

Los Angeles Unified School District
Parent, Community and Student Services
District English Learner Advisory Committee
DELAC Minutes
January 11, 2016

I. CALL TO ORDER: The meeting was called to order at 10:00 am by the President Juan Jose Mangandi and [he] welcomed all members and parents to the meeting. [He] reviewed the agenda.

II. UPDATES: PCSS' Chief Executive Officer, Mrs. Rowena Lagrosa, asked parents to review their information packets where she shared that there will District wide workshops on Bullying. In the last 5 years, PCCS [has] changed and it no longer mainly concentrates on the advisory committees like the PAC, CAC and DELAC that are required by the state, but instead in focusing on providing educational tools. She spoke about the passport which is a webpage where parents can review their child's attendance and academic progress. PCSS' office is responsible for all the LAUSD volunteers, in addition to supporting all students academically. There is already a student representing all students in the LAUSD Board of Education. [She] also gave a brief explanation about the responsibilities of each one of the five administrators in this office: Mrs. Diane Panossian, Mrs. Brenda Manuel, Mrs. Ruth Yoon, Mr. Alvaro Alvarenga and including herself. In general, the PCCS office is in charge of supporting each one of the parent units in the 6 different local districts that work respectively to support parents and students.

III.-CHAIR REPORT: Mr. Mangandi thanked Mrs. Lagrosa for her presentation and recognized that they could come to an agreement since the menu for parents changed. He spoke about the hope that signifies having a new Superintendent Michelle King. Because none of us are legal specialist and [know] our reach, he mentioned that an authentic interpretation of the law is required to be able to make changes and improvements to the bylaws. The only thing that we are doing in the committees is learning the system, but we are not creating anything at all, because the DELAC cycle is only one year. We do not have time to transform anything, since our children English Learners have only a 14% of progress in comparison to Asians and Whites who are a 79% progress. We must be on the lookout for the programs that are really working for parents and mentioned that his commitment is to dignify the parent committees. For that we must start to create and transform what has been done, because if [we do] not, we will continue making the same mistakes.

IV. - FLAG SALUTE: The flag salute was carried out by Mrs. Ana Carrion in English as well as in Spanish.

IV.- 5 PUBLIC COMMENTS: Presided by the parliamentarian Lluvia Sainz: 1) Mrs. Daisy Ortiz, parent of an English Learner, spoke about the importance of asking for disaggregated data grade by grade of the programs and be able to give effective recommendations; 2) Mr. Roberto Fonseca spoke about the great challenge that the members have in

informing more than 500 schools and that the Title I Focus Group is in violation of the law under section 1010; 3) Cecilia García gave her time to Mr. Roberto Fonseca. She recommended that the members question the education system; 4) Mrs. Mireya Navarrete is not in agreement in how the District is engaging parents since, at these meetings, the members of the public have no voice.

VI.-ROLL CALL/QUÓRUM: Diana Guillen, secretary, took attendance of the members and alternates. There were 26 members present of the 48 and quorum was established at 11:18 am.

5 (five) Central
7 (seven) East
5 (five) West
2 (one) South
2 (two) Northwest
5 (five) Northeast

VII. - MINUTES/APPROVAL FOR DECEMBER: The secretary read the minutes dated December 14, 2015. The vice-president asked the members if there were any additional corrections. A member asked that it was specified who carried out the flag salute in English and Spanish. Mr. Delsas asked that the Mrs. Lagrosa's name be specified on line number 7. Mrs. Carmen Sanchez requested that the president's report be an item on the agenda. The vice-president requested from the members to make a motion to approve the minutes with the corrections. Mrs. Denia Barreto made the motion to approve the minutes with its corrections and Mrs. Santos Salguero seconded the motion.

22 votes in favor

0 votes against

1 abstention

Motion passes; minutes were approved.

VIII. -UNFINISHED BUSINESS:

REVIEW OF THE MASTER PLAN FOR ENGLISH LEARNERS: Presentation and recommendations:

Mrs. Angie Perez gave a brief presentation on how English Learner students are identified through the survey with four questions. Also spoke about the 5 programs that exist in elementary schools and 2 more in secondary schools. She provided information brochures to the parents where the goal of all these programs is to reach reclassification. One of the members asked the presenter some data on how these programs are working out. Another member also asked for data of each one of the programs, grade by grade. The representative from the multilingual office said that she was working on this data and that for the next meeting she would provide the information for the last three years. Mrs. Maria Meza made the motion to postpone the recommendations until the data was presented from each one of the programs. Mrs. Maria del Carmen Sanchez seconded the motion. There was a discussion; the president called the question.

22 votes in favor

0 votes against

0 abstention

The Motion passed.

IX. -THE ENGLISH LEARNER MASTER PLAN: RECOMMENDATIONS: The presenter Angie Perez continued with the second part: 1) The CELDT test is [used] to identify the student, know which program is best for him or her and [to] know what their English language level is. To reclassify need to have a level of 3 or 4; 2) Teacher grades on the report card, for elementary school grades of 3 or 4 and in secondary schools a grade of A, B or C; 3) The Basic Skills Test, is evaluated with the DIBELS test for grades K-5, with the SRI test for grades 6-9 and up to this point the CAHSEE exam for grades 10-12; 4) Parent consult and approval—needs to have a LAT team in every schools to support the English Learners, because sometimes the students are only missing a requirement and they can provide support to reclassify the student. Once reclassified, it is easier for the student to take the A-G requirements and have better opportunities to graduate and go to college.

Mr. Lucio [Garcia] continued with the following part of the presentation. How the District supports the English Learner students: After reclassifying, the students must be monitored for two years. The Long Term English Learners (LTEs) are students that have been in the program for at least 5 years or more and have not reclassified. A total of 32,385 in LAUSD, because of this they have created programs such as Advanced ELD and Language Arts aside from the English classes that they must take. LAUSD has employed personnel to directly support students, to work with the teachers and parents and to communicate with them at least twice a year. The responsibilities of the LAT team are to recommend intensive intervention programs for instruction. Some English Learners that are in Special Education, their test can be modified where special considerations are identified and exists a process to support them in their reclassification.

X. -ASSESSMENTS: The president mentioned to the members to not forget to fill out the evaluation.

XI.-ANNOUNCEMENTS: There were no announcements.

XI. ADJOURNMENT: The meeting ended at 1:00 AM by the President Juan Jose Mangandi.

Minutes respectfully submitted by: Diana Guillen, Secretary