



LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF STUDENT, FAMILY AND COMMUNITY ENGAGEMENT

DISTRICT ADVISORY COMMITTEE FOR ENGLISH LEARNERS

Thursday, May 23, 2024

10:00 a.m.

I. Call to order

The meeting was called to order by Karla Franco, Chairperson, at 10:02 am.

II. Flag Salute

The flag salute was led by Janeth Galindo (Spanish) and Kenneth Navarro (English).

III. Public Comments

Abraham Romeo, parliamentarian, led the public comments.

- Marialuisa Palma
- Juan José Mangandi

IV. Roll Call / Quorum

Ms. Norma Gonzalez, Secretary, led the roll call and quorum was established with 32 members present at 10:34 am. The following members were added at 10:49am; Anahid Melikyan, Celia Aguas and Carol Landaverde, with 35 members in total.

V. Approval of Minutes:

Ms. Norma Gonzalez, Secretary, read the April 25th minutes. Ms. Diana Guillen, Vice Chair, made the first motion to approve the minutes with the added grammatical corrections, Janeth Galindo seconded the motion. There were 28 votes in favor, 1 opposed and 3 abstentions. The motion passed.

VI. Chairperson's Report

Dear DELAC members and guests, in this report, I want to highlight the great impact we are having as a committee and in our growing ability to advocate for English learners. As parent leaders, we are responsible for the representation of these students and to ensure transparency in the school district's decision making. On May 7th, Ms. Gomez submitted a resolution to replace the DELAC committee with a subcommittee controlled by administrators and outside organizations, excluding legitimate parents. This could negatively affect our students and strip parents of their right to advocate for them. In response, I expressed my disappointment and concern at these organizations' lack of understanding in regards to the true needs in our schools. It is crucial that we oppose this resolution and defend our role as elected representatives. I ask you to join and confront the Board of Education to prevent them from replacing our legitimate committee. I invite you to attend the meeting on June 17th in person to express your support and dedication. Thank you very much. Ms. Mónica Arrazola made a motion for the school police to return in and around our schools. Seconded by Graciela Navarrete. There was a discussion. The vote was taken, with 32 in favor, 1 opposed and 0 abstentions. The motion passed.

VII. Presentations: Teachers and Assistant Authorizations

Mr. Posada mentioned that this presentation was not made by his department alone (MMED), but also the District's Human Resource Department. Our department, for clarity, is supporting what are referred to as the credentials or authorization that teachers should have, but we as a department are not the ones who confirm or assign the required credentials. Miss Luz Ortigas, who is with us, is the coordinator of these credentials in our District. That is why she is here with us too, to assist with whatever questions members might have.

• **English Learner 2023–2024 Program Tool**

California Department of Education

EL 02: District English Learner Advisory Committee (DELAC)

(d) Development of a plan that would ensure compliance with any applicable requirements for teachers and instructional aides.

California Teacher Offerings

New credentials	2020–21	2021–22	2022–23
*Higher Education Institutions in California	15,688	11,829	10,492
*LEA of California	827	808	645
*Out of state/country	2,669	3,366	3,172
Credentials by category	2020–21	2021–22	2022–23
- * Multiple Subject	7,598	5,085	4,296
- * Single subject	5,393	4,602	4,455
- * Education Specialist	2,989	2,386	1,912

Ms. Luz Ortega explains what the process is like to enter a credential program for high school teachers, for example, those who will teach Spanish or French, must pass an exam that proves their knowledge of that subject, demonstrating they are qualified to teach it in a school. Before being admitted to the program, they must also first pass certain additional tests. After graduating from university, which usually takes about four years, they must pass these tests and apply for the teacher credentials program. This program is considered a graduate school within the university and usually takes about two years to complete the subjects needed to earn the teacher credential. As Mr. Posadas mentioned, teachers who wish to teach in a departmental way, that is, focus on a specific subject, must then obtain additional authorization beyond the basic credential.

TO OBTAIN A FULL TEACHING CREDENTIAL IN CALIFORNIA YOU MUST:

- Have a bachelor's degree
- Comply with the requirements of the subject
- Meet basic skills requirements
- Have the authorization to teach English students

This equates to approximately 6 years of college/university studies.

HAS A TEACHER BEEN ASSIGNED TO TEACH ELD WITHOUT AUTHORIZATION?

TEACHER

- Applies for academic development, linguistic and cross-cultural emergency

development (eCLAD) "IF" eligible, and is assigned an ELD-authorized support provider (fully accredited teacher) to provide support while the candidate obtains eCLAD.

