

District English Learner Advisory Committee (DELAC) Minutes

Woodland Joint Unified School District
 English Learner Services Department
 435 Sixth Street, Woodland, CA 95695
 (530)406-3246

Date: October 4, 2021 Time: 6:00 p.m. – 7:39 p.m. No. of Attendees: 18 Parents, 0 Principals, 3 District Personnel,
0 School Site Personnel

SUMMARY OF DISCUSSION / ACTION

Topic: Facilities Master Plan Focus Group, ELPAC Test Update, 21-22 Title III Plan Budget	By Whom:
<p>I. Meeting called to order: 6:00 PM</p> <p>II. Welcome / Attendance: Parents: Beamer: Alejandra Suarez, Marisol Sanabria; Dingle: Miriam Arteaga, Jocelyn Huerta, Rocio Martinez, Aracely Oliva; Freeman: Georgina Ruelas; Gibson: Fabiola Junez; Maxwell:X; Plainfield: Teresa Ponce; R. Tafoya: Yesenia Perez; Whitehead: Griselda Alvarez; W. Prairie: Rocio Velez; Sci-Tech: Estela Morales, Adela Martinez; SpringLake: X; Zamora: X; DMS: Magdalena Alamilla, Sonia Cadena; LMS: X; CCHS: X; PHS: Blanca Perez; WHS: Maria Gutierrez Personnel: Beamer: X; Dingle: X; Freeman: X; Gibson: X; Maxwell: X; Plainfield: X; R. Tafoya: X; Sci -Tech: X; Spring Lake: X; Whitehead: X; W.Prairie: X; Zamora: X ; Douglass: X; Lee: X; CCHS: X; PHS: X;WHS: X; Other: Andrea Pippin, Anthony Harris; DO: Maria Orozco, Miriam Soltero, Brandon Killion</p> <p>III. Approval of the Agenda for October 4, 2021 and Minutes for May 17, 2021: <u>Rocio Vélez</u> made the first motion to approve the agenda, <u>Blanca Perez</u> made the second motion to approve the agenda. <u>Teresa Ponce</u> made the first motion to approve the minutes, <u>Maria Gutierrez</u> made the second motion to approve the minutes. The motion was approved by unanimous vote by all.</p> <p>IV. Old Business / Topics: None</p> <p>V. New Business / Topics: A. Facilities Master Plan Focus Group: Anthony Harris shared a slideshow to go over the Facilities Master Plan with the DELAC focus group. After presenting the first few slides, Mr. Harris asked if there were any questions. PQ: PHS Will this master plan be implemented at all schools in the district or only at some? Mr. Harris replied that this involves all schools in the district including all maintenance offices and departments. The 20 sites where maintenance will take place are indicated on the calendar. PQ: PHS There are sites that have more needs or where the cost is more expensive. Do you have a budget for each school? Mr. Harris replied that they do not manage the plan according to budget. We identify deficiencies and areas for improvement as well as areas for change. The projects will be prioritized by need. It is a process that will be shared at the community meetings, each school site will decide what is most important. That information is collected and all the site needs are presented to the board of directors. They decide which projects are the priority, this is not necessarily at every site. PQ: Prairie So the master plan is based on the</p>	<p>Sonia Cadena - President</p> <p>Sonia Cadena - President</p> <p>Anthony Harris / Associate Managing Director</p>

PQ - Parent Question

PC - Parent Comment

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emergencies of each site? It is a combination of needs and wants that you may have. This will help deliver the district's school program. This program not only seeks to improve building facilities but also education. **PQ: Prairie** So principals and schools decide what is most needed, for example chairs or a focus on education? Yes, for example, they are going to prioritize whether the bathrooms need maintenance because they are too old or if a covered area for the students to eat lunch is needed. **PQ: Prairie** Have you been working on this type of plan for many years? This plan is for each district, they hire our services if they wish, not all districts have a master plan. Usually, when the district raises funds and passes a bond, a master plan is already made to know where the money will be spent. After these questions, Mr. Harris went on to explain the purpose of the meeting and provided an opportunity for parents to ask questions and share comments on the following topics:

What are the goals and aspirations for the EL programs?

PC: Douglass That students have a safe place to be at school. That the school is prepared for whatever event may occur. That the principal be prepared to handle fights at the schools, because these distract the students. They are scared of those who bully them or wait for them to fight. Teachers and principals should be trained to handle physical disturbances. **PC: Beamer** I would like there to be support for English learners to be reclassified in less time. Maybe after-school classes to support students and for teachers to receive better training to reclassify students faster. That students with IEPs are supported with services and resources. Students who have not been reclassified need more support to do so. **PC: Prairie** We want our students to meet the goals to reclassify soon and speak fluently. That there is a program based on the needs of each student. **PC: Plainfield** I think the older the student, the less important it is to that student to be reclassified. We want all students to obtain the seal of biliteracy. **PC: Woodland High** For students to be evaluated more frequently instead of just annual exams, this to identify their needs early and provide them with support.

