



05:00

1/24

WELCOME M^{CAP}

Utilizing LCFF & LCAP to Reach Equity for English Learners

“Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive.”

-- California Department of Education (CDE)



Utilizing the LCFF & LCAP to Reach Equity for English Learners

Dr. Alma Castro, CABE/MCaP
Izela Jacobo, SDCOE
Lisa Clark, FCOE

May 19, 2021
3:30-4:30 p.m



Who is M^{CA}P?

Multilingual California Project



Welcome!



Please introduce yourself using the chat box:



- Where are you joining us from and what is your role?
- How are you engaged in the development of your LEA's LCAP?
- What is one take-away from the Distance Learning context that has informed the updating of your 2021-2024 LCAP?



Welcome to the M^{CA}P: LCFF & LCAP Webinar!

Resources:

- Links Document: <https://docs.google.com/document/d/1thFRsloY90gFacLm3uW2XheJ8tCcp1XnpNv1qE4qLn4/edit?usp=sharing>
- Link to McaP LCFF Tool: <https://fs3.formsite.com/cabeforms/wralbj3lzs/index.html>
- Link to Padlet: https://padlet.com/izela_jacobo/mpdz1zld2alw48f0

- Padlet QR



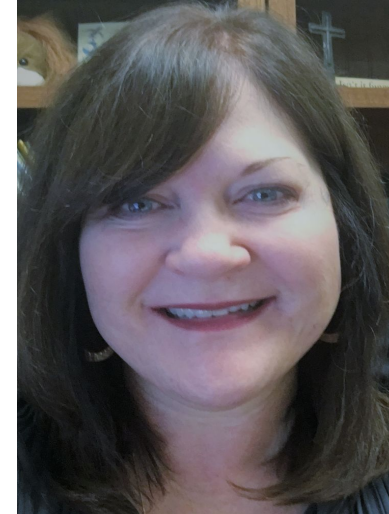
M^{Ca}P Facilitators



Dr. Alma Castro, CBE
Director of the
Multilingual California
Project (MCaP)



