



**District English Learner  
Advisory Committee  
(DELAC)**

**DELAC Officials**  
Francisca Vargas, President  
Lucia Vega, Vice President  
Lucila Mendoza, Secretary  
Shirley Garcia, Sergeant at Arms  
Maria de la Luz Villarreal, Parliamentarian

**Superintendent**  
John Ramirez, Jr.

**Director**  
Dr. Susana Ramirez

**DISTRICT ENGLISH LEARNER PARENT ADVISORY COMMITTEE (DELAC)  
MEETING  
May 11, 2022  
9:00 AM- 11:00 AM  
ZOOM VIRTUAL MEETING  
MINUTES**

*Notice before the meeting begins; Paola Juárez, parent liaison, shared her screen with the committee and informed that this meeting would be recorded for the sole purpose of keeping the record and that it would not be published and asked if someone did not want to be recorded, they just have to turn off their camera and also commented that none of those present had permission to record, in order to maintain privacy. If anyone has any questions about this meeting, they can call the Language Department to make an appointment and they will be able to watch the video. This information was given in Spanish and English.*

**1.0 Welcome.** Francisca Vargas (President). Welcome to the 9th meeting of the DELAC Committee, it is 9:10 am and I ask for a motion to start the meeting. First motion Ana ~~Zuniga~~ Zuñiga and second motion Alejandra Abarca. The translation is in charge of Sandra Gómez. Having started the meeting, everyone present was welcomed, with the presence of Mr. John Ramirez Jr. Superintendent. Mrs. Shirley Garcia shared with us the rules of the meeting.

Mr. Ramírez (Superintendent): He congratulates all the mothers, he says, “Last night we had a migrant mother in the council meeting”, we should spend more time on what you do as Parents.

He was asked if the new location would have space for parents. Mr. Ramirez assured that there would be space for parents.

He reported the change in LDO and said that it was discussed at the board meeting in closed session and it was voted for Dr. Susana Ramirez, as of July 1, to start full time as director of LDO.

**2.0 List call.** It was made by Lucila Mendoza (Secretariat) and the following schools were represented:

1. **August:** Leticia Albor (alt.)
2. **Cesar Chavez:** Leticia Albor (rep.)
3. **Cleveland:** Rosa Arana (alt.)
4. **Commodore:** Maria Guadalupe Grijalva (alt.)
5. **Edison:** Francisca Noyola Mejia (Rep.), Lucia Vega (Vice President)
6. **Elmwood:** Maria de La Luz Villarreal (rep.) (Parliamentary)
7. **Fillmore:** Laura Martinez (rep.)
8. **Franklin:** Angeles Cortes (rep.)
9. **Grunsky:** Maria Sandra Arreola (rep.)
10. **Hamilton :** Ana Zuniga (alt.)
11. **Health Career:** Martha Hernandez (alt.)
12. **Henry:** Blanca Olivera (alt.)
13. **Madison:** Jeimy Chijate (rep.)
14. **Kills:** Eugenia Hernandez (rep.)
15. **McKinley:** Beatriz Lopez (rep.), Veronica Merino (alt.), Francisca Vargas (President)
16. **Monroe:** Marlen Sevilla (rep.)
17. **Peyton:** Lorena Martinez (alt.)
18. **PYA:** Angelina Aranda (rep.)
19. **Roosevelt:** Catalina Ramos (rep.), Maria del Carmen Torres (alt.)
20. **San Joaquin:** Shirley Garcia (rep.) (Sergeant at Arms)
21. **Spanos:** Alejandra Abarca Callejas (alt.)
22. **Weber:** Lucila Mendoza (rep.) (Secretary), Adela Roldan (alt.)
23. **Wilson:** Bertha Prado (alt.)

