March 20, 2025

Chairperson's Report- FERNANDO PANIAGUA

Hello, good morning DELAC Members

Today is a great day to congratulate you and thank you all for the great support we are making as the English learner advisory committee. I want you to know that everyone is welcome to give their comments and feedback, that this year, 2025, has been one of changes for success as a committee, that wherever we go, we have been recognized as a committee with great ideas and great participation.

February 27, 2025

The Multilingual Multicultural Department presented 2023.2024 DIBELS and i- Ready data to us and compared it to 2024/25.

Data Review: DIBELS BOY
Análisis de datos: DIBELS BOY

DIBELS 8TH

Estudiantes Students	Ventana Window	Por encima del punto de referencia Above Benchmark	En el punto de referencia At Benchmark	Por debajo del punto de referencia Below Benchmark	Muy por debajo del punto de referencia Well Below Benchmark	TOTAL
Non EL	2024-25 8/12-09/20/24	33% (20,770)	26% (16,385)	15% (9,361)	26% (16,677)	100% (63,198)
EL		10% (2,542)	18% (4,475)	17% (4,231)	55% (13,923)	100% 25,174
Non EL	2023-24 8/21-10/06/23	32% (21,113)	26% (16,845)	15% (9,801)	27% (17,930)	100 (65,722)
EL		11% (3,077)	19% (5,181)	17% (4,582)	53% (14,609)	100% 27,460

lausd.org/mmed Inicio del año (BOY) Beginning of the Year (BOY) Fuente de Datos 24/01/25 Data: 1/24/25 LAUSD UNIFIED 3

Data Review: i-Ready BOY
Análisis de datos: i-Ready BOY

i-Ready

Student Groups	Ventana Window	Nivel de grado medio o superior Mid or Above Grade Level	Temprano en el nivel de grado Early on Grade Level	Bajo un nivel de grado One Grade Level Below	Bajo dos niveles de grado Two Grade Levels Below	Bajo tres niveles de grado Three or More Grade Levels Below	Students Assessed
Non EL	2024-25 BOY 8/12-9/06/24	11% (29,719)	14% (37,707)	26% (71,311)	14% (37,895)	36% (97,575)	(274,207)
EL		0% (171)	1% (840)	17% (9,636)	21% (11,835)	61% (34,856)	(57,338)
Non EL	2023-24 BOY 8/15-10/06/23	9% (29,730)	12% (38,227)	25% (80,070)	15% (49,116)	40% (128,858)	(326,001)
EL		0% (104)	1% (435)	15% (7,146)	21% (9,683)	63% (29,656)	(47,024)

lausd.org/mmed Inicio del año (BOY) Beginning of the Year (BOY) Fuente de Datos 24/01/25 LAUSD 4

They also presented the percentage of reclassification of English learner students compared to dual learning students.

Dual Language vs. English Learner Reclassification
Reclasificación de estudiantes que aprenden inglés frente a estudiantes que aprenden dos idiomas

Student Group Grupos de estudiantes	2022-23 Reclassification Reclasificación	2023-24 Reclassification Reclasificación
Elementary Dual Language Education (DLE) Primaria Educación en dos idiomas (DLE)	4,257 (17.85%)	1,483 (17.97%)
English Learners that are not in DLE Program Estudiante Reclasificado como Competente en el Idioma Inglés (RFEP)	19,876 (21.68%)	15,520 (18.58%)

lausd.org/mmed

Fuente de Datos 27/01/2025
Source: ELIMR 1/27/2025

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After seeing these analyses, we were presented with Proposition 58, passed in California in 2016, which **removed** previous **restrictions** on bilingual education and expanded those opportunities for schools to implement instructional programs in more than one language. This measure allows school districts to offer bilingual or dual-immersion education programs without requiring special state permits. Under Prop 58, in order for parents to petition for an exploration of a dual language program at a school, they must gather **30 or more signatures or have the support of 20** or **more** parents **of students in the same grade enrolled in the institution.** Once the petition is submitted, the school must consider the implementation of the program and assess its viability. This process encourages parent involvement in their children's education and promotes access to programs that strengthen bilingualism and multilingual literacy. The purpose of this requirement is to ensure that there is significant interest in the program prior to its development, ensuring that the school community is committed to teaching in two languages. Additionally, the law seeks to improve students' academic achievement and future opportunities by strengthening their language skills in more than one language from an early age. That is why our involvement as parents is so important.

What should we do??

