## A. Welcome/Call to Order

Meeting was called to order at 4:32 p.m. Meeting was held in person and available via Zoom.

Jinder Chahal (Coordinator III) - welcomed all the attendees and thanked everyone for their valuable partnership; also covered the NUSD Core Values and agenda for the day.

## B. Introductions

Jinder Chahal (Coordinator III) - asked for everyone to introduce themselves and to state what school site they were representing. Jinder also shared the Vision Statement, CORE Values and the District Goals.

## C. Review DELAC Norms

Jinder Chahal (Coordinator III) - reviewed the DELAC Norms.

## D. Review Minutes from the May Meeting

Jinder Chahal (Coordinator III) - mentioned that the slide decks and minutes would be emailed to everyone. They can also review May's meeting minutes as well.

## E. Team Sharing/Public Comment/Optional ELAC Reports/Activity

- Jinder Chahal (Coordinator III) - shared that anything discussed or brought up during ELAC can be shared at the DELAC meeting. DELAC will document concerns, questions, exciting events, and other important updates in the meeting minutes. Members are encouraged to bring forward any questions or concerns during public comments and share updates from their school's ELAC.
- Manuel (Parent) - shared his son who is in the EL program does not like getting pulled out of his class to go to another class.
    - Jinder - explained that during WIN (What I Need) time, all students rotate to a different class for 30 minutes based on their individual learning needs. She also encouraged parents to maintain open communication with the school and emphasized the importance of advocating for their children's educational needs.
- Yamileth (Parent) - shared that this was her first time attending a DELAC meeting and expressed concern about her daughter maintaining her Spanish while also developing strong English skills. She appreciated the dual-language program at Herredia-Arriaga but wanted to learn more about the resources available to support students who struggle with English, particularly when Spanish is the primary language spoken at home. She also raised concerns about how students will continue receiving language support as they transition to middle and high school. Yamileth suggested sharing information about available resources with families, especially those who may face language barriers at home.
    - Jinder - explained that the meetings provide an opportunity to discuss research and best practices related to bilingual education. She emphasized that developing a student's first language supports the development of a second language and that the two languages are complementary rather than conflicting. She also noted that research indicates bilingual students can demonstrate strong academic outcomes and shared that the group would review relevant research and strategies in future discussions.

- Tandel (Parent) - shared that he is a parent from Witter Ranch Elementary. He received a letter from the school district explaining that the Summative ELPAC measures how well students can listen, read, write, and speak in English. He also shared that his son has a disability, with autism as his primary disability and speech and language impairment as his secondary disability. From his son's IEP document, he learned that all multilingual students must meet all four criteria to complete the reclassification process. He also shared that there are different types of ELPAC assessments, including the Summative ELPAC and the Alternate ELPAC.
    - Jinder - explained that the meeting would include a discussion of the ELPAC, including scores and the four reclassification criteria. She clarified that the Alternate ELPAC is intended for a small number of students with significant disabilities who may have limited or no verbal communication. She offered to provide additional information about the eligibility requirements and encouraged parents to email her with any individual questions or concerns.

**F. Training - Roles and Responsibilities of DELAC**

- Jinder Chahal (Coordinator III) - explained that DELAC's responsibilities include developing and updating the district master plan, reviewing annual family needs assessments, identifying priorities and resources for multilingual students and families, reviewing district programs and reclassification procedures, and providing input on the LCAP. She emphasized that DELAC representatives serve as a connection between their school's ELAC and the district by bringing parents' questions, concerns, and recommendations to DELAC. These recommendations are documented and considered when developing school and district plans, allocating resources, and addressing the needs of multilingual students and families.
- Table Group Discussion: What I Think DELAC Is: Parent: Purpose is to talk about multilingual students and struggles in schools. Impact of money in schools and how parents can be engaged. What are resources? Jinder - asked if anyone wanted to share what their group talked about.
    - Rita (EL TOSA) - shared at her table the discussion focused on access to resources, including ELD WIN time and classroom support that can help parents support their children's language development. Also, questions about how multilingual students are supported in schools and discussed the reclassification process.
    - Renald Edwards (Vice Principal) - shared that his group discussed the value and benefits of being bilingual and emphasized the importance of maintaining students' home languages. They also highlighted the opportunity to bridge gaps, build connections, and support students and families.
- Jinder - emphasized that students who speak two or more languages have a valuable linguistic skill. They encouraged families and schools to recognize, honor, and preserve students' home languages rather than take being bilingual for granted.
    - Parent - shared she believes that as students get older, they may recognize English as the dominant language and begin preferring to speak English rather than Spanish. She noted that language preferences can shift over time, with older students sometimes becoming less interested in speaking their home language.
- Jinder - emphasized that learning one language can support the development of another because language structures can transfer between languages. She encouraged families to continue teaching and using their home language, highlighting the benefits of multilingualism

