



EAST LOS ANGELES SKILLS CENTER WEEKLY BULLETIN

March 2, 2020

Volume 7, Issue 25

Please submit items for publication to the editor: Julio Melara, APO at jmelar01@lausd.net

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Friday: 8:00am-4:30pm
Saturday 8:00am – 12:15 pm

Eastside Learning Center
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Office: (323) 729-1800
Hours: Monday through Thursday 8:00am-8:45pm
Friday: 8:00am-4:00pm

IMPORTANT DATES

March 2, 2020 – Classified Employee Week through March 7
March 2, 2020 – ESL Articulation Meeting 11:45 am – 12:15 pm ELASC and Eastside
March 2, 2020 – EL Civics Census Trimester Classes
March 3, 2020 – HiSET 9:00am ELASC
March 3, 2020 – ESL Promotional Lists Due by 4:00 pm to Ms. Carrasco
March 4, 2020 – ESL Pre-registration Starts
March 4, 2020 – HiSET 4:00pm Eastside
March 5, 2020 – HiSET 4:00pm Eastside
March 6, 2020 – ESL 2nd Trimester Classes End
March 7, 2020 – EL Civics Census Saturday Classes
March 9, 2020 – ESL 3rd Trimester Classes Begin
March 9, 2020 – ESL 3rd Trimester Classes New Students Registration Starts

Reminders

- ESL teachers, please remember to mark completers at the end of the 2nd trimester classes.
- ESL teachers, please complete the promo lists and email back to Ms. Carrasco by **March 4th at 3:00pm**
- Remind students to bring a selfie for the “Marketing Superstars” board. All they need to do is to follow the rules of posting a flyer of our programs in the community. Check for required permission.

“The capacity to learn is a gift. The ability to learn is a skill. The willingness to learn is a choice.”

Brian Herbert



HAPPY FEBRUARY BIRTHDAY

Maria Martinez – 10

Bernadette Cruz-Domingo - 13



Motivation and Persistence for Adult Learners – Part 7

Descriptions of classroom activities to help teachers design and plan their daily instruction:

Guided Notes: Teacher-prepared handouts to outline or map lectures or videos but which leave blank space for key concepts, facts, definitions, etc. While students listen, they fill in the spaces with content. See Cornell Notes.

KWL: Use this reading strategy to guide students through a text. Students begin by brainstorming everything they **Know** about a topic. Record this information in the K column of a **K-W-L** chart. The W is **What** they want to learn about a topic completed before a reading. The L column is where they write about what they **Learned** from the text after reading it.

Mind Map: This diagram is used to visually organize information; mind maps can be used for brainstorming, categorizing, analyzing, comparing and contrasting, creating a chronological process or action, and so forth. Use Venn diagrams and T-charts as graphic organizers for mind mapping.

Frayer Model: Use this graphic organizer for word analysis and vocabulary building. In each of four squares, students think about and describe the meaning of a word or concept by defining the term (Square 1), describing its essential characteristics (Square 2), providing examples of the idea (Square 3), and offering non-examples of the idea (Square 4).

Think-Pair-Share: Students work together to solve a problem or answer a question about an assigned reading. This technique requires student to think individually about a topic or answer to a question and share ideas with classmates.

Quiz-Quiz-Trade: Students review information with other students by asking and answering questions on index cards or paper and then trading questions.

Info Gap: In this activity, students are missing the information they need to complete a task and need to talk to one another to find it.

Jigsaw Reading: Assign students to reading groups; each group member is responsible for becoming an “expert” on one section of the assigned material and then “teaching” it to the other members of the team.

Entry Ticket (aka Warm-up, Do Now, or Bell Ringer): Give students entry tickets as they arrive at the door to immediately follow the instructions and complete the task. Use entry tickets to review previous instruction, as a formative instruction technique, or to introduce a new topic.

Exit Ticket: Before students leave (for a break or at the end of the class meeting), they write an answer to a question, a solution to a problem, or a response to what they’ve learned on a ticket (index card or piece of paper) as a formative assessment tool for planning the next lesson.

