



LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF STUDENT, FAMILY AND COMMUNITY ENGAGEMENT

District Advisory Committee for English Learners

DELAC

Thursday, February 6, 2025

10:00 a.m.

I. Call to Order

Fernando Paniagua, Chairperson, called the meeting to the order at 10:00 a.m.

II. Flag Salute

Maria Sanchez (Spanish) and Margarita Guzman (English) led the flag salute.

III. Public Comments

Isaias Hernandez, Parliamentarian, facilitated public comments.

- Diana Guillen
- Juan Jose Mangandi

IV. Update from the Office of Student, Family and Community Engagement

Mr. Antonio Plascencia reported on the support the District is providing to families affected by the fires. He shared the recovery and resources guide that refer to supports for our students. He thanked parents for their role in working and collaborating on the committees – English Learner Advisory Committee's (ELAC's) and councils – School Site Council 's (SSC's) during this budget season. Members were also informed about the workshops available through the Family Academy to learn more about their rights.

V. Roll Call / Establishment of Quorum

Mr. Juan Carlos Delgado, Secretary, took roll. Quorum was established with 39 members present at 10:38 A.M.

VI. Minutes

The membership was informed that the minutes of January 25, 2025, and February 6, 2025, will be approved during the next official DELAC meeting.

VII. Unfinished Business - Presentation: Introduction to the Local Control and Accountability Plan (LCAP) Development Process

Dr. Erik Elward, LCAP Administrator, Office of Strategic Initiatives, began his presentation by informing the membership about the process of how DELAC feedback will be developed and presented. A public hearing will be held on July 17th where the Central District Advisory Committees and the Superintendent will be present. Recommendations for the LCAP can be specific to English Learners (EL's) who in this case are the priority for DELAC. He shared the link to the resource folder to help the members in their approach to begin to initiate feedback development and how they can improve in connecting. Feedback

from the 2022–2023 and 2023–2024 school years was reviewed. It highlighted the good points and things that need to be improved in education

VIII. Presentation: Reclassification: Empowering Families with Knowledge

Dr. Jose Posada, Administrator of the Multilingual Multicultural Education Department (MMED) provided information about two policies. (1) 6890 made specific changes regarding the reclassification criteria and the English Language Proficiency Assessments (ELPAC) test. Students who are dually identified as special education students and English Learners will not be able to be reclassified through the Individualized Education Program (IEP) process. The state of California is requiring that a student receive a Level 4 as a starting point for reclassification and a Level 3 as an alternative. The alternative is specific to special education students. MMED and the Special Education Department are working together to ensure that all school personnel who work with special education students who are also English learners are knowledgeable about how to support students on the ELPAC tests. The next update to the policy will be to provide guidance and information to schools on how to reclassify English learner students. These changes come from the state of California. She shared information about the practices of the previous policy and how the updated policy will be enhanced with standardized protocols and practices. Teachers can now use the K–12 Observational Protocol for Teachers of English Learners (OPTEL) as another method to assess students for reclassification.

Presentation: Comprehensive Needs Assessment

Dr. Jose Posada, Administrator, Multilingual Multicultural Education Department (MMED) began his presentation by sharing the three priorities of the Comprehensive Needs Assessment which are to provide the opportunity to review data and assessment on English learners. This is accomplished by serving on the committees at the school and central district levels. The next three steps are: (1) make a determination or assess priorities (2) how data should be reviewed to prioritize the needs for our English learners and (3) how what is needed will be accomplished. They shared data on the languages of the numbers of English learners in LAUSD. They provided data on language classification and enrollment by language and region. This data at the schools can be viewed in the following manner. Data was shared on the level of performance on ELPAC. We were given examples of progress on the English Learner Progress Indicator (ELPI) by region. They shared data on reclassification and focused on the criteria for grades 3–12. We were also provided with information for supporting English learners and students with disabilities. We were presented with data tables for the Smarter Balanced Assessments for the following years: 2021–2024. We received information about Dynamic Indicators of Basic Early Literacy Skills Beginning of the Year (DIBELS BOY) from 2024–2025 and i-Ready which was

school-level data from 2024–2025. Finally, we were presented with graduation data by English learner typology. Finally, we were given the opportunity to create breakout rooms to contribute and give our ideas.

IX. Presentation: Federal Addendum: Purpose and Services of the Title IV Program

Mr. Gerardo Cervantes, Executive Director of the Office of Federal and State Educational Programs, introduced the topic and Ms. Juliana Coco, Program and Policy Development Advisor, began her presentation on the Federal Title IV Program. Ms. Coco presented on the purpose of Title IV and an overview of the programs covered by Title IV. The purpose of Title IV is to improve academic achievement by increasing the district's capacity to provide a comprehensive education, improve school learning, and improve the use of technology. They also presented estimated Title IV funding for 2024–2025. They did not provide information on safe and healthy schools such as tips for newcomers, social-emotional learning and bullying prevention, mental health, and sexual preference or gender identity expression.

Motion: Yazmin Arevalo moved to extend the end meeting time by half an hour, Maria Lina de la Luz seconded the motion. Vote: 24 votes in favor, 0 against, and 1 abstention.

Ms. Ana Montenegro, Specialist, Multilingual Multicultural Education Department continued the presentation explaining about newcomer students who are a population of students with the greatest needs within the English learner category of students and how they must actively adapt to the culture and expectations that often present social-emotional challenges. We were also given information about international newcomers and how to monitor and analyze data and areas of need for these students. We were presented with data on the academic outcomes of international newcomers and how to meet their needs, such as direct introductions in small groups for newcomers and the implementation of designated and integrated English Language Development (ELD) strategies. Digital tools for English learners in dual language programs were shared.

X. Chairperson's Report

Fernando Paniagua, Chairperson, reminded them that his report was sent by email and that he is summarizing key points from his speech.

XI. MMED Update

Ms. Ana Montenegro, Specialist, shared that there will be an invitation to the sessions for the rewriting of the Master Plan 2025 that will take place on the following dates: February 10 and 21, the last one will be on March 3, 2025. The sessions will begin at 10:00 am and will be held in a hybrid format. Information will be sent to the members.

Ms. Montenegro followed up with another announcement regarding the ELPAC interim assessments. The purpose of these assessments is to prepare English learners with necessary skills for success, such as how to actively listen and write information. Ms. Montenegro shared the ELPAC interim assessment schedule.

XII. Announcements from SFACE Members, Staff and District

Ms. Micaela Mesina, Specialist of the Multilingual Multicultural Education Department, shared information about public libraries. She emphasized the books and resources offered by public libraries and the love of reading.

Angie Cardenas, Parent and Community Specialist, shared information about the date for the next DELAC meeting. They were reminded about upcoming conferences such as the “Jornada Pedagógica (Pedagogical Journey). They were also given information about the Regional Ambassador sessions for English Learners and the LCAP.

XIII. Adjournment

The meeting officially adjourned at 1:47 p.m.

Minutes respectfully presented by: Juan Carlos Delgado, Secretary