A. Welcome/Call to Order

Meeting was called to order at 4:35 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 shared the Vision Statement, CORE Values and the District Goals as well as the agenda.

B. Introductions

Jinder Chahal (Coordinator III) - introduced Officers Claudia Ramos, Chair, Yamilah Lopez Co-Chair and Inelva Carvajal, Secretary and introduced the presenter(s) of the night.

C. Review DELAC Norms

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

D. Review Minutes from the October Meeting

Jinder Chahal (Coordinator III) - shared the October minutes with the Chair and Co-chair for review/approval.

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

a. Shaleen Gill (Parent) - shared that during a meeting at Natomas Park Elementary School, parents suggested creating informational flyers or brochures to improve communication with families, particularly those who face language barriers. These materials could be sent home with students to help parents better understand DELAC's purpose, its role in supporting students, and how families can participate and become involved.
    i. Jinder - asked if they specified in what languages they wanted those flyers in? Shaleen - suggested creating simple, visual flyers in English to also explain ELAC's purpose and encourage participation. These flyers could be sent home with students to improve communication, reach more families, and increase parent attendance at ELAC meetings as well.

b. Eric Volan (Vice Principal) - shared that at their last ELAC meeting, parents requested more information about EL WIN Time. Plans are underway to invite EL WIN Time teachers to an upcoming ELAC meeting to explain instructional strategies used to support English Learner students.
    i. Jinder - asked for a show of hands if they have had their first ELAC meeting at their school site.

c. Cindy Quiralte (Parent) - Shared via Zoom chat that the Heron School ELAC meeting focused on two topics: 1. Parent-Teacher Conferences: Discussed what questions parents can ask, what information to share about their child, and how to make the most of their time with the teacher. 2. Winter Break Learning: Shared practical strategies for keeping children engaged in reading, writing, and speaking English throughout winter break.

F. Constituent and Customer Services

a. Celeste Garden (Administrative Secretary (Confidential)) - introduced herself and shared she is from the Constituent Customer Service Department, explaining that it assists families with questions, information, and resources. She emphasized that the department is not just for complaints and encouraged families to reach out whenever they need assistance. She lets us know about The "Path to Successful Communication" and that the guide is available on the district website in eight languages. Families are encouraged to address concerns with their school principal first, as most issues can be resolved at the school level. If concerns remain unresolved, families may contact the Constituent Customer Service Department for further

assistance. She let us know that The "Path to Successful Communication" guide is available in multiple languages, including Hindi, Punjabi, Tagalog, Spanish, Dari, Farsi, and Pashto. She also informed us about Language Link, a translation and interpretation resource that helps parents communicate with school staff in their preferred language, ensuring equal access, effective communication, and parent involvement in their children's education. Celeste asked if anyone has used Language Links.

i. Tandel Gaurangkumar (Parent) - shared that he and school staff utilized Language Link services during his son's Individualized Education Program (IEP) meeting.

Celeste - informed us that each school's front office has a language assistance resource that allows them to identify their preferred language and access language support services.

ii. Jinder - let us know that Celeste provided multilingual flyers for site representatives to distribute at their school site ELAC meetings. These flyers outline the process for communicating with school staff, addressing concerns, and accessing Language Link services to support effective communication between families and schools.

