

DELAC Chairperson's Report – May 22, 2025

Fernando Paniagua

Dear Committee Members,

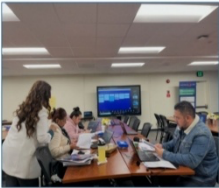
Today I address you with deep gratitude and pride for the work we have done together during this 2024-2025 school year. This year has been full of challenges, learnings, and, above all, great achievements that have consolidated us as one of the most successful DELAC committees of the last decade.

Thanks to the commitment of each and every one of you, we achieved goals that will make a lasting difference for our English language learners and their families. This year we have made history. Some of the most important achievements this year include:

The rewriting of the Master Plan for Multilingual and Multicultural Students, an essential document that had not been updated since 2018. This restructuring was the result of multiple working sessions and the active participation of DELAC members.

DISTRICTWIDE PARENT VOICE FOR ENGLISH LEARNERS


LAUSD serves approximately 71,000 parents/guardians of English Learners (ELs) Districtwide. In the District DELAC, parents provide input on the development of District master plans for EL education, conducting needs assessments, and ensuring compliance with relevant regulations.



- Master Plan for English Learners
 - English Language Development (ELD) Instruction
 - Reclassification
 - Required EL Parent Notification
- Comprehensive Needs Assessment
- Teacher Authorization
- Local Control Accountability Plan

VOZ DE LOS PADRES EN TODO EL DISTRITO PARA LOS APRENDICES DE INGLÉS

LAUSD presta servicios a aproximadamente 71,000 padres/tutores legales de aprendices de inglés (estudiantes EL) en todo el distrito. En el DELAC del Distrito, los padres brindan comentarios sobre el desarrollo de planes maestros del Distrito para la educación de estudiantes EL, realizando evaluaciones de necesidades y asegurando el cumplimiento de las regulaciones que corresponden.





- Plan maestro para aprendices de inglés
 - Instrucción del Desarrollo del Idioma Inglés (ELD)
 - Reclasificación
 - Notificaciones requeridas para padres
- Evaluación Integral de las Necesidades
- Autorización de maestros
- Plan de Control Local para Rendir Cuentas y Asumir Responsabilidades

Capítulo sobre EL con discapacidades

Queremos agradecerle su valiosa sugerencia de incluir un capítulo específico en el Plan Maestro para Estudiantes de Inglés que se centre en las necesidades y los apoyos para los estudiantes de inglés con discapacidades. Esta es una recomendación importante que estamos tomando muy en serio.

Antes de poder compartir este capítulo, debe pasar por una revisión legal exhaustiva por parte de la Oficina del Asesor General para garantizar que toda la información sea precisa y cumpla con las directrices legales. Actualmente, el capítulo aún se encuentra en proceso de revisión legal, por lo que aún no está disponible para su presentación a las familias.

Gracias por su comprensión y su continua colaboración.





Chapter on ELs with Disabilities

We want to thank you for your valuable suggestion to include a dedicated chapter in the Master Plan for English Learners that focuses on the needs and supports for English Learners with disabilities. This is an important recommendation that we are taking very seriously.

Before we can share this chapter with, it must first go through a careful legal review by the Office of General Counsel to ensure that all information is accurate and aligned with legal guidelines. At this time, the chapter is still under that legal review process, which is why it is not yet available to present to families.

Thank you for your understanding and continued partnership.



Completion of all topics required by the California Department of Education, including Title III funds advisement, EL student reclassification, support for newcomers, and teacher professional development. These submissions reflect our ability to fulfill our state and federal responsibilities in an exemplary manner.

The rewriting of the DELAC bylaws, which had not been updated since 2019. We now have clearer, more inclusive and more representative norms, which will strengthen the committee's structure in the years to come, demonstrating that much more is achieved with respect and values. 🤝💛🤝🤝🤝🤝🤝

Our committee has grown in organization, leadership and unity. We are now a model for other districts and a benchmark within LAUSD. I sincerely thank the MMED department team, SFACE staff, facilitators, the Office of Strategic Initiatives team, the Federal Programs team, of course, the parents who, with passion and consistency, have contributed their voice, time and effort.

