



Welcome and Introductions

Mr. Becerra and Director of English Learners Bradley Allen welcomed everyone. In attendance Andrew Withers, Director of Special Project, and the ELSD staff Alex Pina, Carmen Alaniz (Spanish interpreter) and Xue-Si Cha Thor (Hmong interpreter)

I.1 Review of Norms –Respect agenda, opinions, no side conversations and communication time.

I.2 Review of October 3, 2019 DELAC Minutes – Alberto asked the parents to take a few minutes to go over the minutes. Please look at the minutes and let us know what you think and or not agree with?

I.3 Ice Breaker – What are your plans for the holidays? Starting with Thanksgiving what are some traditions you have or do special with your family. Take a few minutes to share at your table.

I. What is LCAP – Local Control Accountability Plan 2019-2020

II.1. LCAP Timelines and Title III Allocations by Mr. Andrew Withers

Mr. Andrew Withers presented the LCAP – What is a LCAP Local Control Accountability Plan is a three year-plan that helps guide and support our school districts action and services, makes all our funding transparent. LCAP updates final year of three-year plan. Which is adapted annually to guide and support our district actions. Parents, staff and community will be a critical part of the LCAP process. Resources located on our district website along with the TRUSD Core beliefs at all students will graduate college, career and civic minded, student engagement, Partnership with all stakeholders, honor diversity etc..

II.2. Stakeholders Opportunities - LCAP Stakeholders who are they; Family and Community Engagement, DELAC, Employee Organizations like TRUE & CSEA, TR Police Services also Community Forum, input from all of the school sites (School site Council), Student and Youth Development. We will be gathering input January and February to inform the development of a new three-year LCAP, which will span 2020-2023.

II.3. Goal of LCAP is to improve outcomes for our district including all students, families and staff. We are working in the final year of our three-year LCAP plan. Next year we have the opportunity to rewrite or change some of it. Resources regarding the LCAP is available on the District Website for viewing it is in English and Spanish. Eight State priorities; student achievement, student engagement, parent involvement, access to sources, school climate, basic services, CCSS Implementation, and other student outcomes.

II.3 Diagram of LCAP Life Cycle - We will be formally gathering information and input for LCAP Life Cycle until it becomes an official document in April- June - **Growth**, July-October - **Reflect**, Feb.-March – **Adapt**, Nov. –January **Adapt**.

II.4 Word Cloud - Thought Exchange Feedback LCAP are Learning, Work, Support, Staff, Help, Appreciate, Concern, important, class, Skills, grade, graduate those were the words that most stood out in the comments. Etc... Will take place between helps in Feb. 6, 2020 to formal **FACE** (Family and community Engagement Roles) Committee LCAP feedback - Title I and Title III input into our use of how funding is used to support our English Learner students,

program, professional development etc., Mr. Withers asked the parents to work on. Please share what you think so far with your group. What would you would like to have or not have a better theme or maybe by area? I will be returning to gather more feedback on February 6, 2020.

- Parent R. Segura - The students/families that are coming from South America and they do not have any English language. I would like to see more programs and family access so they do not become bored and get help, who is supposed to explain or show them, because there is no one to explain it from what I've see.
- Para-Educator Bil., - Para M. Mandarao – Can I share I do help them I go with these students and work in groups every half hour in different classes and sit with them and we communicate.
- Grant HS student Andres Lopez - why are new students pulled from ESL classes and now in the regular classes? Are they getting help?
- A. Withers - It is more of a question it involves the master schedule, learning and funding is not necessarily.
- B. Allen - there is some scheduling and placing for students in secondary. The law says that all students have a right to learn English, using content area strategies and teachers teaching appropriate materials and that they are able to prepare. B. Allen or do you mean that students are pushed into classes for integrated classes.
- A. Withers. - It can get very hard.
- Grant HS student Andres Flores – I have been talking to teachers, students and how they are being pushed out. I went to the meetings and saw what the teachers are teaching students and I honestly was not impressed.
- A. Withers - that is excellent observations and excellent questions.
- Para-Educator Bil. M. Mandario - Bilingual Para Educators are not being trained with what the teachers are so that we can help support our teachers.
- Mr. A. Whither - I want thank you all that gave some input for the LCAP and what is the School Climate, thank you for all the great feedback and conversation. I will be back in February 6, 2020. Thank you very much.