and students' ability to develop and transition between multiple languages.

**G. DELAC 2026-2027 Election**

- Jinder Chahal (Coordinator III) - discussed electing DELAC officers, including a chairperson, co-chair, and secretary. Members were encouraged to attend meetings regularly, represent DELAC at district parent meetings, participate in discussions, and share their perspectives and recommendations. Jinder emphasized that active participation and being present at meetings are important responsibilities for DELAC representatives.
    - Claudia Ramos was nominated for Chair
    - Yamilah Lopez nominated herself for Co-Chair
    - Inelva Carvajal was nominated for Secretary

**H. DELAC Voting**

- Jinder Chahal (Coordinator III) - passed out the voting forms to make the voting official. She did explain that if you are a district employee or you are not a parent of an English Learner you can not vote.

**I. English Learner Data from 2025-2026**

- Rita Kim (EL TOSA) - introduced herself and shared her experience supporting students from elementary through high school. She explained that she would be supporting the group and reviewing student data from the current year's ELPAC. She noted that the number of English learners decreased by approximately 125 students from the previous year and explained that there may be several factors contributing to this change. She also discussed the importance of understanding the languages students speak when they enter the district, including the varying levels of English-language instruction students may have received in their home countries. Rita emphasized the importance of recognizing the cultural backgrounds and home languages that students bring to the classroom. She explained that teachers receive training and information about students' home languages to better understand and support English Learners. She also highlighted Natomas Unified School District has been named the 2nd most diverse district in the State, noting that students speak more than 40-48 different languages.
    - Jinder - shared that the CALPADS system does not capture or account for all the languages spoken by students. She noted that the district's last count identified more than 80 different languages.
- Rita - explained that most English Learners are born in the United States. Students are identified through a home language survey, which asks whether another language is spoken at home. If indicated, students take the Initial ELPAC to assess their English proficiency. Students who demonstrate sufficient English proficiency are not classified as English Learners, while those who need additional language support receive ELD services to help them access classroom instruction. Students are classified as English Learners (ELs) when language gaps are identified. The student population is diverse, with students coming from countries such as India, Afghanistan, and Mexico. She also shared that our overall ELPAC levels for the 2025–26 school year range from Level 1 (beginning) to Level 4 (reclassification). Level 1 represents beginning English language skills, Level 2 reflects developing skills, and Level 3 indicates intermediate to fairly well-developed English proficiency. Level 4 students are eligible for reclassification. The data shows that 187 students reached Level 4; however, many had already been reclassified by

