



District English Learner Advisory Committee (DELAC)

May 21, 2025

9 a.m. to 11 a.m.

This meeting will be held in-person and on Zoom

DELAC Agenda

Agenda Item	Responsible
I. Call to Order	Meeting Called to Order: 9:07 AM by Grace Vega, English Learner Program Specialist
II. Welcome Opening and Attendance <ul style="list-style-type: none"> A. Strategic Plan Priorities B. Meeting Norms 	<p>Grace Vega welcomed attendees and presented district plan priorities, the four pillars, and meeting norms.</p> <p style="text-align: center;">Roll Call</p> <p>In-person attendees:</p> <ul style="list-style-type: none"> ● Deanna Sheats – IIT, Panama Elementary ● Angelica Figueroa Sanchez – Academic Coach, Castle Elementary ● Karina Ochoa Manzo – Teacher, Whitley ● Xinting Yang – Parent Representative, Hart ● Gabriela Alcala Reyes – Parent Representative, Loudon ● Angelina Sanchez – Parent Representative, Old River ● Liliana Garza – Parent, Old River ● Genesis Contreras – English Learner Program Specialist ● Grace Vega – English Learner Program Specialist ● Toni Sanchez – English Learner Program Specialist ● Jackie Cortez – Administrative Secretary ● Jill Hamilton-Bunch – Director II, Professional Development ● Carolina Peña – Presenter, Kern High School District ● Vanessa Ramirez – District Interpreter <p>Zoom attendees:</p> <ul style="list-style-type: none"> ● Suzana Montoya – Parent Representative, Laurelglenn ● Martha Mayorga – Parent Representative, Miller ● Leslie Hernandez – Parent Representative, Sing Lum ● Susana Moreno – Parent Representative, Van Horn
III. Public Comment Comments related to agenda items, per Greene Act and must be submitted by email to delac@pbvUSD.k12.ca.us 24 hours in advance of the meeting.	Grace Vega stated that at this time there was no public comment. She reviewed that if someone wanted something addressed at any future meetings, they could send an email to delac@pbvUSD.k12.ca.us .
IV. Approval of Minutes Motion, Second, and Vote	Grace reminded members that the April 23, 2025 minutes were shared via ParentSquare. Motion: Gabriela Alcala Reyes (Loudon) moved to approve the minutes. Second: Angelina Sanchez (Old River)

	Vote: Unanimous approval by all seven voting members present. Motion carried.
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V. Guest Report
A: Carolina Pena,
Administrator of
Educational Options Kern
High School District
B: Jill Hamilton-Bunch,
Director of Instructional
Services

A. Carolina Pena, Administrator in Kern High School District presented on Kern High School District transition process and pathways, as well as reclassification criteria. Carolina began with transition pathways for students on aligning ELD course placement with student performance levels. It highlighted the importance of placing students in ELD classes that reflect their proficiency, as shown in Summit K-12 assessments and the Summative ELPAC. Some students are exceeding their current ELD level but are limited by course credit caps. It was noted that students may be enrolled in higher ELD classes based on performance, and that motivation should not be a barrier to advancement.

Carolina Peña presented on the process for advancing high-performing English learners in ELD courses. Teachers may recommend students for level advancement by completing the Student Oral Language Observation Matrix (SOLOM). Students who meet the following minimum SOLOM scores may be promoted:

- ELD 1 → ELD 2: Score of 10
- ELD 2 → ELD 3: Score of 15
- ELD 3 → ELD 4: Score of 20

Carolina also shared Kern High School District's reclassification criteria, which include:

- **ELPAC Overall Performance Level (PL) 4** as the standardized English language proficiency requirement
- **Teacher evaluation**, completed by the English Language Arts teacher using the OPTEL (Observation Protocol for Teachers of English Learners)
- **Parent consultation**, documented in the OPTEL
- **STAR Renaissance IRL Assessment:**
 - 9th & 10th graders must score at a 3.5 IRL or higher
 - 11th & 12th graders must score at a 4.0 IRL or higher
- **Conclusion of Presentation – Graduation vs. A–G Requirements (Carolina Peña)**
- Carolina Peña concluded by emphasizing the distinction between high school graduation and A–G college entrance requirements. She stressed the importance of supporting English learners in meeting both, to ensure they are prepared for graduation and eligible for admission to UC and CSU universities.

A. [Jill Hamilton-Bunch](#) presented **LCAP Goal Updates**

- **Goal 1: Equitable Learning Conditions**
Continued investments in qualified staff, safe facilities, and standards-aligned materials. Updates include new math and literacy curriculum, NGSS-aligned science training, and support for special education through a teacher residency program.

Feedback highlighted the need for increased academic supports and smaller class sizes.

- **Goal 2: High-Quality Instruction**

Focused on consistent, rigorous teaching for all students. Actions include expanded training for teachers and aides, improved access to programs like GATE, AVID, and CTE, and increased communication to ensure families understand program opportunities.

- **Goal 3: Safe & Supportive Schools**

Emphasis on school safety, mental health, and student well-being. Key actions include MTSS implementation, SEL curriculum, continued assistant principal support, and resources for foster and unhoused youth. Future plans include enhanced crisis response protocols and school-based wellness initiatives.

- **Goal 4: English Learner Success**

Support aimed at accelerating language development and academic achievement. Continued focus on professional development, supplemental materials, and newcomer supports. New initiatives include a dual immersion program and targeted support for Long-Term English Learners.

Recess

The meeting took a brief recess.

- Toni Sanchez exited at 10:05 AM
- Jill Hamilton-Bunch exited at 10:36 AM

VI. Old Business A. None	None
VII. New Business A. Evaluation of Title III B. Implement, Monitor and Revise Title III Plan	A. Grace Vega explained Title III Program Evaluation. The district evaluates Title III programs by tracking English Learners’ progress, reclassification rates, and monitoring reclassified students for four years. They also identify Long-Term English Learners (LTELs) who have not yet reached proficiency after six years. Data is regularly reviewed to improve support and update strategies as needed. B. Grace also explained that the district annually develops, reviews, and monitors a Title III plan to support English Learners. Key elements include tailored instruction to meet varied language proficiency levels, specialized teacher training in language development and cultural responsiveness, and active engagement with families and community partners to support student learning and success. Angelica Sanchez left the meeting at 10:39 AM.
VIII. Announcements and Next Meeting Date A. Upcoming DELAC Meeting Date: To be determined	A. Grace Vega noted that the next DELAC meeting date has not yet been finalized. Updates will be posted on ParentSquare and shared with school sites once confirmed.
IX. Adjournment Motion, Second, and Vote	A motion was made by Xintin Yang to adjourn the meeting and seconded by Angelina Sanchez at 10:50 AM. The motion was carried.

Sincerely, Genesis Contreras, EL Program Specialist _____

DELAC Parent _____