After gathering support from a total of 30 parents or 20 parent signatures from students in the same grade, the next procedure is as follows:

1. **Petition submission:** Parents must submit the formal petition with signatures to the school principal or the corresponding school district.
2. **School's assessment:** The school administration must review the petition and determine the feasibility of the program. An analysis can be made regarding available resources, trained staff and demand in the school community.
3. **School's response:** The school must provide a timely and reasoned response to the petition. If it is feasible, program planning is initiated. If the petition is not approved, the school must explain the reasons and, in some cases, propose alternatives.
4. **Program development**: If approved, the school district works on implementing the dual language program. This may include hiring bilingual teachers, selecting materials, and curriculum design.
5. **Communication and follow-up**: The school must keep parents informed about the progress of the program. Meetings can be organized to ensure the implementation meets community expectations. This process ensures that bilingual education programs are developed based on real demand and student needs, effectively promoting access to dual language education.

I had the opportunity to talk with:

Villa Lilia: Director of English Language Learners at Moreno Valley Unified School District

JUAN ORTIZ: Director of Curriculum and Instruction – English Learner/Multilingual Learner Program- POMONA DISTRICT and OTHER representatives and we have come to a conclusion in common, this type of dual programs are extremely helpful for English learner students, not only to reclassify but also to make progress in their other subjects.

DELAC 2024-25 ASSESSMENT AND ADVISEMENT

1. **Yazmin Arévalo -** How did parents receive information about i-Ready and how can we involve parents to prepare the student?

2. **Ms. Gabriela Rangel -** How can we motivate second grade students?

3. **Paula Meneses -** The importance of interventions because they provide valuable information. Teachers should focus on subjects where students need the most support.

4. **Susana Jacobo -** Can additional support be offered to students whose scores have dropped considerably? Teachers in each subject should have the ability to identify their students' needs in order to recognize their students' challenges.

5. **Graciela Navarrete** - Reading and math: Offer extra help to underachieving students. Use a pre-exam to identify areas of highest need.
6. **Noemí Hesiquio -** Reading and Math with IEP: Provide extra support to students when taking exams. Ensure that the teacher has tools such as audio, screen, or assistance for students with disabilities.

7. **Alma Chávez -** Workshops for students: Provide more workshops for students to reach the required level. Focus the autumn workshops on students who have not been reclassified.
8. **Neli Conradez -** Reading and math: Training for teacher assistants. Teach strategies for working one-on-one with students who are not achieving their goals.

9. **Nely Hernández -** Support for parents and students: Each school should have a math coach to teach parents how to help their children at home. Have a reading coach to give parents and students strategies, ensuring their academic success

Feedback List

(Dual Language and World Languages Master Plan Advisement)

1. **Gabriela Rangel**: Identify low-level students in DIBELS and I-Ready to recognize their needs and provide reading interventions or support.
2. **Fernando Paniagua** – Have coaches in schools, especially for long-term English learners. Focus on fourth grade to help with their reclassification before leaving elementary school.
3. **Yazmin Arevalo –** Reaffirm the importance of having proficiency in two languages.
4. **Sandra** – Reaffirm teachers about the importance of native languages and encourage the appreciation of students' languages.
5. **Araceli** – Schedule interventions in summer (three weeks) for English learners and students at EIP levels. Inform parents about the dual program with more advertising and messages to increase participation.
6. **María Mayorga** – Focus on reclassifying English learners from earlier grades.
7. **Marta Acosta** – Provide more time to manage I-Ready and gain support for policy changes that benefit its implementation. Offer workshops on dual language programs for parents.
8. **Sandra González** – Teachers should send monthly information to parents to help them monitor student progress.
9. **Noemí Ezequiel** – Offer workshops to prepare students for the I-Ready and PAC exams, as well as support them with technology, music and games.
10. **Paula Meneses** – Assess the possibility of grading students with IEPs according to their ability to reclassify. Recognize their effort as a form of motivation.
11. **Noemí Ezequiel** (second feedback) – Implement learning English through cultural elements such as colors, food and customs, making it more attractive for students.

It is recommended to attend their coffee with the regional superintendent meetings so that we can create better connections and get to know your Regional Directors who are responsible for supervising the principals at each school in their network.

I had the opportunity to attend and meet Dr. David Baca, Region NORTH Superintendent.