Izela R Jacobo,
SDCOE
MEGA Department,
MCaP Grant Lead



Lisa Clark,
FCOE
ELD Coordinator
MCaP Lead



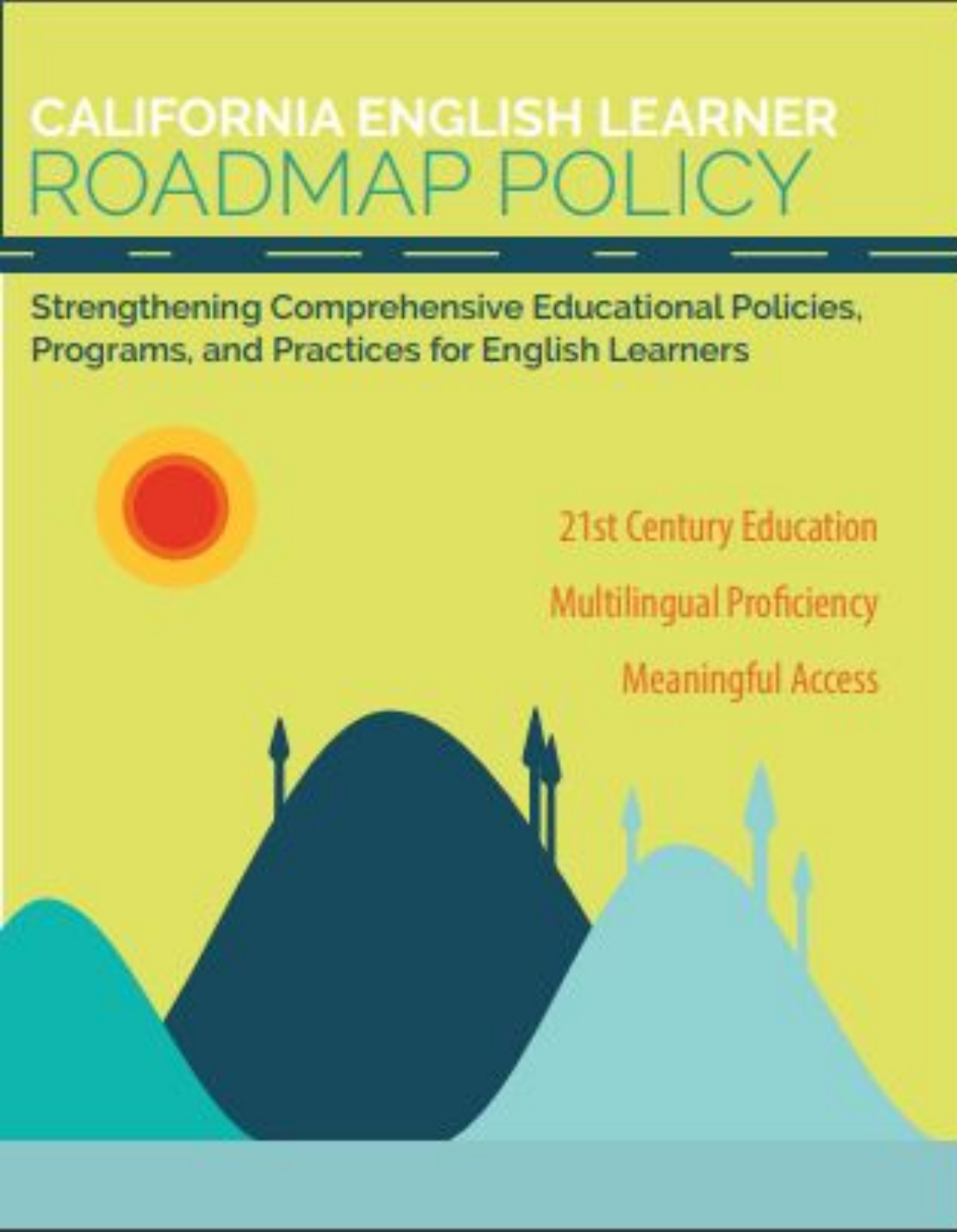
Learning Outcomes



Participants will be able to make an **equity pause** to:

- ❑ reflect on seizing the opportunity the pandemic has created to address English learner needs through the LCAP
- ❑ consider the use of the MCaP LCFF Tool for focusing LEA resources and funding on comprehensively addressing the needs of ELs in the LCAP
- ❑ influence, educate, and inform others on the importance of applying an equity lens to the development of equitable systems via the LCAP





CALIFORNIA'S VISION OF SUCCESS FOR ENGLISH LEARNERS

English learners (ELs) fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages

CALIFORNIA'S MISSION

California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a **global, diverse, and multilingual world**, thus ensuring a thriving future for California.

MC^AP Purpose

The Multilingual California Project (MC^AP) builds on a robust body of research documenting multilingualism as the most effective option for the academic achievement of ELs across all content areas and for preparation to participate effectively in the global workforce.

Principle 1

• Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different **EL strengths, needs, and identities** and support the socio-emotional health and development of English learners. Programs value and build upon the **cultural and linguistic** assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle 2

• Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of **English proficiency**. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through **native language instruction** and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and **other languages**.

Principle 3

• System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the **strengths and needs of English learners** and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths and meet the needs of English learners**.

Principle 4

• Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, **language(s)**, literacy, and knowledge students need for college- and career-readiness and participation in a **global, diverse, multilingual, twenty-first century world**.



M^{CA}P Goals

1. **Build capacity among school leaders to implement the EL Roadmap Policy & culturally and linguistically responsive practices.**
2. **Support implementation of instructional practices** that effectively develop academic content knowledge, discipline-specific practices, **academic language, and multilingual and multiliterate proficiency.**
3. **Create a multilingual collaborative state-wide network of experts to guide systems** that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners.
4. **Identify and emphasizing high-quality models for professional development** regarding the EL Roadmap Policy.
5. **Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.**





Leading with a Vision

Leading with a vision

*“Since we know that disturbance is required for change and there is no doubt that disturbance is happening as we speak, the question is, **are we willing to use this opportunity to create the kind of educational system we want?***

We have learned that if we are going to change a system, we as individuals first have to SEE what the system is producing, then we have to ENGAGE with others to design something different, and finally we have to ACT”.

Hugh Vasquez, National Equity Project



Reconsidering LCAP Planning After COVID-19

- Before COVID-19, California required school districts/charters to complete a Local Control and Accountability Plan (LCAP) to inform their communities about funding priorities and guide educational goals.
- Due to COVID-19, state legislators wrote California Senate Bill 98 which required a different type of plan to be developed due to the current challenges- the LCP (Learning Continuity and Attendance Plan) (Fall 2020).
- Current requirement for LCAP 3-year due on July 2021 (2021-2024)*



Equity is Central to the LCAP Process ...