(From Communities of Practice, a CALPRO project by Kristi Reyes, Mariam Thacher and Sudie Whalen, April 2019)

Education Research Corner

In an article in Education Week dated February 21, 2020, Heather Hill, a professor at Harvard Graduate School of Education and Studies argues that the inclusion of test data analysis in professional development does not produce students learning gains. She then raises the question of what then should teachers do with their professional learning time. She writes that it is fair to say that many researchers have come to believe that professional development programs of any type are largely ineffective for increasing teachers’ skills. Some high profile government studies have returned near-zero impacts of PD on student learning.

She concludes that even the best professional learning community needs a strong school culture to take root. She argues that teacher openness to feedback, a sense of collective responsibility, school leadership that supports both instructional improvement and the chosen PD makes a big difference in bringing about students gains. To read the full article and learn of two promising practices: studying curriculum materials and structured coaching, visit www.edweek.org/ew/articles/2020/02/24/teacher-pd.

“Those who can make you believe absurdities, can make you commit atrocities.” Voltaire

Skills USA Refresher

LAUSD – Division of Adult and Career Education (DACE) continues to collaborate with SkillsUSA, a national nonprofit organization serving middle school, high school and post-secondary students who are preparing for careers in trade, technical and skilled service occupations. Through this partnership, students, teachers and industry, work together to ensure that America has a skilled workforce. SkillsUSA empowers its members to become world-class workers, leaders, and responsible American citizens. SkillsUSA improves the quality of our nation's future skilled workforce through the development of framework skills that include personal, workplace and technical skills grounded in academics.

Almost 2000 students competed at this year's regional leadership and skills conference at Pasadena City College on January 25, 2020. This year, 83 DACE students competed in different categories ranging from Advertising Design to Welding. A big hooray to our students for bringing back 28 Gold, 19 Silver, and 12 Bronze medals. We had a 30 percent increase compared to last year's medals awarded. 52 DACE students advanced to the state competition at the Ontario Convention Center in April.

Listed below are our competitors and their results during their Conference competition at Pasadena City College. [East LA Skills Center is proud of all our students for their hard work and dedication!](#)

Contest Name	Student Name	Ranking	Medal	to State
Advertising Design	Roman Fuentes	2	silver	yes
Advertising Design	Steven Del Cid	3	bronze	
Esthetics	Neiva Sanchez	2	silver	yes
Esthetics	Zinali Casa	3	bronze	yes
Job Skill Demonstration	Johnathan Hernandez	2	silver	yes
Nail Care	Maria Alejo Lopez	3	bronze	yes
Nail Care	Cynthia Alvarez	7		yes
Nail Care	Valeria Salinas	8		yes
Principles of Engineering/Technology	Tomas Porras	2	silver	yes
Principles of Engineering/Technology	Adrian Huerta	3	bronze	yes
TV (Video) Production	Deneen Frantz	1	gold	yes
TV (Video) Production	Holly Soriano	1	gold	yes



Students Advancing to State Competition

AFOC	18
ELASC	11
HOC	12
NVOC	7
SLAWSON	12
VENICE	8
WVOC	4
TOTALS	52

SkillsUSA Regional Competition 2019 Summary Medals by Chapter

AFOC	4 gold	5 silver	2 bronze
ELASC	2 gold	4 silver	4 bronze
HOC	7 gold	4 silver	1 bronze
NVOC	2 gold	4 silver	2 bronze
SLAWSON	11 gold	-	-
VENICE	2 gold	2 silver	2 bronze
WVOC	-	-	1 bronze
TOTALS	28 gold	19 silver	12 bronze

CTE Resources



What are Nepris Industry Chats?

Nepris connects educators and learners with a network of industry professionals, virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for organizations to extend education outreach, and build their brand among the future workforce. Visit www.nepris.com and navigate the Educators page for more information on great resources. See the list below for upcoming industry chats.