At this meeting, 27 representatives and/or alternates were present and 23 schools were represented. Present as guests were: John Ramirez, Jr. (Superintendent), Dr. Israel Gonzalez (Director of LCAP and Equity), Dr. Janet Yarbrough, Dr. Susana Ramirez (Director of Curriculum Department), Erika Bracamontes (Instructional Specialist) , Maria Lazaro (Instructional Specialist), Olivia Fernandez (LDO Administrative Assistant), Sandra Gomez (LDO Interpreter), Paola Juarez (LDO Parent Liaison), Diane Ornelas (LDO Migrant Program Parent Liaison), Marcelina Zamora (Assistant Director of Edison), Valente Aguilar (San Joaquin Principal), Imelda Donato (Adult School Counselor), Alicia Rico (Area 3 Board Member), Sandi Miyai (August Program Specialist), Francisco Figueroa (Community Aide de August), Maria Mejia (Fremont Parent Liaison), Emilio Junez (Pittman Principal), JP Wheeler (McKinley Principal), Brandy de Alba (McKinley Assistant Principal) and other parents or community members present giving a total 52 people present.

**3.0 Changes to the agenda.** There were no changes.

**4.0 Reading and approval of the minutes.** The minutes of April 13, 2022 were approved with 3 changes: In 1.0 “seventh” was changed to “eighth”, in 6.3 it was changed: “requested that it be

implemented” by “requests more information on”; and in 8.0 “Barca” was changed to “Abarca”. The first motion was made by Adela Roldan and seconded by Rosa Arana.

## **5.0 Past Issues**

**5.1** Dr. Susana Ramirez, gave a report and update from the meetings for the English learner master plan, Dr. Susana Ramirez said, “I thank everyone for being here with us, congratulations to the mothers. Next meeting May 16 3:30-5:30 pm, afternoon only, due to professional development day in the morning, another day in the morning can be scheduled.

**5.2** Ms. Francisca Vargas, gave the preliminary results of the district needs assessment survey for English learners.

## **6.0 New Business**

**6.1** Dr. Susana Ramírez. Presented on the district's program, goals, objectives, and services for English Learners. A DELAC requirement is this, Title III.

Mrs. Noyola (Edison representative) asks: How do we have communication with the directors, to implement the programs?

Dr. Susana: Answered: They have several programs for apprentices who are 3 years old and younger to focus on them with support like Rosetta Stone.

Erika Bracamontes added: Our job is to work with leadership and teachers to make sure the curriculum is followed with newcomer students.

Title III is for after school so students have more support and also for long time English learners to be reclassified. Dr. Ramírez also mentioned that there are specialists for 50 schools.

(Mrs. Lucila Mendoza asks that Mrs. Alicia Rico introduce herself.)

Mrs. Rico: I am here to accompany you and learn more from you. I was glad to see the mothers who attended the district meeting (Board of Education Meeting), I thank them for the time they gave on such a special day (Mother's Day). We have to try to stick together and work as a team).

Ms. Aranda (PYA representative): With Title III funds, can parents be sent to conferences like CABA, NABA, etc.? Can Title III funds be used for parent training to better perform our duties?

Dr. Susana responded: Yes, we can have workshop planning meetings to be able to offer these workshops. Mrs. Rico asked: Can Title I be used? I never had training until I became president.

Mrs. Cecilia Méndez helped me with training. Can Title III be used to train secretaries?

Dr. Susana replied: Yes, you can, if it is to support the students.

Mrs. Eugenia Hernandez (representative of Mata) asked: In this budget is there any point that you can consider focusing on, where are these deficiencies in the academic performance of the students?

Dra. Susana answered: This question is very important. The board of directors approved a program with title I and almost 1 million was invested and it focuses on elementary schools, a professional development day (PD) is going to be implemented, it has already been in 8 schools and it is going to be expanded, so that students in third grade are able to read.

