DELAC Meeting Minutes 03/11/2026

NVUSD Representatives present:

Dr. Monica Ready, Assistant Superintendent of Instruction; Matt Manning, Executive Director; Dr. Alejandra Uribe, Director of Multilingual Students and Parent Involvement; Eric Urena, MLL Teacher - ACHS; Getza Yepez, Silverado MS Liaison; Silvia Angel, Browns Valley and Northwood Liaison; Maria Cisneros; Brian Howard, ACMS Principal; Veronica Aguayo, Ed Center; Karily Dean Cruz; Melisa Phillips; Martha Martin, McPherson Liaison; Gloria Frias; Jessica Di Gregorio, Phillips.

DELAC Representatives present:

Cindy Ramirez, DELAC President and **ACHS** Representative; Karla Gomez, acting DELAC Vice-President and ELAC President **Alta Heights Elementary**; Susana Cruz, acting DELAC Secretary and **Alta Heights Elementary** Representative; Carmen Velasquez (Lisol), **Napa Junction**; Magaly Abad, **Shearer**; Maribel Aguirre, **Snow**; Alina Perez **ACMS**; Maria Hernandez **Redwood MS**; Dulce Nava, **West Park Elementary**; Manuel Ramirez, **Silverado MS**; Josefina Cervantes, **Napa HS**; Erika Ayala, **Vintage HS**.

Audience present:

Cecilia Sanchez **Silverado MS**; Alfonso Rodriguez, **Shearer**; Marisela Gudiño, **Valley Oak**; Diana Lugo, **Snow**; Enrique Hernandez, **Vintage HS**; Esmeralda Hernandez **Unidos MS**; Maria Hernandez Blas **Redwood MS**; Blanca Delgado, **Willow**; Alina Perez, **ACMS**; Zaidareth Diaz, **Bel Air**.

Call to Order by Cindy Ramirez, Chairperson, 6:01 PM.

Approval of minutes by Acting Secretary Susana Cruz:

The minutes of the January 14, 2026 DELAC Meeting were approved as follows: approved by Maribel Aguirre and seconded by Josefina Cervantes.

Approval of the Agenda by DELAC Acting Vice-President Karla Gomez.

First Motion:

The first motion is made to incorporate the approval of the agenda, which was approved by Cecilia Sanchez and seconded by Erika Ayala.

In response to the suggestions presented regarding the time for the end of the meetings in the previous evaluation, a second motion was made to assign each speaker 20 minutes except for the LCAP review which will take 45 minutes, approved by Magaly Abad and seconded by Cecilia Sanchez.

The agenda for the day was approved by Cecilia Sanchez and seconded by Erika Ayala.

Cindy Ramirez informed those present that a stopwatch will be used during the meeting to keep track of time to ensure progress on all items and to conclude on time.

1. Review of supports and strategies for MLLs/LTELs (Long Term English Learners), feedback from ELPAC Bootcamp.

Mr. Eric Ureña, ELD teacher at American Canyon High School shared with us his experience of the Bootcamp that was held at American Canyon High School, he recalled that last year he presented at a DELAC meeting and talked about the Vista Higher Learning curriculum. He explained that this curriculum allows him to support English Language Development in the areas of listening, speaking, reading, and writing, and commented that he has observed that students like it.

He then spoke about the ELAC Bootcamp offered for English learners preparing to take the ELPAC exam. He indicated that this strategy worked well last year, so it was implemented again this school year. The purpose of the Bootcamp is to prepare students for the ELPAC. Approximately 70 students met during second period during the school day, with whom he reviewed the importance of the exam and shared strategies for taking it.

Mr. Ureña noted that English Language Development instruction takes place throughout the school year, while the Bootcamp serves as specific preparation for the ELPAC. He also mentioned that students commented that they found the reminder to eat a healthy breakfast and sleep early on test days helpful.

Cindy Ramirez added that the last ELAC meeting at ACHS was attended by 18 people. During that meeting, students who participated in the Bootcamp were asked to share what they liked and what suggestions they had for improvement. Three of the students present commented that, thanks to the Bootcamp, they understood the reclassification process and the tests needed to achieve it, as well as the importance of being reclassified.

