

Welcome, Introductions

In attendance - EL Coordinator - Mrs. Rosina Kirkland; Director of EL - Dr. Jisel Villegas; Special Projects - Travis Burke; Early Childhood Education - Megan Simmons, Translator Technicians - Paul Barajas & Xue Oliver Si Cha Thor; EL Dept. Secretary Kabao Xiong, EL Admin. Senior Clerk Bilingual - Alex Pina.

School Sites represented – CCAA, Madison, Las Palmas Westside & Eastside, Grant HS., Dry Creek

Agenda and Reminder of Norms - presented for this morning by Mrs. Rosina Kirkland. We know that some of these topics might seem repetitive since we only covered the topic lightly.

Review and approval of minutes – Review of minutes from the January 13, 2022 meeting, all in agreement. Motion set for approval.

Local Control Accountability Plan (LCAP) - presented by Travis Burke, Director of Special Projects

The purpose of this presentation is to review parent input with DELAC on LCAP annual update along with the District and Site Leadership, along with the Bargaining Units, Parents and Student Groups such as DELAC, AAP, ETF, SA and Parent Forum) put for the LCAP from all the stake holders. We will be sharing also what all of the English Learner parents' feedback. So, we will be drafting the LCAP along with Dr. Jisel Villegas. We had over 6000 feedbacks. The Educational Partner Engagement Plan Timeline is **December**: Gather input from advisory groups such as District Leadership | Site Leadership | Bargaining Units | Parent & Employee Forums (DELAC, African American Parents, Equity Task Force, Student Advisory, Parent Forum. **January-February**: we had a number of virtual forums with Parent & Employees | Site based-engagement led by site admin. | Advisory Groups & Online Engagement. **March**: focus Groups based on input gathered | Review input with Advisory groups to prioritize actions. These are the 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. We are adding goal **6.** Students with Disabilities this year. I am still working on it with Special Education Department. These were the top ten shares from parents or staff that have EL students.

LCAP Thought Exchange Feedback – We will have a short discussion after we go over the feedback.

- Comprehensive and thorough learning in spelling, reading, math, science and social studies. Don't cut these topics short or cut them out altogether. Ensure each student is successful by being more student/person involved rather than just testing.
- Improve communication with families and involve parents in school.
- Kids need to know how to manage their income when they get older.
- Train staff to pay attention to struggling students not only academically but also socially.
- Access to Sports and Arts will allow students to find a passion. When students have passion they are motivated to succeed in school.

These do fall under our action goals. Take a minute to discuss and I will take notes. Please take a look at the following questions in the Thought Exchange Feedback. I will have the chat dialogue open.

1. What is most important to you and students that are English Learners?
2. What is working well at your site(s)?
3. What can we improve or add for students?

Madison/ CCAA parent question and comment for Mr. Travis Burke - I would actually like to talk about the communication and school involvement, but this is more of a one-on-one discussion privately. I would like to move on to train staff to pay attention to struggling students not only academically but also socially. One of the reasons that I'm hear is because of the parents that aren't being heard the monolingual families especially for students going into middle school like getting the support along with being able to participate with sports programs. But I do want to say that one thing that isn't working is that a lot of our sites do not have ELAC meetings that's a

concern. Even though I do not have an English Learner student I was able to go back to the school site and shared the information to Rosetta Stone and Imagine Learning programs to the parents in regards to Rosetta Stone and Imagine Learning programs the benefits and get some positive feedback. Since the pandemic these are working and so parents did appreciate the information. In regards to a parent that has a student in Dual Language Immersion using it as a support. I would like to change that it's a program with lots of benefits and that it brings to the students and not just the deficits of helping English Learners. I also know our parents like to engage by attending in person and hopefully we can get back to meeting in person.

Mr. Burke - Looking in chat for any more feedback and I don't see anything yet or any more feedback but you can reach me later or share.

