



I. Welcome and Introductions

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

I.1. **Introductions** - A. Becerra did the introductions of attendee's by site represented Jennifer P. – Frontier, Iris -Hillsdale, Claudia M. – Johnson, Rosa S. – Johnson y Grant HS, Maria P. – Johnson, Martha L. - Grant HS, Jovigilda S. - Grant HS, Melvin A. - Babcock, Fatima - Babcock, Jorge C. – Castori, Josefina E. – Fairbanks, Michelle D. – Rio Linda HS.

I.2. **Review of November 7, 2019 DELAC Minutes** – Alberto asked the parents to take a few moments to go over the minutes. Please take a few minutes to look at the minutes and let us know what you think and or not agree with? All in agreement of approved the minutes - Approved.

I.3 **Review Norms** –Respect others opinions, be respectful – be mindful, no side talking, leave cell phone alone, Presenter needs to be mindful of time and don't go off tangents.

II. **Review of District Data and Needs Assessment** – Presented by Alberto Becerra & Bradley Allen Purpose to provide an overview of the EL Data and give the DELAC committee an opportunity to discuss. This section was presented by Alberto Becerra, parents were allowed to look at the data collaborate and comment as a group. EL Department Goals by August of 2022-23, implement ELA Curriculum and coaching model to increase ELA achievement by 5%. By June 30, 2020, the total percentage of LTEL Long Term English Learners will reduce by 2% annually. A graph you see here is the TRUSD Demographics 2019-20, 2018-19 by Race & Ethnicity Groups enrollment for 2018-19 was 27,899, and in 2019-20, it was 25,903. Please see list of handouts below: Purpose to provide an overview of the EL Data and give the DELAC Committee an opportunity to discuss district EL programs and complete a needs assessment for district programs. A. Becerra presented the question to parents; our connector today is based on the following question; **“If you could improve one of the programs in your child’s school, what program would you choose and why?”** Please take a few minutes to view as a group and fill out the questionnaire and share among each other at your table and if anyone would like to share?

II.1. – Table 1 J. Camacho asked, “Why don’t they have more help for students that need it like ones that have IEP, they should have a teacher’s assistant.” Table two - M. Flores Grant HS ELAC representative shared that her son whom is reclassified and he has been given the opportunity to help classmates in mathematics in the afternoons a couple days a week with the teacher supervising and supporting. It is very rewarding for him but I think it would be nice if these students (that help with tutor) could get a special recognition too. Table 3 - Michelle Deleon - Getting more support in tutoring for students also commented she remembers being able to go to the sites and help with tutoring after school through SAC State College. Table 4 - Maria P., commented what about support for the Newcomer students whom seem lost in the classroom like having the BP’s give more support to those students. A. Becerra that Mr. Withers will be presenting on LCAP and this is exactly the information that our district wants to know what programs are important for our students. A. Becerra and Brad Allen also commented on the importance not to separate the Newcomer Student so that they feel a part of the class and learning they evolve much more if he is in the class versus being pulled or separated from the class. It is important that you note and write that on the form you have. You will have an opportunity now to look at your site total school enrollment with SDC and Total ELS enrolled.

II.2. **School Data** - Please see the School Data in the handouts below. We have over 40 languages that are spoke by our students. We do have agencies that help with supporting in those languages. EL Demographics in the primary grades are the ones in our district. English remained the same at 57.74% to 57.75% then Spanish increased from 29.58%-30.02%...with a 5% increase. Please also note that the graduation rate of reclassified students is higher all other students- (94.4% vs. 84.9% in 2018-19). Dropout rate less than other (4%). A-G Requirement: Reclassified (46.2%) only 8% for ELs. 2018-19 ELPAC Overall Performance Levels of 5,872 EL’s 11% or 646 met level 4 criteria these students will be considered for reclassification in 2019-20 if they met other criteria like the SBAC, Benchmark Assessment, and Grades. Let us look and see which levels do we see has the highest percentage of students Levels 2 and 3. Which grade has the highest number of Levels 4 and Level1? English learner at risk of becoming a long-term English Learner? As you can see from the data above, we want our students to reclassify because reclassified students out perform all other students. We want to avoid students becoming LTEL (Long Term ELS). We have 1583 (5,872 ELS) LTELS in our district is 27% LTELS. Whish grade level or levels do we have the greatest amount of LTELS? Grades 7th, 6th, and 8th respectively. B. Allen commented that an EL student shouldn’t be Michelle Deleon asked so let me see if I’m reading this right? EL in the school is 178 and then At Risk is at 152 and then LTEL the 149 don’t add up. The numbers don’t add up. Alberto then says that they will have to take a good look at how the EL and the At Risk along with LTEL do not add up to the total of 178 it surpasses it. What about the Site student number ELs vs the LTEL (five year or more) Brad says normally the normal time is by 4-5 grade they should be reclassified and it doesn’t happen, but as you look at the handouts now and you can see by site the totals of EL students in your school.

II.3. 2019-2020 ELD Placement Guide for 9-12 Grade – Internal

II.4. 2019-2020 Potential Reclassification Student Totals Needs by Site Data

II.5. 2019-2020 Reclassified Fluent English Proficient (RFEP) Monitoring Totals/Data

II.6. 2019-2020- EL's at risk of becoming Long Term English Learners LTEL by Site Data

III.1 DELAC Recommendation Activity –

What might be some recommendations to improve student achievement in the following focus areas? Professional Development * Effective Classroom Instruction * Intervention beyond the regular school day and other supports * Monitoring of student progress * Building Parent Capacity and Partnership to Support the Academic Achievement of ELs.

III. LCAP Revision and Engagement – 2019-2020 Timelines and Title III

Presented by Mr. Andrew Whithers, director of Special Projects please take a few minute to take this evaluation on the programs in our school and in our district departments to see what works at the site and what does not and also at the district level too. Not just the departments but as a district as a whole that it is important to give input to see what is important to English Learners and collect information from you our DELAC Team take over and assist you. I'll be here if you have any questions.

III.1 Thought Exchange - A. Becerra presented in Spanish presented in Spanish. Look at the handout that we gave you earlier but this time this is available survey is for LCAP please take some times to fill it out at this time. How can we 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. Like Tutoring, what is working and what is not working in our district this is important for us to fill out this survey on line we will help you 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.

B. Allen and A. Becerra – Last we have CABE coming up in April the week of the 8th to the 11th. We do have some available spots to go so if you do have or would like to go please get in touch with Alex Pina and she will give you the information.

Questions or Concerns?

Meeting adjourned at 10:40 A.M., next meeting ~~April 2, 2020 at 6:00 PM~~. Changed to May 7, 2020 1:00 pm -3:30 pm.