones entre las oficinas del Distrito que involucren a las familias para coordinar esfuerzos.
(Mandato C)**

**Proporcionamos capacitación al personal escolar.
(Mandato B)**

**Involucramos a las familias en las actividades de las escuelas.
(Mandato F)**

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate C: Coordinate and integrate **parent and family engagement strategies** with other relevant Federal, State, and local laws and programs.

Multilingual Multicultural Education Department:

Coordination is centered on informing parents of English Learner and Standard English Learner students of the District's Master Plan for English Learners through parent workshops.

Division of Instruction: Coordination is centered on the development of parent training tools to increase parent and family awareness of various instructional initiatives in LAUSD and the critical academic milestones on the path to college-and career-readiness.

Mandato C: Coordinar e integrar estrategias de **participación de padres y familias** con otras leyes y programas federales, estatales y locales pertinentes.

Personal del Departamento de Educación Multilingüe

Multicultural: La coordinación se centra en informar a los padres de los Aprendices de Inglés y de Aprendices de Inglés Estándar sobre el Plan Maestro del Distrito para Aprendices de Inglés mediante talleres para padres.

División de Instrucción: La coordinación se centra en el desarrollo de herramientas de capacitación para padres a fin de aumentar el conocimiento de los padres y la familia sobre varias iniciativas de instrucción en LAUSD y los hitos académicos críticos en el camino hacia la preparación universitaria y las carreras profesionales.

MEM-6750.7 Notification of Federal and State Parent and Family Engagement Mandates

Mandate B
Mandato B

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate B: Coordinate technical assistance and provide necessary support to assist all participating schools plan and implement effective **parent and family involvement** activities enhance engagement in education.

Strengthening Staff Capacity for Effective Parent and Family Engagement: Training program, developed in collaboration with parents and family members, that provides school staff, including but not limited to principals, teachers, front office staff, Parent and Family Center Staff, and others with training that fosters meaningful and sensible parent and family engagement.

Mandato B: Coordinar asistencia técnica y proporcionar el apoyo necesario para ayudar a todas las escuelas participantes a planificar e implementar actividades efectivas de **participación de padres y familias** que mejoren el compromiso con la educación.

Fortalecimiento de la Capacidad del Personal para la Participación Efectiva de los Padres y las Familias: Programa de capacitación, desarrollado en colaboración con los padres y los miembros de la familia, que proporciona al personal de la escuela, e incluye sin limitarse a: directores, maestros, personal de la oficina principal, personal del Centro de Padres y Familias, y otros con capacitación que fomente la participación significativa y sostenible de los padres y la familia.

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate B: Coordinate technical assistance and provide necessary support to assist all participating schools plan and implement effective **parent and family involvement** activities enhance engagement in education.

Parent Education Modules: Training and tools will be provided to school staff to increase their capacity to engage, support, and provide necessary information to parents of students with documented achievement gaps, homeless and foster youth, English Learners and students with special needs.

Mandato B: Coordinar asistencia técnica y proporcionar el apoyo necesario para ayudar a todas las escuelas participantes a planificar e implementar actividades efectivas de **participación de padres y familias** que mejoren el compromiso con la educación.

Módulos de educación para padres: Se proporcionará capacitación y herramientas al personal de las escuelas para aumentar su capacidad para involucrarse, apoyar y proporcionar la información necesaria a los padres de estudiantes con brechas de rendimiento documentadas, jóvenes sin hogar y adopción temporal, aprendices de inglés, y estudiantes con necesidades especiales.

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate B: Coordinate technical assistance and provide necessary support to assist all participating schools plan and implement effective **parent and family involvement** activities enhance engagement in education.

Mandato B: Coordinar asistencia técnica y proporcionar el apoyo necesario para ayudar a todas las escuelas participantes a planificar e implementar actividades efectivas de **participación de padres y familias** que mejoren el compromiso con la educación.

