Agenda

- Welcome new members and review LIPAC purpose and processes
- Recap 2017-2018
- Overview of 2018-2019
  - State Assessments - ELPAC/SBA/CSA
  - Teacher Professional Learning Communities
  - Office of Language Acquisition
- Next Steps
Committee was formed in 2015-2016 in response to parent feedback

Two parent representatives from each site, one teacher representative from each site and administrators from site and District

Purpose of the Committee:
- Facilitate regular communication with parents and staff regarding the K-12 LI program
- Address issues specific to LI
- Provide a forum for stakeholder input
2017-2018 Recap

- LIPAC feedback was positive, expression of improved communication and transparency of program processes and systems
- MIPAC sunset with the end of the school year
- Parents were supportive of teacher Professional Learning Communities (PLCs) and the alignment of instructional practices and assessment across the program
- Parents were in support the District implementing the California Spanish Assessment (CSA) in 2018-2019
- Parents supported the District’s offerings of professional learning for LI teachers and instruction of language arts in two languages – over 60 teachers K-12 participated in Summer professional learning offerings
- Recommendation to continue centralized support and communication
2018-2019 Language Immersion Program Goals

- Align instruction horizontally and vertically
- Identify and support struggling students in both languages
- Build instructional resources to share with grade-alike teachers
- Continue PLC work
- Global California 2030 - Consider expansion opportunities for LI in CUSD
- Completion of Mandarin Immersion HS curriculum plan
By 2030, half of all K–12 students participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience.

The number of students who receive the State Seal of Biliteracy, which is nationally recognized for college admissions and career opportunities, more than triples from 46,952 in 2017 to more than 150,000 in 2030. By 2040, three out of four graduating seniors earn the Seal of Biliteracy. The Seal is earned by demonstrating proficiency in a language in addition to English.

The number of dual immersion programs that teach languages besides English quadruples from about 400 in 2017 to 1,600 in 2030.

The number of new bilingual teachers authorized in world language classes more than doubles from 2017 to 2030.
State Assessments

**English Language Proficiency - ELs in grades TK -12**
Assesses EL students’ English language proficiency; aligned to the CA English Language Development standards

**ELA and Math - all students in grades 3-8, and 11**
Assesses students’ English Language Arts and Math skills; aligned to the CA Common Core Standards for each subject

**California Spanish Assessment – LI students in grades 3-8**
Assesses students’ Spanish Language Arts skills; aligned to the CA Language Arts Standards in Español
Teacher Professional Learning Communities - PLCs

- Teachers meet in grade level groups
  - K-2
  - 3-5
  - Middle School
  - High School

- This year there will be three meetings focused on:
  - Priority standards
  - Intervention for struggling students
  - Instructional resources
  - Common assessments
Centralized Support
Office of Language Acquisition

- Proposed name change for department from Services for English Learners to Office of Language Acquisition
- Kinder registration application process facilitated centrally
- Matriculation of 5th and 8th grade students
- Website updates
- Registration in grades beyond K and for newcomer students
Next Meeting

- Board report from November 14th Board meeting - Review report and data
- Mandarin Immersion updates on HS plan and next steps
- Registration information and tour dates
- LI Expansion update