



LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Parent Community Services



DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE
April 15, 2021

I. **Call to Order**

Diana Guillen, Chairperson, called the meeting to order at 2:00 pm.

II. **Flag Salute**

A member, Rocio Elorza, 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.

1. Paul Robak.
2. Juan José Magandi.

IV. **Roll Call/Quorum**

Norma Gonzalez, Secretary conducted the roll call and quorum was established with 26 members at 2:10pm.

V. **Reading of Minutes**

The March 25, 2021 minutes were read out loud by a member, Ms. Andrea Ambriz. The Chair asked if there was any correction and asked members to make a motion to approve the minutes. Mr. Armando Cossyleon made the first motion and Ms. Juanita Garcia seconded. No discussion. 25 members voted yes, 1 abstention. Motion carried.

The secretary took roll to sit the alternates and members who arrived after the first roll call and 25 members and 2 alternates were added at 2:44pm. A total of 34 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 “**I look for an education that teaches us to think and not for an education that teaches us to obey.**” Paulo Freire.

The chair told members with a question if some of them have ever heard of **BANKING EDUCATION and PROBLEMATIC EDUCATION**

BANKING EDUCATION

- The student is a blank sheet and passive
- The educator only deposits knowledge and the educated only memorizes and repeats
- The educator is the one who knows, others are ignorant
- The educator is always the one who contributes not the educated.
- The educator is the one who thinks and the educated is only a thought-out object
- Communication between the educator and the educated is minimal or null
- It transforms people into beings for others and not for themselves.
- Oppression generates a culture of silence

PROBLEMATIC EDUCATION

- No one has total knowledge, no one is ignorant at all. We all learn from all if we are open to them
- Critical and reflective awareness of reality
- Dialog exists
- The educator and the educated are educated together.
- Invites you to process and transform information
- They bring different knowledge to be shared
- Everyone participates because they are all important

She emphasized that she would have a preparation meeting on April 19, 2021 to visit our Board Members and showed members that they would be present at this meeting. This meeting is open from 2:00pm to 5:00pm

LAUSD representative DELAC Representatives - Preparation April 19, 2021

D.1 George McKenna	María Sánchez, Diana Guillen, Cecilio López.
D.2 Monica Garcia	Janet Galindo, Rocío Elorza, Deyanira Hooper, Angelica Garcia.
D.3 Scott Schmerelson	Orlando Simon Rios, Melchizedek Absalom, Eduardo Covarrubias.
D.4 Nick Melvion	Carlos Valadez, Pedro Tot, Ivannia Morales
D.5 Jackie Goldberg	María Daysi Ortiz, Laura Velázquez, Angelica Sánchez, María Osorio
D.6 Kelly Gonez	Carolina Bugarin, Jeannette Godina, Diana Guillen
D.7 Tanya Franklin	Norma Gonzales, Andrea Ambriz, Reynalda Tamayo

SUBCOMMITTEE FOR FOOD ACCOUNTABILITY PENDING

The Why: Parents think the food is not adequate and we have expressed it and LAUSD has done nothing to improve.

Mission: Field research on food quality, type of facilities and access.

Objectives:

1. Who regulates the type of food and why it cannot be changed
2. Contracts are with only one company and if other companies can be sought.
3. Report to entire membership and recommended resolutions.
4. 30-day term.

She mentioned there was no date set to continue with this subcommittee and that it was pending but that members continue to work toward achieving the objective of this subcommittee.

Janneth Galindo, Angelica Sánchez, Juanita García, Pedro Tot, Antonieta García, Karla Franco, Yajaira Beltrán.

The chair ended her report by sharing her information for any questions and expressed feeling free to communicate with her.

Diana Guillén 4/15/2021

LAUSD DELAC Chairperson

Email: rubydvf33@hotmail.com

Text Msg: 213-822-4366

VII. Presentation: Summary of Student Equity Needs Index (SENI)

Dr. Derrick Chau, Executive Director, Karen Long, Director, Sarah Chevallier, LCAP Administrator, Office of the Chief Strategy Officer.

Dr. Chau greeted the members and began his PowerPoint presentation and encouraged members who were very excited to share additional information from the Student Equity Needs Index and shared the link to today's <https://tinyurl.com/DELAC-LCAP-041521> presentation

LCFF LAUSD funds for TSP: SENI funds

LAUSD allocates 5.5% of our LCFF Funds (approximately \$280 million) directly to schools that serves more than 56,000 English Learners through the Student Equity Needs Index (SENI), a set of academic and community indicators.