G. LCAP Educational Partner Engagement

a. Steven Fong (Executive Director) - shared that he is a member of the Research and Data Department and is currently in his third year of supporting the District's Local Control and Accountability Plan (LCAP) process. Steven emphasized the value of engaging with families and invited attendees to indicate their familiarity with the Local Control and Accountability Plan (LCAP). He shared that the goal was to provide a brief overview for those unfamiliar with it, but that there were additional resources available for those who want more information. He shared that there were Spanish versions of the resources available on the back table as well. Steven started by letting us know that the state identifies two groups with specific roles in the LCAP process: DELAC and the LCAP Grant Advisory Committee. Questions raised by these groups are documented, answered in a formal Q&A, and posted on the district website for public access. He shared that the Local Control and Accountability Plan (LCAP) is a state-required plan that provides the district with flexibility to outline how it will achieve its goals. The plan must include district goals, the actions and services being implemented to support those goals, the funding allocated to carry out those actions, and the metrics used to measure progress and evaluate success. He says that prior to 2013, the state allocated school funding through numerous designated categories, each with specific restrictions on how the funds could be spent. This approach limited school districts' flexibility in allocating resources to address their unique needs and priorities. He included that the funding philosophy shifted to provide school districts with greater local control and flexibility in allocating resources based on their needs. In exchange for this increased autonomy, districts were required to demonstrate greater transparency and accountability in how funds were spent. This led to the development of the Local Control and Accountability Plan (LCAP). The LCAP is both a compliance and accountability document that outlines projected spending for each action while allowing districts to share their goals, demonstrate responsible use of funds, and keep the community informed about district activities and progress. The district's five goals are aligned with both the Strategic Plan and the LCAP. The LCAP follows a three-year cycle, with a new plan developed annually. Each annual plan builds upon the three-year framework. This year marks the final year of the current LCAP cycle. Steven lets us know that the next LCAP will cover the 2027–2030 cycle and will remain aligned with the district's overall Strategic Plan while incorporating updates and adjustments to reflect current needs. Steven lets us know that there is a one-page resource guide that explains all the sections included in the LCAP and the types of information they contain. There is another resource page, consisting of 10–15 pages of stories and narratives that describe who we are as a district and what we are doing. He lets us know that this would be a great place to start if you have never reviewed the LCAP. It also includes a section on community engagement and stakeholder input, followed by detailed district goals outlining each action, its impact, funding, and performance metrics. Financial tables provide a summary of expenditures, while simplified goal snapshots offer a quick overview of each goal, its actions, and related metrics.

Steven continues by explaining that as the district prepares for the 2027–2030 LCAP cycle, the focus is on identifying changes over the past three years, recognizing new or emerging needs, and evaluating areas that may not be working as effectively and require improvement or adjustment. Steven discusses the importance of reviewing existing targets to determine whether they should be increased, adjusted, or reevaluated based on the district's progress. He encourages participants to consider what is working well and should be maintained or protected, emphasizing the importance of continuing to invest in programs and practices that positively benefit students. Steven shares that, in talking with Jinder, they wanted to provide the group with an opportunity to review the most recent state-released assessment results. On October 15, the state released the latest California School Dashboard, along with statewide assessment results for Mathematics, English Language Arts (ELA), and Science. Moving forward, October 15 will serve as the state's annual release date for this data, whereas in previous years, the results were released at different times. Steven explains that proficiency rates in Mathematics and English Language Arts (ELA) represent the combined percentage of students scoring at Level 3 (Proficient) and Level 4 (Advanced). While there are areas of celebration, the results also highlight the district's continued need for improvement. He then transitions to English Learner (EL) data, highlighting the achievement of Reclassified Fluent English Proficient (RFEP) students. These students, who were previously identified as English Learners and later reclassified, demonstrate strong academic performance, with proficiency rates that exceed those of English-only students. Steven explains that RFEP students' academic success is an area worth celebrating, while emphasizing the importance of understanding the factors contributing to these outcomes. He also highlights the need to focus on Long-Term English Learners, particularly students who have remained classified as English Learners for six or more years and have not yet reclassified. The state is placing greater emphasis on monitoring this student group and addressing their academic needs.

b. Table discussion: Please see notes below
c. Steven Fong - shared that he had heard several interesting conversations while walking around the room and invited participants to share some of the discussions and insights from their tables.
    i. Ezekiel Valenga (Assistant Principal) - shared that his table expressed concern about the district's literacy scores and discussed ways parents can support their children's reading development at home, as well as how they can advocate for additional support and resources to improve student outcomes.
        1. Steven - noted that although assessment scores show slight improvements, the overall progress remains limited. It emphasizes that a significant percentage of students are still not meeting proficiency expectations and that greater improvement is needed to achieve stronger student outcomes.
    ii. Tandel (Parent) - shared that he received an email from the district that stated the district's Chromebook policy, noting that students in third grade and below will no longer be taking Chromebooks home. He also raised questions about how students will access district-provided Math and English Language Arts (ELA) curriculum and resources when Chromebooks are not available for home use.
        1. Steven - acknowledged the comment and emphasized that access to instructional materials and resources is important.
    iii. (Parent) - expressed concern about students spending excessive time on electronic devices and advocated for increased use of traditional instructional materials, such as printed textbooks, paper assignments, and handwriting activities. She emphasized the importance of strengthening foundational skills, including writing and spelling, particularly in the early grades. The participant also expressed concern about student achievement levels and recommended establishing a district goal focused on ensuring that all students reach at least grade-level proficiency.
        1. Steven - emphasized the importance of taking a balanced approach to

technology use in schools, recognizing that screen time is a significant consideration and that no single solution works for every student. He highlighted the need for schools to be mindful of students' overall screen exposure, including time spent on assessments and educational programs. He also acknowledged the district's efforts to purchase additional books and expand library resources, emphasizing the importance of providing students with opportunities to use printed materials and practice handwriting.

