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YOLANDA VALDEZ  
Superintendent  
CRAIG DRENNAN  
Assistant Superintendent

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District English Language Advisory Committee (DELAC)  
Lobo Room  
October 9, 2019  
4:30 PM

**DELAC: Member:**

Amelia Fausto  
Gladis Vargas (Rodriguez)  
Martina Buenrostro  
Consuelo Benavidez  
Erika Carmona  
Alma Iglesias

**Site Representing:**

Palm Elementary  
Golden Valley Elementary  
Cutler Elementary  
El Monte Middle School  
Orosi High School  
Alternative Education

**In Attendance:**

X

**Other Attendees:**

Leticia Treviño, Director  
Janet Corona, Dual Immersion and Preschool Content Coach

**Call to Order**

**a. Welcome and Introductions 4:48pm**

**b. Public Comments**

**Review and Advise: Approval of Agenda and Previous Meeting Minutes (September 3, 2019)**

Gladys motioned to approve the minutes from the last meeting and Mrs. Trevino seconded.

**Review and Advise: DELAC Review & Data**

Mrs. Trevino reviewed ELPAC data and explained how the amount of students who have been reclassified has increased. Students in upper grades are focused more on comprehension and achievement on ELA classes. Gladis stated that students in higher grades get tired of reading. The focus should be more on quality of reading assignments and not the quantity of material that needs to be read. The color coding of the charts was explained and how it aligns to the ELPAC levels. The data shows that the majority of students fall in the green band or a level 3. The data helps inform teachers instruction and where the focus should be. Students need to do the majority of the talking. In order to become powerful communicators, students need to practice the language. English learners need these opportunities to practice language.

**Review/Advise/Approve: Community LCAP Forum**

**Review and Advise: Initial Testing - Scores Reported**

**Review and Advise: Reclassification**

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## **Review, Advise & Approve: Instruction Integrated vs Designated**

Designated ELD is based on the ELD standards. Students deploy to receive instruction in their appropriate level. Teachers receive professional development in order to provide students with appropriate instruction. Part of the PD at the start of the school year focused on ELD instruction. The data shows that we need to focus more on English learners. Gladis agrees that EL need more support. She gave an example of her child Ryan. Part of what prevented him from being reclassified was in the area of reading. Ryan struggled with academic vocabulary and understanding domain specific content. A lack of keyboarding skills and inputting answers on time may also be a barrier. For this reason, students need to be exposed to computers in earlier grades. Mrs. Trevino explained to Gladis that the focus in integrated ELD is access to academic content to support students with the vocabulary and content. Gladis expressed her enthusiasm and appreciation for the Dual Language program and feels that it will be very beneficial for English learners. She feels that the Dual program will also help students be able to reclassify. Students in the upper grades may also need instruction in part 3 of the ELD standards which focus on phonics. Gladis feels that if she had received designated and integrated ELD instructions he would have done better. She has been volunteering in the Dual program and is impressed with the quality of instruction that students in the dual program are receiving. The last LCAP meeting was more about input for the community. Math scores: how are they doing in math? What support is being provided for students who are not meeting math standards. What are teachers using to teach math? Teachers use the curriculum and are using hands on activities and manipulatives for students to internalize the math content. Is it possible for the teacher to send home sample problems home so that parents can support their children at home. Maybe students can send completed problems sealed so students won't see the answers but for parents to have a model to follow to also use as a guide to help their children at home. Another option could be to have parent meetings that are standards based and grade level specific. She feels this would be beneficial for all students. A barrier is that some teachers don't speak their child's native language but maybe teachers could collaborate to create resources in Spanish for English learners. Gladis has mixed feelings about parents not being allowed on campus. She understands that it is for student safety but contact with her child's teacher is now limited and she feels parent teacher communication has decreased. Mrs Trevino explained she can come in if she has a pass. Glaidis explained that is voicing her concerns on behalf of other parents. Other parents want to be involved but now they feel it is limited. They want to be proactive and in contact with the teacher and not wait until their is an issue with their child. Gladis would like to voice her opinion at the next board meeting to speak on behalf of other parents. Clarification was provided on how students needs are being met for English learners who are close to being reclassified. Teachers are required to implement research based strategies that support English learners.

## **Closing - Thank all for their attendance**