

A. Welcome and Introductions

- A.1. Mr. Becerra welcomed everyone and introduced them to the ELSD staff, Dr. Susana Ramirez, Dr. Jisel Villegas, Mr. Andrew Withers, Director of Special Projects Department, Mylo Lee, Alex Pina, Carmen Alaniz (Spanish interpreter) and Xue-Si Cha Thor (Hmong interpreter)

B. Approval of the Minutes

- B.1. Mr. Becerra had all in attendance review the DELAC meeting minutes from October 4, 2018.
B.2. Parent L. Gutierrez asked for clarification about moving DELAC meetings to the morning. Mr. Becerra clarified that meetings will alternate between mornings and evenings.

C. Establishment of district programs, goals, and objectives for programs and services for ELs

- C.1. Mr. Becerra reviewed English Learner Services Department programs and supports provided to students, district personnel, families and community members
C.2. CAFE (California Association of Bilingual Education)
C.3. 2018 Accountability Leadership Institute (ALI) for Title III
C.4. Houghton Mifflin Harcourt's (HMH) *English 3D*, Pearson's *iLit ELL*
C.5. K-6 Dual Language Immersion (DLI) professional development
C.6. Sobrato Early Academic Language (SEAL) model for Pk-3 grades
C.7. Integrated and Designated Instruction, English Language Arts (ELA) / English Language Development (ELD) framework and standards
C.8. English Language Proficiency Assessments for California (ELPAC) trainings
C.9. English learner (EL) Subject Area Committee (SAC) professional learning committee for EL site contacts and School site principal professional learning
C.10. English learner summer school program
C.11. Technical and academic support (headsets, computer carts)
 C.11.1.1. Newcomer Digital Initiative is a program that lends a laptop with English acquisition programs to recently arrived (12 months or less) students to the U.S in 2nd – 6th grades.
 C.11.1.2. Imagine Learning for all English learners district-wide
C.12. Cultural awareness professional development
C.13. Bilingual Paraprofessionals, Academic Intervention Specialists, Bilingual (AISB), Translator Technicians

D. Title III Addendum Review presented

- D.1. Special projects worked with the English Learner Services Department and the Title III Addendum was Board approved on November 23, 2018.
D.2. Mr. Wither shared the Title III Addendum
D.3. Parents presented the following:
 D.3.1. Oakdale parents would like English classes for parents in order to help their children with their homework
 D.3.2. Johnson parents expressed concern about not having a teacher to teach English and GED classes
 D.3.2.1. Alberto Becerra is the department contact person for interest in adult English classes. Alberto will follow up with schools represented today.
D.4. What are we going to do to ensure success of English Learner Students? Increase English Language proficiency.
D.5. How will we insure? – By providing support in program such as DLI, SEAL, ILiT, Integrated & Designated Instruction, ELA/ELD, etc.
D.6. DELAC meetings are designed to increase English learner learning and to make sure the staff has the tools to learn and teach the student. Especially immigrant students we want them to stay and to feel a part of our community and we want them to stay and not leave. This is what the LCAP and ESSA programs ensure.
D.7. Parent question – Is this in regards to the addendum but we have a current LCAP, right? What is the oversight if it is not a requirement to be in compliance?

Response by Mr. Withers - Yes, to clarify we do have a current LCAP; all California Districts were affected by this delay because of the Legislation so the requirement is ESSA. This year we did have to do the LCAP and it is why we have the addendum. The matrix and measurements are still in compliance and this was not a TRUSD decision but a legislative decision.

D.8. Parent question B. Ruiz –, or take this to the community.

Response by Mr. Withers - We will be taking to the sites and the community. The compliance portion is still being honored and there was a compliance due date the July 1.

D.9. Parent B. Ruiz - Will the auditors be making a presentation to the parents of their findings? If there is no accountability then why should parents get involved if there is no pressure?

Response by Mr. Withers – The auditor’s findings are to ensure that there is compliance and students’ needs are being meet. School sites and parents will be helping with information. We have some parents from the schools under review here that are on the list for the auditors to speak to Mr. Withers noted that there was representation from Foothill Hs, Grant, Norwood, Madison, Orchard, Woodridge selected by the state. Mr. Withers offered to return on a different date to give them feedback and information regarding the findings from the state in regards to compliance and guidance present at the school sites and students. Mr. Withers suggested coming back in late February or March to share the findings and to answer questions.

D.10. Parent A. Mendoza from Johnson: The parents would like to receive their diploma but ESL classes only have substitutes that are not qualified to teach us.

Dr. Ramirez offered to reach out to the Adult ED. She shared that the ELSD has some funds available for ESL Classes. She shared that Alberto Becerra would get in touch with their principal and see what is that is capable of servicing.