SSC and ELAC Training

- October 5 and October 26: Role and Responsibilities of ELAC and SSC, SPSA, Categorical Budget
- October 12 and October 19: Role and Responsibilities of ELAC and SSC, SPSA, Categorical Budget, Parliamentary Procedures, Understanding Data, Student Leadership

Capacitación de SSC y ELAC

- 5 de octubre y 26 de octubre: Rol y responsabilidades de ELAC y SSC, SPSA, presupuesto categórico.
- 12 de octubre y 19 de octubre: Rol y responsabilidades de ELAC y SSC, SPSA, presupuesto categórico, procedimientos parlamentarios, comprensión de datos, liderazgo estudiantil.

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate B: Coordinate technical assistance and provide necessary support to assist all participating schools plan and implement effective **parent and family involvement** activities enhance engagement in education.

Family Academy Segments for SSC and ELAC

- Wednesday, November 20, 2024 - ELAC and SSC Parent Leaders Session 1: Parliamentary Procedures
- Thursday, November 21, 2024 - ELAC and SSC Parent Leaders Session 2: Understanding School Data
- Wednesday, December 11, 2024 - ELAC and SSC Parent Leaders Session 3: School Plans and Budget
- Wednesday, January 15, 2025 - ELAC and SSC Parent Leaders Session 4: School Plan for Student Achievement (SPSA)

Mandato B: Coordinar asistencia técnica y proporcionar el apoyo necesario para ayudar a todas las escuelas participantes a planificar e implementar actividades efectivas de **participación de padres y familias** que mejoren el compromiso con la educación.

Segmentos en la Academia para la Familia para SSC y ELAC

- Miércoles 20 de noviembre de 2024 - / Sesión 1 de Padres Líderes del ELAC y SSC: Procedimientos Legales
- Jueves 21 de noviembre de 2024 - Sesión 2 de Padres Líderes del ELAC y SSC: Comprensión de los Datos Escolares
- Miércoles 11 de diciembre de 2024 - Sesión 3 de Padres Líderes del ELAC y SSC: Planes Escolares y Presupuesto
- Miércoles 15 de enero de 2025 - Sesión 4 para Padres Líderes del Comité Asesor de Aprendices de Inglés (ELAC) y del Consejo Escolar (SSC): Plan Escolar para el Rendimiento Estudiantil (SPSA)

MEM-6750.7 Notification of Federal and State Parent and Family Engagement Mandates

Mandate F
Mandato F

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate F: Involve parents in the activities of the schools

- **Use parent feedback** on the barriers to participation in the Title I program and strategies to overcome the barriers, to train district and school personnel.
- **Ensure meaningful parent engagement at schools by growing schools' capacity, specifically with school and Parent and Family Center staff, to do the following:**
 - Listen responsively to parents, students and community members
 - Create welcoming, respectful environments for all parents
 - Provide learning opportunities

Mandato F: Involucrar a los padres en las actividades de las escuelas

- **Utilizará la retroalimentación** de los padres sobre las barreras a la participación en el programa de Título I y las estrategias para superar las barreras, a fin de capacitar al personal del distrito y la escuela.
- **Asegurará la participación significativa de los padres en las escuelas aumentando la capacidad de las escuelas, específicamente con la escuela y el personal del Centro de Padres y Familias, para hacer lo siguiente:**
 - Escuchará de manera receptiva a los padres, los estudiantes y miembros de la comunidad
 - Creará ambientes acogedores y que fomenten el respeto para todos los padres
 - Proporcionará oportunidades de aprendizaje

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate F: Involve parents in the activities of the schools

- **Ensure meaningful parent engagement at schools by growing schools' capacity, specifically with school and Parent and Family Center staff, to do the following:**
 - Provide differentiated learning opportunities
 - Encourage parents and students to participate in leadership opportunities

Mandato F: Involucrar a los padres en las actividades de las escuelas

- **Asegurará la participación significativa de los padres en las escuelas aumentando la capacidad de las escuelas, específicamente con la escuela y el personal del Centro de Padres y Familias, para hacer lo siguiente:**
 - Proporcionará oportunidades de aprendizaje
 - Alentará al mejoramiento escolar a participar en oportunidades de liderazgo

Every Student Succeeds Act (ESSA) Parent Engagement Requirement, Section 1116



Ley de éxito de todos los estudiantes (ESSA), requisito de participación de los padres, sección 1116

