

DELAC MEETING

1:05 Meeting called to order.

(in attendance: Jodi Landa, Debbie Jackson, Lina Ureste, Felicia Franco, Ana Hernandez, Vanessa Flores, Leticia Del Toro, Miriam Soto, Maria Mora, Eva Stum, Kathy Coleman, Paty Mendoza)

Introductions, no representation from HHS.

Distribution of agenda and minutes.

Review of minutes from 6/10/2014.

1:10 Minutes from previous meeting were approved. (Miriam Soto motioned and Mrs. Mora seconded).

Paty Mendoza handed out samples of new English Learner Development (ELD) checklists. She explained that these are to monitor students' language acquisition and that they should be sent home at the end of every grading period. Teachers keep the original in the yellow folders and they send home a copy to parents.

Paraprofessionals and parents stated that not all schools are sending ELD checklists at every grading period. Parents indicated that they like getting the feedback on a regular basis because it helps them to keep track of their child's progress in developing English.

Kathy Coleman said that schools need to consistently send the checklist home so that parents are aware of exactly where their child is at any given time.

The switch to the new standards will occur at the 2nd trimester. The new checklist will be stapled to the old one so that parents can compare the new report with the old one.

Miriam Soto made a request that the reports be printed back to back to make it easier for the paraprofessionals to complete them. Paty Mendoza said that this request would be honored.

1:20 Reclassification: Paty Mendoza explained the purpose and rationale for classification as an English Learner (EL). Paty shared the old criteria and explained why changes were being made. The writing section has been dropped because the district is not currently using a consistent writing assessment. Math has been removed because it is not an expectation at the state level and other districts do not include math proficiency as a requirement for reclassification.

The state requires we include CELDT scores, district assessments of ELA, teacher input, and parent input.

Lina Ureste shared that she believes that we need to keep the standards high. She stated that if a student is proficient, they are better prepared to work without support and be successful. She is concerned about students being released too soon and not getting the support they need and falling behind. Paty Mendoza shared the average of each grade level at each site in the district. Most students are performing at the basic level. Mrs. Mendoza asked why we would hold our EL students to a higher standard than what "an average student" is doing.

Jodi Landa explained that NCLB required 100% of students to reach proficiency and so RUSD, required proficiency.

Paty Mendoza and Kathy Coleman discussed how the Lexiles have changed between SBAC and the CST. It was stated that the math proficiency keeps students from being reclassified.

Paty Mendoza explained that teachers can make a determination as to whether a student is ready for reclassification and parents have a say in whether or not the reclassification happens.

There was a question about what math has to do with English development. Paty Mendoza explained that we are trying to make sure that students are reclassified because of English skills and not math skills.

Leticia Del Toro mentioned that we need to be sure that students are solid at the basic level before reclassifying. Her concern is that students will fall behind without the additional language support of ELD. It was stated again that the teacher and parents have a say in whether or not a student gets reclassified.

Leticia Del Toro, Ana Hernandez, Maria Mora, and Vanessa Flores (parents) expressed that they would be comfortable with a mid-basic score. They felt like students would be more solid in their English skills with a mid-basic score.

1:45 Miriam Soto motioned to approve the mid-basic lexile, Eva Stum seconded.

Everyone approved, 0 no.

1:47 Kathy Coleman reviewed the LCAP, and explained that the district needs to include the input of specific groups. She explained LCFF, LEAP, Title III, and RTI. Kathy gave an overview of each plan and explained the 8 state priorities and how they are woven into each plan.

2:15 Kathy Coleman asked every member to rank the state priorities so that as a district we know where to focus our efforts. Members ranked the priorities 1-8, 1 being most important and 8 being least important.

2:18 Maria Mora had concerns about Read 180. Her student is being served in the Learning Center (LC) for ELA. She sees the value of the program and she knows that her student is benefiting from the program, but she feels like there is a disconnect and she has concerns that what her student is missing is going to keep her student from being fully prepared in years to come. These are students who struggle already and they aren't

learning habits of completing work on their own. Students do not have homework from Read 180 and they are missing out on projects in their regular classroom. Her concern is that because activities are optional for her son, he is choosing not to do them and that he is missing out. Students have a lot of homework at the upper grades and she is concerned that READ 180 students will not be ready for that level of work. Vanessa Flores said that in the past her student was being pulled for Title 1 and was missing science. She feels Read 180 is better because in the past 2 years her student missed science.

Vanessa Flores had questions about whether there are clubs for advanced students so that they can do extra projects that would help them get ready for careers.

Miriam Soto stated that there used to be supports for SAT prep classes and she asked if that could be provided at RHS. It was discussed that there is a fee waiver for tests that HS students are expected to take.

Vanessa Flores had a question about scholarships, and what students can do to make themselves better prepared, something other than volunteering. Are there other academic clubs?

2:30 Paty Mendoza asked if we could hold an orientation meeting for parents new to the HS so that they make the best decisions for their students?

Maria Mora was concerned about the fact that students currently choose classes and she wants to know what they need to graduate.

Eva Stum will email information to paraprofessionals and maybe have a meeting specifically for Spanish speaking parents- requested donations need to be laid out for parents so that parents understand and prepare appropriately. She explained that costs can be waived if a student receives free/reduced lunch.

2:38 Paty Mendoza shared that the RUSD website can be translated to Spanish by clicking a button on the homepage.

2:39 Meeting was adjourned.