



LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Parent Community Services
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
April 29, 2021

I. Call to Order

Diana Guillen, Chairperson, called the meeting to order at 2:03 pm.

II. Flag Salute

Janeth Galindo, member, led the pledge of allegiance. (English)(Spanish)

III. Public Comment

(Members of the public were allowed two (2) minutes per speaker to address the membership.) Cecilio Lopez Parliamentarian facilitated the Public Comment. No public comments.

IV. Roll Call/ Quorum

Norma Gonzalez, Secretary conducted the roll call and quorum was established with 27 members at 2:15pm.

V. Reading of Minutes

The April 15, 2021 minutes were read out loud by a member, Ms. Andrea Ambriz. There were no corrections. The Chair asked members to make a motion to approve the minutes. Ms. Rocío Elorza made the first motion and [it] was seconded by Mr. Armando Cossyleon. No discussion. 27 members voted yes, 0 abstention. Motion carried.

The secretary took roll to sit the alternates and members who arrived after the first roll call. An additional 6 members and 4 alternates were added at 2:44 pm. A total of 37 voting members.

VI. Chairperson Report

Mrs. Diana Guillen thanked the membership for being present and the members of the public who were in attendance. She shared her report beginning with a phrase **“WHEN A LAW IS UNJUST, IT IS ONLY RIGHT TO DISOBEY IT.”** From Mahatma Gandhi.

The chair shared the link to the 24 state-reviewed schools <https://achieve.lausd.net/Page/11389> in addition to a few questions about when the membership would receive the Consolidated Application training on May 12 from 2:00pm to 5:00pm, in which state personnel would be joining.

- What was the state's intention in requesting DELAC to review and/or endorse the Consolidated Application?
- What power do parents have over this document?
- Of what use is it to me to know or memorize its sections?
- If the District does not comply, what are our powers as a DELAC committee?
- Has the reality of our English learners changed when this document was presented to us?
- What are the sections within the consolidated application, which have changed when submitting our feedback to the staff developing the application?

The chair reminded members at the last meeting that she spoke about a banking education and a

problematic one or liberating education by Paulo Freire., emphasizing a phrase” **TO EDUCATE, IS NOT TO FILL A BUCKET, BUT TO LIGHT A FLAME.”**

CONCEPTS OF ALIENATION AND MARGINATION

Shared a link <https://www.significados.com/alienacion/>

Alienation: The process by which an individual becomes someone outside of themselves. It is a process of transformation of consciousness that can occur both in a person and in a community.

Types: Psychological, Philosophical, Parental

Examples of how they apply to LAUSD:

- Students are first. “Children First”
- Norms of Decorum = “Culture of Silence”

As parents we must be clear who we represent.

MEANING OF RETALIATION AND COERCION

- **Retaliation:** Harm that one person causes to another in response to another received.
Example: The boss will retaliate against workers on strike = Revenge.
- **Coercion:** It is the pressure exerted on someone by using force or authority to prevent or limit certain action or to force them to act a certain way.

THERE are RIGHTS and RESPONSIBILITIES

LAUSD must protect the safety of whistleblowers, witnesses, and others with respect to acts of intimidation before, during and after a complaint [is made.]

The Chair ended her presentation with a phrase “**I LEARNED THAT COURAGE WAS NOT THE ABSENCE of FEAR, but THE TRIUMPH over it. The brave is not he who does not feel afraid, but he who conquers that fear.**” By Nelson Mandela.

Diana Guillen

LAUSD DELAC Chairperson

Email: rubydvf33@hotmail.com

VII. LCAP GOAL #2: Questions and Answers for Competition for All: Secondary math interventions for English learners: Pedro García Executive Director

Textbooks for the math subjects provide instruction support for EL students that addresses ELD instruction

- Professional development on level 2 support for Algebra 1, level 2 training for grade 8, and problem-solving training (grades 6-12) to address the use of routines for mathematical language.
- Implementation of Illustrative Math professional training that focuses on teaching practices, such as language routines to support EL students with language to communicate their mathematical reasoning
- Digital tools (such as, IXL Discovery Education, Zearn Math, etc.) are used to scaffold and/or

differentiate instruction to meet EL students' needs

- Renaissance Star Math Assessments provide specific and personalized data for student learning; they are available in Spanish to evaluate in students' native language

Mr. Pedro Garcia provided his Email pag0011@lausd.net Time was given for questions and answers.

