



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

**District English Learner Advisory Committee (DELAC)
February 8, 2018**

DELAC RECOMMENDATIONS: COMPREHENSIVE NEEDS ASSESSMENT

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TABLE 1: ANUAL REPORT FOR CELDT GROWTH TARGETS

- Based on the data, CELDT growth slowed.
- Parent to be informed about the programs that their children are in.
- Hold District accountable for supervising teachers in terms of program growth.
- We need to identify the strategies that are not working for English learners.

TABLE 1: RECLASSIFICATION

- Improve de English Learner program administration.
- Have reclassification objectives.
- Improve support so that they learn academic English.

TABLE 1: ENGLISH LEARNER'S PROGRAM PLACEMENT

- That parent communicate with teachers about the deficiencies in their student's academic achievement.
- Have an academic evaluation for English learners the administration, the district and the community.

TABLE 2: ANUAL REPORT FOR CELDT GROWTH TARGETS

- Monitor ELD instruction in all grades.
- Train parents on strategies for English Language Development.

TABLE 2: RECLASSIFICATION

- Maintain and expand the program they are using, if there is improvement.
- Continue monitoring the interventions offered to English Learners.
- Provide information to parents about progress, intervention, and the criteria to meet for reclassification.

TABLE 2: ENGLISH LEARNER'S PROGRAM PLACEMENT

- That they have sufficient teachers with credential required for the program implemented.
- That the assigned school personnel for English learners speak Spanish English because it is important.
- That all parents receive an orientation on all the programs on the Master Plan.

TABLE 3: RECLASSIFICATION

- That the District assign more funds for professional development for teachers that instruct English learners.
- Program placement of English Learners.
- That more schools open with dual program at primary and secondary levels.

TABLE 4: ANUAL REPORT FOR CELDT GROWTH TARGETS

- Growth in support for quality instruction is minimum even when there is the second opportunity for the English proficiency exam.

TABLE 4: RECLASSIFICATION

- Children that reclassified can continue to receive support and instruction from bilingual teachers.

TABLE 4: ENGLISH LEARNER'S PROGRAM PLACEMENT

- Principals should promote the dual program since the majority of children are non-English speaking.

TABLE 5: ANUAL REPORT FOR CELDT GROWTH TARGETS

- That the District gives more funds to schools assigned for a coach the entire year that provides intervention for English learners.
- That the District further reduces the student teacher ratio, for example 25 per classroom no matter the school level.
- Provide training for teachers to help students with IEP's and help them to reclassify the special education team.

TABLE 5: ENGLISH LEARNER'S PROGRAM PLACEMENT

- Specialized programs in reading, writing, listening and speaking.
- To monitor students who have reclassified and notify the parents through student interventions.
- Have bilingual teachers, train them on the dual program, and ensure students' access to ethnic, visual and technology studies.

TABLE 6: ENGLISH LEARNER'S PROGRAM PLACEMENT

- Based on the data, to improve, the District should monitor students who have reclassified for a longer period and monitor the school site so that it complies with the guidelines for English learners.