

A. Welcome/Call to Order

Meeting was called to order at 4:35 p.m. Meeting was held in person and available via Zoom.

Lisa (Director)-welcomed all the attendees and thanked everyone for their valuable partnership; also covered the NUSD Core Values and agenda for the day.

B. Introductions

Lisa (Director)- introduced the 25/26 Officers Manuel Paramo, Mayra Silva and new Administrative Assistant Inelva Carvajal

C. Review DELAC Norms-Lisa Van Horn

Lisa (Director)- reviewed the norms.

D. Review Minutes from the October Meeting- Lisa Van Horn

Lisa (Director)- gave the October minutes to the Chair and Co-chair for review/approval. They were reviewed and approved by Officers Manuel Paramo and Mayra Silva.

E. Team Sharing/Public Comment/Optional ELAC Reports/Activity

- (Ms. Medina, ALS)- We are starting afterschool tutoring and I will be doing the EL not only for 3rd grade but for an EL group.
- (Parent)- We are new to the District and we started by focusing on multiplication and learning English. I asked around if there was anything I could attend. I believe for ELAC there has to be 10% of participation.
- Manuel (Parent)- I would like to say something. What is going on at the school where I went to the ELAC meeting. I talked to someone over there and they didn't have the information about what exactly ELAC is. I tried to find out, to see if the school can explain what it represents. I don't have the answer yet but next time in the ELAC meeting, we will know.
 - Lisa (Director)- Jinder, she is not here tonight, Jinder Chahal, our Coordinator, went to a meeting and is also working with staff there to help with that communication.
- Manuel (Parent)- I haven't seen any information come out.
 - Lisa (Director)- I think they are just only using Parentsquare and they are talking about other ways to communicate other than just Parentsquare. Sometimes there is a lot of information on Parentsquare, and it's hard for parents to sort through.
- (Parent)- I know the school is not sending phone calls out to everybody. If the program is available, maybe just record a message and it goes out.
- Lisa (Director)- Do you know if we can still have Infinite Campus send out calls? We used to send them through Infinite Campus but now that we have Parentsquare I don't know if we can send them.
 - Celeste (Administrative Secretary Confidential)- I was told that it was deactivated. I don't know if you can re-activate it, because that would be extremely helpful.

- Lisa (Director)- The phone calls were helpful. We used to be able to record them in Infinite Campus and send them just to certain groups.

F. Constituent and Customer Services

- Celeste (Administrative Secretary Confidential)- The Constituent & Customer Services (CCS) department recently expanded, adding Monica Arredondo as a Spanish-speaking Administrative Secretary. CCS responds to concerns and requests from parents, staff, and the community, ensuring someone always answers calls during office hours, but has a 24/7 bilingual answering service available after hours.
- Heidi (Director)- explained the “path to successful communication,” encouraging families to first contact teachers or schools before reaching CCS, which helps build positive connections and ensures everyone is heard.
- Celeste (Administrative Secretary Confidential)- introduced Language Link, the district’s translation and interpretation service that supports communication in over 300 languages. It can be used at school sites, the Welcome Center, or at a parent-teacher conference. Charts at each school help identify languages easily, all you do is point at the language you need.
- Heidi (Director)- added that Language Link has been in use since 2018, and the goal is to ensure students are not used as translators.
- (Parent)- how does it work? You call a number?
 - Heidi (Director)- Yes, and they can also loop a 3-way call. Or if you are at a parent teacher conference they can call and have an interpreter on the phone.
- Rachael (LGA)- shared the process on how she used Language Link, step by step and how easy it was.
- Heidi (Director)- Any questions about Language Link, questions about customer service?
- (Parent)- Yes, for customer service, steps to successful communication, for Steps 1-6 how long would it take?
 - Heidi (Director)- could be a day. Will ask who you have already spoken to, the Principal. You may be directed to the school if you haven't spoken to the Principal. It may take a day or two. In our office our goal is to close in 5 days. We want all children in school. We help build a bridge.
- (Parent)- Thinking about ELAC, CCS works perfectly hand in hand with Language Link because any concern they have they can connect with Language Link. What would say some of our English learner parents have in correlation with the usefulness of CCS.
 - Heidi (Director)- I believe that the familiarity with ELAC families and Language Link has everything to do with the people in this room and the Leads and the Principals whether the poster is posted because it’s supposed to be posted in every office, every single conference room. You are the voices for everyone else. We come here once a year to say don’t forget we are here and this service is here for everybody.
 - Lisa (Director)- Passed out Language Link handouts.

