

English Learner Programs – LCAP Implementation Study Session 12.17.14
Engagement Summary of Issues Raised
Recommendations Worksheet

Topic & Issues Raised	Draft Recommendation from LCAP PAC
Newcomers <ul style="list-style-type: none"> Older students may not graduate because credits may not transfer (from home country) Plan for to support large numbers of 4th/5th grade newcomers who drop out How to support families who don't speak Spanish, Mumm speakers? Translation is #1 need at school sites 	Recommendation to Support Newcomer Programs: <ul style="list-style-type: none"> -translation support for meetings and documents in multiple languages for families to be engaged -better outreach to new comer families -request parents who speak other languages to perform a robo call weekly informing of school issues and information regarding assistance as approved by the principal -teacher trainings on reclassification process
Dual Language <ul style="list-style-type: none"> Dual Language programs end in elementary, students need opportunities in secondary grades Inform parents about benefits of Dual Language immersion District plan to expand dual language to every neighborhood Opportunity to build community across student populations: Increase diversity in dual language programs, increase African American student enrollment in dual immersion programs 	Recommendation to Support Newcomer Programs: <ul style="list-style-type: none"> -community education as benefits of dual immersion –active outreach -expansion of programs so more can enroll -recruit quality bilingual teachers -OUSD and LCAP to advertise schools that have dual language sup immersion programs, but english speaking students (various ethnic groups) will need support to adjust -make this a requirement for all
Reclassification & Quality Instruction for EL Students <ul style="list-style-type: none"> Family engagement is key to building both, student AND family trust, which will lead to student success in English language. Improving family engagement will help the school improve. High attrition rate of teachers is a problem. We need teachers that are committed to all students for longer than 1 or 2 years. EL students took paper assessments and performed differently than students on chromebooks. Need to engage families often left out of EL discussion, like Arabic families. ELD coaches are needed at every school. The budget for EL students does not reflect needs of the students (and staff who teach the students). 	Recommendation to Support Reclassification & Quality Instruction for EL Students: <ul style="list-style-type: none"> -fair pay and professional support for teachers who get their BCLAD -recruit and retain quality staff including coaches -OUSD to support dual language parents in engaging parents to identify needs and resources by offering a stipend and training -need more information on reclassification process -know your rights-know your classification as a student -inform students with 6 month notice of staff changes -one than one method for evaluation -more parent involvement

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Dual Language <ul style="list-style-type: none"> • Dual Language programs end in elementary, students need opportunities in secondary grades • Inform parents about benefits of Dual Language immersion • District plan to expand dual language to every neighborhood • Opportunity to build community across student populations: Increase diversity in dual language programs, increase African American student enrollment in dual immersion programs 	Recommendation to Support Newcomer Programs: <ul style="list-style-type: none"> - graduation requirements with electives -dual language programs should be mandatory from elementary to high school -find programs willing to give grants to get dual language programs in the school -have a community meeting to fully help them understand how beneficial a dual immersion program is -I recommend that you include more languages for students
Reclassification & Quality Instruction for EL Students <ul style="list-style-type: none"> • Family engagement is key to building both, student AND family trust, which will lead to student success in English language. Improving family engagement will help the school improve. • High attrition rate of teachers is a problem. We need teachers that are committed to all students for longer than 1 or 2 years. • EL students took paper assessments and performed differently than students on chromebooks. • Need to engage families often left out of EL discussion, like Arabic families. • ELD coaches are needed at every school. • The budget for EL students does not reflect needs of the students (and staff who teach the students). 	Recommendation to Support Reclassification & Quality Instruction for EL Students: <ul style="list-style-type: none"> -how about the teachers get a new contract -find a way to engage al EL learners -I recommend that you include more languages for all students -new contract; teachers come for 2 years, get a credential, earn stripes and leave in 5-10 years to retain their competitive BCLAD stipends -teachers with green cards need districts to sponsor them in order to extend their VISAS/green cards -conscious, structured effort to include parents in a meaningful way in the form of instructions -for the district and parents adopt a training plan of technology for all schools & implement them to be mandatory

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Dual Language <ul style="list-style-type: none"> • Dual Language programs end in elementary, students need opportunities in secondary grades • Inform parents about benefits of Dual Language immersion • District plan to expand dual language to every neighborhood • Opportunity to build community across student populations: Increase diversity in dual language programs, increase African American student enrollment in dual immersion programs 	Recommendation to Support Newcomer Programs: -parent volunteers who speak two languages -students who speak two languages
Reclassification & Quality Instruction for EL Students <ul style="list-style-type: none"> • Family engagement is key to building both, student AND family trust, which will lead to student success in English language. Improving family engagement will help the school improve. • High attrition rate of teachers is a problem. We need teachers that are committed to all students for longer than 1 or 2 years. • EL students took paper assessments and performed differently than students on chromebooks. • Need to engage families often left out of EL discussion, like Arabic families. • ELD coaches are needed at every school. • The budget for EL students does not reflect needs of the students (and staff who teach the students). 	Recommendation to Support Reclassification & Quality Instruction for EL Students: -an improvement in your classes not only in the ratings but in the reviews