1. Teacher Authorization

EL 11: Autorización de Maestro EL EL 11: Teacher EL Authorization

- ☐ Los maestros asignados para brindar ELD e instrucción en cursos temáticos en los que están inscritos estudiantes EL deben tener las autorizaciones apropiadas y hablar inglés con fluidez.
- ☐ Teachers assigned to provide ELD and instruction in subject matter courses in which EL students are enrolled must have the appropriate authorizations and be fluent in English.
- ☐ Credenciales Departamento de Educación de California (CDE): los maestros que poseen una autorización bilingüe brindan instrucción en los idiomas autorizados:
 - o Inglés
 - o Desarrollo del Idioma Inglés (ELD)
 - o Instrucción académica especialmente diseñada en inglés (SDAIE)
- ☐ California Department Education (CDE) Credentials- Teachers who hold a bilingual authorization provide instruction in the authorized languages:
 - o English
 - o English Language Development (ELD)
 - o Specially Designed Academic Instruction in English (SDAIE)

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EL 11: Autorización de Maestro EL EL 11: Teacher EL Authorization

- ☐ Esta autorización es complementaria a
 - ☐ Disciplina múltiple
 - ☐ Disciplina única
 - ☐ Credencial docente de Especialista en Educación
- ☐ This authorization is supplement to
 - ☐ Multiple Subject
 - ☐ Single Subject
 - ☐ Education Specialist teaching credential
- ☐ Puede obtenerse al mismo tiempo que la credencial o después de que se haya obtenido la credencial inicial. Los maestros pueden obtener la autorización a través de exámenes, programas aprobados o programas aprobados alineados con subpruebas de examen.
- ☐ It may be earned concurrently with the credential or after the initial credential has been earned. Teachers may earn the authorization through examination, approved programs, or approved programs aligned with examination subtests.

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Clase de Educación Especial para Estudiantes multilingües Multilingual Learners Special Day Class

- ☐ Credencial de Educación Especial de **Leve a Moderada** o
- ☐ Credencial de Educación Especial de **Moderada a Severa**
- ☐ Autorización EL
- ☐ Maestros de Aprendices de Inglés de California (CTEL)
- ☐ **Mild-Moderate** Special Education Credential or
- ☐ **Moderate to Severe** Special Education Credential
- ☐ EL Authorization
 - ☐ California Teachers of English Learners (CTEL)

EL= Aprendiz de Inglés
EL/SWD= Estudiantes con Discapacidades
INT1 Newcomers= recién Llegados Internacionales
IFEP= Nivel Inicial de Dominio del Inglés Fluído
EL= English Learner
SWD= Students with Disabilities
INT1 Newcomer= International Newcomer
IFEP= Initial Proficient English Proficient
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2. Parents' Right to Know (ESSA – Every Student Succeeds Act)

Parents have two kinds of key rights:

A. The right to know if your child's teacher is authorized:

If your child has been taught for 4 weeks or more by an unauthorized teacher, the parent must receive an ESSA Parent Notification Letter.

This letter is generated by the school using the MiSiS system after the fourth week of school.

B. Right to request information on the teacher's academic preparation:

At any time, a parent may request:

Academic qualifications.

University degree.

Type of current credential.

The school generates an ESSA Parents' Right to Know Letter from MiSiS in response.

Steps parents should follow:

1. Contact the school administration.
2. Request information about the teacher verbally or in writing.
3. Wait for the official response in the form of a letter (Attachment B).
4. If required, you can contact LAUSD's credentials department:

<https://www.lausd.org/cccs>

Or you can also go to this website to search for credentials/certificates and permits

<https://www.ctc.ca.gov/commission/lookup>

3. Consolidated application and role of DELAC

According to California Education Code Section 64000(d):

The DELAC committee should review and give its opinion on the district's funding application each year.

The district must certify that this opinion was considered when developing the Consolidated Application (Con App).

Solicitud Consolidada Y La Función De Delac Consolidated Application & Role Of Delac	
Sección 64000(d) del Código de Educación en California:	California Education Code, Section 64000(d):
La ley de California requiere que si un distrito escolar tiene un Comité Asesor de (Padres) de Estudiantes de Inglés (DELAC), este comité debe revisar y dar su opinión sobre la solicitud de fondos del distrito cada año. El distrito debe certificar que se tomó en cuenta esta opinión al desarrollar la Solicitud Consolidada.	California law requires that if a school District has an English Learner (Parent) Advisory Committee (DELAC), this committee must review and provide input on the district's funding application each year. The district must certify that this input was considered when developing the Consolidated Application.

4. (Title III) English Learners and Immigrant Students

<ul style="list-style-type: none"> • Propósito del financiamiento: Apoyar a los aprendices de inglés para que alcancen el dominio del idioma inglés y cumplan con los estándares académicos estatales. 	<ul style="list-style-type: none"> • Funding purpose: To support English Learners in attaining English Language proficiency and meeting State academic standards.
<ul style="list-style-type: none"> • LAUSD utiliza fondos asignados del Título III para financiar entrenadores de instrucción EL del Título III para apoyar la práctica docente en la educación de los aprendices de inglés. 	<ul style="list-style-type: none"> • LAUSD uses allocated Title III funding to fund Title III EL Instructional coaches to support teacher practice in the education of English Learners.

