



LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICE OF STUDENT, FAMILY AND COMMUNITY ENGAGEMENT
DISTRICT ADVISORY COMMITTEE FOR ENGLISH LEARNERS

Thursday, June 20, 2024

10:00 a.m.

I. Call to order

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

II. Flag Salute

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

III. Public Comment

Abraham Romeo, Parliamentarian, facilitated public comment.

-Marialuisa Palma

-Juan José Magandi

IV. Roll Call / Establish Quorum

Mrs. Norma Gonzalez Secretary passed the attendance roll and the quorum was established with 32 members at 10:34 a.m. the members Anahid Melikyan, Celia Aguas and Carol Landaverde were added at 10:49 a.m., 35 members in total.

V. Approval of the Minutes:

Mrs. Norma Gonzalez Secretary read the minutes of April 25. Mrs. Diana Guillén, vice president, made the first motion to approve the minutes with the grammatical corrections, Janeth Galindo seconded the motion. There were 28 votes in favor, 1 against and 3 abstentions. The motion passed.

VI. Chairperson's Report

Dear DELAC Members and Guests from the Public,

In this report, I want to highlight the huge impact we are having as a committee and the growth in our ability to advocate for English learners. As parent leaders, we have a responsibility to represent these students and ensure transparency in the school district's decisions. On May 7, Ms. Gomez introduced a resolution to replace the DELAC committee with a subcommittee controlled by outside administrators and organizations, excluding legitimate parents.

This could negatively impact 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 of the real needs in our schools.

It is crucial that we oppose this resolution and defend our role as elected representatives. I ask that we come together and confront the Board of Education to prevent them from replacing our legitimate committee. I invite you to attend the June 17 meeting in person to acknowledge your support and dedication.

Thank you very much.

Ms. Monica Arrazola made a motion for school police to return in and out of our schools. Seconded by Graciela Navarrete. There was discussion. It was taken to the vote, 32 votes in favor, 1 against and 0 abstentions . The motion passed.

VII. Presentation: Authorization of teachers and teacher aide

Mr. Posada mentioned this presentation is not simply made by his department (MMED), but also the Department of Human and Resources of the District our department so that we are clear is as support in what is called the credentials or the authorization that teachers must have, but we as a department are not the ones who affirm or designate the necessary credentials, Ms. Luz Ortigas, who is with us, is the coordinator of these credentials in our District, which is why she is also here with us to support the questions that members have.

- **English Learners Program Instrument 2023-2024**
California Department of Education

EL 02: District English Learner Advisory Committee (DELAC)

(d) Development of a plan to ensure compliance with any applicable requirements for teachers and instructional assistants.

Teacher Supply in California

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

Miss. Luz Ortega explains that with the process to enter a credential program for secondary school teachers, those who are going to teach Spanish or French, to mention an example, must pass an exam that proves their knowledge in the subject, demonstrating that they are qualified to teach it in a school. Before being admitted to the program, they must also pass certain additional exams.

After graduating from college, which usually takes about four years, they must pass these exams and apply to the teacher credential program. This program is considered graduate school within the university and generally takes around two years to complete the subjects required to earn the teaching credential. As Mr. Posadas mentioned, teachers who want to teach in a departmental manner, that is, focus on a specific subject, must obtain additional authorization beyond the basic credential.

TO EARN A FULL TEACHING CREDENTIAL IN CALIFORNIA YOU MUST:

- Have a bachelor's degree
- Meet subject matter requirements
- Meet basic skill requirements
- Have an authorization to teach English learners

This represents approximately 6 years of collegiate/college coursework.

HAS A TEACHER BEEN ASSIGNED TO TEACH ELD WITHOUT AUTHORIZATION?

TEACHER

- Applies for eligible Emergency Academic, Linguistic, and Cross-Cultural Development (eCLAD) "SI" and is assigned a support provider (fully accredited teacher) with ELD authorization to provide support while the candidate holds the eCLAD.

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

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

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

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

Option 3: Combination of CTET exams and courses at a CTC-approved University.

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

- By Year 2, the teacher will need to complete the remaining requirements to obtain full ELD clearance .

SCHOOL

- Title 1 schools must submit a letter from the Every Student Success Act (ESSA) after 20 days that the teacher is incorrectly assigned.
- The principal must assign a properly licensed teacher to an ELD class.

PARENT/GUARDIAN

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

Karla Franco president asks members to make a motion to extend the meeting, Monica Arrazola made the first motion to extend the meeting 30 minutes to 1:30 p.m. and second Graciela Navarrete, took the vote, 23 votes in favor, 5 against, and 0 abstentions. The motion passed.

The members went to the work rooms to give advice to the members of DELAC.

VIII. Presentation : Introduction of the Consolidated Application and the role of DELAC

Mr. Cervantes mentions that part of the consolidated application is that the district manages several federal programs, but not all of them are part of the application. Only a few 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 complement or supplement basic services.

WHAT IS THE CONSOLIDATED APPLICATION?

- The District completes a funding application each year through a system called "CARS" (Consolidated Application Reporting System)
- The CDE has created a system for consolidated application, which allows districts to waive the need to apply for each program individually

Mr. Cervantes mentions that the school district must enter the consolidated application into the system twice a year: in May-June to confirm the participation in the funds and in December-January to report the use of funds and expenses. During the winter, benefits, costs and surpluses are recorded. In the spring, the application to continue receiving funds is submitted and compliance with the programs is certified. It is important to collaborate with private schools and get approval from the board of trustees. The main 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 (ESSA)

FEDERAL PROGRAMS INCLUDED IN CONSOLIDATED APPLICATION

Federal Program	Purpose	Assignment2023-24
Title I, Part A	Improving Performance Academic of disadvantaged.	MX\$360,973,719
Title II, Part A	Support effective instruction.	MX\$27,295,626
Title III	Program for English Learners, Immigrant Program.	\$11,339,334 MX\$3,060,075
Title IV, Part A	Student Support & Academic Enrichment	\$27,670,668

CONSOLIDATED APPLICATION AND DELAC'S ROLE

California Education Code Section 64000(d):

The consolidated application must include annual certifications made by a school District English Learner Parent Advisory Committee, if established pursuant to Section 52063, that was developed with review and advice by that committee.

Review of the District Advisory Committee for English Learners

According to Title 5 of 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 application for programs that serve English learners.

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

Program-specific

- Each local educational agency (LEA) that receives Title III English Learner (EL) funding agrees to use the funds to increase English language proficiency and academic proficiency for English learners.

EL students, provide effective professional development, other activities, and effective strategies that enhance or complement educational language instruction 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 **Focuses:** English Learners (EL) and Immigrant Education

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

Support for schools:

Provide state/federal technical support and guidance on EL students to schools

offering professional development for teachers, ELs and data-driven administrators using:

- English Learner Typology Monitoring Report
- Panel FOCUS de MMED
- Family training at regional and central levels

IX. Office of Student, Family, and Community Engagement Update

There were no updates

X. Closure

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

Minutes respectfully submitted by: Norma E Gonzalez

Secretary DELAC

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