



I. Welcome and Introductions

- I.1. Welcome and Introductions - Alberto Becerra, coordinator of English Learner Services welcomed parents and the following staff who was present; Dr. Kristen Coates, Assistant Superintendent of School Leadership, Bradley Allen, Director of English Learner Services, the English Learner Services Department staff; Mylo Lee, Alex Pina, Paul Barajas (Spanish interpreter) and Xue-Si Cha Thor (Hmong interpreter), and outside agency translator Ragheda Rahim (Farsi Interpreter).
- I.2. Ice Breaker – What site are you representing? How many children do you have enrolled in TR schools? What are the three most important values you would like to instill in your child? Why did you select those values?
 - Parent Martha Lopez has students at Grant HS, Smythe and College. Parent Melvin Alvarez whom has students at Babcock. Maria Luscano has students at Kohler.

II. The purpose of DELAC/ELAC

- II.1. Establishment of district norms for DELAC
 - II.1.1. Mr. Becerra asked “what are some of the norms you think are important for DELAC.”
 - Respect opinions, agenda, and communication time.
 - TRUSD Demographics and Language
- II.2. Race and Ethnicity 2019-18 and 2019-20 growth in district
- II.3. Primary Language English 57.75% and English Learners 42.25%
- II.4. DELAC meetings are designated to make sure teachers has the tools they need to teach each student. Also to increase English learners learning and to help with the development of the English Learner Master Plan for educational program and services. The district will take into consideration ELAC site plans along with evaluation of needs for EL students at site and district level and that goes into the teacher’s plan.
 - Parent asked, when will the director of Special Projects come to present and will we be able to participate? Mr. Becerra answered that Mr. Andrew Withers will be at the next DELAC meeting on November 7, 2019.
- II.5. ELAC is a site-based committee where you come to share and give suggestions on what is it that we need to provide for our English Learner students. The EL department represents you through your voice we were able to take your suggestion to the School Board. An ELAC should be form at any site that has more than 21 EL student.

III. English Learner Programs and Services

- III.1.1. English Language Proficient Assessment for California (ELPAC)
 - III.1.1.1. Home Language Survey – You will fill this out when you enroll your child in school but only the very first survey will be recognized during the history of the student’s education from grades TK-12. The survey has three questions that will determine if the student will take the Initial ELPAC assessment. What are we going to do to ensure the success of our English Learner students? Increase English Language proficiency.
 - Parent asked, “How about if a student is Special Education?” Mr. Becerra responded, “If the student should have an IEP, then they will also have a clause for accommodation for the student as an English Learner.”
 - III.1.1.2. Initial ELPAC - Students who are new to the state of California and have been determine qualified by the Home Language Survey must take the Initial ELPAC assessment within the first 30 days. Parents will be notify by mail within 30 days of the student’s tested date. The Initial ELPAC Parent Notification Letter contains the levels and criteria of classification for English learners, there are four domain that we test the student’s on, which are Listening, Speaking, Reading, and Writing.
 - III.1.1.3. Summative ELPAC - We give EL students a Summative ELPAC assessment every year. A Summative ELPAC Parent Notification Letters are sent out to parents, the Summative ELPAC Parent Notification Letter will show how your student is doing.

For students whom are classify as English Learners, How will we insure? By providing support in programs such as DLI, iLit, and tutoring.

