



**DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE (DELAC)**

**Meeting Location: Virtual Meeting**

**Date: March 1, 2022**

**Time: 5:30-6:30 PM**

**Minutes**

- I. The meeting was called to order at 5:30PM  
 Attendees: Sonia Franco (River), Adriana and Joel Carillo (River), Erandy Hernandez (River), Sandra Cortez (Pacific), Elsa Alfaro (River), Sara Arevalo (Empire), Teresa Nieto (River), Debbie Familiar (Harbor), Carlos Flores (Pacific), Johana Solis (River), Juan Ramos (Pacific), Deneb Alejandro (Pacific), Alberto Castañeda (River), Andrea Calderon(River), Kim Bagby, Anna Ornelas, Lilly Miranda, Ana Celis

Purpose of District English Learners Advisory Committee (DELAC)

- Roles and Responsibilities of DELAC

To advise on:

	1.	Development or revision of a district master plan of education programs and services for English learners.
	2.	Conducting a district-wide needs assessment on a school-by-school basis.
	3.	Establishment of district programs, goals, and objectives for programs and services for English learners (e.g., parental exception waivers, funding, LCAP).
<b>X</b>	4.	Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
	5.	Administration of the annual language census (e.g., procedures and forms).
	6.	Review and comment on the district's reclassification procedures.
	7.	Review and comment on the written notifications required to be sent to parents and guardians.
<b>X</b>	8.	Review EL data and LCAP Actions and Services

- III. Reports - Minutes of January 25th meeting

IV. New Business

- Plan for teacher/aide requirements  
 Teachers and instructional aides must be properly certified in order to serve EL students. Teachers who are not certified but have EL students must sign an agreement that they will participate in professional development to become authorized within two years. Their attendance in professional development activities will be monitored to ensure they are completing their training. We work closely with the Instructional Support and Professional Development department to provide professional development opportunities for teachers and aides so they can gain specific skills needed to work with EL students. We also work closely with the enrollment department to ensure EL students are placed with credentialed teachers. Committee proposed no changes.

- Review EL data and comment on plan

## Reading

Show Results By		
English Learner		
Showing 2 of 2		
English Learner	Annual Typical Growth ⓘ	
	Progress (Median) ⚡	% Met ⚡
<b>Yes - English Learner</b>	51%	34%
<b>No - English Learner</b>	65%	40%

## Math

Show Results By		
English Learner		
Showing 2 of 2		
English Learner	Annual Typical Growth ⓘ	
	Progress (Median) ⚡	% Met ⚡
<b>Yes - English Learner</b>	46%	29%
<b>No - English Learner</b>	58%	32%

In Reading there is only a 6% difference between EL students and non EL students who made a year's growth in half a year. The average EL student made half a year's growth (51% of a year's growth) in half of a year, while the average Non EL student made slightly more (64% instead of 50%) than a half a year's growth in half of a year.

In Math there is a 3% difference between EL students and non EL students who made a year's growth in half a year. The average EL student almost (46% of a year's growth) made half a year's growth in half of a year. The average non EL student made slightly more (58% of a year) than half a year's growth in half of a year.

There is more of a gap between English Learners and Non English learners in math. This is typical. ST Math helps students with Math, but some students might need extra support in ST Math. Committee proposes that we contact ST Math trainers to work with staff.

### V. Public Comment

What is working well ?

Parents stated one on one help at home and in school has been the biggest help. Tutoring, homework packets, receiving homework packets ahead of time, ST Math and Lexia has also helped.

- VI. Questions, Comments, Recommendations, Sharing Best Practices at Sites  
Parents recommended using iReady and ST Math daily to increase achievement in Reading and Math. Make learning fun. For example, use music to help students memorize. Also if a student has a disability, focus on addressing the disability first and the rest will follow.

Administration will share these recommendations with Principals at their next meeting.

- VII. Meeting was adjourned at 6:31PM

**Next Meeting:  
April 26, 2022  
5:30 P.M.  
Zoom Meeting**