



### Welcome and Introductions

Mr. Alberto Becerra and Dr. Jisel Villegas, Director of Services for English Learners, began the meeting by reviewing the reminder of the Zoom webinar rules. He went through the instructions on how to navigate the Zoom screen, typing the name in its image box. You can also mute the sound when you are not speaking into the microphone. Actively participate, use the chat box or use the interpreter to ask questions, etc. We expect kindness and respect.

Alberto Becerra thanks everyone for his or her participation in the meeting. Participant Presentations and Sites Represented - Las Palmas Elem., Smythe Elem., Smythe 7-8., Grant HS, Rio Linda HS.

**Agenda** presented for the evening.

[Review the Minutes](#) - Alberto please click on the link of the minutes from the DELAC meeting of March 11, 2021 found in the chat box for everyone to review and asked if there were any comments or questions; none were observed. Everyone in agreement.

**Consolidated Application Reporting System (CARS) & LCAP Actions 2021 Reporting 2020-21/Application 2021-22 Presentation** – Mr. Travis Burke, Director of Special Projects presented the LCAP and the CARS. What is CARS? Tool used by school districts to apply for categorical funds through Consolidated Application reporting System it is a process with several collection of windows that involves data and budget expenditures. Budget Services, presents at DELAC twice a year, once in the Winter to gather your input on EL Programs and then at the end of the year. Today we are here regarding the application that is due in June for next year. Twin Rivers Unified School District will be requesting funds from the state through CARS for the following programs: Title I, Title II and Title III, and Title IV. There are two different Title III programs. We will need a signature from a DELAC member on the application once it comes out.

**CARS - Title Programs** that are provided in Twin Rivers USD – Tool used by school districts to apply for categorical funds through a consolidated Application Reporting System. CARS is a process with several windows of collections from Data and Budget Expenditures. **Title III-LEP** enhance instructional opportunities to students with Limited English Proficiency. Federal Funds provided for programs and services for English Learners. Must be supplementary services as part of the language instruction program for LEP students. **Title III Immigrant** which this is for Newcomers.

**LCAP Title III Federal Addendum** – How will Twin rivers provide effective professional development? - Participation in CABE | Houghton Mifflin Harcourt (HMH), English 3D Program | Savvas, iLit EL Program | Integrated and Designated Instruction, English Language Arts (ELA)/ English Language Development (ELD) Framework and ELD Standards.

**How will the Twin Rivers implement effective programs and activities?** Newcomer tutoring and mentoring program | Dual Language Immersion Program (DLI) | Family and Community Liaison | Amazing Athletes after school program. -

**How will Twin Rivers ensure English proficiency and academic achievement?** Effective ELD instructional strategies rich in oral development | Teacher lesson plans will state language development goals and strategies for students |

**How will Twin Rivers promote parent, family and community engagement in the education of English Learners?** District English Learner Advisory Committee (DELAC) parents receive information about district EL programs and services and training | Our district and school sites also promote parent, family and community engagement through communication delivered through multiple channels | PIQE Workshops. -

**Describe all authorized activities chosen by Twin Rivers relating to supplementary services as part of the language instruction program for English Learners.** - TRUSD has created an immigrant student program with coordinated funding through the Refugee School Impact Grant and Title III, Immigrant funds. | Family and Community Liaison | Amazing Athletes | Tutoring and mentoring for Newcomer Students. – Per Title 5 of the California Code of Regulations sections (11308) if your district has more than 50 English Learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English Learners. At this time the district would need a parent that has been participating in DELAC (School Site Representative) name on the signature page. **Mrs. Rosa Segura, DELAC Representative** for Las Palmas Site will be the signature name.

**Stake Holder Opportunities** - Stakeholder Input on LCAP and Annual Review conducted throughout the year: Superintendent's Parent Advisory | District English Learner Advisory Committee | TRUE, CSEA & Police Services | Community Forum | At School Sites | Students (School sites, Expanded Learning & Superintendent's Student Advisory) | Additional input from Principals & District Staff. **Stakeholder Input Snapshot** - Maintain current goals and initiatives | Increase services for social emotional and mental health student needs | Increase counselors and site behavior specialists | Continue free breakfast and lunch for all students | Continue support for new teachers | Support for smaller class sizes | Continue technology support for parents and families | Increase focus on early literacy | Additional focus on Career

Technical Education (CTE) programs | Continue Visual and Performing Arts (VAPA) and VAPA teachers | Expand site student engagement events.