Presentation: Transitional Kindergarten Expansion Project – presented by Megan Simmons, Director of Early Childhood Education

TK information and why are we doing transitional kindergarten expansion. The State Preschool to be universal and we will be expanding in TK to max classroom size of 24 which its maintenance a ratio of 1 to 12 in the classroom in 2022-23 (SB 130) student must be 4 years old by February 1, 2022 state wise at no cost to families. We will be in Phase 1 Hybrid model that blends best practices from preschool with the best practices from kindergarten in an elementary setting. Beginning August of 2023, credentialed TK teachers must have 24 ECE units, or equivalent classroom experience, or child development teacher permit. There will be four phases of preschool Phase 1 – 2022-23 | Phase 2 – 2023-34 | Phase 3 2024-25 and Phase 4 2025-26. The benefits of TK improve social, emotional, academic development. The first two-year program – the program focused on oral language development and academic readiness. Boosts test scores, increases likelihood of attending college and earning wages. TK is not a repeat of kindergarten and it will save state money from reduced rates of grade retention and special education placement. TR is looking a full day program just as kindergarten is offered already and will be adding a before and after school care that Special Projects is piloting right now. There's are 16 sites offering right now and will be expanding to 5 more sites within the district. What does the TK Classroom Look Like? (Video presented of model TK classroom setting) this is what we will doing with in the TK classroom working on different activities such as Instructional Practices in TRUSD TK - Interactive Writing, Fine Motor Skill Development and Nurturing, Oral Language Development, Handwriting without Tears, Hands-on approach to all subject matter., Thematic organization of content., purposeful play, social emotional development. We will be collaborating with the EL department and work with Dr. Villegas and the DLI program. Do you have any questions or feedback please reach out to me?

District English Learner Student Demographics - presented by Dr. Jisel Villegas, Director of EL Department.

We wanted to share with you the current district English Learner Student demographics in Twin Rivers is 6,729 as of yesterday and also at the individual sites | 1,298 current RFEP student when a student demonstrates fluency in English | 1936 – current fully exited RFEP Students. Within the Long-term English Learners (LTELs) we have 2, 765 | English Learners with IEPs 1,109 | At Risk Long Term English Learner (AR-LTEL) 1,468 | Immigrant Students status we have 1,256.

Systems of Support - presented by Dr. Jisel Villegas, Director of EL Department we wanted to continue to share our systems of support.

- Instruction for English Learners: Designated & Integrated English Language Development.
- Imagine Learning Grade PreK- 6
- Rosetta Stone Grade 7-12Dual Language Immersion (DLI) program at Las Palmas & Madison
- Data chats with Student Learning Coach meet with LTEL students one on one and review their progress with ELPAC Scores, I-ready and Benchmark scores. (SLC) and Academic Intervention Specialist (AISB) for grades 5-12
- Digital Learning Programs for Newcomers grades K-6: Imagine Learning and newcomer students in grades 7-12 Rosetta Stone.
- Tutoring programs for newcomer students

We would like to have your feedback as Travis Burke mentioned earlier. We have the survey English Learner Needs Assessment Survey for DELAC available for you to fill out and give us your input. When you have a moment please take a look and tell us what you see at your school site or you can put it in the chat if you like. Please share with your sites.

Parent question – Can we get more support for those that are new to our country and need the support? Can we get local community-based organizations and community colleges to help support the new students like how we have Sac State, UC Davis, and Dreamers, etc. That I know I can reach out to and get the support for our students.

Dr. Villegas let her know that her ideas are excellent ideas and in fact we work closely with the Academic Intervention Specialist Bilingual to help with supporting our newcomers. R. Kirkland let her know that we actually are currently working with Sac State tutors who are tutoring our newcomers. It benefiting both them and our students. These students (Sac State) are in an education pathway for Education which they are working on a bachelor's degree which will lead them in a career. We work with them and help them development of a mentoring relationship with the students and guidance from us. This program runs in 10-week strands meeting once a week for 1.5 hrs. Travis B. also mention the program called the ELO program which is aligned with what EL department is doing. We will be able to reach out to more organizations to help and contribute. J. Villegas we have another opportunity to working or partnering with Student Services we will be starting in May Saturday School Academy at Foothill High School. So, our students will be receiving support and parents' workshops. Maria thank you for all of your questions really good feedback too.

Workshops - coming up Healthy Habits, Healthy Families March 23, 2022 and future dates April 27, 2022 and May 11th, 2022. If you want more information please check the district web site.

Summative ELPAC – A little reminder we continue to have Summative (ELPAC) –Testing window is February 1st through May 31, 2022. We are still working with our secondary sites finished first and now we are at our last high school sites or wrapping it up with them. We have to overlap a little and we have started working with elementary sites and then at we will work with the little ones in grads in Kinder- 2nd which will take longer since it's a one-one.

Adjournment 10:00 A.M., Next DELAC Meeting is Thursday, May 3 changed to the 12th 2022 at 9:00 AM to 10:00 AM.