Título III - Programa de Educación para inmigrantes Title III - Immigrant Education Program

Proporciona fondos y recursos al Distrito para apoyar a los estudiantes y familias inmigrantes, garantizando que cumplan con los mismos estándares académicos que los estudiantes regulares.

Provides funding and resources to the District to support immigrant students and families, ensuring they meet the same academic standards as mainstream students.



Over the course of this year, I have seen the great concern you have had for years about school safety. It is my belief that children who are involved in sports, arts, technology, healthy fun activities and learning are children who are away from problems, conflicts, and fights. It is my belief that a child with a stable home is free from conflict, I believe that a child raised with love and respect is free from bad friendships, I believe that a child who is mentally healthy or in a healthy environment will stay out of trouble and will have much better academic achievement. It is my belief that a well-fed child who is not hungry will stay away from many temptations.

But unfortunately, the world is not perfect; we live in a world where 25 or 40% of parents are truly involved in what our children do and their friends.

The safety of our children is 60/70% up to parents, 20/30% up to schools, and 10/20% up to the world in general or society.

That is why I want to leave you a guide on how to request school police at your schools and random visits from the school police and K9s 🐕. Submit the request and ask for a signed and dated copy of receipt for your records.

2.02	School Police	<p><i>(Aligned to Strategic Plan Priority 2A: Welcoming Learning Environments)</i></p> <p>In order to support the number of students reporting that they feel safe at school on the School Experience Survey, the Los Angeles School Police Department (LASPD) will continue to partner with all Los Angeles Unified administrators and staff to provide a safe and secure campus to facilitate instruction and for students to feel safe, so they may learn and thrive in a safe school climate.</p> <p>The new model includes the redeployment of school police officers to an "off-campus" safety support function and assignment of non-police School Climate Advocates at all secondary schools, which appear under the Black Student Achievement Plan action in Goal 7, Action 4.</p> <p>The Los Angeles School Police Department features an operational structure based on emerging safety trends, imminent safety concerns/threats, and post-incident needs of individual sites.</p>	\$64,605,389	N
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Local Control and Accountability Plan Template

113

Action #	Title	Description	Total Funds	Contributing
		<p>The District will monitor the effectiveness of school police using the following progress monitoring measures:</p> <ul style="list-style-type: none"> • Supervisory oversight of daily patrol-based deployments to support safety and security for students and staff District wide. • Monitor calls for service in response to a criminal investigation or safety issue in support of the newly created School Climate Advocates to track ongoing effectiveness and identify areas for improvement • Track the frequency of communication with the Region offices, school site administrators, and other school safety collaborative members to ensure a safe school environment for students, staff, and the school community as a whole <p>As new data becomes available moving forward, these progress monitoring measures are subject to change.</p> <p><i>Note: The LCAP reflects the LCFF-funded portion of the School Police budget and all base carryover, resulting in higher planned expenditures across the LCAP.</i></p>		

- **Policía Escolar (Acción 2.02):** \$58.5 millones planeados a diferencia de \$66.2 millones estimados debido a aumentos salariales a resultado de acuerdos laborales negociados.
- **Apoyos para aprendices de inglés (EL) (Meta 6):** Disminución de los gastos previstos de \$158.1 millones de dólares en 2023-24 a \$24.4 millones de dólares en 2024-2025. La disminución no representa pérdidas de los servicios, la financiación, o el compromiso hacia los aprendices de inglés. Para 2024-2025, el Departamento de Educación Multilingüe y Multicultural (MMED) modificó la acción de la meta 6.05 para reflejar los costos adicionales asociados con la impartición de programas de educación en dos idiomas que superan a los (costos) del programa básico. Como resultado, los egresos para personal de instrucción del programa básico se transfirieron a la acción de la meta 1.02. Además, favor de ver la diferencia material de 2023-24 para la acción de la meta 6.05.

Let's request Preventive Patrols at our School!

School, Parents, and Guardians:

Do we want more safety at the entrance, exit and surrounding areas of our school?

We can request that the LAUSD Police (LASPD) conduct random visible patrols once or twice a week.

- Quick steps to do so:
 1. Talk to the principal and submit the request.
 2. Explain the need for safety.
 3. Fill out a simple letter (available here).

Together we can strengthen our children's safety!

Request preventive patrols today.

Need help? Request a sample letter or complete instructions!

