



Pasadena Unified School District

Language Assessment Development Department
District English Learner Advisory Committee (DELAC)

David Ibarra, LADD Coordinator
Sandra ortiz, Program Assistant
Maria Chavez, LADD Paraprofessional

351 S. Hudson Ave, Oficina 209
Pasadena, CA 91109
Tele: 626.396.3600 ext. 88285
Fax: 626.683.0728

Elmer Hernandez, President
Karla Rojas, Vice President
Luz Madera, Secretary
Miriam Yopez, Parliamentary

MINUTES

Monday, November 18, 2024

Members Present: DELAC Officers: 4 DELAC Members: 17 School Staff: 1

District Guests: 5 Community Members: 1 TOTAL: 28

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.

✓	The DELAC shall advise the school district governing board on all of the following tasks:
	Development of an LEA master plan, including policies guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs
	Conducting 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.
	Review and comment on the LEA's reclassification procedures.
	Review and comment on the written notifications required to be sent to parents and guardians.
	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 <i>EC</i> sections 52063(b)(1) and 52062(a)(2), DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Next DELAC Meeting
Monday, January 27, 2025 @ 6:00 p.m.



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Call to order/Roll Call: *Miriam Yepez, Parliamentarian (2 min.)*

6:06 p.m

Welcome/Meeting Norms: *Elmer Hernandez, DELAC President (1 min.)*

Elmer Hernandez, President

Reading and approval of Agenda: *Elmer Hernandez, DELAC President (3 min.)*

Motion to approve the November agenda:

- *First Motion: Miriam Yepez*
- *Second Motion: Linda Hernandez*
- *All in favor*

Reading and approval of Minutes: *Luz Madera, DELAC Secretary (5 min.)*

Motion to approve October minutes

- *First Motion: Helen Felix*
- *Second Motion: David Ibarra*
- *All in favor*

ELAC Reports: *Elmer Hernandez & Luz Madera (10 min.)*

*San Rafael
Blair
Longfellow
Washington*

DELAC Reports: *Luz Madera (10 min.)*

Enrollment request by DELAC

Office of Enrollment: *Shannon Mumolo, Director- Enrollment, Magnet Schools and Family and Community Engagement (30 min)*

Ours School:

Students are prepared to be independent. All our teachers teach to the common core standard.

Students are provided opportunities to be successful thru technology, visual arts, wellness rooms athletic and sports, social emotional curriculum, all school have after school programs

Art Programs:

Eliot Altadena, Marshall

Signature Programs:

Arts magnet programs PK-8th, Arts Conservatory 6th-8th, Arts Academies th- 12th, STEM Academies 9th -12th, STEM/STEAM PK-8th, Environmental Studies TK-5th, Math Academy 6th-12th, Dual language Immersion



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programs TK-12th, World Language TK-12th, Cross-Cultural Awareness TK- 5th, International Baccellerate TK-12th, Avid College Readiness and Career academy John muir 9th- 12th.

STEM or STEAM programs: Focus on integrating subjects. Learn on a topic and master a topic.

Dual Language Immersion Program: Field San Rafael, Jackson, Longfellow, Blair, Washington.

Avid College Readiness:

Offered at Octavia & Madison

Enrollment process:

Explore your options, visit your neighborhood school or other schools. In addition the website has a school guide that tells parents a bit about every school. When a parent has decided on a school then parents must make a selection and rank schools in the order of interest. Applications are also required for transitional kindergarten for dual immersion programs. PUSD will send you a message letting you know about the school.

Online enrollment

Frequently asked questions:

Students entering TK must be 4 years old and Students entering Kinder must be 5 years old by September 1st

Visit pusd.us/findmyschool to determine your child's neighborhood school.

Open enrollment is required for students who wish to attend a TK program, Dual Language Immersion program or wish to attend a school other than their neighborhood school.

PUSD does not provide transportation as required by law.

Comments:

Dual Immersion Program were initially designed to help support ELs and although that intention is right we are doing a poor job at promoting these signature programs to our ELs. Even when these programs are promoted they are not targeted towards the EL student community. It has been proven that ELs in an Dual Immersion program reclassified faster and have higher academic performance. It would be great to make this program more accessible to our north west EL students who need it the most.

The purpose of having the Enrollment Office present to DELAC:

A system needs to be put in place to make the enrollment process easier and have potential EL students access and identify before they start school.

Is not about changing the protocol, it is about micromanaging and making sure all clerks are trained and submitting forms so that the Language Assessment And Development Department has access to them immediately after enrollment.

Encourage registrars to help and be helpful and to know the steps to identifying an EL student so that they are well informed and ready to answer any questions in regards to the Home language Survey.

District Wide Clerk Training:

Clerks received training this morning and we will continue to work with them to ensure a uniform enrollment process



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Whole Group Mandated Topic: *David Ibarra, LADD Coordinator (10 min)*

LADD Goals 2024-2025

Finalize and approve the EL Master Plan by May 2025.

Expand implementation of PUSD's Designated English Language Development (ELD).

Create an integrated English Language Development plan that is content-specific.

LCAP Budget: 1,238,580.00

Full-time equivalent personnel expenses (salary and benefits): \$979,781.00

2 teachers

1 coordinator

2 program assistants

1 teacher on special assignment (50%)

1 hourly technician

1 community assistant (Blair)

2 hourly instructional assistants

Substitutes for training

Non people's spenditures: \$258,799.00

Office supplies

Translation equipment

Interpretation Services

Office equipment

Dual language Immersion Curriculum

Title III \$246, 042.00

Personnel: \$210,739.00

4 monthly instructional assistants at (0.75%)

1 community assistant (Rose City)

Non people's spenditures: \$35,303.00

Participación de los padres \$20,000

Costos indirectos \$15,303

*** The 2024/2025 per student allocation is \$130.25 (1889 English learners at time of submission)**

Comments:

We will have cuts for next year; give ideas and feedback on how to spend the budget.

