



1801 10th St., Reedley, CA 93654 ~ Telephone: (559) 305-7010

DELAC MINUTES

Date: October 13, 2025
Time: 3:30 P.M.

Location: KCUSD Community Learning Center

Type of Meeting: District English Learner Advisory Committee Meeting

Meeting Facilitator: Jose Guzman, Assistant Superintendent

Chairperson: Claudia Angulo, Parent

I. Welcome and Call the Meeting to Order

The meeting was called to order at 3:37 P.M. by Mrs. Angulo.

Motion to approve the nomination of Karen Jauregui for DELAC Secretary - Marcos Rios

Seconded by - Alondra Garcia

All in favor - Yes

II. District & School Representative Introductions

DELAC Attendees:

Claudia Angulo (Parent, KCHS) Clotilde Martinez (Parent, Alta) Benny Sandoval (Parent, Riverview) Alma Maciel (Parent, Riverview) Marcos Rios (Parent, Jefferson) Ana Estrada (Parent, OCHS) Amparo Ornelas (Parent, AL Conner) Veronica Arroyo (Parent, RHS) Karen Jauregui (Parent, Silas Bartsch) Alicia Agabo (Parent, MVS) Gloria Lopez (Parent, Citrus) Maria Hernandez (Parent, Sheridan) Alondra Garcia (Parent, Lincoln) Paula Estrada (Parent, Grant) Nayma Cruz (Parent, TL Reed) Alma Gonzalez (Parent, Navelencia) Ron Pack (Educational Programs Administrator, ESC) Maria Elena Velasco (Administrator Assistant, ESC) Jose Guzman (Assistant Superintendent, ESC) Daisy Rivera (HR Technician, ESC) Jean Brletic (EL Coordinator, SSC) Stephanie Villasenor (School Social Worker, SSC) Josefina Banda (Secretary, Migrant Program) Norma Murillo (Migrant Coordinator, Migrant Program) Shaun Rodriguez (Fiscal Services Chief, ESC)

Assistant Superintendent Jose Guzman thanked members, noting the committee's importance. He reviewed the mission and vision statement, highlighting the commitment to inclusive, diverse education so ALL students can learn and succeed.

III. Parent Training - Robert's Rules

Assistant Superintendent Jose Guzman reviewed Robert's Rules, emphasizing that the committee will comply with these guidelines by following the meeting agenda, addressing listed topics, and requiring motions for action items. Topics not on the agenda may be added to the Parking Lot poster for future meetings.

IV. Agenda Review

No additions or revisions were received.

V. Approval of Minutes from May 5, 2025

Motion to approve minutes from the last meeting - Alma Maciel

Seconded by - Gloria Lopez

All in favor - Yes

A parent requested that the minutes from the last meeting include the discussion about how a transition program from elementary to middle school would benefit students. He emphasized that this transition is important not only for middle school students but also for elementary students.

VI. Purpose of DELAC

Assistant Superintendent Jose Guzman emphasized that DELAC members are important representatives for English learners. He encouraged attendees to share ideas and feedback for district programs, which are reflected in the District's LCAP. Representatives are expected to share information between DELAC and their school sites, as the committee relies on parents' input and serves as the voice for all English learners.

VII. DELAC By-Laws Review

Mr. Guzman asked attendees to review the DELAC Bylaws, noting that this committee is required by law. He invited participants to review Article 3 and suggest any updates or revisions as needed.

Motion to approve DELAC by-Laws - Paula Estrada

Seconded by - Ana Estrada

All in favor - Yes

VIII. EL Master Plan Overview

EL Coordinator Jean Brletic provided a brief overview of the EL Master Plan, covering Chapters 1–3. Chapter 1 focuses on EL identification, parent notification, and program placement; Chapter 2 outlines instructional programs; and Chapter 3 explains the monitoring of English progress and reclassification. She noted that a summative exam is administered in April, and students who qualify are reclassified and no longer receive EL services. Reclassified students are recognized on Children's Day for their achievement.

Ms. Brletic shared that the SALA program is held in the fall, with about 100 EL students in grades 4–8 participating this year. Transportation, breakfast, and lunch were provided, and the curriculum was developed through a five-week professional development program. She also noted that permission slips for the January SALA will be sent in December.

A parent mentioned that SALA runs for a very short time. It would be good if it lasted longer.

A parent asked if SALA was held this fall, as she wasn't aware. Mrs. Brletic shared it ran for four Saturdays, the last two weeks of September and the first two weeks of October

A parent mentioned that her kids were not invited and asked if they could attend. In response, Mrs. Brletic explained that students who had not shown improvement and needed additional support were invited to participate in the fall Saturday academy classes, and confirmed that students who were not invited are welcome to attend.

A parent asked whether children who were not invited, including siblings of reclassified students, could still attend SALA. In response, Mrs. Brletic confirmed they are welcome to attend.