Mandate F: Involve parents in the activities of the schools

- **Ensure parents and family members are knowledgeable about the following:**
 - Parents' Bill of Rights and Responsibilities
 - Resources on the District's website
 - Student and school performance data
 - Alternative school options
 - State standards and assessments
 - Special learning needs
 - Graduation requirements
 - Critical points in the process of teaching
 - Selection, use and approval
 - Social-emotional development
 - Importance of daily attendance
 - All School Policies
 - Support for and opportunities
 - Availability of parents and family
 - Parent Portal
 - Opportunities to participate

Mandato F: Involucrar a los padres en las actividades de las escuelas

- **Se asegurará de que los padres y los miembros de la familia estén bien informados sobre lo siguiente:**
 - Derechos y Responsabilidades de los Padres
 - Recursos disponibles en el sitio web
 - Datos sobre el rendimiento estudiantil y escolar
 - Opciones de escuelas alternativas
 - Estándares y evaluaciones estatales
 - Necesidades de aprendizaje especial
 - Requisitos para la Graduación
 - Puntos críticos en el proceso de enseñanza
 - Selección, uso y aprobación
 - Desarrollo socioemocional
 - Importancia de la asistencia diaria
 - Todas las políticas escolares
 - Apoyo y oportunidades
 - Disponibilidad de padres y familias
 - Portal de Padres
 - Oportunidades para participar

**Quality instruction +
family engagement =
increased student
learning**



**Calidad de instrucción +
participación de familias =
aumenta el aprendizaje
de alumnos**

Capacity Building:

Strengthening
knowledge and skills
of both **parents**,
school and District
staff to **partner with
one another**



Desarrollar la Capacidad:

Fortalecer el
conocimiento y las
habilidades de los
padres, la escuela y el
personal del distrito
para **asociarse entre
ellos.**

Mandate C, B, F and Capacity Building Extended Learning

Aprendizaje ampliado acerca del Mandato C, B, F, e Desarrollo de Capacidad

LAUSD

UNIFIED

LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

TITLE:

Notification of Federal and State Parent and Family Engagement Mandates

NUMBER:

MEM-6750.7

ISSUER:

Shannon Coppa, Chief
Division of Communication, Engagement and Collaboration

Antonio Plascencia, Jr., Engagement Officer
Division of Communication, Engagement and Collaboration

DATE:

August 12, 2024

PURPOSE:

The purpose of this memorandum is to provide guidance on the mandates for parent involvement as required by the California Department of Education, the Local Indicators for Parent and Family Engagement on the California School Dashboard, the Los Angeles Unified School District (LAUSD) Local Control and Accountability Plan (LCAP), and the Elementary Secondary Education Act (ESSA). Every Student Succeeds Act (ESSA) of 2015, Section 1116. Additionally, this memorandum provides guidance for school and office administrators to lease computing devices (i.e., laptops and tablets) to parents and guardians as a way to increase parent engagement. The Los Angeles Unified continues to assist schools with developing effective systems that result in meaningful parent and family engagement focused on accelerating student achievement outcomes. Guidance referenced in this document aligns with Parents as Equal Partners in the Education of their Children Board Resolution, the LCAP indicators for all schools, and the District Title I Parent and Family Engagement Policy.

MAJOR CHANGES:

This memorandum replaces MEM-6750.6. It reinforces the requirement for all schools to address LCAP indicators, as all schools receive state funding.

GUIDELINES:

The LAUSD values the assets and contributions of families in the education of their children.

District Requirements

Los Angeles Unified schools and offices may lease computing devices purchased for the Parent and Family Center to help families who cannot afford to purchase a device on their own to be able to participate in online parent and family engagement activities. Lending devices may be offered

ROUTING

Region
Superintendents
Region
Administrators
Region Directors
Region
Coordinators
Family Educator
Coaches
All School Staff

MEM-6750.7

Division of Communications,
Collaboration and Engagement

Page 1 of 7

August 12, 2024

MEM-6750.7: Notification of Federal Title I Parent and Family Engagement Mandates (Attachment B)

MEM-6750.7: Notificación de los mandatos federales de participación de padres y familias del Título I (Adjunto B)

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template Pages 8-13

Plan de Control Local para Rendir Cuentas (LCAP) Ley de Exito para Todos los Estudiantes (ESSA) Plantilla del Anexo Federal páginaS 8-13

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Los Angeles Unified School District

CDS code:

1964733

Link to the LCAP:
(optional)

[Provide link.]