Plans for Targeted Student Populations (TSP)

Schools develop TSP plans to list how SENI funds will be used in services and programs that primarily benefit students who are **English learners, low-income students, and/or are in foster care.**

Note: These funds can be spent on services that serve all students, but the primary goal of these funds is **to close the equity gap for these specific groups of students.**

These plans are designed to meet the five main goals of the LCAP 100% Graduation, Proficiency for All, 100% School Attendance, Parent, Community and Student Involvement, Safety and School Environment.

VIII. Team presentations on programs under goals 2 and 1 of LCAP

Goal #2: Proficiency for All- Supports for English Learners

What is the path of an English learner in L.A. Unified?

Identification, program placement within the master plan schedule, reclassification

Monitor the progress of RFEP, the multilingual path and the stamp of biliteracy.

K, 1, 5/6, 8 and 12 grades, Graduation, university, and career readiness.

Proficiency for All: English Learner Supports

Supports for English learners, newcomer international students.

English learners with double identification, intervention/enrichment

Family and Community Outreach and Training, English Learner Advisors (166)

Teacher Training/ Model Lesson Development, Strategic Support from ELPAC

Proficiency for All: Bilingualism and bilingual literacy

- Dual language education programs, Add new languages and more DLE pathways
- Teacher/Administrator Training, Lesson Development
- Enrichment, training and outreach programs for family and community
- Pathway Awards / Bilingual Literacy Seal

The department (MMED) shared with members a video and answered various questions from all members and the public.

Lela Rondeau Coordinator, Division of Special Education

Supports for students in special education

English learners who perform at ELPAC level 4

	2017-2018	2018-2019
• English learners	28.8%	15.5%
• Students with disabilities	8.9%	5.3%

Source: <https://my.lausd.net/opendata/dashboard#>

Students with Disabilities who Are in the General Education Program at Least 80% of the School Day

2019-20

• All students with disabilities	70.4%
• English learners	64.1%
• Reclassified Fluent English Proficient	72.2%

Source: <https://my.lausd.net/opendata/dashboard#>

Students with disabilities eligible for special education services (determined within 60 days)

2019-20

• All students with disabilities	90.4%
----------------------------------	-------

- **English Learners** **89.3%**
- **Reclassified Fluent English Proficient** **92.8%**

Source: <https://my.lausd.net/opendata/dashboard#>

Students with disabilities who receive the services listed in their IEP

2019-20

- **All students with disabilities** **84.1%**
- **English Learners** **83.4%**
- **Reclassified Fluent English Proficient** **86.4%**

Source: <https://my.lausd.net/opendata/dashboard#>

English Learners and Special Education

- The new reclassification policy allows students to reclassify in elementary school
- Regular meetings with MMED to review data and the policies and presentation set out as a whole
- Orton Gillingham and 95% group training
- Training on Universal Design for Learning
- Co-presented with MMED to state leaders on MTSS for double identified students
- Two-day collaborative professional development between MMED and SPED on reclassification, IEP, and core literacy skills.
- This year, there were 470 participants and 9 2-day trainings

Goal #1: 100% Graduation / Academic Interventions / A-G / A-G Interventions Advanced Learning Options Carlen Powell / Primary Instruction Administrator, Division of Instruction Pedro Garcia / Instructional Director Secondary Level, Division of Instruction .

English learners and academic interventions

Primary Promise

Each learner leaves the third grade with the critical thinking and reading skills that is the foundation for the rest of his or her academic success.

Supports for all students

Home materials for ELA and mathematics

Additional supports for the 226 Focus schools identified for:

- DIBELS Data
- Student Equity Needs Index
- Student groups (EL, SEL students)

Support diverse learners

Full-time intervention coordinator and instructional assistant in each of the 226 Focus schools

- Specialized Training
 - **For English learners - language development and literacy**
 - For Standard English learners - support with literacy foundation [through]cultural and linguistic receptive [instruction]
 - For students with disabilities - multisensory, structured basic literacy support

Primary Promise, Small Group Literacy Intervention:

- Daily groups consisting of 3 to 5 students

- Instruction focused on specific skills
- Throughout several weeks
- 50% of students receiving services are EL students

Primary Promise (PP) and DIBELS

Students receiving direct PP support are improving at a faster rate than other students.