D.11. Parent B Ruiz - I think the LCAP is a perfect opportunity for auditors to hold the district accountable.

Mr. Withers responded by stating that the district office was held accountable. He reminded them of 600 plus parents who participated on an Online survey on what they wanted and felt was important for their students. He clarified that what had changed was the LCAP addendum for Title III was submitted. He reiterated that there was total accountability.

D.12. Mr. Becerra explained how getting involved in ELAC, workshops, etc. was crucial and beneficial to support and help students succeed.

E. CABE

E.1. Dr. Ramirez reviewed CABE parent participation methodology.

E.2. The English Learner Services department allocated approximately \$35,000 to send one parent from every site. Additionally, each site has been allocated Title I moneys for sites to send additional parents of EL students. A memo went out to sites regarding the CABE parent criteria to attend the conference.

E.3. Parent comments that she felt it was unfair that parents who are involve cannot attend CABE. Mr. Heriberto shared that there is a CABE Regional Conference coming up in January 2019 in Sacramento.

E.4. Sonya Lewis is the person responsible for registering parents for CABE.

E.5. If there is low parent interest to

F. Review and comment on the LEA’s parent written notification

F.1. Dr. Villegas reviewed the following parent notification letters

F.1.1. Initial ELPAC To Be Tested Parent Notification Letter

F.1.1.1. This letter is mailed out to parents/guardians prior to students being assessed with the Initial ELPAC

F.1.1.2. Discussed the Home Language Survey and what triggers students to be tested

F.1.1.3. Discussed who is a newcomer – student in the U.S. less than three consecutive years. If the student leaves the U.S. then the newcomer status starts all over.

F.1.1.4. Discussed the two ELPAC assessments and timelines

F.1.1.4.1. Initial Assessment

F.1.1.4.1.1. Given to students new to a California school, and

F.1.1.4.1.2. The first three questions on the original home language survey need to indicate a language other than English

F.1.1.4.1.3. Can only be taken once

F.1.1.4.2. Summative Assessment

F.1.1.4.2.1. Given to English learner students between February – May until they are reclassified

F.1.1.5. Mr. Heriberto gave out a handout of the Parent Guide to Understanding the ELPAC.

F.1.2. Initial Parent Notification Letter Federal Title I or Title III and State Requirements

F.1.2.1. Mailed within 30 days of student enrollment

F.1.2.2. Identifies whether the student is an English learner or Initial Fluent English Proficient

F.1.2.3. Provides parent/guardian with official overall scores for the Initial ELPAC assessment

F.1.2.4. Provides parent/guardian with English learner program options

F.1.2.5. Reviewed the Exit or Reclassification criteria

F.1.2.6. Reviewed graduation requirements

F.1.2.7. Reviewed the language acquisition program options (Structured English Immersion and Dual Language Immersion offered at three sites)

F.1.2.8. Reviewed how to request a language acquisition program

F.1.3. Annual Parent Notification Letter: Federal Title I or Title III and State Requirements

F.1.3.1. Mailed within 30 days of student enrollment

F.1.3.2. Reviewed language assessment results for Summative ELPAC

F.1.3.3. Reviewed who is a long-term English learner – a long-term English learner is a student who has been enrolled in U.S. schools for more than six years, who is not progressing toward English proficiency, and who is struggling academically because of their limited English skills.

F.1.3.4. Reviewed who is at-risk of becoming a long-term English learner - an English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the U.S. for four years, scores at the moderately developed level or below on the ELPAC and scores standard nearly met or standard not met on SBAC ELA.

F.1.3.5. Reviewed what it means for a student to be on an Individualized Education Program (IEP).

F.1.3.6. Reviewed Exit or Reclassification Criteria

F.1.3.7. Reviewed the ELA and Math Academic Achievement Results or Smarter Balanced Assessment Consortium (SBAC) score results.

F.1.3.8. Reviewed graduation requirements

F.1.3.9. Reviewed the language acquisition program options (Structured English Immersion and Dual Language Immersion offered at three sites)

F.1.3.10. Reviewed how to request a language acquisition program

G. Review and comment on the Local Education Agency's Reclassification procedure

G.1. Reclassification window to review students will open in November

G.2. The ideal grade to reclassify is 4th grade if student in the U.S. school system since transitional kindergarten or Kindergarten.

G.3. Programs such as DLI (Dual Language Immersion available at three sites) offered at three sites.

G.4. Parent asked about special accommodations for student on active IEP who is also long-term English learner.

G.5. Response: There can be special accommodations for testing but they need to indicate on the IEP.

H. The meeting was adjourn at 7:34 pm.