DELAC Meeting Minutes 01/14/2026

NVUSD representatives present:

Dr. Rossana Muvetti, Superintendent; Eve Rysor, NVUSD Board; Cindy Watters, NVUSD Board; Julianna Villegas Hart, NVUSD Board; Dr. Monica Ready, Assistant Superintendent - Superintendent of Instruction; Matt Manning, Executive Director; Dr Alejandra Uribe, Director of Multilingual Students and Parent Engagement; Getza Yepez, Silverado MS Liaison; Brian Howard, Principal ACMS; Veronica Guerrero, Valley Oak HS Liaison; Gloria F. Ureña, Pueblo Vista and Napa junction Liaison; Claudia Aranda, Vintage High; Vilma Ledesma, Redwood Liaison; Martha Martin, McPherson Liaison; Jessica Di Gregorio, Phillips; Marisela Gudino, Community School Program Administrator SMS / VOHS; Irma Sanchez, McPherson Liaison; Asenet Segura.

DELAC representatives present:

Cindy Ramirez, DELAC President and **ACHS** Representative; Roberto Hernandez, DELAC Vice-President; Karla Gomez, Secretary and ELAC President, **Alta Heights Elementary**; Susana Cruz, DELAC Deputy and **Alta Heights Elementary** Representative; Asenet Segura, **McPherson**; Carmen Velasquez (Lisol), **Napa Junction**; Liney Avina, **Northwood**; Maribel Aguirre, **Snow**; Julio Petriz Cruz, **Snow**; Nancy Becerra Sanchez, **West Park Elementary;** Blanca Delgado, **Willow**; Maria Lorena Cazares, **Unidos MS**; Josefina Cervantes, **Napa HS**; Erika Ayala, **Vintage HS**; Nancy Becerra, **West Park**.

Audience present:

Karla Tinajero, **ACHS**; Juan Estrada, **Vintage High**; Claudia Judd, **Valley Oak**; Laura Estrella, **Shearer**; Diana Lugo, **Snow**; Rosario Mondragon, **Vintage HS**; Maribel Aguirre, **Snow**; Irma Sanchez, **McPherson**; Maria del Rosario S., **Silverado MS;** Roberto Hernandez, **ACHS** student and DELAC collaborator**.** Pedro Calderon; Julio Petriz Cruz, **Snow.**

Call to Order by Cindy Ramirez, President, 6:07 PM.

Approval of minutes by Secretary Karla Gomez:

Minutes of the November 17, 2025 DELAC Special Meeting minutes were approved as follows: motion by Pedro Calderon, seconded by Carmen (Lisol) Velazquez.

Approval of the Agenda by DELAC Vice President Mr. Roberto Hernandez.

First Motion:

A motion was made to include the Public Comments at the end, which was approved by Karla

Tinajero and seconded by Rosario Mondragon.

Approval of the agenda for the day was made by Pedro Calderon and seconded by Nancy Becerra.

A review of Robert's Rules of Order was given by President Cindy Ramirez reminding that it is necessary to maintain order in the meetings, respect the opinions of others and be courteous when addressing others, raise your hand and wait to be given the floor and you have the right to participate for no more than 3 minutes, the decisions made at the meetings will be those approved by the majority, based on their vote.

1. Mid-Year Report on the Local Control and Accountability Plan (LCAP).

A preliminary LCAP report was given by Dr. Monica Ready, Assistant Superintendent of Instruction. She explained that the Supplemental and Concentration Grant funds are based on the percentage of Unduplicated students enrolled, these students refer to multilingual students, free and reduced-price meal students, and foster youth. The fund totals around $35,000,000 and is allocated to support LCAP objectives, which are organized into 5 goals.

Goal #1: Students graduate prepared for the future.
Approximately $6,461,013 is budgeted, the strategies implemented to meet this goal are as follows: support and literacy updates are: Early Literacy - LETTERS, Guaranteed and Viable Curriculum, Writing Revolution; in support of the math program: Guaranteed and Viable Curriculum, Professional Learning and Training, Prevention and Tiered Intervention; Data Driven.

Goal # 2: Student learning will be responsive, relevant, and participatory.
Approximately $3,080,616 is budgeted, the strategies implemented to meet this goal are as follows: for High Impact Educational Strategies the updates are: Launch of the NVUSD High Impact Instructional Team (HIIT), Development of the NVUSD Instructional Framework, Implementation of the common HIIT lesson planning tool; in Ensuring All Day English Language Development: Monitoring and Progress Assessment of Secondary ELD Curriculum Resources, Elementary ELD Designee, Learning Walks, Progress Monitoring, Assessment and Pedagogical Support; in Newcomer Students: Supporting Best Practices for Newcomers in Secondary, Development of Newcomer Tools; in Newcomer Students, Supporting Best Practices for Newcomers in Secondary, Development of Tools for Newcomers; in Intensive Support for Long-Term English Learners, Data Analysis, K-12 Pilot Program Conference, Exploring LTELs Academic Support.