Highlight the positive aspects of the EL programs.

PC: Woodland High One of the very positive things is that the students are bilingual and obtain the seal of biliteracy. **PC: Prairie** The 30 minutes of ELD given to students is very good for them.

What are the areas in which EL programs could be improved?

No comments.

How do facilities at the various school sites support or hinder the implementation of the EL program?

PC: Dingle Do not allow people with dogs on campus after school. People don't respect signs and students step on feces when they are on their way to class. **PC: Beamer** That ELD classes have fewer students because this hinders learning. Let there be a teacher's aide for students to get more one-on-one learning to see bigger progress in them. **PC: Gibson** Keep the water fountains clean because the water is dirty. To find out if they are tested for lead.

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<p>Discussion</p> <p>PC: Douglass To maintain full-time English Learner Specialists. Sometimes they are shared between two schools. PC: Dingle It is good that they are giving them more opportunities to read with English and Spanish books to take home. The teacher gave them an evaluation to see how they are progressing.</p> <p>How would you define success for the master plan?</p> <p>PC: Beamer For the district to invest in funds to support everyone equally. I feel that students with IEPs do not have the same support that other students receive. It would be a success if all families are valued and supported. PC: Prairie For students to be fluent in English to achieve reclassification. PC: Dingle Success would be equality at all schools without competition. PC: Pioneer Equality in all races. That all the goals that have been stated are met taking into account everyone including parents, students, teachers, principals and all staff to all move in the same direction, that would be success. PC: Douglass Success would be that no student is left behind and that the goal is for all to graduate from high school. PC: Gibson To be successful would be to receive constructive criticism and to have everything for educational success. PC: Plainfield That priorities favor students and that more students are reclassified. Mr. Harris shared that there would be a meeting on Wednesday, October 6th with the facilities master plan committee. In November there will be meetings in English and Spanish with the city council. There they will express their thoughts and comments in another way. There, diagrams of each school will be presented with comments and questions that have been collected. Parents will review the report to see if it is correct or if something needs to be changed. PQ: Beamer Are you going to keep us updated on these meetings? Mr. Harris answered yes, the district and school principals will let you know. We are still working on a plan to get this information to you because we want as much participation as possible. The success of this plan is participation. A questionnaire was sent to parents and students in English and Spanish and we received feedback in the form of opinions and comments from 1,800 students in grades 4-12, this is what informs the process.</p> <p>B. ELPAC Test Update: Brandon Killion informed parents that as a district we have now completed Initial ELPAC assessments. We tested a total of 265 students across our schools in grades TK-12. The Summative ELPAC testing window will open in February and EL students will be assessed before the school year ends.</p> <p>C. 21-22 Title III Plan/Budget: Maria Orozco shared a slideshow to review the Title III budget. She shared with parents how Title III funds will be used to support English learners. There was an opportunity for parents to ask questions or provide comments. No comments/questions. See handout.</p> <p>VI. Open Forum: PC: DMS Mrs. Cadena shared with the committee that she was</p>	<p>Brandon Killion/ EL Services TOSA</p> <p>Maria Orozco/ Director of Equity and Access</p> <p>Committee</p>
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<p>selected to the meeting that will be held with Mr. Anthony Harris this Wednesday. PQ: PHS Why are there so many changes of principals between schools? Mrs. Orozco explained that there are not enough applicants for many positions and that it is necessary to make these moves to cover these positions. PQ:PHS Are there applicants for the new superintendent position? Mrs. Orozco gave parents information about the hiring and recruitment process. Parents gave feedback and shared that they would like Mrs. Ortega-Lampkin to stay as the permanent superintendent.</p> <p>VII. <u>Review Calendar:</u> The next meeting will be <u>on November 1, 2021 at 6 pm.</u></p> <p>VIII. <u>Adjournment:</u> The meeting was adjourned at 7:39 pm</p>	<p>Sonia Cadena - President</p> <p>Sonia Cadena - President</p>
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Legal Requirements:

<input type="checkbox"/>	DELAC Committee Training: Requirements, Roles and Responsibilities	<input type="checkbox"/>	<i>EL Program, Prop 58 and Resources</i>	<input type="checkbox"/>	<i>Annual Language Census (R-30 Report)</i>
<input checked="" type="checkbox"/> 10/4/21	Establishment of district program, goals and objectives for EL programs and services Per EL Roadmap	<input checked="" type="checkbox"/> 10/4/21	Development of District Master Plan / LCAP / EL Roadmap	<input type="checkbox"/>	District-wide Needs Assessment School-by-School
<input type="checkbox"/>	Review and Advice on CARS Application	<input type="checkbox"/>	Development of a Plan to Ensure Compliance with Any Teacher / Teacher Aide Requirements	<input type="checkbox"/>	Review Written Parent Notification and Reclassification Procedures

**Topics not required by FPM*

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