

San José Unified School District  
855 Lenzen Avenue, San José, Ca 95126  
**District English Learners Advisory Committee (DELAC) Meeting**  
**February 8, 2010**  
**MINUTES**  
**Revised and Approved on 3/8/10**

**I. Call to Order:**

Ms. Mara Herrera called the meeting to order at 6:30pm.

**II. Welcome and Introductions**

Ms. Herrera welcomed everyone. Special guests were introduced: *Veronica Grijalva-Lewis, Chris Funk, Debi Richardson, Anacelia Rocha, Johnny Baltierra, Susana Paredes, Jill Fraka, Aine García, María Alzugaray, Carlos Salcido, and Rosa Nieto.*

Ms. María De Melo and Ms. Christine Lemmon provided interpretation services.

**III. Attendance:** Ms. María Elena Ramírez reminded everyone to sign in.

Ms. Herrera announced the committee that the Bilingual Department had provided them with a new DELAC Report Form to be used when taking notes to report back to their SELAC. The form already includes the main points of the presentations and has space for additional notes.

**Schools represented:**

Allen at Steinbeck, Almaden, Anne Darling, Bachrodt, Canoas, Carson, Galarza, Hammer @ Galarza, Gardner, Grant, Graystone, Hacienda, Horace Mann, Los Alamitos, Lowell, Olinder, Reed, River Glen, Simonds, Terrell, Trace, Washington, Willow Glen Elem., Bret Harte, Burnett, Castillero, Hoover, Willow Glen MS, Broadway, Gunderson, Leland, Lincoln, Pioneer, and San José High.

**Schools not represented:**

Booksin, Empire Gardens, Schallenberger, Williams, J. Muir, and Willow Glen HS.

**IV. Approval of Agenda:**

The Agenda was reviewed and revised. The Bylaws Revision Committee Report item was added under Section VIII of the Old Business. Also, Leland HS was removed from Section VII of the Committee and School Reports since the school is still in the process of verifying who is the DELAC representative.

Ms. Laura Alonzo made a motion to approve the agenda and Ms. María Marcelo seconded it. All were in favor and the agenda was approved as amended.

**V. Approval of Minutes:**

The minutes from January 11<sup>th</sup>, 2010 were not reviewed or approved.

**VI. Correspondence:**

No correspondence was received.

Ms. Herrera informed the committee that if anyone wishes to write to the committee or the Bilingual Department, they can do so and the committee can share it at the next meeting.

**VII. Committee and School Reports:**

**Voluntary Integration Plan (VIP) Committee:**

Ms. Marcelo informed that the VIP covered information about student suspension and expulsion rates and there was a concern since most of these students are Latinos. The VIP committee recommended the information to be presented by school at the next meeting.

Ms. Herrera informed that the revised VIP Plan was approved and it will be presented to the Board of Education next Thursday and everyone is invited. The Board meeting is at 6:00pm in room 129.

**Parent Brown Bag:**

Meeting was canceled this month. No report.

**Hammer/Galarza Elementary Report by Ms. Irma Hinojosa**

It was reported that the academic programs offered at Galarza/Hammer Schools are the Structured English Immersion (SEI), English Language Development (ELD) for English Learners. They have resource teachers who work together to improve the

curriculum. The school receives Title I funds. The school is also implementing the Positive Behavior Intervention Support (PBIS) in addition to the Imagine Learning Program and Saturday School.

**Gardner Elementary Report by Ms. Lorena Reyes**

It was reported that the school offers eleven Two-Way Bilingual Immersion classes, which use the 90/10 model in PK-5<sup>th</sup> grade and nine Structured English Immersion (SEI) classes in K-5<sup>th</sup> grade. They also offer an extended day program in grades 2<sup>nd</sup> – 5<sup>th</sup> and one day of collaboration and professional development for teachers once a month. The school also offers an after school tutoring program, Saturday Academy, Extended Year program for two weeks, Mariachi classes for 3<sup>rd</sup> -5<sup>th</sup> grade, All Stars, Math program, fieldtrips, and the Bay Area Women's Sports Initiative (BAWSI) program. Ms. Reyes also shared that some of the parent projects include family nights and Los Dichos de la Casa, and Rosetta Stone. Finally, she shared that this year Gardner Elementary was selected by the California Association for Bilingual Education (CABE) to receive the Seal of Excellence Award.

**Grant Elementary-Report by Ms. María Ávalos**

Ms. Ávalos reported that some of the programs for parents include fundraisers, Los Dichos de la Casa and family nights. Fifth grade students attended science camp. Students also have the opportunity to participate in different activities during recess. The school offers a reading club, an after school program, and an intensive reading program.

**Graystone Elementary-Report by Mr. Jesús Chávez Mr. Emilio González:**

Mr. Chávez reported that the school has an enrollment of 750 students and that 100 of those students are English Learners. The SELAC committee was just formed this year. The school offers computer classes, art, ABC Project, music for 1<sup>st</sup> -3<sup>rd</sup> grade, science, and an 8-week Accelerated Reader (AR) program. The Home and School Club works very hard to raise funds to provide additional programs and activities such as assemblies. Finally, the school offers a Robotics class, Spanish classes for students that speak other languages, chess, and art.