- Mar 2 | [What You Can Do as a Mechanical Engineer!](#) | 11:45ET / 8:45PT
- Mar 2 | [Design Thinking & You](#) | 2:00ET / 11:00PT
- Mar 3 | [Renewable Energy 101](#) | 3:30ET / 12:30PT
- Mar 4 | [Logistics & Supply Chain Fundamentals](#) | 11:15ET / 8:15PT
- Mar 10 | [Careers in Independent Filmmaking](#) | 12:30ET / 9:30PT
- Mar 10 | [Public Speaking Tips for Students](#) | 12:30ET / 9:30PT
- Mar 12 | [Product Careers 101](#) | 1:00ET / 10:00PT

A brief History of Adult Education in California (from Meeting the Challenge, CDE, 2005)

- 1856 -The first recorded adult school in California was sponsored by the San Francisco Board of Education. Evening classes were taught in the basement of St. Mary's Cathedral.
- 1870 -Student enrollment of evening adult schools in San Francisco, 1000.
- 1907 -The State Supreme Court affirmed the rights of evening school to exist as a separate entities.
- 1920 -74,000 adult students enrolled in 108 day high schools, and in 33 evening high schools.
- 1926 -The California Association for Adult Education was formed until 1937, in LA and Berkeley.
- 1927 -The Division of Adult Education was created, signifying the importance of adult education in CA.
- 1933-1942, the federal government served 175,000 adult students in education programs in CA.
- 1940 -Participation in adult education in California exceeded half a million people.
- 1958 -Adult education programs existed in 380 school districts in California.
- 1963 -The Vocational Education Act, known later as the Carl Perkins Act.
- 1964 -California plan for Adult Basic Education.
- 1971 -138,294 students enrolled in English classes and ABE.
- 1978 -California passed proposition 13 drastically reducing adult education funding.
- 1979 -The issue of equality of state reimbursement for identical programs offered by public school districts and community colleges has never been fully resolved.

This is a timeline of significant figures and events in the history of Adult education in the State. Much has happened since the 1980s to the present. If you want to know more, please visit:

<http://www.caadultedhistory.org/> for a complete history of adult education in California.

Happy 164th birthday to Adult Education in our state!

Meet One of Our Own: Robert Medina, Plant Manager III



Robert Medina, our Plant Manager III at our school, who also serves the Occupational Center, is a native of East LA. He has three children, Chryseis, age 12, Bobby, age 9, and Chryslene, age 6, who are his *raison d'être*. He worked for the City of Rosemead in the maintenance department before he started working for LAUSD in 2001 as a Building and Grounds worker. He graduated from Rosemead High School, has taken classes at Pasadena City College, and is currently taking classes at Pierce College, majoring in Business Administration. His current position allows him to help others, which is important to him. In his spare time, Mr. Medina enjoys spending time with his family, going to church, walking in the park, or just hanging out at home and watching a movie. He also DJs as a hobby to bring fun to people. He would not change anything in his life because without the trials and hardships, he says he would not be the person he is now. "We need to count our blessings everyday". One of the biggest challenges he has had to overcome is public speaking, as he would get very nervous before. His family inspires him on a daily basis. He believes we are all here for a reason and we must make the best of it. He says, "We can all make everyday life more meaningful or we can choose to make it miserable." The choice is ours, he says.

"Blind belief in authority is the greatest enemy of truth." — Albert Einstein

ELASC Official Website: www.eastlaskillscenter.org

Visit us at Facebook: <https://www.facebook.com/eastlaskillscenter.org>



Our Mission

The East Los Angeles Skills Center in collaboration with community—based organizations and stakeholders will provide access to educational programs and services to students to achieve their personal and or career goals through language acquisition, academic and career pathways.

Our School-wide Learning Outcomes

The East Los Angeles Skills Center offers opportunities for all students to:

- Have access to an educational plan and course of study to increase employability
- Obtain technical skills for entry and advanced employment
- Acquire language and academic skills for advanced educational options and careers

Our Vision

To be a dynamic educational and job training institution to empower students to be college prepared and career ready.