VIII. LCAP GOAL #3: 100 % Attendance Alicia Garoupa Administrator, Student Health and Human Services

English Learners and SHHS Diploma Project: The A-G Diploma Program has proven successful each year by providing personalized support from a trained student services and attendance counselor to students who are off track in meeting A-G graduation requirements.

English Learners and SHHS Family Source Partnership: Family Source PSA counselors provide services to English learners and families, including conducting psychosocial/educational assessments to identify strengths, supports, and needs of families.

- 21.1% of students in Foster Care are English learners
- 31.5% of homeless students are also English learners

English Learners and SHHS Attendance Intervention

PSA counselors will continue to provide comprehensive child wellness and attendance services to support English learners, including tiered absence prevention and intervention, as well as dropout prevention and recovery services.

English Learners and SHHS Mental Health and Support Programs and Supports:

Historic increase in mental health supports/investments in Psychiatric social workers (PSW), starting next school year. PSW will support recovery efforts at the most affected sites and will also receive services from a resource liaison for students and families. Staff details are being finalized; priority will be given to the sites and school communities most affected by the pandemic.

SHHS English Learners and Mental Health and Student Support Programs:

Professional resources that are being disseminated throughout the district to support socioemotional well-being and academic achievement, focusing on specialized supports for students.

English Learners and School Safety and Environment Programs:

Positive Behavior Interventions and Supports/Restorative Justice (PBIS/RP) are strategies and practices that help all stakeholders/members in the school community (including English learners) feel valued and included through establishing procedures and routines that cultivate a sense of connectedness, trust and community building.

IX. LCAP Goal 4 /Parent, Student and Community Engagement- Antonio Plascencia Jr., Director

English Learner Family Engagement: For the LCAP 2021-24, LAUSD will work to implement actions and meet the objectives of the Parent, Community and English learner's engagement indicators through:

- Professional development and training for families and staff of SSC and ELAC -mentality, role of officers (MMED, PCS, FSEP)

- Resource module library (reclassification course, EL play cards, etc.)
- Parent Portal and Los Angeles Unified School District Mobile App (Enabling multiple languages in the updated mobile application)

**STUDENT EMPOWERMENT UNIT
CURRICULUM DESIGN**

- College and Career Readiness
- Facebook for Education
 - Mentoring
 - Parent trainings (different topics)

ADDITIONAL PROJECTS

Professional development of teachers
 Leadership Development
 Student Panels, Participation in
 Committees, input session with
 students about LCAP

School Experience Survey Results (2019-20): 70% of those who answered the question indicated that they have an English learner.

X. LCAP Goal 5/ Goal #5: School Safety and Environment, Dr. Rosalinda Lugo/Administrator. English learners.

- Promote safe school practices by helping administrators maintain school-wide supports for positive behavior.
- Strengthen relationships and communication between school staff, students, and the community
- Collaborate with school administrators on possible issues
- Use restorative practices to develop empathy and a positive relationship with students

Los Angeles School Police Department Deputy Chief Christopher Stevens

The new Communities of Schools model includes the re-deployment of school police officers as off-campus safety support and the placement of non-police environmental counselors in all secondary schools.

- While deployment practices and models for service delivery will change, LASPD's priority is to partner with all LAUSD administrators and staff to provide a safe campus to facilitate learning and to make students feel safe so they can learn and excel in a safe school environment.

XI: Office of Parent and Community Services Update

There was no report for lack of time

XII: Announcements:

Consolidated Application Training May 12, 2021.

XIII: Adjournment:

The meeting was officially ended at 5:20 pm.

Minutes respectfully submitted by:
 Norma Gonzalez, Secretary