



**Los Angeles Unified School District
Office of Parent and Community Services**



**District English Learner Advisory Committee
January 11, 2018**

DELAC RECOMMENDATIONS: ENGLISH LEARNER MASTER PLAN

PRESENTER: HILDA MALDONADO, MMED DIRECTOR

CHART 1:

- We recommend that the exam for English learners be administered 3 or 2 times per year.
- Monitoring for long term children.
- Evaluate the academic progress constantly to identify English Learners.
- That the parents are allowed to participate in DELAC for the four years when their children are monitored after being reclassified.
- That personnel in charge of English Learners gets more training about children reclassifying.

CHART 2:

- Greater focus on the evaluation to classify students in the initial identification.
- That the academic programs are clearer so that the parents can understand.
- Find the effective way to inform parents. (Teacher and parent).

CHART 3:

- Incentives and hold teachers accountable for having informative communication with the parents and evaluate them to verify that they are truly doing their job.
- Provide more support to students in special education so that they can reclassify.

CHART 4:

- Understand English Learner identification.
- Before enrollment season, that the school offers in a required way a workshop for parents on the way English Learners are identified.
- Understand the instructional programs in the Master Plan.
- That the data is made public about what are the programs that reclassify more children based on their structure to know if the programs are truly working.

CHART 5:

- That the District find a new way for English Learner identification. First, the student is identified and then continue with formal guidance so that they familiarized with school staff so that the results are true.
- Have professional development and more funds to prepare teachers to identify students so that they better focus on their lessons and more tutoring.
- That the District truly follows up on RFEP students and include a database to be shared with the parents.

CHART 6:

- The youth that arrives as teenagers, do not place them in bilingual classes o dual program, but instead speak to them more in English to that they can learn and that they are not only in their comfort zone with Spanish.
- For students in special education also English Learners, their reclassification exam should not be the same of students in regular classes and that the exams for these children are aligned with their IEP.
- Monitor the children who have reclassified and monitor if the programs are holding them back to reach reclassification.

CHART 7:

- That required training is offered to parents about the reclassification criteria, ELD Instruction and the Common Core Standards for all ELAC committees and the MMED office develops these trainings.
- That the Instructional Director in the local district monitor professional training for teachers every three months.

CHART 8:

- In some, way visit schools occasionally to observe students and the school to see if they are following the program's structure.
- Information about resources paid with Title III funds in the local district. (intervention program and materials)