2. Jinder - shared that parent engagement plays a significant role in student success. She noted that actively participating in a child's education allows parents to advocate for their students and serve as partners in their learning.

iv. Jinder - shared the district's IFEP and RFEP student data, highlighting that students who are proficient in two languages demonstrate higher academic proficiency rates than students who speak only English. She emphasized the academic benefits of bilingualism and noted that maintaining and developing a strong foundation in a student's first language supports the acquisition of a second language. Jinder encouraged parents to continue speaking and strengthening their home language, explaining that language skills can transfer and support overall academic success.

Steven Fong - encouraged participants to explore the California School Dashboard, which provides detailed information about school and district performance. The Dashboard allows users to review various performance indicators and examine data by student groups, including race and ethnicity, English Learner status, disability status, and socioeconomic status. It was described as the state's report card for schools, providing a more comprehensive view of student achievement than the former API system, which assigned schools a single overall rating. Steven noted that the Dashboard includes multiple performance indicators, each represented by a color-coded rating. Steven explained that the California School Dashboard uses color-coded indicators to provide an annual snapshot of school performance, with blue representing the highest performance and red indicating areas of concern. Each rating considers two factors: the school's most recent performance level and its progress or direction of improvement compared to the previous year. This approach recognizes both schools with strong overall results and those demonstrating significant improvement, even if their current performance levels are lower. Steven explained that the California School Dashboard recognizes both current performance and improvement over time. A school may receive a green or yellow rating if it demonstrates progress, even if its overall performance has not yet reached a higher level. Participants were reminded that the same color rating may represent different circumstances, making it important to review both the performance level and the direction of progress. The presenter also clarified that while improvement is recognized, schools must meet minimum performance expectations to receive the highest ratings, ensuring accountability remains in place. He reviewed Natomas Unified School District's most recent California School Dashboard results and highlighted improvements in several performance areas. The district has historically had higher suspension rates but has made consistent progress in reducing them each year. Although the suspension rate has not yet reached the lowest performance level, the district received a yellow rating, which represents the highest rating currently attainable based on its performance. The presenter expressed optimism that continued improvement over the next several years could lead to an even higher rating. Steven mentioned chronic absenteeism, and reminded us that we experienced a strike in the spring that resulted in many of our students missing six or seven days of school. Prior to the strike, we were on track to continue our multi-year improvement in attendance. He continued by saying we felt good about the progress we made last year, and we do not believe the current data fully reflects our efforts or the circumstances that impacted attendance. Unfortunately, the dashboard does not account for the strike or provide that additional context; it simply reports the overall attendance rate. Therefore, the impact of the strike is not reflected in the data. He also states,as we reviewed the data, we also identified our key areas of focus. We recognize that we need to continue

improving student performance in both English language arts and mathematics. In mathematics, we did see a yellow indicator, which was encouraging. Although we are not yet meeting the average proficiency level, we did demonstrate improvement. We view this as a positive step forward and will continue building on that progress as we work toward our academic goals. Steven says there is some positive news in the data, but we do not want to celebrate prematurely or suggest that our work is complete. There is still a great deal of work ahead of us. When we look specifically at the performance of our English Learners (ELs), we see some similar trends reflected in the indicators. One encouraging area is the improvement in our graduation rate for English Learners. We also saw a significant increase in our college and career readiness indicator, which is exciting progress. In mathematics, however, we still have a considerable distance to go to reach our desired outcomes. The negative 95.8 indicates that the average student score was 95.8 points below the threshold for meeting the standard. This tells us that many of our students are performing within the Level 1 and Level 2 ranges, which is consistent with the data we just reviewed showing only 10% proficiency. While we did see some improvement in mathematics, we recognize that there is still significant work to be done. Steven continues to say our suspension rate increased from 3.4% to 4%, which is an area we need to monitor. This is particularly important given that our overall rate decreased slightly. We should take a closer look to understand the reason for this increase and determine how many students were affected. Regarding chronic absenteeism, this has not been a primary focus of this particular review. We have examined our internal year-over-year data from before the strike and feel positive about our progress. Our English Learner progress indicators remained relatively stable, with a slight decline. Moving forward, we want to ensure that all students continue making consistent progress toward English language proficiency. Our goal is to see more of the indicators currently in the red and orange move toward yellow and, ultimately, higher performance levels. We believe continued improvement, particularly in our academic performance areas, will help drive this positive progress.