Instructions for Requesting Preventive School Police Patrols in LAUSD

If you would like to request that the School Police (LASPD) conduct random preventive patrols in and around an LAUSD school once or twice a week, follow these steps:

1. Talk to your school principal.
 - Explain that you would like to request visible preventive patrols, once or twice a week, at random times.
2. Explain the need:
 - Describe any recent situations such as dangerous traffic, suspicious persons, safety incidents, etc.
3. The principal shall send an official request for services to:
 - LASPD Operations Division or
 - Local District Operations Office.
4. Confirmation:
 - Once approved, the school police will schedule random patrol visits.

Quick Summary

Step	Action
1	Talk to the principal
2	Explain the need for police patrols
3	The principal sends the request
4	School Police schedules random visits

Note: Parents may also write a letter of support to accompany the principal's request.

Solicitud de Patrullaje Preventivo de Policía Escolar

[Nombre del Padre/Madre/Tutor]: _____

(Escriba su nombre completo aquí)

[Nombre del Estudiante]: _____

(Escriba el nombre de su hijo o hija aquí)

[Escuela]: _____

(Nombre completo de la escuela aquí)

[Número de Teléfono]: _____

(Teléfono de contacto del padre/madre)

[Correo Electrónico]: _____

(Correo electrónico del padre/madre si desea ser contactado)

[Fecha]: _____

(Fecha en que llena la solicitud)

Asunto: Solicitud de Patrullaje Preventivo Aleatorio en la Escuela

Estimado/a [Nombre del Director/a]: _____

(Escriba el nombre del director o directora aquí)

Por medio de la presente, respetuosamente solicito que se gestione patrullaje preventivo aleatorio por parte del Departamento de Policía Escolar de LAUSD (LASPD) en y alrededor de nuestra escuela. La solicitud consiste en rondas visibles una o dos veces por semana, en horarios y días aleatorios, para incrementar la seguridad de nuestros estudiantes, personal escolar y familias.

Esta medida ayudaría a prevenir incidentes de riesgo, fortalecer la presencia de seguridad, y brindar tranquilidad a toda nuestra comunidad escolar.

Agradezco su atención a esta solicitud y quedo a su disposición para cualquier información adicional.

[Nombre del Padre/Madre/Tutor]: _____

(Repetir nombre completo aquí)

[Firma]: _____

Request for Random Preventive Patrol by School Police

[Parent/Guardian Name]: _____

(Write your full name here)

[Student Name]: _____

(Write your child's full name here)

[School]: _____

(Write the full name of the school here)

[Phone Number]: _____

(Parent/guardian contact phone number)

[Email Address]: _____

(Parent/guardian email address if you wish to be contacted)

[Date]: _____

(Date of request submission)

Subject: Request for Random Preventive Patrol at the School

Dear [Principal's Name]: _____

(Write the principal's name here)

Through this letter, I respectfully request the organization of random preventive patrols by the Los Angeles School Police Department (LASPD) in and around our school. The request consists of visible rounds one or two times per week, on random days and times, to enhance the safety of our students, school staff, and families.

This measure would help prevent potential incidents, strengthen security presence, and provide peace of mind to our entire school community.

I appreciate your attention to this request and am available for any further information needed.

[Parent/Guardian Name]: _____

(Repeat full name here)

[Signature]: _____

**Los Angeles School Police Department
REQUEST FOR K-9 SNIFF FOR NARCOTICS OR FIREARMS**

Date: _____

School/Location: _____ Local District: _____
Person Requesting: _____ Title: _____
Phone Number: _____ Email Address: _____

Please provide information regarding the kinds of drug/weapon related problems at your location. Please know that a K-9 sniff is an extension of an administrative search and will only be conducted randomly. It is also important to know that a police K-9 can only be used to search property, not persons/students. (Education Code 35160)

In an effort to help reduce narcotics/weapons related incidents in and around your school, the Los Angeles School Police Department's K-9 Unit can schedule a meeting with administrators and employees to educate school staff on narcotics/weapons related concerns. Please keep in mind that the amount of time the K-9 Team can remain on your campus is limited due to other requests that may have been scheduled for that day. This request must be completed by an administrator or designee. (School Police Department members are not authorized to complete this form.)

**Complete this form and email to k9request@laspd.com or mail
to: Los Angeles School Police Department
K-9 Unit Commanding Officer
125 North Beaudry Avenue
Los Angeles, CA 90012**

LOS ANGELES SCHOOL POLICE DEPARTMENT K-9 UNIT

I end this school year with hope. The journey does not end here. Let us continue to defend our sons' and daughters' right to receive a quality, equitable and culturally relevant education.

Let us look out for the well-being of our children with disabilities, and ensure that the language of education does not stray from us

Our children are and will be what we show them by example

Let us continue to treat them respectfully and politely so that they will act in the same way with everyone around them.

Thank you for making history together!

With respect and gratitude,

Fernando Paniagua

2024-2025 DELAC Chairperson