

PUSD
District Advisory Council
2019-2020

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Jennifer Higginbotham
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Kirsten Jackson
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Ken Lin
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Vacant
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Bernadette Cole
Parliamentarian

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Julie Flad

District Advisory Council Meeting Agenda

Monday, January 6, 2020, 6:00 p.m.
Education Center, Board Room

Childcare in Room 121

1. Call to order / Introductions 5 min.
2. Approval of Agenda 5 min.
3. Reading and Approval of Minutes 5 min.
4. PUSD Pathways and Academies (including Math Academy and International Baccalaureate): program overviews, measuring success and strategies for improving student outcomes at the site level 60 min.
Julianne Reynoso, Assistant Superintendent, Instructional Services
Helen Hill, Director, Curriculum, Instruction, Professional Development
Kristina Turley, Coordinator, College and Career Pathways
5. Local Control Accountability Plan (LCAP) Update – 15 min.
Dr. Xilian Stammer, Director, Special Projects, State & Federal Programs
6. Chairperson's Report 5 min.
7. Member Comment/Public Comment 10 min.

District Advisory Council

December 2, 2019 Meeting Minutes

Schools in Attendance: Blair (Bernadette Cole, Jennifer Higginbotham, Ken Lin), Don Benito (Laura Hackett), Field (Paul Nerenberg), Hamilton (Kirsten Jackson), Jackson (Denise Easter), McKinley (Sean Murray)

Also in Attendance: Juan Ruelas, Director, Language Assessment & Development Department (LADD); Rene Saldivar, Coordinator, LADD; Judy McKinley, community member; Barbara Larson, community member; Geoff Albert, community member

1. Call to Order: 6:10 pm by Chair Jennifer Higginbotham
2. Approval of Agenda: The agenda was reviewed. A motion was made to approve the agenda by Bernadette Cole and seconded by Denise Easter. The agenda was approved unanimously. NOTE: The LCAP update was tabled because the presenter, Dr. Stammer, was not at the meeting.
3. Reading and approval of minutes: The minutes were read. A motion was made by Bernadette Cole to approve the minutes as distributed and seconded by Denise Easter. The minutes were approved unanimously.
4. Dual Language Immersion Programs (DLIP) and International Academy (IA) presented by Juan Ruelas, Language Assessment & Development Department (LADD) Director, and Rene Saldivar, LADD Coordinator

Highlights:

- LADD works with the English Language Advisory Councils (ELACs) at the various school sites, as well as Helen Hill and her curriculum team, and Eric Sahakian and the CWAS team.
- DLIP programs are in 5 elementary and 2 secondary schools and have a goal of 50% native speakers and 50% non-native speakers.
- Level of ELPAC: Level 1 = zero proficiency vs level 4 = near full proficiency and will be reclassified now
- Per Juan, there are more than 500 immigrant students in PUSD with 177 enrolled in the IA at Blair. IA started at Washington Middle School.
- PUSD funded and is now working with the California Association of Bilingual Educators (CABE) to conduct an independent analysis of the IA program. A report is expected in the next couple of months. January 30, 2020 is the last day for reclassification.
- IA @ Blair - specialized teachers (2 funded by PUSD & 2 by Blair) - in theory should exit after 3 semesters, but most stay within the program for the duration
- The ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam is used beginning in 3rd grade to assess proficiency and provided to parents.
- Reclassification are happening at a higher rate than expected (no numbers shared, however) but is available at each site level (whether site has DLIP or not).
- How does curriculum get funded? Helen at PUSD Instructional Services has more details on curriculum alignment. Budget cuts have removed the extra stipend for dual language teachers.

- Q: How or why do we have not specific goals/success metrics for DLIP or International Academy or programs like those?
A: Much of the specific metrics or for individuals only because the makeup of those students can highly vary based on socio-economic background, education level prior to entering PUSD, school, time of entry, etc.
- Statement: True but if district and parents are heavily invested in these programs, we need a way to evaluate these programs and data is needed for everyone - from district to site to parents. Reclassifying best practices include: the Frayer Model; think, pair, share; and reciprocal readings.
- It's important for students to reclassify by 4th or 5th grade to be best positioned to graduate.
- Certificates and trophies are given to each student who reclassifies and are continued to be monitored after reclassification.
- Reminder that native speakers language classes (not offered at all secondary schools) are open to non-DLIP students and should be recommended more often by counselors and at site level.
- Assembly Bill 2121 requiring local agencies to take specific actions, such as an extra year, relating to migratory children and newly arrived immigrant students. This became effective on January 1, 2019.
- LADD will be focusing on the 734 long-term English learners (LTELs) in 4th grade and above this year.

Chair Jennifer Higginbotham adjourned the meeting at 8:03 pm.

Minutes taken by Ken Lin and Jennifer Higginbotham.