A parent asked if her other children could attend SALA since her third-grade daughter is participating. Mrs. Brletic confirmed that they can.

The chairperson asked about seniors or newcomers who have not yet been reclassified. Mrs. Brletic explained that those students take specific classes at the high school and noted that strategies are being developed to support long-term EL students and redesign ESL classes at RHS and OCHS.

A parent inquired how not being reclassified affects students academically. Mrs. Brletic explained that reclassified students are able to take elective classes, such as art, while students who are not reclassified must continue taking ELD classes.

A parent asked which classes are considered elective. Mrs. Brletic explained that electives include art, video, and other optional courses that students select based on their interests.

A parent asked whether a student can take elective classes if their parents believe they speak English well. Mrs. Brletic responded that students must first pass the English proficiency test.

A parent asked how transferring between schools affects students' learning. Mrs. Brletic explained that the district supports these students by sharing data and practices with other districts to ensure that no important information is missed.

A parent asked whether each test differs by grade level. Mrs. Brletic explained that tests vary by each grade level, becoming more challenging as the grade level increases.

A parent asked how the district supports EL students in elementary and middle school. Mrs. Brletic explained that each school provides designated ELD time to support these students and noted that EL students are not eligible to take elective classes.

A parent asked whether students who do not pass the exam can still be reclassified or remain in regular classes. Mrs. Brletic explained that state rules require students to pass the exam in order to be reclassified.

A parent asked where she could find additional resources to help her daughter practice English in writing and reading. Mrs. Brletic responded that resources are available through the Migrant Program and will be shared shortly.

A parent noted that some parents mark English as the home language so that their kids avoid testing. Mrs. Brletic advised being honest, explaining that accurate information ensures students receive the academic support they need and helps teachers understand how to best support them.

A parent asked how her grandson was identified as a new EL if schools rely on parent surveys. Mrs. Brletic explained that any student who speaks a language other than English must receive EL support. Mr. Guzman added that the survey asks about languages spoken at home to help identify students needing additional support.

A parent shared that her son was reclassified in sixth grade because he spoke only Spanish.

A parent asked whether the test had changed. Mr. Guzman responded that the tests remain the same, but each grade level has a different version.

The chairperson asked at what grade level students can first be reclassified. Mrs. Brletic responded that students can be reclassified starting in Kindergarten.

IX. Puente Program

Migrant Education Program Secretary Josefina Banda shared information about the Puente Tecnología program, designed to close gaps in technology, literacy, and academic achievement. The program supports families with guidance on district apps, technology use, and computer access, including up to five Mango accounts per household. New this year are upgraded workshops, support for newcomer students, and testing support. Puente meetings are held alongside ELAC at school sites with Arabic and Spanish translation. Regional workshops on Digital Citizenship are also planned, and parents are encouraged to participate.

A parent asked when the Digital Citizenship workshop will be held. Josefina responded that the information will be shared once available.

A parent asked if there are classes on Artificial Intelligence for parents. Mr. Guzman responded that the district has started offering AI workshops for staff and plans to make them available for parents as well.

A parent asked what the AI classes are about. It was shared that they will focus on technology and how to use it.

X. Student and Families Support - KC Cares - and Health/Wellness Fair

Social Worker Stephanie Villasenor shared information about the KC Care Pantry, which supports students in foster care, unhoused students, and now serves all students after a survey showed 50% of families face food insecurity. Donations of \$21,000 from Mike Wolf Farming and \$5,000 from the KCUSD Educational Partnership Foundation support food, hygiene, and basic needs, with locations at OC and Reedley. Families are referred by school staff, with information kept confidential. Identified families receive additional resources, and parents are surveyed to build relationships and identify other needs. Seven student volunteers also help organize the pantry each month, and seven student volunteers help organize the pantry monthly.

A parent asked whether the Unhousing Questionnaire is included in the registration packet. It was explained that if a parent indicates their family is unhoused, a social worker will follow up with them.

Stephanie Villasenor also provided an overview of the annual Mental Health & Wellness Fair held on October 9 in the SSC parking lot. The event served 200 parents and students, with 28 community partners offering resources. FCSS offered three mini sessions on healthy coping skills. Families were able to connect with mental and local resources and interact at some of the booths.

A parent asked whether KC Kids and KC Cares are the same program. Stephanie clarified that KC Kids specifically supports special education students.

A parent asked whether the program provides diapers and formula for student mothers. Stephanie explained that KC Cares does not currently offer these items, as the CA Food Bank allows only an approved selection. Mr. Guzman added that social workers can connect students in need with these resources.

XI. Survey - Parent Input

The chairperson asked attendees to complete the survey.

XII. Adjournment

Motion to adjourn - Nayma Cruz

Seconded by - Alicia Estrada

All in favor- Yes

The meeting was adjourned at 5:08 P.M.