



**Pasadena Unified School District**  
 Language Assessment Development Department  
 District English Learner Advisory Committee (DELAC)

Juan Ruelas, Director  
 Arnold Rene Saldivar, Coordinator

351 S. Hudson Ave, Room 209  
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 Tele: 626.396.3600 ext. 88285  
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Raymundo Rosales, President  
 Begonia Bautista, Vice-President  
 Maria Chavez, Secretary  
 Alma Garnica/Beatriz Zepeda, Parliamentarian

**DELAC MINUTES**  
**April 27, 2020**

<b>Members Present:</b> ELAC Officers: _____ ELAC Members: _____ School Staff: _____ <b>District Guests:</b> _____ Community Members: _____ TOTAL: _____
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**Legal Compliance Requirement/Training Covered:** CDE Compliance items must be reflected on the Agenda and Minutes. Check off any box of the legal requirement covered in this meeting if applicable.

✓	<b>The DELAC shall advise the school district governing board on all of the following tasks:</b>
	Development of an LEA master plan, including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs
	Conducting of an LEA-wide needs assessment on a school-by-school basis.
	Establishment of LEA program, goals, and objectives for programs and services for ELs.
	Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
✓	<b>Review and comment on the LEA's reclassification procedures.</b>
	<b>Review and comment on the written notifications required to be sent to parents and guardians.</b>
	Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).



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**April 27, 2020**

## 1. Welcome

**Call to order:** 6:56 p.m. by President Raymundo Rosales

## 2. Approval of the agenda:

First motion, Cecilia Garcia  
Second motion, Maria Chavez  
All in favor

## 3. Reading and approval of the January minutes:

The first motion, Dora Flores  
Second motion, Maria Martinez  
All in favor

**Schools present:** Muir, Jackson, Longfellow, Marshall, PHS, Sierra Madre, and WESM.

## 4. LADD Report: LADD Director, Juan Ruelas

The LADD department is in virtual meetings daily with departments and school sites and topics on EL, ELD, Reclassification, DLIP, translation and interpretation are covered.

ELPAC: The CDE has offered a 45-day extension to administer the ELPAC at the beginning of the next school year. Before beginning remote learning 1,155 students began the ELPAC, 198 students completed all test areas, and 1,145 students began 1 domain and did not complete the test. The last school year 447 students were reclassified, 17.5%. 426 high school students eligible for the California Seal of Biliteracy award. The current projections of candidates who meet all criteria are 65 students.

School Support: LADD has provided school sites with professional development throughout the school year for teachers and coaches. The language arts department provided EL and RFED intervention, and additional support in the form of after-school tutoring to 18 schools. The International Academy in Blair receives support in various ways, materials, 4 full-time employees, access to online textbooks, bus cards, and money for celebrations. There is a contract with CAFE to offer professional development to schools.

New Goals: Continue existing programs and provide additional resources according to the needs of each school site.

Budget 2020-2021:

Unrestricted LCAP \$ 335,417

Restricted LCAP \$ 917,829

Total Revenue \$ 1,253,246

Expenses:

Salaries and benefits \$ 917,829

Materials, Contracted Services and Equipment \$ 160,000

Total Expenses: \$ 1,077,829



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## Questions:

- Do the academy students have chromebooks and how are they learning? Students have chromebooks and have been able to connect to remote learning.
- Could you share this presentation on the website? It will be shared after the meeting.
- Could other schools get IXL?
- How will LADD support schools that are closing and have a high volume of EL / SPED students?
- Is the number of English learners who are connecting to remote learning known?
  - Where can we ask for help with homework translations so parents can help students at home? You can call the hot line 626.396.3680.

## Comments:

- Based on the data presented, Blair receives a large amount of support in personnel, money, materials, and professional development, but no results are obtained and there is not a large percentage of reclassifications. If the teachers are not working they should be rotated.
- The academy was formed to provide help to students and offer support for two years and after two years these students should be sent to their corresponding schools, and they have not.
- These students do not learn English because they are in a comfortable environment.
- They should reinforce the two years and if the student shows progress, send it to their corresponding school in order to distribute the funds in a fair way to all schools.

**5. ELACs Report:**

**6. DELAC Report:**

**7. Open forum:**

**Closing:** 8:05 p.m.



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