How is equity addressed?

Needs Assessment
Resources
Goals
Actions/Strategies
Measurable Outcomes

Stakeholder Involvement

An *Equity Pause* is a time to share our learning and see what we can do better next time in the service of equity and inclusion.

Reflect on your role(s), applying an equity lens ...



- School Administrator & COE
- Teacher & school staff
- Parent/Family member
- Community member
- Student or advocate
- School Board Member

How might we use the COVID-19 learning and experiences to inform/support our core values, vision, and goal areas?

How might this new learning inform your context as you reimagine school systems and student success?



Equity Leadership

We are living in challenging times and are part of complex systems that our past experiences and training may not have sufficiently prepared us to understand and respond to in our role as equity leaders.

This is true more than ever.

Linda Darling Hammond

Research Supported

- Determine, prioritize and plan for students with greatest needs
- Strengthen ALL stakeholder engagement
- Emphasize relationship and community building
- Affirm and support development of home language
- Ensure equity in access to equipment, materials, learning supports
- Guide and support teachers, and other staff, to implement best practices in a variety of learning contexts

New Learnings

- Addressing the digital divide (yes, it CAN be done)
- Attending to SEL needs
- Providing Integrated and Designated-ELD
- Differentiating instruction is critical
- Integrating learning
- Emphasising student and family engagement
- Supporting parents
- Delivering professional learning and collaboration time

Possibilities

- **Creatively extending instructional learning time**
- **Accelerating progress to close learning gaps**
- **Integrating student supports to address other barriers to learning**
- **Developing community learning hubs**
- **Providing student supports for credit attainment**
- **Innovative academic services**
- **Training for school staff on strategies to engage students and families**



M^{CAP} LCAP Tool

MC^AP [LCFF Tool](#) available on our Webpage

Recommendations Aligned by LCFF Priority for Completing the 2021-2024 Local Control and Accountability Plan (LCAP) Provided by the [Multilingual California Alliance Project](#) (MCaP)



INTRODUCTION: The accountability for the LCFF funds lies in the Local Control and Accountability Plan (LCAP). All School Districts are required to produce a three year LCAP, demonstrating how the LCFF funds are linked to meeting the needs of **all** students. A school's LCAP must address the state priorities and incorporate specific metrics the state has defined to monitor the priorities. The LCAP outlines actions and services that will lead to attainment of the district goals and eight priorities for all students. Stakeholder review and input is an integral part of this process. Parent, student, and public input is used in developing and refining the plan annually. The purpose of this document is to provide sample action items for LEAs to consider in response to their English learner student needs as they participate in Structured English immersion, Bilingual and Dual Language Instructional Programs. To address the full range of English Learner diversity, all district/school services, instruction, assessments and data analyses should disaggregate student needs by minimally these categories for each instructional program (i.e. Structured English Immersion, Biliteracy and Dual Language programs): Long-term English Learners; Newcomer English Learners; At-risk of Long-term English Learners; Dually Identified students.

LCFF Priorities, EL Roadmap, & Guiding Principles for Dual Language Education	Reflection Questions	Sample Language of Action Items and Practices
LCFF Priority 1: Basic Services (Conditions of Learning) Attend to: <ul style="list-style-type: none">Teachers are assigned and fully credentialed for the students they are teachingStudents have access to the standards-aligned instructional materials resourcesSchool facilities are maintained in good repair		
EL Roadmap: Principle 2: Elements A-G Principle 3: Element B	How might we, as a system, ensure that ALL teachers assigned to English learners are fully credentialed? How might we improve our teacher hiring practices to recruit, hire and retain fully credentialed EL teachers?	<ul style="list-style-type: none">Approve board policy that outlines the recruitment, hiring and retention of teacher and principals representational of the student and family community.Revise recruitment practices to identify qualified applicants of color, collect and use data to review teacher and principal recruitment, interview, and hiring practices having

