



District English Learner Advisory Committee Meeting March 25, 2026 Minutes

I. Call to Order

Miriam Gonzalez called the meeting to order at 9:14 a.m. The following schools were in attendance: Eucalyptus, Kornblum, Ramona, Washington, HMSA, and Bud Carson. Not in attendance: Jefferson, York, Zela Davis, Hawthorne MS, and Prairie Vista MS.

II. Review of DELAC Responsibilities

DELAC shall advise the school district governing board on all of the following tasks:	Date Completed
Development of a district master plan, including policies guiding the consistent implementation of English learner educational programs and services that takes into consideration the Single Plan for Student Achievement (SPSA).	12/18/2025 1/29/26 2/26/26
Conducting a district-wide needs assessment on a school-by-school basis.	12/18/2025
Establishment of district program, goals, and objectives for programs and services for English learners.	2/26/26
Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.	3/25/2026
Review and comment on the school district's reclassification procedures.	8/28/2025
Review and comment on the written notifications required to be sent to parents and guardians.	8/28/2025
The LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities.	10/30/2025

III. Review of Minutes from the February 26, 2026 meeting

Ms. Gonzalez reviewed the December minutes. Mrs. Galarza motioned to approve them, and Mrs. Ospina seconded. DELAC members unanimously approved the February 26, 2026, minutes.

IV. Unfinished Business

None

V. New Business Agenda Items

ELPAC Assessment Update: Ms. Gonzalez reported on the administration of the ELPAC state assessment. ELPAC examiners are continuing to work across all schools to complete the assessment and will provide assistance until April 30th. The final deadline for completion is May 29th. Currently, HMS, PVMS, and Zela Davis have achieved a high completion rate.

- LCAP Addendum

- Ms. Gonzalez informed the members about the LCAP Federal Addendum Title III, a mandatory California document. This addendum ensures that federal funds supplement state and local initiatives for English Learners (EL) and immigrant students. It outlines the district's plan to enhance English proficiency, boost academic achievement, and provide high-quality professional development for teachers working with EL students. Ms. Gonzalez emphasized the requirement to complete this document, specifically outlining the services provided to help English learners achieve proficiency and the professional development activities delivered to staff to improve instruction.
- **Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.**
 - Ms. Gonzalez updated the members, stating that the plan's primary focus is to ensure compliance with the teacher and instructional aide requirements established by the Every Student Succeeds Act (ESSA) and relevant state regulations. This compliance is achieved through a multi-faceted approach that includes rigorous hiring standards, continuous monitoring, and ongoing professional training. The Human Resources department is specifically responsible for verifying that all hiring procedures are met and that both teachers and paraprofessionals (instructional aides) are highly qualified.
- **Development of a district master plan, including policies guiding consistent implementation of English learner educational programs and services that consider the Single Plan for Student Achievement (SPSA). -Components 6 and 7**
 - **Ms. Gonzalez has been sharing parts of the updated EL Master Plan with the members.**

Component 6 - English Language Development

 - **Designated English Language Development (ELD)** provides specialized, protected instruction for English learners during the school day. In Hawthorne, this instruction is delivered daily in 30-minute small-group sessions. The curriculum is explicitly focused on language development and is aligned with ELD standards. The current plan outlines the implementation of this ELD instruction at both the elementary and middle school levels, including the specific tools and curriculum to be used.
 - **Integrated ELD** strategies are designed to simultaneously develop academic language and subject-specific content knowledge. These approaches are used across all subject areas and include explicit vocabulary instruction, sentence frames, collaborative learning activities, and scaffolding with visuals and graphic organizers.
 - **Component 7** - Due to time constraints, we did not review it. We will resume the review at the April meeting.

VI. Questions or Comments

What does a designated lesson include?

- Teachers use data analysis to create small groups based on specific student needs. For instance, a small group focusing on writing will receive language development support tailored to that skill. Other potential focus areas for these groups include reading, speaking, and listening.

What about HMSA?

- English learners also receive support at the high school level through integrated ELD strategies. Students are also placed in support classes or tutoring if needed.

Meeting Adjourned: 10:48 a.m.

Next DELAC Meeting: April 30, 2026 @ 9:00 a.m.