**Bret Harte Middle School-Report by Ms. Alicia Morales**

Ms. Morales informed the committee that Bret Harte is a Blue Ribbon School. They have very high academic expectations for all students. Students in 6<sup>th</sup> and 7<sup>th</sup> grade participate in the Wheel Program, which consists of 12 weeks of Spanish, 12 weeks of music, and 12 weeks of leadership for 6<sup>th</sup> graders. The program also offers 12 weeks of art, 12 weeks of television, and 12 weeks of drama for 7<sup>th</sup> graders. All 8<sup>th</sup> graders can participate in classes such as Cooking, French, Robotics, drama, and publications/TV journalism. The school also organizes a cultural fair in May. Finally, the school offers a Homework Center three times per week and 24 different school clubs among other programs.

**Leland HS**

Ms. Herrera asked if there was anyone from Leland to give the report. No representative was present.

**Willow Glen High School** was on the agenda to give a report, but the representative was not in attendance.

The Willow Glen Middle School representative was not on the agenda, but since she had her report ready, she gave her report.

**Willow Glen Middle School Report by Ms. Guillermina Gómez**

Ms. Gómez informed that WGMS offers an All Stars after school program, which provides sports activities and homework support to students. The school also provides a Homework Center on Tuesdays and Thursdays, sports activities, math club, science club, and a PTA.

**Carson Elementary Report by Ms. Oralia Cuevas**

Ms. Cuevas shared that approximately 150 English Learner students attend Carson and that at least 20 different languages are spoken including Spanish. They also offer the Universal Access program. Students who need additional support work with parent volunteers. The school offers English Language Development (ELD) instruction for K-3<sup>rd</sup> grade for 45 minutes. Some of the programs used in the classroom include Avenues and English in My Pocket. The school also has an English Learner Instructional Coach (ELIC) to work with teachers and new students. Finally, Carson offers an after school program.

**VIII. Old Business:**

**A. Bylaws Revision Committee Report by Nancy Albarrán**

Ms. Albarrán thanked the three parent members who met to revise the Bylaws: Mr. Frank Sandoval from Gardner, Ms. Alice Nuñez from Hoover MS, and Ms. Isidra Garcia from Anne Darling. The subcommittee made some recommendations and will present them to DELAC in March in order to receive input from the committee. After they are presented to DELAC, the committee will vote to approve the revised Bylaws in April.

Ms. Herrera informed the committee that the officers didn't participate in the bylaws revision meeting since this was a sub committee.

**IX. New Business:**

**A. Parent Project by Rosa Nieto**

Before the presentation, Ms. Albarrán informed parents about the Parent Project and added that if they are interested in this program, they can inform the school principal. Schools can use LEP funds to register parents to attend these classes. Ms. Nieto began her presentation by sharing some background information about the Parent Project and its main purpose. The District Attorney's Office brought it to Santa Clara County because the program had been very successful in other counties. She explained that the Parent Project is for parents who have with headstrong, uncontrollable adolescents. Program is not only for students that are having problems, but also for other middle school students who have not had problems yet. The program is designed specifically to address high risk behavior such as: failing in school, poor school attendance, family conflicts, use of drugs or alcohol, gangs, violent behavior, runaway youth, and suicidal youth. Ms. Nieto mentioned that at her school some students already come with a behavior problem. But she feels that if parents receive the information in advance then they can prevent these problems from happening. If parents don't have this information, it will be hard to help them. This program is not for a couple of days, but for 12 weeks. Parents need to apply what they learn in the program at home. This is a training for parents, not for the students. It teaches parents how to be better parents for their children. She gave examples of what things parents can change at home to improve their relationship with their children. She shared some comments of parents who have participated in the program and explained that the classes are offered in Spanish. She emphasized the importance of telling their children that they love them, listening to them, being consistent with rules, being aware about gangs, etc. At the end of each class, parents will have an opportunity to share what they learned in the class. This is a twelve-week program and parents attend 3 hours per week. A class in Spanish will be offered on Wednesdays at the District office beginning in March and there is still time to register. The county will also offer classes in English and in Spanish. Parents must participate in all 12 weeks in order to benefit from the program. If parents miss a session, they need to make up the day. Parents that participated have seen changes and improvements in the behavior of their children. This program helps parents be better parents. The program is \$120 per person; \$155 per couple. Payments can be made in installments. Some scholarships are available for parents with financial need.

Questions:

-A parent asked if there will be babysitting in case both parents decide to attend. Babysitting is provided for potty-trained children at the class offered at the District office only. Some classes offer activities for children, so parents can attend.  
-A parent asked when the classes are offered. The dates and times vary depending on the location. The brochures indicate dates and times. Parents can call the office to receive more information and to register.  
-A parent shared that she participated in the class and mentioned that it was a very good project. The parents met other parents and were able to support each other and share their experiences even after the classes concluded.  
Ms. Nieto explained what the program will offer and what is expected from participants.  
-A parent asked about the age groups that are covered.  
Ms. Nieto explained that the program is designed to help children with behavior problems at any grade level and that it teaches parents different strategies to prevent behavioral problems.