**District LCAP Goals** - 1. Improve Academic Performance and Decrease Disproportionalities | 2. Ensure All Students Graduate College/Career Ready | 3. Improving Culture and Climate through Increased Student Engagement | 4. Increase Parent Involvement | 5. Provide Facilities that are Clean, Safe and Conducive to Learning.

**Goal 1:** Improve Academic Performance and Decrease Disproportionalities Actions/Services: Professional Development for staff to implement key initiatives | Illuminate Assessment and Data | Kindergarten 20:1 districtwide class size ratio | Summer School Enrichment, tutoring and academic programs | Increased opportunities for mentorships, internships, articulation, & certifications  
Expanded Kindergarten School Day | Foster Youth Support | Academic ELD for Long Term English Learners  
| Special Education materials, supplies, and Professional Development | Multi-Tier System of Support for Sites | Positive Behavior Intervention and Support for Sites | Allocations to school sites | World Language courses | Behavior Intervention Coordinators | Dual Immersion Programs | English Learner services | Improve Academic Performance and Decrease Disproportionalities, Actions/Services: ELA Lesson Design Coaches | Central office support | Technology programs to support learning.

**Goal 2:** Ensure all Students Graduate College and Career Ready. Actions/Services: Funding to support Career Tech Education | PSAT for all 11th and SAT for 12<sup>th</sup> graders | What I Need (WIN) Academy blend of academic and engagement learning opportunities on Saturdays | High School mentorship programs.

**Goal 3:** Improving Culture and Climate through Increased Student Engagement Actions/Services: Duty Assistants to support site supervision | Transportation Services | VAPA Teachers (K-12) | Counseling Services | Vice Principals | VAPA Teachers to Support K-12 Arts Programs | Student Services Program Specialist | TRUSD Festival of the Arts | Activities Directors | Actions/Services: Access to academic activities, competitions, and athletics | Student Alliance Classes at Secondary Sites | Restorative Practices and Safe School Ambassadors | Police Services Support for Student Safety | Campus Safety Specialists | Additional Psychologist support for social emotional needs | Central Counselor for social emotional needs | Additional Counselors for elementary and secondary sites.

**Goal 4:** Increase Parent Involvement Actions/Services: Opportunities for parent engagement at the district level for items such as DELAC, Parent Spring Retreat, School Site Council, and other activities to help build capacity in parents and to learn and grow from their input | Parent Involvement Coordinator and Team of Support personnel to support programs such as Parent University and PIQE. | Community Liaison.

**Goal 5:** Provide Facilities that are Clean, Safe, and Conducive to Learning Actions/Services: Equitable support of facilities | Staff to support maintenance, custodial, supplies, contracted services, and equipment | Improvements to existing facilities for urgent needs | Technology enhanced classrooms and 1:1 Chromebooks | PPE and Facilities upgrades for COVID (Air Filters, Plexiglass, distanced desks, signs, hand washing stations).

Questions or Comments? Please contact Travis Burke: Director, Special Projects at [travis.burke@twinriversusd.org](mailto:travis.burke@twinriversusd.org).

**Seal of Biliteracy** – Purpose of the State Seal of Biliteracy, marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English to encourage students to study languages and become certified attainment of biliteracy. To provide employers and universities a method to recognize and give biliteracy skills and academic credit to applicants. The State Seal marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English language. To strengthen intergroup relationships and to affirm the value of diversity and honor the multiple cultures and languages of the community. The earned completion of all English Language arts requirements for graduation with an overall graduation GPA of 2.0. Passage of the CASPP for EL arts, or any successor test, administered in grade 11<sup>th</sup> at or above the standard met achievement level determined by the Those students whom have mastered more than one language, will receive an opportunity to get into advanced language classes at the college level and or opportunities for advancement. By 2030 we want half of all students in grades K-12 to participate in programs leading to proficiency in two or more languages, either through class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy. A video will be presented and you can watch it during the presentation. **There were 138 TR Seniors whom earned the State Seal of Biliteracy with a total of 8 languages - majority was Spanish 120, French, Hmong, Dari, Russian, Ukrainian, Tagalog, and Turkish of the 138 students 121 were reclassified. Certificates, insignia and ropes for their graduation will be distributed at the school sites.**