For which ESSA programs will your LEA apply?

Choose from:
TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies
TITLE I, PART D
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
TITLE II, PART A
Supporting Effective Instruction
TITLE III, PART A
Language Instruction for English Learners and Immigrant Students
TITLE IV, PART A
Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A / Title I, Part D / Title II, Part A / Title II, Part A / Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Link/Enlace:
SFACE: lausd.org/SFACE

Office of Student, Family and Community Engagement

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2024-2025 Title I Parent and Family Engagement Policy Feedback Form
(Mandate C, F) and LCAP Federal Addendum-Capacity Building
Formulario de comentarios sobre la Política Título I de Involucración de los Padres y las Familias (Mandato C, F) y el Anexo Federal del LCAP-Desarrollo de Capacidad

For Federal Programs Focus Group members, please answer the following questions. / Para los miembros del grupo focal de programas federales, responda las siguientes preguntas.

reina.diaz@lausd.net Switch account

* Indicates required question

Email *

Your email

Did you know that Title I schools (or your school) partner with various offices to support families and student improvement? / ¿Sabía que las escuelas de Título I (o su escuela) se asocian con varias oficinas para apoyar a las familias y la mejora de los estudiantes?

Yes/Sí No

District Office Partnership/Alianza con Oficinas Centrales ☐ ☐

Does your school provide parent workshops on how to support your child at home? / ¿Su escuela ofrece talleres para padres sobre cómo apoyar a su hijo en casa?

Yes/Sí No

Parent Workshops/Capacitación para padres ☐ ☐

Local Control Accountability Plan (LCAP) Federal Addendum/ Anexo Federal del Plan de Rendimiento (LCAP)
The LCAP Federal Addendum's parent section is divided into three focus areas: Collaboration, Communication and Capacity Building. / La sección principal del Anexo Federal LCAP se divide en tres áreas de enfoque: Colaboración, Comunicación y Desarrollo de Capacidades.

How might we strengthen Capacity Building at schools? / ¿Cómo podríamos fortalecer el desarrollo de capacidades en las escuelas?

Your answer

How might we strengthen Capacity Building between families and staff at the Region? / ¿Cómo podríamos fortalecer el desarrollo de capacidades entre las familias y el personal de las Regiones?

Your answer

How might we strengthen Capacity Building between families and staff at the District level? / ¿De qué manera podemos reforzar el desarrollo de capacidad entre familias y personal a nivel distrito?

Your answer



Link/Enlace:
https://bit.ly/FEDE_RAL_PROGRAMS_FOCUS_GROUP

Parent and **Family Engagement** Resources and Tools



Recursos y herramientas para la **Participación de Padres y familias**

Resources

Bulletin 6745.6: Guidelines for the Required ELAC and SSC

Bulletin 6746.5: Establishing and Administering School/Office Volunteer Programs

Memorandum 6750.7: Notification of Federal and State Parent and Family Engagement Mandates

Local Control and Accountability Plan's Federal Addendum

Recursos

Boletín 6745.6: Pautas para el ELAC y el SSC requeridos

Boletín 6746.5: Establecimiento y administración de programas de voluntariado en la escuela/oficina

Memorándum 6750.7: Notificación de mandatos federales y estatales de participación de padres y familias

Anexo federal del plan de rendimiento de cuentas

Link/**Enlace:** SFACE: lausd.org/SFACE

Office of Student, Family and Community Engagement

Thank you for your input and support! If you have additional comments, please submit them to Families@lausd.net

Oficina de Participación de Estudiantes, Familias y Comunidad

Gracias por sus aportaciones y si tiene comentarios o sugerencias adicionales favor de someterlos a Families@lausd.net



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