the time the data was collected and were therefore no longer included in the results. When comparing Levels 1–3, the numbers remained relatively consistent, although there was a decrease in Level 1 students, 466 in 25/26 versus 372 in 26/27. Overall, students are continuing to make progress in their English language development. The state considers progress to be approximately a half to one ELPAC level of growth per year, recognizing that developing English proficiency can take approximately 7–9 years. Rita shares that the back of the ELPAC score report provides a more detailed breakdown of a student's language skills. While the front of the report provides an overall summary, the back includes individual scores for the four language domains: listening, speaking, reading, and writing. Listening and speaking scores are combined to provide an overall oral language score, while reading and writing are combined to provide an overall written language score. Teachers can review the individual domain scores to identify specific areas where students may need additional support. For example, if a student's overall score is a 3 but their listening score is lower, the teacher may focus on strengthening the student's listening skills rather than focusing only on reading and writing. The back of the ELPAC report also shows a student's progress over the past three years. This allows educators and students to track growth over time. Progress does not always mean moving up an entire ELPAC level; half a level to one level of growth is considered progress. Students can use this information to recognize their growth and set goals for continued English language development. Rita asked to review the Parent Guide for Supporting English Learners at Home, which is part of the district's EL Master Plan. She encouraged all to provide feedback and suggestions on how parents can become involved and support their students' English language development. Their input will be used to update and strengthen the plan.
    - Jinder- passed out the Parent Guide
- Table Group Discussion- Take a look at the Parent Guide, any thoughts/suggestions: HAS Parent: I don't want my daughter to lose her home language, What resources does NUSD have? Parent at WRE: My student has an IEP- is there another way he can reclassify?
- Rita - Thanked everyone for looking at the English Learner (EL) reclassification pathway, identification and classification processes, and the support provided to EL students. This includes designated supports, such as small-group instruction, and integrated supports, which provide language support across all content areas. Families were also invited to share ideas, questions, concerns, and feedback to help strengthen the EL program.
    - Renald Edwards (Vice Principal) - shared that he appreciated that the document includes QR codes that provide families with additional information and expand on specific sections. He shared that it may also be helpful to include a QR code that directs families to translated or accessible versions of the materials in languages such as Spanish, Farsi, or other commonly spoken languages within our community. This would help ensure that all families can easily access and understand the information provided.
        - Rita - commented that certainly it can be explored to create a QR code that directs families to their preferred language or provides a selection of available languages. This would be a helpful way to make the information more accessible to all families.
    - Tandel (Parent) - Let us know that on page 3, under Classification, students must meet the requirements to exit the program. This is called reclassification. In order to meet the requirements for reclassification, students must meet criteria 1, 2, 3, and 4. To reclassify, students must meet all four criteria.

- Rita- shared that the reclassification criteria have recently changed, with updates intended to streamline the process for students, families, and the district. Under the previous criteria, 252 students were reclassified in 2025, compared with 187 students in 2025–26. requirements have recently changed. Since 2022, reclassification trends show an overall pattern of growth, despite some year-to-year fluctuations. The department is focused on strengthening designated and integrated English Learner supports, supporting teachers with effective instruction, and ensuring students can successfully access the curriculum and continue progressing toward reclassification.
    - Jinder - shared reclassification is an important milestone, but the primary focus should be on year-to-year language growth and progress. Students, especially younger learners, may need several years to develop English proficiency, so families should not be concerned if their child does not reach Level 4 right away. English language development takes time and varies by student. For students with IEPs or other learning needs, language acquisition may take longer and should be considered on a case-by-case basis. Overall, consistent growth and continued language development are more important than simply reaching reclassification.
- Rita - explained when students enroll, families complete a Home Language Survey. If a language other than English is spoken at home, the student may be administered an initial language assessment to determine whether additional English language support is needed. This process identifies students who may be classified as English Learners, including students born in the United States who speak another language at home.

**J. Reclassification**

- Lan Lawrence (EL TOSA) - introduced herself and shared she has 33 years of teaching experience across multiple grade levels, from 2nd through 7th grade, and has also coached basketball and volleyball and provided tutoring. They transitioned into TOSA roles, beginning as a general TOSA, then serving as a co-teaching TOSA, and currently working as an EL TOSA for the past several years. She goes on to share support for elementary students. At the elementary level, students in kindergarten through sixth grade receive 30 minutes of dedicated instruction focused specifically on English Language Development. This protected instructional time is referred to as WIN time. WIN is another acronym commonly used in education. WIN stands for "Whatever I Need." During this time, teachers focus on instructional practices designed to help students develop their skills in reading, writing, listening, and speaking. WIN time is protected instructional time dedicated to English Language Development.
  Students are placed in English Learner-only groups to focus on their specific language development needs.Teachers use EL instructional strategies throughout the school day, incorporating scaffolds, rigor, high expectations, and strong support to help students succeed. EL students are assessed annually with the ELPAC. The district's testing window is February 1–March 20, with students tested at different times within that window. These instructional supports and annual assessments make up the primary elementary-level EL support system. Lan also shares that at the secondary level, which includes students in grades 7–12, a variety of support is provided for English Learners. Students who are new to the country may be placed in a Newcomer English class based on their level of English proficiency. At the middle school level, English Learners typically receive their regular English class along with an additional ELP support class. At the high school level, students have access to different levels of language