Important information was presented, such as:

Region North

Ongoing Data Metrics - February Report

	Attendance	Assessment	Tutoring	FAFSA / CADAA	A-G Completion	A-G Black Students	English Learners	Special Education
Descr.	Chronic Absenteeism	% of students that have achieved their stretch growth goal	Participation in High Dose Tutoring (in-person & virtual)	% of students who completed FAFSA/CADAA	% of students with C or better on A-G Courses	% of students with C or better on A-G Courses	District Reclassification rate PLTELS/LTELS	LRE (% of students in Gen Ed program ≥80% of school day)
Freq. Track'ed	Monthly	Window closed 2/7/25	Weekly	N/A	Every 5 Weeks	Every 5 weeks	Monthly	Monthly
Goal	K-5 = 12.8% 6-8 = 11.6% 9-12 = 21.5%	80%+ of students achieve 40%+ of their Stretch Growth goal	40,000 In-Person 17,500 Virtual	100%	65.1% 9th- 12th grade 63.0% Class of 2025	65.1% 9th- 12th grade 63.0% Class of 2025	Reclassification TK-12 = 25% K-5 = 25% 6-8 = 45% 9-12 = 40%	70%
RN Current Data	K-5 = 26.6% 6-8 = 26.7% 9-12 = 30.6%	1-Below, Early, Mid, or Above Rdg. = 61% 110,801 assessed Math = 64% 122,414 assessed	9,145 In-Person 4,442 Virtual	71% Completed 74% Submitted	44% 9th- 12th grade 65% Class of 2025	39% 9th- 12th grade 57.0% Class of 2025	PLTEL = 15.0% 3,382 students LTEL = 12.0% 2,660 students RN EL = 17.0% 22,702 students	66%
Source & Date	Focus 02/28/25	i-Ready Dashboard 02/28/25	Focus 02/28/25	RN Tracker 03/10/25	Focus 02/28/25	Focus 02/28/25	Focus 02/28/25	Focus 2/28/2025

Goal data and where we are at the moment: Attendance, tutoring, A-G, African American students, English learners and students with special needs. The advantage of being able to attend this type of event is that you can have the opportunity to make recommendations, like one of the recommendations about attendance was to implement hybrid classes to reduce absenteeism.

also for after-school tutoring. There was information about FAFSA, people are afraid to share their information and we want all children to have all the supports. The recommendation was also given on A-G, data is important to give more workshops, regardless of what grade the student is in so that parents are informed on how to help monitor and have a greater number of graduates. For English learners, have short and safe goals to have more reclassified.

For children that are English learners. With special needs. Have a less restrictive environment so that they have more engagement and that kind of environment that helps them reclassify.

HAS ANYONE HEARD OF DUAL ENROLLMENT FOR HIGHSCHOOL?

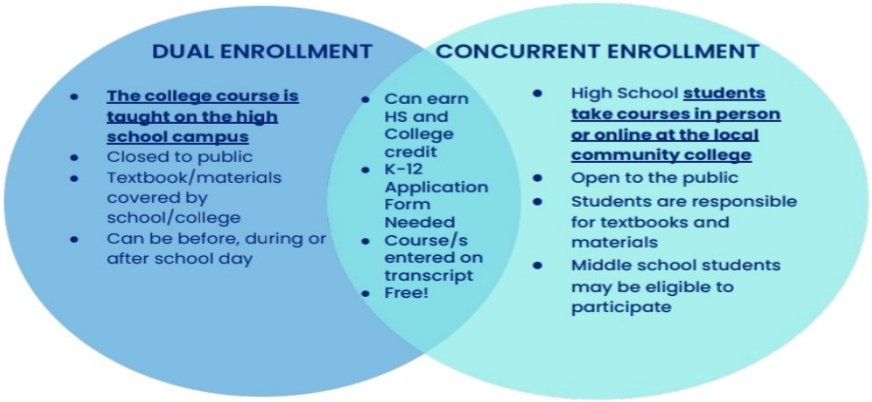
HERE IS SOME INFORMATION FOR THOSE OF US WHO HAVE CHILDREN NOT YET HIGH SCHOOL

Deciding between DE and AP Courses
Decidir entre cursos DE y AP

CATEGORY	ADVANCED PLACEMENT (AP)	DUAL ENROLLMENT
WHAT IS IT?	College-level courses in high school that prepare you for college. You take an AP exam at the end, and a good score MIGHT earn you college credit or let you skip intro classes (depending on the college or university).	An opportunity that allows you to take real college classes that count for both high school credit and college credit.
COST	You have to pay for the AP test (though some schools may cover the cost).	Tuition is free. Some students may need to pay some fees if they are taking classes on their own.
WHO QUALIFIES?	Usually for students with high GPAs. Students are not able to sign up for an AP class but need to be placed into the class by a counselor.	Open to all students in grades 9–12. Some colleges may also accept middle school students.
CURRICULUM	Lessons are designed by the College Board and focus on preparing for the AP exam.	Lessons are created by the college faculty offering the class.
COLLEGE CREDIT	You need to take the AP exam and score well (usually a 3, 4, or 5) to possibly earn college credit. Colleges and universities vary in which scores they accept.	You automatically earn college credit at that institution if you pass the class with a grade of C or better. No extra test required!
TRANSFER CREDIT	Credits aren't directly transferable, but some colleges may let you skip intro classes if you score well on the exam.	Most classes offered are transferable to California State Universities (CSUs) and the University of California (UCs). However, not ALL are transferable. This is why it's important to check with your high school counselor and visit ASSIST.org to find out which classes transfer.
IMPACT ON COLLEGE APPLICATIONS	Taking AP classes or dual enrollment classes looks great on applications and can boost your chances of getting into a four-year university. Colleges value dual enrollment and AP classes equally when reviewing applications.	