 - Parent asked, “What changed with ELPAC that the level has now changed to a level 4?”
 - Alberto answered – “It is like the SBAC is for grades 5th-10th they [students] have to be able to pass with at least a high C. The students in grades K- 2nd grade do not take the SBAC they take the Benchmark assessments that is the form with the basic skills for all four levels at state level. We also ask for the parent’s opinion on reclassification of their student whether they agree with the student being reclassified. The goal is to have the student reclassified by the time they enter high school.
 - III.1.1.4. How we read the ELPAC Score Sheet – “Please look at the sheet, it will have: Levels 1 (Beginning Stage), Level 2 (Somewhat developed) and Level 3 (in-between expanding and Bridging), Level 4 (Bridging).
 - Parent question – “In four years they [students] have to have a Level 4?”
 - Mr. Becerra responded, “No, not necessarily. Let’s say that in writing they had a 300+, it would be around to a high Level 3, that’s when they would be recommended to be looked at for reclassification.
 - Parent asked, what about special accommodations for student on active IEP who is also long-term English learner?
 - Mr. Becerra responded, “There can be special accommodations for testing but it needs to be on the IEP.”

- III.1.2. Reclassification – A draft of the Reclassification Form was presented to all in attendance.
- Parent asked, “When will I get notification if my child qualifies to be reclassified?”
 - Mr. Becerra and Mr. Allen responded, students have to meet all four areas in order to qualify, therefore, it means that we have 30% of EL students reclassified.
 - Mr. Becerra and Mr. Allen explained – “In reality, the majority of the EL students that speak English fluently do not qualify to be reclassified. The student needs to have comprehension too, in order to qualify for reclassification. Conducting an assessment district wide for evaluations of [student] needs for EL students at site and district goes into the teacher plan. If the student is reclassified, they are then Reclassified Fluent English Proficiency (RFEP) and will be monitored for 4 years.
 - Mr. Becerra and Mr. Allen explained – Prepared for college. It is up to the teacher’s discretion in regards to grading whether it is with attendance or homework, and a principal cannot change the grade.”
 - Parent M. and D. Montano commented, “it is the parents’ responsibility to go talk to the teacher and find out how to help our students. Our son always had grade A and now comes home with a C it is important to get involved and find out why. Talk to the teachers.” Your will also receive a notification on how your student is doing and how they are reclassified and they will be RFEP monitored.
- III.1.3. Interpreting and Translations Services – The services that we offer to sites can be reserved for interpreting in a language. In case of an emergency, we have an over the phone interpreting services available. You may contact Irina Manzyuk 916-566-1600, extension 33414 for more information.
- III.1.4. Dual Language Immersion (DLI) – Brad Allen announced the program is growing and will be extending up to the 5th grade. A parent asked, “Is the housing committee reconfiguring to Noralto and Johnson?” Brad responded, “I think yes, they will merge both Johnson and Noralto.”
- III.1.5. PLCs are offered to teachers by our Program Specialist, EL TOSA, and SLCs every Wednesday.
- III.1.6. Discovery Academy Summer Program - We had approximately 256 students enrolled and was administered the ELPAC Practice test, they will be taking it this year and we should see the growth.
- III.1.7. Refugee School Impact (RSI) program - We were able to provide tutoring and help support refugee students in our district with a Counselor and Community Liaison in the Secondary grades.
- III.1.8. We offered an iLit ELL program for students who are EL students in the secondary grades.
- III.1.9. English 3D is for our EL students who are consider LTEL with more than 6 years as an EL in both Secondary and Elementary courses of Academic ELD.
- III.1.10. Imagine Learning – Literacy program to help students grades K-6 with reading not necessarily language support. Mr. Allen mentioned that he just returned from a conference where they talked about the programs and the characters in the program to cater to the 6th graders and how they can support our EL students.
- III.1.11. Newcomer Digital Initiative (NDI) – NDI computers are for newcomers in grades 2nd – 6th, whom are in a US schools for less than a years.
- The question is which program is better especially for immigrant students?
 - We want them to stay and to feel a part of our community and not leave.
 - Question which program is better Rosetta Stone or Mango, which is better?
 - Rosetta Stone is a district adopted program like Imagine Learning and Mango is not, it is a public program.

IV. Meeting adjourned at 10:34 a.m.

Next **DELAC meeting** will be held on November 7, 2019 | 6:00 p.m. – 7:30 p.m. | District Office Bay C, Olive Conference Room