Ms. Herrera asked Ms. Nieto if she could stay after the meeting to answer questions from parents and she agreed. Ms. Albarrán reminded parents to share the information with their SELAC committees and if any parents were interested in attending, the school could cover the registration fee using their EIA-LEP funds as part of Parent Involvement. She added that the cost should not be an obstacle.

A parent asked how parents qualify if interested in participating in the program. Ms. Albarrán recommended that parents talk to their SELAC and if SELAC recommends that parents participate, then the principal can contact Ms. Bliss for assistance.  
-A parent asked if there were a minimum number of parents needed to participate. Ms. Albarrán mentioned that there is no minimum requirement of parents who can participate. Parents of ELs have the right to request services as part of parent involvement.  
-A parent asked what to do if they want this program at their school and how many parents are required to register in order to have the program at their school. Ms. Albarrán recommended that parents speak to Ms. Bliss.

**B. Initial ID, Evaluation, Notification, and the California English Language Development Test (CELDT) by Ms. Rosanna Mucetti**

Ms. Mucetti began her presentation by introducing Ms. María Alzugaray and Mr. Carlos Salcido who would be assisting her with the presentation. She asked parents about the CELDT and if any of the parents had been in a CELDT presentation before. She mentioned that she would explain the Initial Identification process. Ms. Mucetti introduced the DELAC Report form, so parents can share information with their SELAC.

She asked parents to share with the members at their table anything they could remember the school or District did to identify their child as an English Learner.

She used a circle map to organize ideas and parents shared their experiences.

She reviewed the Enrollment and Placement process step by step and emphasized the importance of the Home Language Survey (HLS) questions on the enrollment form, a legal document that parents need to fill out in order for students to receive the services they need.

The HLS determines whether the student is proficient or an English Learner and then parents are notified. The survey is a legal document and needs to be completed accurately. Parents cannot make changes unless they write a letter to the Superintendent explaining their rationale for requesting a change. The District will then make a decision based on the parent's request.

Ms. María Alzugaray explained the purpose of the CELDT, which is used as a tool to identify students who are ELs, determines their English Proficiency level, and assesses their progress toward acquiring English. The areas are listening, reading, speaking, and writing.

The State made some changes and now all Kindergarten students are tested in all four areas.

Students can be ranked as Beginning (level 1), Early Intermediate (Level 2), Intermediate (Level 3), Early Advanced (Level 4), and Advanced (Level 5).

If students move to a different school, they keep the same CELDT results since schools share these results.

Parents had the opportunity to see sample questions from the different parts of the CELDT: Listening, Speaking, Reading, and Writing. Ms. Alzugaray shared some CELDT sample questions and had parents complete the practice test K-2. Parents shared their answers.

After the activity, parents were asked to add more ideas to the Circle Map and shared what they learned during the exercises.

A parent shared that she felt the test was very difficult and asked if students had time limit to complete the test.

Ms. Alzugaray answered that the test is given one on one for Kinder students.

A parent asked who administers the test when it is given one on one.

Ms. Alzugaray explained that the test is administered by three District Language Testers, ELICs at the school sites, or other staff under the supervision of the ELICs.

The District has 30 days to test all English Learners in the District, which are 8400 students.

A parent addressed the committee by saying that it is very important to keep the appointments and not to miss them when the District calls to make appointments for students to take the CELDT.

Mr. Salcido explained the differences between the California Standards Test (CST) and the CELDT.

It is important to remember that the CELDT test measures the language and CST measures the content of each grade level.

The CELDT is only designed for English Learners and students continue taking it until they are reclassified as English Proficient.

The CST is taken by all students every year until they finish High School.

Parents had the opportunity to review a sample test and to identify whether it was a portion of the CELDT or the CST.

Ms. Herrera asked the committee if they wished to continue with the meeting for 10 more minutes to allow the presenter to conclude the presentation. Everyone agreed. 8:00pm.

The CST is a content-based test for all students in California and the CELDT is designed to measure the language development of English Learner. Both tests are required by the State.

A parent commented that teachers need to focus on teaching the contents of the test, so that students are prepared when the time comes to take it.

Mr. Salcido added that in order for students to be reclassified, they need to learn all areas.

A parent had a question about reclassification and Ms. Mucetti informed her that the committee would cover that topic in March.

**X. Announcements:**

**A. Parent Education and Involvement Office by Ms. Elizabeth Bliss**

There were no announcements made due to the lack of time.

**XI. Adjournment:**

**Ms. Mara Herrera** adjourned the meeting. **Ms. Irma Hinojosa** made a motion to adjourn the meeting and **Ms. Ana Solorio** seconded. All were in favor and the meeting ended at 8:10pm.