CATEGORÍA	ADVANCED PLACEMENT (AP)	INSCRIPCIÓN DUAL (DUAL ENROLLMENT)
¿QUÉ ES?	Cursos de nivel universitario en la escuela preparatoria que te preparan para la universidad. Al final se toma un examen AP, y una buena puntuación PODRÍA darte créditos universitarios o permitirte saltarte las clases introductorias (dependiendo del colegio comunitario o la universidad).	Una oportunidad que te permite tomar clases universitarias reales que sirven tanto como créditos de preparatoria como para créditos universitarios.
COSTO	Debes pagar por la prueba de AP (aunque puede que algunas escuelas cubran el costo).	La matrícula es gratuita. Puede que algunos estudiantes deban pagar algunas tasas si están tomando los cursos por su cuenta.
¿QUIÉN REÚNE LOS REQUISITOS?	Normalmente para estudiantes con un promedio de calificaciones alto. Los estudiantes no pueden inscribirse en una clase de AP, sino que debe colocarlos en la clase un consejero.	Abiertos a todos los estudiantes en los cursos 9–12. Puede que algunos colegios comunitarios acepten estudiantes de secundaria.
CURRÍCULUM	Las lecciones las diseña la Junta del Colegio Comunitario y se centran en preparar el examen de AP.	Las lecciones las crea el profesorado del colegio comunitario que ofrece la clase.
CRÉDITOS UNIVERSITARIOS Obtenidos en la institución en la que tomas el curso.	Debes hacer el examen de AP y obtener una buena puntuación (normalmente un 3, 4, o 5) para obtener posiblemente créditos universitarios. Los colegios comunitarios y universidades varían según las puntuaciones que aceptan.	Obtienes automáticamente créditos universitarios en esa institución si pasas la clase con una calificación de C o superior. ¡No es necesario un examen adicional!
CRÉDITOS DE TRANSFERENCIA Créditos universitarios que son aceptados por otra escuela cuando haces la transferencia.	Los créditos no son transferibles directamente, pero puede que algunas universidades te permitan saltarte las clases introductorias si obtienes una buena puntuación en el examen.	La mayoría de las clases que se ofrecen son transferibles a las Universidades de California State (CSU) y la Universidad de California (UC). No obstante, no TODAS son transferibles. Por eso es importante que contactes al consejero de tu escuela preparatoria y visites la página ASSIST.org para averiguar qué clases son transferibles.
IMPACTO SOBRE SOLICITUDES DE ADMISIÓN A LA UNIVERSIDAD	Tomar clases de AP o de inscripción dual se ve muy bien en las solicitudes y puede reforzar tus opciones de ingresar en una universidad de cuatro años. Cuando revisan las solicitudes, las universidades valoran las clases de inscripción dual y de AP por igual.	

What is Dual/Concurrent Enrollment?



¿Qué es la inscripción dual/concurrente?

Interested in pursuing this option?
¿Interesado en explorar esta opción?

Los Angeles Pierce College | Region North LAUSD Unified | LAVC Los Angeles Valley College | Los Angeles Mission College

- Ask your teen's school if they have a Spring informational meeting
- Review the school Course of Study and determine if course offered as Dual or Concurrent Enrollment
- Work with the School or College Counselor on a 4 year plan
- Consider all other courses to be taken and outside extracurricular activities to have school/life balance
- Review the course catalog of your local community college

- *Pregunte en la escuela de su adolescente si tienen una reunión informativa de primavera.*
- *Revise el plan de estudios de la escuela y determine si el curso se ofrece como inscripción dual o concurrente.*
- *Trabaje con el consejero escolar o universitario en un plan de 4 años*
- *Considere todos los demás cursos a tomar y actividades extracurriculares externas para tener un equilibrio entre la escuela y la vida.*
- *Revise el catálogo de cursos de su colegio comunitario local*

Dear parents, your support is key and your voice and effort is always recorded.

And that in every meeting, we go one step further, so that your children have a

bright future. English learners, growing up fearlessly with parent leaders.

Let's stay together, let's continue to grow,

with every contribution, everyone winning.

Sincerely, FERNANDO PANIAGUA

2025 DELAC CHAIRPERSON