We have a portion of money where we can make significant changes and we can start making cuts.

We would like to have an itemized breakdown of the budget to have a clear idea of what is spent and in what.

Follow up Itemized Budget Report for January

Moving forward we will have department cuts.



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DELAC president Request: Bring an example of the Dual immersion Curriculum

LADD Small Group (Interactive): *Reclassification Criteria (10 mins)*

Reclassification Criteria: David Ibarra, LADD Coordinator

1. **Language proficiency-** *ELPAC Summative Annual Language Assessment for English Learners*
Overall ELPAC Level 4
Reading: 3-4
Listening: 3-4
Writing: 3-4
Speaking: 3-4
2. **Basic skills-** *Comparison of performance in basic skills*
i-Ready Reading at no lower than one grade level below or Standard Met/Exceeded level on SBAC
3. **Teacher evaluation-** *Received positive observations and recommendations from educators*
Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
4. **Parent Consultation-** *Parent opinion and consultation*
Parent or guardian was consulted and the reclassification was approved

LADD Small Group (Interactive): *English Learner Identification Process (10 mins)*

English Learner identification process; Maria Chavez, LADD Paraprofessional

Step 1: *A survey is given to families when their children first enroll in school. This survey is the most common way to identify potential English Learners.*

The questions in the survey are:

- *What was the first language your child learned?*
- *What languages does your child use most frequently at home?*
- *What language do you use most frequently to speak to your child?*
- *In what language would you prefer to receive school communication?*

A language other than English in questions 1-3 will trigger the Initial English Language Proficiency Assessment.

Step 2: *Before the Assessment is administered the results of the home language survey are reviewed by the LADD assessment tech.*

- *Parents/guardians are notified in writing that the Initial ELPAC will be administered.*

Step 3: *An interview is conducted to determine if the student is potentially an English Learner and to verify that indeed the child speaks a language other than english.*

- *During this interview parents are informed about the initial assessment and why their child needs to be assessed.*
- *If a parent chooses to opt-out of the assessment process then during the interview they will need to amend the home language survey and make the necessary changes before the student is tested.*



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- *If no changes are necessary an appointment is then scheduled for an in-person testing session.*
- *Parents are informed that the test will be 45-60 minutes long depending on the child.*
- *At this time the parent contact information is also verified.*

Step 4: *A testing appointment confirmation and additional information about the initial ELPAC assessment is sent to parent/guardians via email.*

Step 5: *On the day of the Initial ELPAC appointment; during the parent orientation, a staff member explains what program their child would participate based on the school they are enrolling in.*

English Language Acquisition Programs offered by PUSD are as followed:

- *Designated English Immersion Program (K-12)*
- *Dual Language Immersion Program (K-12)*
- *International Academy Program (Newcomers 6th - 12th)*

Step 6: *The Initial ELPAC assessment is administered by a trained ELPAC test examiner.*

- *The Initial ELPAC is a computer-based assessment (CBA)*
- *The Initial ELPAC is administered in-person.*
- *Testing time can be 45-60 minutes*

Students are evaluated in 4 domains:

- *Listening*
- *Speaking*
- *Reading*
- *Writing*

Step 7: *Student Score Report will be available in the Test Operations Management System (TOMS) 48 hours after DATA Entry Interface entry and scoring of all four domains for the student is complete.*

- *Then the Parent Notification Letter and Initial ELPAC results are mailed to parent/guardians to inform them of the test results.*

The Initial ELPAC will identify a child as:

- *Initially Fluent English Proficient (IFEP); or*
- *English Learner (EL)*

Students Identified as English Learner (EL) will enter the English Learner Program and must receive daily Designated English Language Development (ELD) Instruction.

PUSD has adopted a new ELD curriculum for both elementary schools and secondary School.

- *Elementary students receive daily 30 minute mandated ELD instruction using TCM, Language Power.*
- *Secondary students receive daily ELD instruction using English 3D curriculum during their ELD period.*

English Learner (EL) will be evaluated every spring with the Summative ELPAC until the English Learner passed



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the test with an overall level 4 and meets the PUSD reclassification criteria

*Reclassification is the process by which a student moves from being an EL to an RFEP (fluent English proficient).
Reclassification can occur at any time during the academic year, immediately after the student meets all criteria.*

PUSD Criteria:

1. **Language proficiency:** Overall score of Level 4 on the Summative ELPAC
2. **Basic skills:** Reading i-Ready at the Basic level; or Standard Met/Exceeded level on the SBAC
3. **Teacher evaluation:** Received positive observations and recommendations from educators
4. **Parent Consultation:** Parent or legal guardian was consulted and the reclassification form was signed.

LADD Small Group (Interactive): Review Parent and Engagement Policy (10 mins)

Family and Community Engagement: Nancy Laguna Molina, Assistant Coordinator, Community Outreach

Goal: Strategic Plan Pillar 5

Work: Parent Outreach Classes and and provide Family and Community Engagement Staff professional development

Support district wide community Assistants

Process Volunteer Applications

Interact with parents during the registration period, school site parent meetings, through workshops, and social media.

Community Outreach and resources; partnered with organizations, community partnerships and families. Provide resources and assistance to families through community schools.

Open Forum: Luz Madera, Secretary Yellow Speaker Cards(30 min.)

How much money is assigned to individual schools for ELs? \$130.25

Moving forward we are looking at a 40% budget reductions district wide

Adjourn Time

8:06 p.m.