## 6.2 Consolidated Application Review, Dr. Janet Yardbrough.

Thank you for being here. The Consolidated Application is used by the California Department of Education to distribute funds from various federal programs to county offices, school districts, and charter schools throughout California. Program entitlements are determined by formulas contained in the laws that created LEA programs, allocate funds for direct administration and indirect support costs for LEA-operated programs, and allocate funds to schools for LEA-operated programs on school campuses. The application is submitted online through a Consolidated Application Reporting System (CARS) Funding sources 2022-2023: Federal-Every Student Succeeds Act (ESSA): title I, II, III and IV, \* They have not been counted Preliminary budget ~~assumptions~~, amounts are estimated based on last year's distribution. There is a law on how to spend these funds. It is a request for the application and it will be possible to do ~~one~~ in July.

Title I: Methods of distribution. The Stockton School District adopts district-wide methods, using the poverty index (National Student Lunch Program and direct certification) to rank schools and allocate Title I funds. It also includes eligible students from participating private schools. 28,693 students in the Stockton School District are eligible for the National Student Lunch Program.

Expense plan. Direct services to students are supplemental services that are typically provided in schools and where students are the direct recipients or beneficiaries of services. These services are funded by school appropriations and must be aligned with the school's goals set forth in the School Plan for Student Achievement (SPSA) and approved by the School Site Council (SSC). Direct services to students also include centralized services, which are managed at the district level to ensure consistency of implementation across the district.

Title I: Districtwide Parent Involvement Activities, AVID, English and Math Instructional Coach, i-Ready, Preschool, Professional Development, STEM Activities, Libraries.  
Questions? There was none.

Title II: Part A: Supporting Competent Instruction. It is a federal program that increases the academic achievement of students through strategies such as improving the quality and effectiveness of teachers and principals, increasing the number of teachers and principals who are effective in improving the academic achievement of students in the classroom and provide low-income and minority students with greater access to lead teachers and school leaders.

Centralized Title II services for 2022-2023 include: Providing professional development (PD) and new teacher certification opportunities, professional learning on digital learning, standardized (formative/summative) assessments, academic content, CORE subjects, and instructional strategies that are aligned with best practices, provide ongoing training and support for English language arts, math, and science curriculum implementation, and professional learning support for the subjects of history/social studies, science, STEM, physical education, English language development (integrated) and technology integration.

Questions?

Ms. Aranda (PYA representative) asked: Does this include motivational or vocational support for teachers?

Dr. Yarbrough: No, specifically, but there is vocational support.

Title III, Part A: Program for English Learners. It is a federal program to provide supplemental programs and services to English Language Learner (EL) students. The purpose of the grant is to help EL students achieve at high levels in academic subjects and meet academic standards; Help teachers, principals, and school leaders develop and maintain effective language instruction programs; promote parent, family, and community involvement in language instruction programs for families of English language learners.

Centralized Title III Services for 2022 - 2023 include: Parent Liaison, Rosetta Stone, Parent Institute for Quality Education (PIQE), Professional Learning, After School Multilingual Program (MASP), EL Summer Program, Parental Involvement Services , translation services, and college and career preparation.

~~Title IV : Part A: Student Support and Academic Enrichment. It is a federal program to provide students with access to a comprehensive education; improve school conditions for learning; and technology for and digital literacy of all students.~~ Student support and enrichment. It is a federal program to provide students with access to a comprehensive education; improve school conditions for learning; improve the use of technology, to improve academic achievement and digital literacy for all students.

Title IV centralized services for 2022-2023 include:

District Curriculum Specialists collaborate with K-8 and major high school departments to support best practices and strategies, supplemental materials to support AG courses, Positive Behavior Intervention Supports (PBIS), CHAMPS- PD classroom, trauma training, kit, parent trainings, and use of cadre tech support with teachers.

### **6.3 LCAP Update: Goals and Parent Involvement. Dr. Israel Gonzalez.**

Compilation of input from our educational partners: PAC, DELAC, AABPAC, CAC, PEP!, LATINO PAC, MIGRANT PAC, PSAC, STUDENTS, CLASSIFIED, ADMINISTRATION AND PARENTS.

Results of the test. Show them what we want to do for the next year of negotiation. 3,868 participants, 77-80% are students, 10% administrators, and 10% parents.

