



District English Learner Advisory Committee (DELAC)

November 8, 2023

9 a.m. to 11 a.m.

Meeting Notice and Agenda

Agenda Item	Summary of Discussion and Action
<p>I. Call to Order</p>	<p>The meeting was called to order at 9:11 AM by Martha Mayorga.</p>
<p>II. Welcome Opening and Attendance</p> <p style="margin-left: 20px;">A. Strategic Plan Priorities</p> <p style="margin-left: 20px;">B. Meeting Norms</p>	<p>A. Grace Vega reviewed the strategic plan priorities. In attendance was Martha Mayorga, chairperson, and representative from Miller, Crispina Ayala, secretary and representative from Berkshire Elementary, Suzana Montoya, representative from Laurelglenn Elementary, Edgar Ramos representative from Loudon, Cristina Ishii, Assistant Principal from Castle Elementary, Milagritos Briceno attended via Zoom, Michelle Young one of the district EL Program Specialists, Greg Adkins the Director of Innovation and Improvement, and Jackie Cortez, secretary of Consolidated Programs.</p> <p>B. Marthay Mayorga, chairperson reviewed the DELAC meeting norms.</p>
<p>III. Public Comment</p> <p>Comments related to agenda items, per Greene Act and must be submitted by email to delac@pbvUSD.k12.ca.us 24 hours in advance of the meeting.</p>	<p>A. Grace Vega stated at this time there was no public comment, however if parents wished to share any information they would like addressed, they can do so through the email delac@pbvUSD.k12.ca.us.</p>
<p>IV. Principal’s Report: Cristina Ishii, Assistant Principal Castle Elementary</p>	<p>A. Grace introduced our guest speaker, Cristina Ishii. Cristina Ishii is the Assistant Principal at Castle Elementary. In Cristina’s principal report she explained the different components of her school's SPSA. Topics she discussed were how many English Learner students Castle has, how many students are being monitored with a status of RFEP, how many students are currently being monitored, Summative ELPAC data from the 22-23 school year, the district wide LCAP goal and Castle’s School Plan for. Cristina explained how each EL student receives designated ELD services with a teacher at their language proficiency level, and they are using different strategies to promote student growth. Cristina stated that teachers receive training and professional development to better their knowledge and instruction for their ELD lessons, as well as integrated ELD. Castle has purchased resources to support this discourse time, they were strategic in selecting resources. One resource is Frames for Fluency, it is beneficial for students to practice listening and speaking to formulate their writing. There was a brief discussion on what Framework for Fluency is and how it is beneficial for students.</p> <p style="margin-left: 40px;">Michelle Young , also explained that the district purchased Lexia English for newcomers who have been in the United States for less that one year. The district can</p>

	<p>extend the service to students who have been here less than 3 years.</p> <p>Edgar Ramos from Loudon, asked if the school site plan is only for Castle? Cristina answered that this plan in particular is only for Castle, LCAP is a district wide plan with funds, and each school has a different school site plan. Cristina stated that each school site has a Student Council , and that there are other groups for parents to join and provide input in regard to funding for school site plans.</p> <p>Cristina continued to state that at Castle they have their teachers practice with their EL students on the ELPAC practice exam. Staff at Castle also share information with their families on how to practice skills to prepare students for the ELPAC exam that they take every year. Cristina also stated that they have their designated ELD block every morning and that the teacher works with their EL students at a designated level. Each student is grouped specifically at their designated level. Another thing that Castle does at their school site is that they have ELD walk-throughs. During this time, administration is walking through classrooms to ensure that high quality ELD instruction is taking place to support their EL students. Cristina continued to state that teachers have their designated planning time on Wednesdays, as well as monthly training for teachers to ensure that teachers instruction is really focused on the ELD domains, reading, writing, listening, and speaking. Castle also has a goal setting time where teachers sit with students to create a goal for writing, listening, speaking, and reading(the domains of the ELPAC). Teachers also progress monitor their students during this time. Cristina stated that some of the school funding went to providing training for teachers, and to pay teachers to provide after school tutoring for students who are struggling on the writing portion of the ELPAC. Martha asked what levels was the tutoring based on? Cristina stated that it was throughout all grade levels. Cristina shared that Castle is only at the beginning of their strategies to see student growth, Cristina stated they plan for their students to take the ELPAC practice exam, and have teachers analyze the data to see where students need to continue to grow, and how they can continue to support them.</p> <p>Rosa Garcia from Hart entered at 9:34.</p>
<p>V. Approval of Minutes - Motion, Second, and Vote</p>	<p>A. The meeting minutes from the previous DELAC meeting needed to be adjusted and were not approved, they will be reviewed at the following meeting.</p>

