

English Learner Subcommittee Report

The subcommittee meeting was held on February 11 at 10:00 a.m. The Chair welcomed everyone to participate in the subcommittee and 6 PAC members were in attendance.

Irma Villalpando, Gabriela Rangel, Maria Munar, Carmela Jimenez, Yulissa Ceras, and Norma Gonzalez.

We worked on a vision: That all LAUSD parents develop a broad understanding of the reclassification criteria, dELD strategies by grade (K-12), and ELPAC practices, as well as SBAC through ongoing training by school, which is required.

We practiced a learning objective by visiting the California Dashboard to view data for English learners. With the help of the MMED Office, we did it for goal 1 100% graduation, English learners, college readiness based on English and math is 6%.

They completed A-G courses with C or better 31%

Graduated in 4 years 69%

Completing 2 AP classes with 3 or better 5%.

Goal 2 Proficiency for All, Average Level of 3-5 grade in English -83.3% and reclassified 15.8%.(SBAC)

Average for 6-8 grade in English -130.1% and Reclassified -10.4%.(SBAC)

Average for 11 grade in English -120.4% and Reclassified 18.9% (SBAC)

Average for grade 3-5 in mathematics -77.9% and reclassified -10%(SBAC)

Average for grade 6-8 in mathematics -163.9% and reclassified -36.2%(SBAC)

Average for 11 grade in mathematics -170.2% and Reclassified -58.4% (SBAC)

Meets the standard benchmark for Early Literacy. Everything is pending. Reclassified, ELD1-3, ELD 4-5. Same for Kinder

Goal 3 100% English learners attendance that is 96% or higher 61% and chronic absenteeism 12%

Goal 5 School Safety: English Learner Suspension Rate .36%

Days of instruction lost by suspension 924

There is no indicator for GOAL #4 Parent, Community and Student Involvement. For example, how many parents of English Learners attended the trainings at their school in ELPAC, dELD, iELD, reclassification requirements, SBAC, and A-G, Financial Aid, and other course requirements. We need to structure an Emergency Strategic Plan to close the academic gap for EL students, and without the support of parents with knowledge in strategies that support learning at home. And the program is not working for lack of implementation and ongoing monitoring and parents must demand and not accept this incompetence. PAC must be more aggressive and proactive in action and outcome.

I am grateful for the help and support of the MMED office for their assistance in the EL subcommittee.

Respectfully ,

Maria Daisy Ortiz