**Timeline:**

**February 28** Student to complete form with support from school counselor |

**March 5-17** ELSD Oral Language proficiency exam and Written Exam Window |

**April 2** SCOE Sacramento County of education Language exam window closes and student will receive score via email |

**May 5** Students and School site along with SCOE will present State Seal of Biliteracy recognition (Virtual Ceremony) |

**May 25<sup>th</sup>** Students & School Sites Twin Rivers Unified School District Board of Trustees Recognition.

**Question – 1.** When my student was reclassified they told my son that they would mail it to him but they never did then at Keema they tested him again. A. Becerra and J. Villegas clarified with mom that her son if he were reclassified then he would have been notified. They will look into it.

**Question 2.** I have a daughter that was in this class and in one list she is supposed to be in the EL class but then there was a second list where it said that my daughter was reclassified but she never received anything for it. J. Villegas has asked that they give their students name and will look into it.

**Summer School Information –** When Is summer School? Program Dates & Times: **June 14, - July 22, 2021 Monday – Thursday, | Time -** 8:45 am - 2:45 pm (may vary depending on transportation needs) | School-to-school transportation available | Breakfast & Lunch will be provided. | Registration & Program Space: Register at [www.twinriversusd.org](http://www.twinriversusd.org) beginning Tuesday, April 6 | Programs are only open to current Kindergarten – 8th grade students currently enrolled & attending a Twin Rivers USD school site. | Parents may indicate their preference of instructional model (virtual/ in-person) during registration. Note that in-person program space is very limited. All Summer School Programs – K-8 Under the Sea Literacy/Math Sites – Babcock, Del Paso, Hillsdale, FC Joyce, Oakdale, Pioneer, Regency Park, Smythe K6, Village, Foothill Ranch Middle, Norwood Junior High | Grades 9-12<sup>th</sup> Grade Rate Improvement Program, Keema HS , Alternative Education, Special Education ESY, June 14-July 15, 2021 – 8:30-12:15 pm. | ECE Pre-K June 4-ongoing, June 14-ongoing Monday-Thursday – 7:00 – 5:00 pm | ECE Kinder Kamp, June 8-June 30, 2021, Monday – Thursday - 8:00 am – 12:00 pm. | – Distant Learning Edgenuity. Session #1 - June 14, 2021 – July 1, 2021 Monday- Thursday | Session #2 July 6, - July 22, 2021, Monday – Thursday – 9:00 – 3:00 pm. Please check the districts website for more information.

Questions – Parent is having a hard time registering her student for Summer School.

**Sacramento State University Tutor/Mentor Program –** We had the privilege of having a group of SAC State tutors/mentors’ volunteers at two of our sites Oakdale Elementary School and Rio Linda High School. The program was offered to EL and Immigrant students for 10 weeks/one session a week, but some students did take advantage of the opportunity and meet more than once a week with their tutor/mentor. We are hoping to extend this program in the future. Hoping to expand to more school sites for the next school year. This program is an excellent program as you know the students are able to connect and be able to mentor the TR student by showing them how to get into university programs, etc. This program is based on how many SAC state students volunteer in the tutoring/mentoring program. This year we only had 20 university students volunteer. Hoping that more will volunteer and then we will be able to service more of our students next year. We are always looking for more programs etc., to provide for our students. Very good questions. You as parents can also reach out to your site Principal about getting programs like this at your school.

**Question –** Parent asked, “If this program is so good? Why wasn’t it implemented at more schools?”

**2021-22 DELAC Meeting Survey – Question #1:** Do you prefer the meetings in the morning or in the evening? **Results** - 2 in the evening and 1 morning. **Question #2:** Do you prefer to have the meeting via Zoom/virtually or in person? **Results** - 1 person virtually and 2 in person.

Question – I think many people are not comfortable with doing the meeting virtually is difficult. We are able to get and understand more in person.

Thank you for participating in this survey. **Questions or concerns?**

Mr. Alberto Becerra and Dr. Jisel Villegas thanked everyone for joining us tonight and are looking forward to the next meeting.

Meeting adjourned at 7:28 PM. The next DELAC meeting will be Thursday, October 7, 2021 at 6:00 P