It was also reported that the students and parents suggested that the Bootcamp be offered three times a year in the next school year.

Dr. Veronica Aguayo-Ochoa emphasized that Mr. Ureña's work is a reflection of the effort being made in the district to support students. Mr. Ureña also reminded that learning a second language takes time and that it is important to celebrate progress, even if it is gradual, as this motivates students.

Alejandra Uribe mentioned that she shared resources to implement the Bootcamp at the district level. For her part, Martha Martin commented that at McPherson School this strategy was also used with fifth grade students.

Questions & Answers:

Q: How is Bootcamp done?
A: At ACHS it was held during school hours and was a presentation on how to prepare for the ELCAP exam.

Q: Was it just a meeting for the students or was it instruction?
A: It is a meeting to prepare the students, the instruction is done in the ELD classes, the goal is to do it twice a year, once at the beginning and the second time when the exam is close.

At the end of the meeting, Mr. Ureña commented that many students came up to him and told him that this information was very useful because they understood why the test is given and how they can exit the program.

Q: What grades is the Bootcamp designed for?
A: For high school, but I know that some elementary schools have also done it.

Students were asked what they thought of the Bootcamp and what they would like to see changed, they said the atmosphere was nice and they felt confident and would like to come back next year, some others also commented that it was their first time going and that up to that point they learned what reclassification was and what it meant to pass the ELPAC, STAR and CAASP tests.

2. Input on the draft AI Guidelines for NVUSD.

Jordan Michaels and Ashley Greene from NVUSD's Technology Department presented for the purpose of getting feedback on the policy they were going to present to the NVUSD board related to the use of artificial intelligence (AI). They shared that they have two documents: one geared toward students and one geared toward families. They asked for comments specifically on the one-page document targeted at families. This work is linked to Strategy 13 and is intended to formulate a recommendation for NVUSD board approval.

It was reported that the committee met five times and developed language dense one-page documents. They are currently seeking to develop clear guidelines for teachers, families, students, and administrators.

Mr. Michaels and Ms. Greene distributed the one-page document, as well as handouts and sticky notes. Participants were organized into small groups to review the document and provide feedback, focusing on the guidelines for families and students. The guiding questions were: “What do you like about the guidelines?” and “What suggestions do you have?”. Approximately 10 minutes were allotted for this activity.

A parent asked what applications have been approved by the school district. Ashley Greene responded that, for elementary grades (grades 3-5) and middle school, the approved apps include Canva and Adobe Express. For high school, in addition to these, Securely AI Chat is also approved.

Another parent asked how AI can support students who have not yet been reclassified. Alejandra Uribe explained that some platforms, including the Summit K-12 pilot program uses AI to provide immediate feedback to students in areas such as reading, writing, listening, and speaking. This helps students receive instant feedback so they can apply it at the next opportunity.

Dr. Veronica Aguayo mentioned that some ELD supports help with correct pronunciation. She also pointed out that it is not recommended that students in the early stages of learning English use AI to complete their assignments, as it is important that they go through a process of productive effort. She emphasized that AI should not do the work for them. She added that AI can be useful for reviewing the writing of long-term English language learners, but it is not recommended in the early stages.

3. LCAP Interim Report (part 2) - soliciting input for the Local Control and Accountability Plan.

Dr. Ready expressed her excitement about returning to the DELAC meeting for the second part of obtaining feedback on the LCAP. Monica went through four slides to review the information and explained how the LCAP is developed throughout the year following a timeline. She gathers data and feedback on services, and once the LCAP is complete, she will present it to the board for final approval.

The LCAP has five goals, but this session focused on only four: College and Career Readiness, Provide a Responsive and Relevant Pedagogy, Communication with Families, and Providing Social Emotional Support.

Dr. Ready passed out handouts, one for each goal, and encouraged parents to discuss in small groups and provide feedback using sticky notes. This process was done for Goals 1 through 3 and will be continued at a future meeting to complete feedback on Goal 4.

Adjournment: 7:53 PM

Next Meeting: COHORT, Wednesday, April 15th 2026.