v. Jinder - asked if anyone had questions.
    1. Shaleen Gill (Parent) - asked if Steven can explain what is English Language Arts?
        a. Steven - shared that English Language Arts (ELA) is an assessment administered to all students and measures their skills in reading, writing, listening, and speaking in English. The English Learner Progress Indicator, on the other hand, measures the progress of English Learners through an annual English language proficiency assessment. This assessment tracks their development and progress toward achieving English fluency.
        b. Jinder - mentioned that is what is called the ELPAC. English learner progress is based on the ELPAC.

Steven - continued to say that one notable change is the percentage of students maintaining Level 4, previously represented by the small blue section of the data. This category is expected to disappear due to a recent change in state policy. Under the previous requirements, students who earned a Level 4 on the ELPAC also had to meet several additional criteria to be reclassified as English proficient. As a result, some students who achieved Level 4 remained classified as English Learners because they had not met all the additional requirements. Steven shared that the input and feedback you provide play an important role in shaping district priorities. Steven continues to say that we take this information back to our leadership team and departments to help guide their thinking, planning, and ultimately, decision-making. From there, actions are implemented, progress is monitored, and outcomes are revisited and evaluated. Steven continued to let the group know that there are two additional items included at the back of the horizontal packet guide. The first is a summary of the recent fall survey results, which you are welcome to review. The second is a document that illustrates how community feedback has translated into district initiatives and actions over the past three years. In response to requests from community members who wanted to better understand how their input is used, this

document highlights key feedback received during the previous LCAP cycle, along with examples of programs, resources, and initiatives developed in response. As we approach another LCAP planning cycle, your participation and feedback are especially important. The ideas, questions, and recommendations you share today will help shape district priorities and guide our work over the next three years. Many of the initiatives highlighted in the document did not exist when these conversations first took place, demonstrating how community input can lead to meaningful change. Steven shared, many of the initiatives developed over the past three to three and a half years began as early ideas or extensions of existing programs, while others were entirely new. The survey results provide insight into the priorities identified by our community. Although staff, students, and parents and guardians had some differences in their responses, several common themes emerged. When looking at the responses collectively, the top priorities were academics, and enrichment opportunities. The key priorities identified included behavioral interventions, literacy and math proficiency, communication, and diversity, equity, and inclusion. Behavioral interventions were identified as a priority by all three groups—staff, students, and parents/guardians—while two of the three groups identified each of the remaining areas as priorities. Steven lets the group know that we would like to hear your feedback and perspectives based on the programs offered at your school sites and your experiences as families within our district. What is working well? What areas could be improved? What new ideas or initiatives should the district consider that are not currently being offered? What questions do you have that you feel should be addressed for the benefit of the community or to provide greater clarity for yourself and your family? Your feedback and suggestions are valuable in helping guide district planning and shape future priorities.

d. Table Discussion: Please see notes below
e. Steven Fong - mentions he will be back in February and May. At the next meeting, we anticipate sharing an initial draft of the plan and providing an opportunity for participants to review it and offer feedback. In the meantime, if additional questions or thoughts come up after today's discussion, you are welcome to submit them by email. He shared that at one table discussion the mention of all schools having a digital marquee to display messages in multiple languages was a great idea.
f. Jinder Chahal - shared that learning a new language typically takes five to seven years. If your child is new to the district or is just beginning their English language learning journey, please remember that language development takes time and does not happen overnight. When reviewing your child's ELPAC scores, which are also available through Infinite Campus, we encourage you to look at their progress over the past three years. The most important factor to consider is their growth and continued progress toward English language proficiency, rather than focusing solely on whether they have reached Level 4. Jinder emphasized that the goal is not to rush students toward achieving English proficiency, but to recognize that learning a new language takes time. Families are encouraged to monitor their child's progress each year and maintain ongoing conversations about their language development. It is also important for families to continue speaking and developing their first language at home. A strong foundation in a student's primary language supports the development of a second language. Unless English is your native language, continuing to speak your first language with your child can be especially beneficial. Jinder also referenced district data showing that, on average, students who are proficient in both languages outperform English Learners who are only proficient in English in both Mathematics and English Language Arts (ELA). This is valuable data that highlights the benefits of bilingualism and continued language development. Jinder continues to share that AB 2555 introduced an important change to the English Learner reclassification process this year. As Steven previously mentioned, students who achieve Level 4 on the ELPAC are now automatically reclassified as Fluent English Proficient (RFEP). Previously, students had to meet additional criteria beyond achieving Level 4. Although students are automatically reclassified, the district continues to monitor their academic progress for four years. Teachers are informed of the student's reclassification status, and additional interventions and support are provided if