support, including an optional support class. Students are also assessed annually through the ELPAC, and teachers use evidence-based strategies to support their ongoing language development.
    - Rita - shared at the secondary level, English Learners receive different levels of support, including Newcomer, Intermediate, and an optional third-year support class. The third-year class provides students with additional language support and assistance across their other classes.
- Lan - also included that students continue receiving EL support until they meet the criteria for reclassification. Elementary students receive support through WIN time, while secondary students receive ELD support until they are reclassified. Lan goes on to say that ELPAC scores can be accessed through Infinite Campus. Families are encouraged to review their child's scores to understand their language proficiency levels, growth, strengths, and areas where additional support may be needed. Parents can also connect with teachers to discuss ways to provide supplemental practice or additional support.
    - Jinder - mentioned that sometimes students don't know why they are testing. Students should understand why they are taking the ELPAC, what it measures, and the importance of doing their best. Parents and teachers play an important role in explaining the purpose of the assessment and encouraging students to take it seriously.
- Lan - shared that ELPAC score reports are typically mailed home in May. If families do not receive their report, they can contact their child's teacher, who can access and print the scores, including the student's three-year score history. Families can access the California State ELPAC Practice Test using the QR code or website provided. Lan lets everyone know that the site includes practice tests, sample questions, and scoring rubrics. The rubrics explain how students are scored on the ELPAC. The presentation slides will also be sent home for families to reference.
    - Claudia (Parent) - shared that they used the practice website at home with her son but found it difficult to tell whether their answers were correct because the practice test was listed as a "guest." She felt the district could do a better job of sharing information about the ELPAC practice resources with both families and students. Her 10th-grade son, who entered the district in 8th grade, was unaware of the website. She suggested making the resource more accessible and providing families with clearer guidance on how to use the practice tests at home to support student progress.
        - Jinder - The practice website is provided by the State of California and is shared with families through resources such as parent guides and newsletters. Its main purpose is to familiarize students and parents with the structure and format of the ELPAC. The practice test is not intended to be the primary way students develop language skills. Students develop language through daily reading, writing, speaking, and listening in the classroom. The goal is to familiarize families with the test without creating unnecessary stress around testing. The California practice test does not provide students with a score. This can be frustrating because students and families cannot see how they performed or track their progress.
    - Yamila (Parent) - asked if the program was designed to support language development, or is it primarily an assessment used to identify students' current level of language proficiency?

        - Jinder - Jinder let everyone know that the test is just to identify where the kids fall. The test is taken once a year. We do look at the test and provide support. Younger students typically develop language skills more quickly. Older students, especially those in middle and high school, may need more time to make progress. Families should be patient and understand that language development varies by age and can take longer for older students.
- Lan - shared reclassification is the process for students to exit the English Learner program. As of September 27, 2026, under AB 2555, students only need to earn a 4 on the ELPAC to be reclassified. Previously, students had to meet four requirements, including ELPAC scores, teacher evaluation, language arts performance, and parent input. Once reclassified, students no longer need EL/ELD supports and can access additional courses and electives. For secondary students, this can provide access to courses such as art, photography, ceramics, band, and foreign language, while helping them meet A–G requirements for four-year college eligibility. Reclassification also makes students eligible to earn the State Seal of Biliteracy.

**Next Meeting will be on November 5, 2026**
**CLOSURE: DELAC Meeting adjourned at 6:00 p.m.**