Goal #3: Families will experience robust communication, engagement, and advocacy.
Strategies implemented to meet this goal are as follows: Proactive Family Communication and Engagement: Strategic Partnership Development, Stakeholder Assessments, Capacity Building, Future Planning. Provide High-Quality Translation Services: Translation Volume and Interpretation Services.

Goal #4: Students develop socially, emotionally, and academically.
Approximately $8,317,691 is budgeted the strategies implemented to meet this goal are as follows: in terms of Student Wellness and Support Programs: Health and Wellness Committee framework project, Development of the CYBHI payment system; in Strengthening our Multi-Level System of Support: Launch of the MTSS pilot program and implementation in spring and EduCLIMBER Training (MTSS platform); in Inclusive and Welcoming Schools: Opt-out policy updates, Review of data on onboarding experience of families, staff and students, Deepening our LGBTQIA+ support systems and wellness center; in Safe, Clean and Secure School Campus: New emergency protocols and "flipbooks" , Implementation of Centegix, Implementation of cell phone policy in TK-12.

Goal #5: Increase Valley Oak student achievement and participation (Equity Multiplier Objective).
Strategies implemented to meet this goal are as follows:
- Regarding College and Career Readiness.
- Certificated and classified support for interventions.
- Support for work based learning, at this point students participate in programs such as the Internship Experience where 4 days a week for 1 hour they perform jobs within the district in different areas such as transportation, cooking, etc., providing students the opportunity to experience what the work is like, and thus helping students raise their credits and be able to return to their home schools if required.
- Teaching Assistants support the specific intervention plan.

2. NVUSD Reclassification ratio.

Dr. Alejandra Uribe presented a chart of English Learner students across the district for each of the schools in the district, highlighting the numbers of how many English Learners each school has and how many of them are considered long term, as well as the number of students who have been reclassified during the 2024-2025 school year, this information was read to each of those present for their knowledge.

Questions and Answers:

Q: If the student does not have the opportunity to reclassify in High School, what happens next?
A: The district replied that their goal is to have them reclassify in high school and, if that doesn't happen, there is no consequence, to which Cindy responded that if a youth is unable to reclassify in high school by going to NVC, they will receive an orientation to enroll in ELD English classes (1, 2, 3 and 4), in order for students to reach the level of English they need to transfer to a university.

3. Criteria and Process for the Biliteracy Seal.

This item was presented by Dr. Alejandra Uribe and she explained that the Seal of Biliteracy is a recognition granted by the State Superintendent of Public Instruction to graduating high school students who have achieved a high level of proficiency in speaking, reading, and writing in one or more languages, in addition to English. She also mentioned that the Seal of Biliteracy recognizes bilingualism and academic effort, assistance for college, scholarships, and jobs that value multilingualism and cultural diversity. Finally, she spoke about the process that is carried out for the identification of students eligible for this seal highlighting that they no longer have to apply for this recognition because they automatically qualify if they meet the established criteria and that in the month of February Dr. Peter Abboud and Data Services generate a report of the students who qualify and send it to the high schools, then they have 2-3 weeks to review the list and make them known to their students through their counselors. Once the review is completed, the seals are ordered, which arrive with enough time to be included in the diplomas.

Comments:

Q&A:

Q: Doesn't the student need to find out what date to apply for the stamp?
A: No, Dr. Peter Abboud generates the report of who are the candidates for the seal.

Q: At what point does the student learn that he/she is a candidate for the seal?
A: The counselors have that list, but from the notification, I need to find out how they are doing it. As a suggestion Cindy says that although the counselor reviews that list, there should be direct communication with the student and parent. As an example: at American Canyon High School the information stays in the office and the student has to research and seek response on their own and do the last required paperwork. The liaison commented that at Vintage they send a letter to the parents of the students and have a ceremony where they give them their certificate. Mrs. Rosario Mondragon commented that we must demand that our students master the language they represent, that just as NVUSD demands a high accreditation in the English teacher to be hired, they also demand a high accreditation of the Spanish teacher, so that our students also master the Spanish language at the academic level.

Q: For the academic Spanish that they have to master, where does the standard of Spanish that is required come from, because the Spanish of 20 years ago is not the same as the Spanish that is taught now?
A: The level of Spanish that is taught is at the state level. Dr. Monica Ready states that the World Language standard is based on Spanish, which is used for Latino students. Advanced Spanish courses are aligned with state standards.

Q: Is there a different seal depending on whether you went to a dual immersion or regular school?
A: The seal is the same for everyone, although there are different ways to obtain it.

Q: Is there a generalized system, a Spanish standard or program that parents can use to

support their children at home?
A: Alejandra answered: if you want your student to learn Spanish from preschool they need to be in a dual immersion school.

Closing: 8:23 PM

Next Meeting: COHORT , Wednesday, February 18, 2026.