



Redlands Unified School District

Special Project Department
Educational Services Division

P.O. Box 3008 • Redlands, California 92373-1508 • (909) 307-5300 • FAX (909) 307-2489

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

MINUTES

September 19, 2025

5:30pm-District PDC

I. Welcome:

- Sonya Balingit, Director of Special Projects welcomed everyone

II. Call meeting to order

- @ 5:39 Viridiana Mercado (VP/parent) called the meeting to order.

III. Introductions

- Sonya Balingit reviewed information regarding the Special Projects department that includes Multilingual Education.

IV. Review DELAC Meeting Schedule for 2025-2026

- Mrs. Balingit explained that after speaking with the DELAC president, Norma DeLeon, and Ms. DeLeon felt that in person meetings would be best for this year. For this reason, the schedule for DELAC has all meetings held in person this year. However, Mrs. Balingit shared that if anyone felt that they would rather see some meetings held on zoom, that was still an option.
- Jon Malit (parent) asked if the meetings could be done live simultaneously? Mrs. Balingit shared that it was an option that could be explored. She also shared that it required more personnel to monitor the meeting, but that it was an option to think about. She shared that DAAPAC had held a meeting in person with a live camera and that some difficulty had occurred.
- Mrs. Balingit shared with the committee the RUSD website and where they could find the Agendas, Minutes, and the DELAC meeting dates. She also shared that the RUSD website now had a calendar feature with all the meeting dates included.

V. Establishing our Meeting Norms and Working Agreements

- Mrs. Balingit shared the meeting norms and asked for input or questions. None.

VI. Approval of Minutes- None (first meeting of the year)

VII. School Reports- None (first meeting of the year)

VIII. What is DELAC?

- Mrs. Balingit shared a chart with the DELAC committee of the top 10 languages of RUSD's currently enrolled students. She explained that this information was important for the district to use when planning for the opening of a Dual Immersion Program. Mrs. Balingit showed the chart to the committee and pointed out that 11% of families spoke Spanish.

She also shared that the Dual Immersion program was expected to open within the next 2 years, but hopefully even sooner than that!

IX. Purpose and Goals of DELAC

- Mrs. Balingit reviewed a slide with the purposes/goals of the DELAC committee.
 - Master Plan for English learners updates
 - a Needs Assessment, that was focused not on RUSD, but rather on school site needs and parent needs. She shared that after reviewing some data, the committee would be doing the Needs Assessment at this meeting.
 - a review of the programs offered, goals and objectives for ELs
 - compliance with teacher/teacher aid requirements
 - a review of the Reclassification procedures that are aligned to the State requirements.
 - Mrs. Balingit shared the four criteria with the committee and shared that in the next month over 100 students met the criteria and would be reclassified.
 - a review of LCAP annually

X. RUSD EL Programs and Goals

- Mrs. Balingit talked about Title III funding and shared that the funds had been frozen in July but thankfully were released shortly after. She explained that the funds totaled 181,000 dollars. These funds are tied to the number of English learners in the district. She explained that some districts have far more money in Title III funds. She explained to the committee that the funds are distributed to the school sites for use to provide supplemental support for English learners such as language instruction support, teacher professional development, parent engagement, and academic support for English learners that is above and beyond the general academic core materials and core instruction.
- Jon Malit (parent) asked if the 181,000 was for all RUSD or for a specific school site and if principals share how the funds are spent. Mrs. Balingit explained that it was for all RUSD, but distributed to each school site by the number of ELs at the site. She reminded parents that the spending of these funds was included in the SPSA and should be discussed with both ELAC and SSC. Parents who attend ELAC will have the opportunity to advise the principal on ideas for how those funds could best be used to support the academic growth of the site's English learners.
- Viridiana Mercado (parent) asked if schools with more ELs get more of the Title III funds? Mrs. Balingit shared that the funds are distributed to school sites by the number of English Learners. So yes, some schools receive more funding than others.
- Rebecca Astorga (teacher) asked if the Title III funds are all federal funds? Mrs. Balingit shared that they were federal funds and that each year we will wait to see if the funds are still available, and how much is granted. She shared that for this reason, it was important to be careful with how these funds are used each year.
- Mrs. Balingit shared the four EL Program goals:
 - Structured Immersion: Mrs. Balingit shared that each year the District sends out an annual letter for each EL student that explains the ELPAC scores and the SEI program offered to support ELs gain English proficiency.
 - Title III Funding: Mrs. Balingit reminded the committee that ELAC was a great place to find out more about how Title III is being used at the school sites.
 - Curriculum: Mrs. Balingit explained that supplemental materials were used to support English proficiency.
 - Adali Quinonez (school counselor) asked if Title III funds could be used to purchase translated core curriculum into various different languages. Mrs. Balingit explained that since RUSD offers an SEI program, English was the language of instruction, with the goal of providing English learners with targeted instructional practices that supports ELs with access to the core curriculum while simultaneously learning English.