<p>VI. Old Business</p> <ul style="list-style-type: none"> A. Reclassification Celebration Recommendations B. School Site Communication C. Site ELAC Parent Participation 	<ul style="list-style-type: none"> A. In regard to old business Grace and Genesis expressed to school site's some concerns about having celebrations in regard to reclassification. B. The information was also transferred to school sites that parents would like more communication from their school sites in regard to important information. C. Grace stated that in regard to ELAC, Genesis created a flier tailored to parents that provides information on what ELAC is. This flier was created for sites to use with the intention of having more parents interested in being a part of their school's ELAC. The department has also created ELAC slides to help further provide support for schools that may be struggling in areas of ELAC. Grace has also visited school sites to provide support for ELAC.
<p>VII. New Business</p> <ul style="list-style-type: none"> A. Purpose of DELAC B. District English Learner Population C. Reclassification Criteria and Reclassification for Students with Disabilities D. Identification of English Learners E. Parent Opt Out options F. District Plan for English Learners 	<ul style="list-style-type: none"> A. Grace began explaining the purpose and importance of DELAC. The purpose of DELAC per the California education code is that each district with 51 or more English Learner's must create a District English Learner Advisory Committee. Martha asked for clarity in regard to the discrepancy at the district level, and the school level amount of students for each committee. Grace explained that the district must have a DELAC if there are 51 or more EL students within the district. Each school site must have an ELAC if they have at least 21 or more EL students. B. Grace provided data on our district's EL population. As of November 3, 2023, we have 2838 EL students. We currently have 821 students who have been reclassified but are being monitored, we have 711 reclassified students who were reclassified and had been monitored for the appropriate years. IFEP stands for Initially Fluent English Proficient. Students who are classified as IFEP took the Initial ELPAC, and passed. Our district has 428 IFEP students. LTEL stands for Long Term English Learner, and At Risk of LTEL means that students have been classified as an EL for at least 3 years and could possibly be an LTEL if they do not test out of ELD soon; the district has 421, students who are at risk of being LTEL. LTEL students are students who have been EL students for more than 6 years, and they have not been reclassified. The district has 386 students who are classified as EL's and also have IEP's. Crispina Ayala from Berkshire, asked if students do not reclassify in 8th grade, do they continue being an EL in high school? Grace answered, stating that yes students would maintain their EL status, and continue receiving ELD services. There was further discussion about reclassification, Edgar from Loudon asked, what is the majority age range in which students do reclassify? Grace answered that many students reclassify in the primary grades because as students get older the reclassification criteria becomes more difficult.

Martha Mayorga from Miller, and Suzana Montoya from Laurelgen added comments that reclassification can have contributing factors such as parent support, when students began learning English, and teacher input as well. Edgar Ramos left at 10:18.

Grace explained the different levels that students can score on the ELPAC . Students can score 1, 2, 3, or 4.

Grace then stated the role of ELAC reps. Each school site should have had their voting take place to ensure the roles are filled. The role of the ELAC members is to attend the school meetings, attend the DELAC meetings, and report to ELAC. The DELAC alternate will be in attendance if the DELAC rep cannot attend. Grace explained the Parliamentary Procedures in regard to making motions, and voting.

- C. Grace presented the reclassification criteria. She stated that criteria goes as follows: students would need to score an overall 4 on the Summative ELPAC, students in Kindergarten and TK must receive a minimum if 2 or higher in Reading Foundational Skills, Language and Written Expression, Speaking and Listening, in grades 1st through 8th students would need to receive a C- or higher in Language, Reading, Writing, parents also are informed and have the right to give their opinion on their child reclassifying, students STAR score, in Kindergarten, TK and 1st grade student must receive a 31 percent or higher on the STAR Early literacy exam, students in grades 2-8 must receive a score of 31 percent or higher on the STAR reading exam. However, if a student is a 3rd grader or higher they can also meet the requirements through their SBAC score in place of the STAR score. If a student has an IEP and they are not scoring a 4, and have been receiving ELD services for 6 years or more, their case manager can try and reclassify students through other data and the IEP process.

Grace stated that to add onto what Cristina Ishii had explained, schools should be giving their students designated ELD services, and using integrated ELD instruction to their students. Grace stated another resource that schools can use to prepare their students for the ELPAC is the ELPAC interim exam. It is a new exam, that is a practice test that mirrors the format and questions of the ELPAC summative exam. Genesis Contreras explained that schools already give an IAB exam, which also mirrors the CAASPP and provides data for schools on how students are performing on grade level standards. The ELPAC interim is very similar in the way where it provides data on how students are

	<p>performing in regard to the ELPAC domains. Schools in our district have had the option to administer this exam, it is not mandatory.</p> <p>Grace continued to state that in regard to reclassifying students with IEP's, the process is completed by the students' case manager, and approved or denied by Special Services.</p> <p>D. Grace explained how students are identified as English Learners. Ms. Vega stated if parents/guardians write on the students' Home Language Survey, that if the students' first language was something other than English, or if another language other than English is most frequently spoken at home, and if another language other than English is used most when parents speak to the student, then students will be given the Initial ELPAC assessment to test the students' language proficiency. Depending what the student scores will determine if the student is then classified as an EL or as IFEP.</p> <p>E. Due to time, Parent Opt Out options, as well as the District Plan for English Learners will be addressed at the following DELAC meeting.</p> <p>F. Suzana Montoya from Laurelglen asked for elaboration on the form for Reclassification of Student with Disabilities. Grace explained that it does not guarantee that students will reclassify, however, their case manager can bring the student's case forward to see if the student is eligible and the student will be considered.</p> <p>Grace stated due to time we needed to adjourn our meeting at this time, but if any parent has questions please email us at delac@pbvusd.k12.ca.us. The following meeting will be at the District Office East, Tech Center December 15th, at 9:00 AM.</p>
<p>XI. Adjournment- Motion, Second, and Vote</p>	<p>Martha Mayorga made a motion to adjourn the meeting. Crispina Ayala made the second motion to adjourn the meeting, 5 members raised their hands to approve the motion. The meeting was adjourned at 10:41 AM.</p>