- The teacher has 1 year to apply for an eCLAD renewal through one of the following options:

Option 1: Pass 2 of 3 California English Learner Teachers (CTEL) exams.

https://www.ctcexams.nesinc.com/testview.aspx?f=html_frag/ca_ctel_testpage.html

Option 2: 6 semester units of CTEL courses at a university approved by the Teacher Accreditation Commission (CTC). <https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs> **Option 3:** Combination of CTEL exams and courses at a CTC-approved University.

<https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs>

- By the second year, the teacher must complete the remaining requirements to obtain full ELD authorization.

SCHOOL

- Title I schools must send a letter from Every Student Success Act (ESSA) after 20 days that a teacher is incorrectly assigned.
- The principal must assign a fully authorized teacher to an ELD class.

PARENT/GUARDIAN

- Parents can contact the school principal.
- Parents can contact the regional director.
- Parents can contact the Human Resources Credentials Unit.

Karla Franco chairperson asks members to make a motion to extend the meeting, Mónica Arrazola made the first motion to extend the meeting 30 minutes until 1:30 pm and Graciela Navarrete seconded the motion, voting proceeded, with 23 votes in favor, 5 opposed and 0 abstentions. The motion passed.

Members proceeded onto the workrooms for DELAC member counseling.

VIII. Presentations: Introduction of the consolidated application and the role of DELAC

Mr. Cervantes mentioned that part of the consolidated application is that the district handles several federal programs, but not all are part of the application. Only some programs are included in the consolidated application, and these must be submitted each year to the California Department of Education. If they approve the application, then we receive the funds and can provide services to schools and different offices to supplement or add to basic services.

WHAT IS THE CONSOLIDATED APPLICATION?

- The District completes a funding application each year through a system Online called "CARS" (Consolidated Application Reporting System)
- The CDE has created a consolidated application system, which allows districts not to have to apply for each program individually

Mr. Cervantes mentioned that the school district must submit the consolidated application twice a year: In May-June to confirm participation with the funds and in December-January to report use of funds and expenses. During the winter, benefits,

costs and remainders are recorded. In the spring, the application is submitted to continue receiving funds and the compliance of the programs is certified. It is important to collaborate with private schools and get approval from the board. The focus is on the spring application.

FEDERAL FUNDS – TITLES I, II, III, AND IV

- Titles I, II, III, and IV are federal programs under the Elementary, Middle, and High School Education Act (ESEA) also known as the Success for All Act Students Act (ESSA)

FEDERAL PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION

Federal Program	Purpose	Allocation 2023–24
Title I, Part A	Performance Improvement Disadvantaged Academic.	\$360,973,719
Title II, Part A	Support efficient instruction.	\$27,295,626
Title III.	Program for English Learners, Immigrant Program.	\$11,339,334
Title IV, Part A.	Student Support and Enrichment Academic.	\$3,060,075
		\$27,670,668

THE ROLE OF DELAC AND THE CONSOLIDATED APPLICATION

California Education Code Section 64000(d):

The consolidated application shall include annual certifications made by a school district’s English learner parent district advisory committee, if established pursuant to Section 52063, that were developed with the review and advice of such committee.

Review of the District Advisory Committee for English Learners

In accordance with Title 5, Section 11308 of the California Code of Regulations, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) that will review and advise on the development of the funding request for programs serving English learners.

By checking this box, the LEA certifies that parent input has been received from the District English Learner Advisory Committee (if applicable) regarding the expenditure of Title III funds for the fiscal year listed.

Specific to the program

- Each local educational agency (LEA) receiving Title III funds for English Learners (EL) agrees to use the funds to increase the English language proficiency and academic competency of EL students, provide effective professional development, other activities, and effective strategies that enhance or supplement language instruction educational programs, including, but not limited to, the implementation of family and community engagement programs, activities, and strategies for English learners.
- The LEA may not use more than 2 percent of the EL program grant for direct administrative costs during a fiscal year.

Title III – English learners

2 Focus: English Learners (EL) and Immigrant Education.

Purpose: Support students in achieving English language proficiency and meeting state academic standards.

Support for schools:

Providing state/federal technical support and guidance on ELs to schools by providing professional development for teachers, EL designees and administrators based on data using:

- English Learner Typologies Monitoring Report.
- MMED FOCUS Panel
- Family training at the regional and central level

IX. Office of Student, Family and Community Engagement Updates

There were no updates

X. Adjournment

The meeting officially ended at 1:32 p.m.

Minutes respectfully submitted by: Norma E. Gonzalez, Secretary