students are not performing at the expected level. Jinder encourages parents to request a conference with their child's teacher to discuss their academic and language development. Elementary parent-teacher conferences are coming up in November, providing a great opportunity to connect with teachers. Parents have the right to request a conference at any time and ask questions such as, "How is my child progressing in their English language development?" Teachers welcome these conversations and are happy to schedule time to meet with families.

Next Meeting will be on December 10, 2026
CLOSURE: DELAC Meeting adjourned at 5:51 p.m.

Table Discussion Notes:
DELAC Meeting
11.5.26

Relevant Resource Links

Goal	Key Input
Goal 1: Maximize Academic Growth, Responsibility, and Achievement for Each Student	**What is working well?** ● WIN classes for English Learners - see improvement in students' confidence with English this year ● DIBELS and UFLI have been impactful ● Read 180 ● Communication about the reclassification process ● Promotion of the Seal of Biliteracy **What could improve?** ● ELA proficiency ● Math proficiency ● Concern about technology and overall screen time - the impact on development ● The expectations and rigor ● Not aware of any program or curriculum available to support their child. **What ideas do you have?** ● Applications (digital) to practice English ● More afterschool tutoring needed ● Literacy should be a focus ● Freedom Schools (6-8 weeks) - this helped tremendously **Questions** ● What does the ELPAC entail? ● How is the ELPAC scored? ● Request to bring chromebooks home for students and/or provide the option to check out chromebooks ● (WRE) My student has an IEP and did not pass the ELPAC. My son has autism and speech and language impairment. What do the ELPAC scores mean and is there another way he can reclassify? ● Why is the Literacy Initiative only focusing on grades K-3 when the test scores clearly indicate it is a K-12 issue?
Goal 2: Cultivate the Social-Emotional	**What is working well?** ● (NMS) Extra support for Social Emotional Learning (SEL) ● Mr. Benjamin provides awesome support ●

Well-Being of Each Student	**What could improve?** ● **What ideas do you have?** ● **Questions** ●
Goal 3: Create a Safe, Engaging Environment Where Students Connect to School	**What is working well?** ● (NMS) Extra support for student leadership **What could improve?** ● **What ideas do you have?** ● **Questions** ● Why doesn't the district pay for field trips? It makes an inequitable educational experience when students can't attend due to no fault of their own when families don't have funds. Example: PVS Outdoor Education field trip is $750 for 6th grade.
Goal 4: Engage Parents and Families to Support Student Success	**What is working well?** ● (NMS) Extra support for family engagement **What could improve?** ● Ways to offer parents support and guidance on how concepts are being taught so parents can help at home as well. ● Parent participation ● More frequent communication with teachers to build trust ● Family engagement ○ Messaging - digital instead of old marquee for equity - can display in multiple languages ○ More physical handouts for ELAC, DELAC, school information ● More communication about the bilingual school - parents are nervous that this program does not give the opportunity for their children to learn English at the same level as the other students ● Communication ● When parents have questions about dual immersion school, where do they take these concerns? ● Voicemails in home language ● Communication/Curriculum - physical copies at home. ● Flyers in other languages that can be sent home with students. Even English only if that is what is available - just needs to be clear and frequent. Information on flyers would be from ELAC meetings so parents know what it is and how to join, etc. **What ideas do you have?** ● Parent information on sites to help navigate a whole new system ● English classes for families on site ● More diverse family nights such as Afghan - more cultures **Questions** ● If students cannot take chromebooks home, how do parents access? Parents can't log in using a student account on their home device. ● Don't want my daughter to lose her Spanish - what resources do we have to support our students with keeping their home language? (Talked to the principal at HAS and was reassured that after 5th grade they will speak both English and Spanish, but still concerned because my daughter struggles with English. ● What is DELAC?

Goal 5: Hire, Train, and Retain High Quality Staff	**What is working well?** ● **What could improve?** ● **What ideas do you have?** ● Reduce class sizes ● Full time instructional assistants in each elementary class **Questions** ●