Addressing LCFF Priorities in Your LCAP

LCFF Priority	<u>Assessment</u>	<u>Culture and Climate</u>	<u>Curriculum</u>	<u>Equity</u>	<u>Family and Community</u>	<u>Instruction</u>	<u>Professional Learning</u>	<u>Resource Alignment</u>	<u>Teachers</u>
Priority 1: Basic Services (Conditions of Learning)		✓	✓	✓		✓	✓	✓	✓
Priority 2: State Standards (Conditions of Learning)	✓		✓	✓		✓	✓		
Priority 3: Parental Involvement (Engagement)		✓		✓	✓				
Priority 4: Pupil Achievement (Pupil Outcomes)	✓		✓	✓		✓			
Priority 5: Pupil Engagement (Engagement)		✓		✓	✓				
Priority 6: School Climate (Engagement)		✓		✓	✓				
Priority 7: Course Access (Conditions of Learning)			✓	✓			✓		
Priority 8: Other Pupil Outcomes (Pupil Outcomes)			✓	✓			✓		



Source: [CDE State Priority Related Resources](#)

LCFF Priority 1: BASIC SERVICES (CONDITIONS OF LEARNING)



LCFF Priority 1: BASIC SERVICES (CONDITIONS OF LEARNING)

LCFF Priority 1: Basic Services (Conditions of Learning)

Attend to:

- Teachers are assigned and fully credentialed for the students they are teaching
- Students have access to the standards-aligned instructional materials resources
- School facilities are maintained in good repair

LCFF bridge to LCAP Template:

- Equity
- Professional Learning
- Resource Alignment
- Teachers
- Curriculum
- Instruction
- Culture and Climate

Lifting language from the MCAP tool

LCFF Priority 1: BASIC SERVICES (CONDITIONS OF LEARNING)

LCFF Priority 1: Basic Services (Conditions of Learning)

Attend to:

- Teachers are assigned and fully credentialed for the students they are teaching
- Students have access to the standards-aligned instructional materials resources
- School facilities are maintained in good repair

EL Roadmap:
[Principle 2:](#)
Elements A-G
[Principle 3:](#)
Element B

How might we, as a system, ensure that ALL teachers assigned to English learners are fully credentialed?

How might we improve our teacher hiring practices to recruit, hire and retain fully credentialed EL teachers?

How might we ensure that ALL ELs have access to the standards-aligned instructional materials resources?

GPDL: S2, P1-3;
S5, P1-P2

How might we make our campus reflect the cultural and linguistic diversity of the community we serve?

- Approve board policy that outlines the recruitment, hiring and retention of teacher and principals representational of the student and family community.
- Revise recruitment practices to identify qualified applicants of color, collect and use data to review teacher and principal recruitment, interview, and hiring practices having an impact on building a diverse staff.
- Establish a committee that reviews instructional materials for ELs with a lens of alignment with standards, and cultural relevance.

CDE Approved Annual Update Template Goals & Actions



Source: California Department of Education



Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]

Local Priorities: [Add Local Priorities Here]



Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]
[Add planned action/service here]	[Add budgeted expenditures here]	[Add actual expenditures here]



Language from the MCAP tool

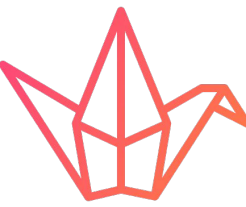
LCFF Priority 1: BASIC SERVICES

LCAP Goal: By June 2021, the Curriculum Adoption Committee, will advise the Governing Board on a new ELA/ELD curriculum adoption of a culturally and linguistically appropriate product that is responsive to our diverse student demographics.

Action lifted from MCaP tool: Establish a committee that reviews instructional materials for ELs with a lens of alignment with standards, and cultural relevance.



Initial Response to the LCFF tool take 10 minutes to process & respond on the Padlet.



Please scan through the **MC^AP** LCFF Tool.