Mathematics in Elementary

- Hand2Mind Math kits for each TK student to 5th grade
- Math textbook training addresses the use of mathematical language routines
- CGI professional training on teaching practices and Supports for EL students to communicate with their mathematical reasoning

English Learners and Academic Interventions

English Language Arts at secondary level (ELA)

Textbooks for the ELA provide instruction support for EL students that addresses ELD instruction

- Renaissance Star Assessments (6-12) provide specific data on reading skills (based on standards) to customize learning for students; Reading Star in Spanish is available to evaluate students in their native language
- The Renaissance Myon digital library is available to TK-12 students; more than 6.000 books, including audio books and Spanish books

English Learners and Academic Interventions

English Language Arts at secondary level (ELA)

- *Digital tools <https://achieve.lausd.net/Page/16834> (such as Newsela, Discovery Education, Edpuzzle, etc.) are used to scaffold and/or differentiate instruction to meet EL students' needs with basic content*
- *Teacher training on the structured literacy pedagogy: Orton-Gillingham and the essential language for teachers in Reading and Spelling Matter (LETRS)*
- *Read 180 Universal is available for schools to use with EL students for level 3 interventions (Must comply with MMED policy standards)*

English learners and A-G Intervention

- *Edgenuity's online resources (courses, reinforcement courses, one-concept lessons within a standard) are available in languages other than English. This allows English learners to access the basic curriculum and obtain academic credit to meet A-G requirements during academic credit recovery opportunities (summer school, WinterPLUS, SpringPLUS, Saturday school, other locally developed plans)*
- *Pilot program for English learners to meet the requirement of another language than is English (requirement E of A-G requirements) while in middle school*

English learners and AP and IB programs

Through a self-selected process of AVID, AVID Excel, IB and GearUP to **ensure the opportunity to develop a culture and environment in schools about equity and access for EL students.**

- IB/AVID/ Excel/Gear Up are self-selected school courses from grades kindergarten through 12. Our journeys are the paths not in the traditional sense, instead they are entry points that foster an understanding (mentality) that provide demand without compromising the academic.
- The scope of AP is also driven by data, such as the potential for AP courses.
- Using the data, ALO staff pushes schools to self-select using essential questions, and school data to drive and help develop a culture of success.
- **ALO's belief is that it is not the student's burden to have access, but rather the adult's responsibility to change practices and policy to ensure equitable access for all students.**

- *Through a self-selected process of AVID, AVID Excel, IB and GearUP to ensure the opportunity to develop a culture and environment in schools about equity and access for EL students.*
- *IB/AVID/ Excel/Gear Up are self-selected school courses from grades kindergarten through 12. Our pathways are the means not in the traditional sense, instead they are entry points that foster an understanding (mentality) that provide rigor without compromising the academic.*
- *The scope of AP is also driven by data, such as the potential for AP courses.*
- *Using the data, ALO staff pushes schools to self-select using essential questions, and school data to drive and help develop a culture of success.*
- *ALO's belief is that it is not the student's burden to have access, but rather the adult's responsibility to change practices and policy to ensure equitable access for all students.*

IX. Office of Parent and Community Services Update

Mr. Plascencia Our students have begun new opportunities to make the transition to hybrid learning. If you need help at some point in the experience there is support for you by calling the Los Angeles School District family hotline at 213-443-1300. We are helping with COVID-19 test appointments, helping with the Daily Pass and much more. Please begin to have conversations with your children around points of excitement and learn what may make them nervous or anxious during the transition. Please know we have staff available to help you throughout the day. Another path of support is through the school campus, the Community of Schools Office and families@lausd.net. We also invite you to visit the following PCS website where the Back to Campus Guide is available in the right-hand column: <https://achieve.lausd.net/pcss> This guide introduces families to a new site where students and visitors will answer a series of questions and access a pass: <https://achieve.lausd.net/dailypass> The daily pass will be requested upon entering the school campus. The website includes helpful videos and user guides for families in multiple languages. Finally, review our updated FAQ page at: <https://achieve.lausd.net/returnfaq>

X. Announcements

Preparation and follow-up meeting to visit your Board of Education member - April 19, 2021 2:00pm to 5:00 pm

XI: The meeting was officially ended at 5:20 pm

Minutes respectfully submitted by:
Norma Gonzalez Secretary