We can meet for an hour in person to talk about all the missing parts and what we are going to do with the first version to present it to the board later. Can it be Wednesday the 18th? That will be confirmed between today and tomorrow.

**6.4 Presentation of Dual Language Immersion programs. Principal Emilio Junez, Pittman Charter School.** He has been in the district for 22 years and now has the opportunity to work at a Dual Immersion school. He presented the video of the 4-year-old Russian girl who speaks 7 languages. It takes 7 years to learn a language. "The child's ability to learn a language is so great that no matter how many languages you expose them to... they can learn any number of languages by systematically exposing them" Dr. Susan Curtis.

What is a Dual Immersion program?

A program that develops bilingualism in English and another language by integrating students proficient in English with students proficient in Spanish.

Objectives: To provide the educational, cognitive, cultural, and economic benefits of being bilingual and multicultural, to prepare students for their responsibilities as global citizens.

What are the expectations in the dual immersion program? That the teaching of Spanish is through academic content, the curriculum will be based on the "common core" standards.

Instructional day:

Kindergarten and first: Instruction in all subjects in Spanish for 90% of the day, English development, music and physical education for 10% of the day.

Second grade: Spanish 80% of the day, English 20% of the day.

Third: Spanish 70% and English 30%.

Fourth: Spanish 60% English 40%

Myths:

1- Learning two languages confuses and/or makes it difficult to acquire English.

2-Originally English speakers experience academic and language delays when enrolled in a Dual Immersion program.

(11:28 am), Mrs. Francisca Vargas, President, asks to extend the meeting indefinitely, Mrs. Cortés makes the first motion and Mrs. Adela Roldan the second.

Parent responsibilities are: Commit to participate in the long-term immersion program, and develop knowledge of immersion education, read with your child at home for 20-30 minutes daily, encourage them to use the language outside of school, provide community support when possible as a volunteer, and enjoy challenges; celebrate the results.

Mr. Junez: You asked: Who are the best candidates to start in this program? Kindergarten students. For more information and questions, you may contact him at Pittman School.

Mrs. Cortes asked: Can we transfer our children to your school?

Mr. Junez: They don't have pre-kindergarten, only kindergarten, they have two classrooms and they are working to open a third classroom.

Lucila Mendoza asked: Exams in English, how likely is it that they are in Spanish?

Mr. Junez: That system is wrong but language is not a barrier. The exam already in the seventh and eighth grade gives better results, they stand out from all the others.

Shirley Garcia asked: Can a child with an IEP come in?

Mr. Junez: Yes, the program is open to everyone. Every student is different and you need to talk with every parent.

Mrs. Vargas: In two weeks the two classes were filled. How many students are on the waiting list?

Mr. Junez: There are 5 but work is underway to see the third class.

Mrs. Vargas: Waiting list for all grades?

Mr. Junez: No, it is conditioned by areas, it is a waiting list the same for all grades, but it is conditioned that students in other grades already know Spanish.

Mr. JP Wheeler: Celebrates the reclassifications, he celebrates the bilingual certification.

Mr. Junez: He appreciated the opportunity to be here. And, for people who are interested, they can stop by his school.

Mr. Wheeler: Mckinley School is also open.

Dr. González: Bilingual schools are very important for the knowledge of our students, to excel.

## **7.0 Announcements** . Lucia Vega

**7.1** DELAC is now using the text messaging service, Remind.

**7.2** DELAC Appreciation event for DELAC parents, 5/20/2022 9:30-11:30am. We ask you to register

**7.3** DELAC Presentation to the District Board of Directors, on July 12, 2022

**7.4** First meeting of the next school year. 9/14/2022, 9:00-11:00 a.m.

### **8.0 Closing**

Mrs. Francisca Vargas, president, requested two motions to close the meeting. The meeting was adjourned at 11:52 am. The first motion was made by Verónica Merino and the second by Sandra Arreola.

These minutes were written by María de la Luz Villarreal and Paola Juarez.