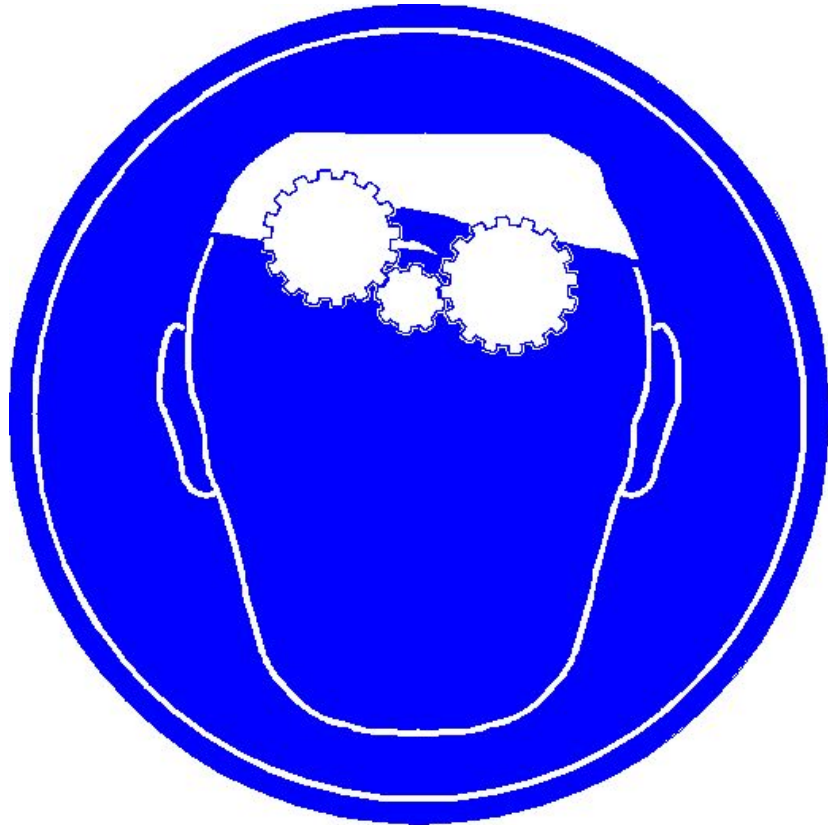
- What are you noticing?
- How might this tool support your LCAP development and revision process?
- How might this tool support other efforts you are involved with as related to system responses to English learner needs?
- Given your current practice, what sample ***action items*** might you share today? [Padlet](#)

“This is our time. This is our chance. This is our charge—finally to do what is needed and what is right for English Learners in California, to invest in the programs and services that rectify long standing barriers to access, and to honor the cultural and linguistic assets English Learners bring to our state.”

Laurie Olsen, Ph.D.
Founder/Strategic Advisor SEAL
President, Californians Together




Next Steps in using the MC^AP LCFF Tool ...



Please reflect and share on the chat box:

How might you use this tool to

- inform your current context, and your next steps?
- influence, educate, and inform others?
- reach equity for multilingual learners?
- post LCAP?



The screenshot shows the homepage of the Multilingual California website. At the top, there is a navigation bar with a logo on the left, a hamburger menu on the right, and a yellow banner containing a 'SUBSCRIBE FOR UPDATES' button, an 'EVENTS' calendar icon, a video player, and a language selection dropdown. Below the banner, the main header features the 'MULTILINGUAL CALIFORNIA' logo with a map of California, the 'cabe' logo, and the tagline 'Building the Pathway to Multilingualism along the EL Roadmap Policy'. A horizontal photo of diverse children is displayed below the header. The main content area is a grid of 13 teal buttons: 'What is Multilingual California?', 'Social Media Campaigns', 'EL Roadmap in Action', 'Multilingual Language Services', 'County District Partners', 'Data on Multilingualism', 'Seal of Biliteracy', 'Become a Bilingual Teacher', 'Learning Continuity Plan', 'Dual Language Resources', 'View Past Webinar Recordings', 'Innovations for MCaP Partners' (highlighted in yellow), and 'LCFF Document' (highlighted in yellow).

Please complete the survey.

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[Multilingual California Alliance Project](https://www.facebook.com/MultilingualCaliforniaAllianceProject)



[@mcapalliance](https://www.instagram.com/mcapalliance)



[MultilingualCalifornia.org](https://www.MultilingualCalifornia.org)



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Resources

Link to McaP LCFF Tool: <https://fs3.formsite.com/cabeforms/wralbj3lzs/index.html>

Link to Padlet: https://padlet.com/izela_jacobo/mpdz1zld2alw48f0

Padlet QR:



Beyond reopening schools-Brookings.edu:

<https://www.brookings.edu/research/beyond-reopening-schools-how-education-can-emerge-stronger-than-before-covid-19/>

State Priority Related Resources: <https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>

MCAP Website and Contact Information: <https://mcap.gocabe.org/>

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