G. LCAP Educational Partner Engagement

- Steven Fong (Executive Director)- from the Research and Data team, explained the LCAP (Local Control and Accountability Plan) and its role in supporting district goals and what part supports English Learners. The LCAP outlines five goals that align with the district goals that including Goal #4: Engage Parents and Families to Support Student Success, as is being done tonight.

Although the LCAP is a state requirement, it also serves as an opportunity for the district to share its story, detailing goals for students and the community, actions and services plans, expenditures and measurements of improvement. Steven explains that while the LCAP provides flexibility in how funds are spent, the district must still account for and justify all expenditures. The LCAP is a three-year cycle that outlines district goals and spending. The district is currently in year two, with a mid-year update planned for next January. Full plans and reports can be found on the NUSD LCAP webpage. The LCAP includes specific actions and funding to support English learners, such as summer school programs and multilingual family engagement applications, where messages are sent out in different languages. The LCAP includes actions to support English Learner reclassification recognition events, at the end of the year.

- Parent asked about the multilingual celebration LCAP item.
 - Lisa (Director)- We had over 700 people last year celebrate the State Seal of Biliteracy and reclassification including their families. They walked the stage, principals were there to shake their hands and take pictures.
- Steven Fong (Executive Director) explains that the LCAP tracks English learners using specific metrics that measure their yearly progress. Progress is defined as either improving fluency if they are not yet fully proficient, or being reclassified if they have reached the highest fluency level. The California School Dashboard which like the District report card will be going live Thursday, November 13th.
 - Lisa (Director)- the number of scores on the ELPAC which get Students to reclassify has continued to grow every year. For ELs, once they are reclassified, so if they get a 4 on the ELPAC and they get reclassified, they are no longer part of that cohort.
- (Parent)- Is the data including K-12?
 - Steven Fong (Executive Director)- Yes! Steven also shared that a new group was added as long term English learners. Some students in middle school and high school are long term EL students, who have been in US schools 6+ years. State assessment reporting is accessible on-line and you may look it up by school.
- Steven Fong (Executive Director) shared that DELAC and the LCAP Parent Advisory Committee are two key groups, and a FAQ will be created for other parents to see. He encourages all to write down any questions on a sticky and add it to the list posted on the wall. He also mentioned that the LCAP fall survey is currently open in multiple languages and will remain open until November 19th

H. English Learner Pathway/Reclassification

- Lisa (Director)- She distributed the English Learner Pathway handout, and stated it is available in English and Spanish. The English Learner Pathway is outlined in the EL master plan. It explains how students are identified as English Learners, starting with a home language survey completed at enrollment; if a language other than English is indicated, the student is considered a pending English Learner and that is when they take the initial ELPAC test with a tester that goes out to the school to test the student. The initial ELPAC test checks if a student is proficient in English. If they score proficient, they are considered IFEP which is a student who is considered fluent in English when they first tested and will not get English Learner services. If they do not meet the requirement on the initial ELPAC test, they have limited English proficiency and they become an EL student, and at this point we provide EL services to help them become

fluent in English. In elementary school, students receive ELD during WIN time. 7th grade and up English Learners are placed in an ELD or ELA clustered class for designated ELD. Every year they take an ELPAC test. To be reclassified, students must pass with a 4 by state law and they have to have a 2 or above on a test that tests all students. They are looked at in comparison with English only Students as well. Students who get a 4 will be considered for resignation. Last part is the state seal of biliteracy for those graduating Senior who qualified.

- Parents sat in groups to look at reclassification criteria and provide feedback.
 - Mayra (parent) shared that she would like to have ELPAC release questions, and she would like to share them at the next ELAC meeting. It is helpful to know what is expected from the children.
 - Francisco (parent) shared that some students are shy with testers they don't know. It would be helpful to have a teacher or someone they know sit with them for the ELPAC speaking portion, so that shyness is not an issue.
 - Parent shared that it's good to hear that reclassification is not about attendance or behavior, but about knowing the language.
 - A parent asked at what point do parents know about when their child has been reclassified.
 - A parent would like more translated materials.
 - A parent explained that parents and students have a sense of agency when they understand the process.
 - A parent said that her student is in 1st grade and got a 2, and she is worried about it.
 - ELs with learning disabilities - it's hard to tell what a barrier it is. If it's not something diagnosable, then it's hard to know what supports they need.
 - A parent shared that some countries have no English, so kids have no English exposure. In the US, kids are assigned grades by age rather than skills, which makes no sense to her (parent born and school abroad).

Next Meeting will be on December 11, 2025

CLOSURE: DELAC Meeting adjourned at 5:57 p.m.