II. EL Master Plan Draft/Sample Presented to DELAC Committee for Review and Feedback

III.1. B. Allen and A. Becerra presented the draft to the DELAC Committee/attendees for an opportunity to look at share the draft the purpose is to ensure that our English Learners are provided rich, meaningful, and highly effective programs preparing them for college, career, and civic participation. Compared 2017-2019 Master Plan this one only has 45 pages compared to the old master plan 200 plus pages. The new EL Master Plan is much more user friendly with just enough information but not too much. It has six Chapters. We are presenting this to you and would like your feedback on the introduction. The focus is at District and State Level and how we are preparing our student s for college and everything we do how it has to be related to the three focus areas Unparalleled student achievement – Engagement & Outreach – Organizational efficiency & effectiveness.

III.2. **Introduction of EL Master Plan** - Please take a look at the handout that you have please read and give us your input after you have reviewed the draft of the EL Master Plan. What are your questions we have the older version available is still on the web site and once we finish and get the approval of the new Master Plan it will be posted on the website once its completed for all to view. Reading about the budget cuts is Title III Funds is only for our EL students and not for other things. Please take a few minutes to look at the sample of the EL Master Plan and share with your group.

III.3. Why does this Plan matter. Goals of our District Positive School climate and how to see 50% ELA & Math and 55% A-G college readiness, 20% of California TK-12 grade are EL Students (25% in TR), 42% of CA students speaks speak a language other than English at home.

III.4. California Roadmap signals that serving EL learners is a central responsibility of each educator and that Language is foundational to learning and development in all students. There are 1,582 Long Term English Learners.

III.4.A English Learners in Twin Rivers there are 25% of our TR students populations are English Learners 5,782 student's totals. District wide there are approximately District-wide 4,104 reclassified.

- Parent T. Barragan my question is why aren't more students not being reclassified?

- Parent R. Segura I have a question what can be done in regards to a student who have always attended the same school from preschool to 2nd grade and then had to leave in an emergency because his mother had died and he came back right away but now there is no room at his school and is being sent to another school where he has no support, friends, etc. He is very emotional and has a lot of anxiety. Why can the Principal make an exception?

- Para-Educator Bil., M. Mandarai - Usually the student has to want it and in the majority of our students, mind-set and their parents will advocate for them to not take the test. It is true I have family that the parents will do what the student wants.

- A. Lopez (Grant HS Student) asked so is it the overall score or can you have a level 2-3?

- A. Becerra responds No you have to have a Level 4 to qualify to be reclassified. Thank you, these are all good questions.

- B. Allen. Let's look at the SBAC District Data / SBAC del Distrito only about 8.85% of EL student are passing as you can in the graph only about the 8% or 9% are passing the SBAC are passing which is grave but if you see how many are reclassified are passing at 61.6% which is higher than the main stream students, is very high. Graduation, drop out, A-g a reclassified with and they are monitored for four years.

Chapter 1 - Parent involvement, community, and the notifications you receive are all part of this plan

Chapter 2 - Initial Identification English Learners and Program Placement language is the first way we assess a student's into determine if they are an English Learner. The language survey and how do we support them and what is the name of the test ELPAC Initial if a young person takes the assessment it is very import that the ELAPC exam identifies what level the student is followed by a parent notification letter and if you have any questions contact. A. Becerra.

Chapter 3 – ELD Instruction (Elementary and Secondary), Professional Development, and Programs Summer School and DLI, (PPT Look for details) B. Allen Programs available - info from PPT like English Proficiency, Academic Instruct, NDI, RSI,

Chapter 4 - Reclassification: Criteria, Process, California Seal of Biliteracy.

Chapter 5 - Overview of Funding for Title III Federal and Title III Immigrant Students, Title I Part - A Federal Funding, State Funding; Local Control Funding Formula

Chapter 6 - Evaluation of English Learner Program: Program evaluation, Goals, Evaluation questions, Assessment Database.

B. Allen and A. Becerra - It is very important to listen to you because you are the voice for our students and us. The key factors to success is increase in graduation rates, more students meeting the A-G Requirements, Career and College ready, Language opens the door to choice and opportunity. We are together in this plan.

The meeting was adjourn at 7:37 p.m.