- Professional Development: Mrs. Balingit shared that school staff receive professional development to keep teachers, and administrators up to date with any changes to curriculum, instruction, laws, or best practices for how to provide instruction for English learners. She also shared that PD was available to parents.
 - Patty Hernandez (parent) shared that she was part of the PD offered at Victoria and that she had learned a lot and enjoyed meeting other parents. She felt that the information she received from Rebecca Astorga and Addie Romagnoli through the Latino Family Literacy Project was very helpful.

XI. Needs Assessment

- Mrs. Balingit shared the CA Dashboard with the committee and walked the committee through the different indicators that monitor student achievement. She explained how for each indicator the results were disseminated by different subgroups, including English learners. She shared that RUSD's ELs had scored in the YELLOW, and explained the different colors, and their meaning. She further shared that this information was open to the public. She explained that the information shown was for 2024 but that the 2025 information would be available soon.
- Mrs. Balingit shared that SSC and ELAC could use this data to decide areas where intervention support may be needed for students.
- Mrs. Balingit then explained that the DELAC committee would now share ideas for the Need Assessment. Parents/Staff were encouraged to use the handout provided to add any areas where they felt there was a school site need. (academic, socio-emotional learning, safety, attendance, etc)
- Mrs. Balingit then asked if anyone would like to share their suggestions.
 - Patty Hernandez (parent) shared that to improve with school attendance, schools could offer more fairs, and educational fairs that would help parents become more involved and motivated to participate. She shared that attending school site events can help encourage parents to support their child's attendance.
 - Ms. Huerta (parent) shared that for attendance she felt that it would be a good idea for school staff to offer more support for families that may be experiencing difficulty getting their children to school. She added that home visits by school personnel could target the issue by finding out what issues could be addressed to help families get their children to school.
 - Mariela Morales Guzman (teacher) shared that she would like to see more translation available at the school site. Mrs. Balingit shared that identified and approved bilingual staff were offered a stipend to support sites with translation. She also shared that the Special Projects department did not employ translators, and that many sites often use site staff who speak the language needed, or when a translator is not available for a specific language, schools were encouraged to use the Language Line interpretation offered in RUSD. Mrs. Balingit explained that Language Line was a system where schools could call in for translation and that school sites paid for this translation service when it was needed.
 - Patty Hernandez (parent) asked if paraprofessional aides could get paid a stipend when they translated and Mrs. Balingit shared that RUSD had two translators for Spanish in Special Services and that school sites often called to have them translate at IEPs. She told Mrs. Hernandez that she would have to get back to her about paraprofessionals receiving a stipend to translate at the school site where they work.
 - Adalia Quinonez (school counselor) shared that she would like to see a curriculum for socio-emotional support in multiple languages, like access to videos that students could watch in their language. She also thought it would be helpful to have ESL classes for both parents and students.

XII. ELPAC State Assessment

- Mrs. Balingit shared how English learners were annually assessed for monitoring their progress towards English proficiency. She explained the use of the initial ELPAC to identify ELs, and that in the spring, all ELs are assessed using the Summative ELPAC. She explained that the Alt. ELPAC was available for students with significant cognitive disabilities and assigned at the IEP. She shared the ELPAC website and shared that more information about ELPAC would be shared at upcoming DELAC meetings.

XIII. Reclassification Procedures

- Mrs. Balingit shared the graphic with the four criteria and explained that the criteria were set by the State with each school district determining which locally administered assessments would be used for criteria four. She shared that any updates to the reclassification criteria would need to be RUSD board approved. She also explained that RUSD had a separate criteria for Dually Identified ELs.

XIV. Family Events and Resources

- Mrs. Balingit shared all the upcoming parent events and flyers with the committee and encouraged parents to attend the Sept. 27 SBCSS Family & Community Engagement Summit being held at University of Redlands this year!
- She shared information about Plaza Comunitaria and that Mrs. Erica Villalvazo would like to attend a future DELAC meeting to talk further about Plaza and its partnership with the Mexican Consulate.
- Mrs. Balingit reminded the parents of the Aeries Parent Portal meeting on Sept 25th and that parent workshops were available on the RUSD calendar and notices and reminders were included in the Aeries communications to all parents who have signed up for notifications.
- Mrs. Balingit also shared with parents the mandated compliance posters for School Safety that were located throughout each school site and reminded the committee of the valuable information and procedures found on the posters.

XV. Discussion items from previous meeting and items to add for next meeting

- None shared by the committee

XVI. Next meeting will be at Oct. 23, 2025- DELAC Officer Elections/Nominations

XVII. Meeting adjourned @ 6:42 Viridiana Mercado (VP/parent)