

District English Learner Advisory Committee (DELAC) Report to School Board

June 1, 2022



TAHOE ❄️ **TRUCKEE**
UNIFIED SCHOOL DISTRICT

PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

DELAC Participants 2021-2022

Sandra “Ceci” Sánchez

Maribel Bravo

Juan Martínez

Concepción Zarate

Ana Quezada

Maria Elena Ruiz

Rocio Gutierrez

Cristina Delgadillo

Araceli Sánchez

Consuelo Rodríguez

Patty Vallín

Dalia Miranda

Plutarco Mejía

Patricia Ortiz

DELAC Advises on:

1. EL Master Plan
2. Needs assessment
3. Program, goals, and objectives for English Learner programs and services
4. Teacher and instructional aide requirements
5. R-30 language census
6. Reclassification
7. Written notifications to parents
8. LCAP

Topics for 2021-2022 DELAC comments to the school board

- Teachers and School Leadership
- Translations and Bilingual Community Services
- Wellness and Mental Health
- Support for English Learners

DELAC Input: Teachers and School Leadership

DELAC Observations

The DELAC is very grateful for the incredible work of the teachers and site leadership. The committee acknowledges the difficulty in providing an in-person experience, especially in early 2022. DELAC members appreciate that TTUSD was able to keep instruction in person as much as possible. DELAC members love the idea of the “watch lists” at the high schools to ensure that students are staying on track. Members appreciate the addition of Summer Credit recovery for high school, and a comment was made that it would be good to have more summer learning opportunities that are enriching or proactive and not just a response to Ds or Fs and credit recovery.

DELAC Input: Translations and Bilingual Community Services

DELAC Observations

The Bilingual Services team is dedicated to supporting our community and DELAC members are thankful to them and to TTUSD for supporting this vital service. The DELAC appreciates the expansion of bilingual services by adding a full time community liaison at THS. This addition was incredibly helpful at THS and ACMS, since it allowed services to be expanded at the middle school. DELAC is aware the Bilingual Services Team receives greater numbers of requests each year, and they appreciate that more and more teachers and staff are ensuring

DELAC Input:

Translations and Bilingual Community Services (Continued)

Language Access for our families. One of the roles of the bilingual services team is to help teachers communicate effectively with Spanish speaking families. Barbara Kane and her team will continue to offer professional learning opportunities for teachers around Language Access and utilize the services available at TTUSD. One request from DELAC is to involve principals in holding the expectation that teachers utilize the services and continue to improve their communication with Spanish speaking families and ensure equal access for our families.

DELAC Input: Wellness and Mental Health

DELAC Observations

DELAC Members feel that their students are struggling more than ever with mental health challenges, and none of the DELAC members were aware of the wellness centers before the April meeting. They asked if they are well utilized by Spanish speaking students (proportionate to the demographics) and if there are bilingual staff at the wellness centers. They also wonder how the students receive information about the wellness centers and if they feel comfortable accessing those spaces.

DELAC Input: Wellness and Mental Health (continued)

DELAC Observations

As a result of the DELAC input, the Wellness Centers are looking closely at their demographic data and working with the Coordinator of English Learner Services and the Bilingual Services Team to ensure that more outreach and education for is done for Spanish speaking students and families with the goal of ensuring equal access to resources. While access to the Wellness Centers are student driven, we recognize that some students and families may not be aware of the supports available.

DELAC Input: Support for English Learners

DELAC Observations

DELAC members conveyed an appreciation for the English Language Development Coordinators and ELD providers at sites. They expressed that they are happy overall with the quality of the education that their students are receiving, and feel that student engagement continues to increase since the return to in-person instruction. DELAC members expressed appreciation that English Learners would be prioritized for summer programming.

Questions

Tara House

Coordinator of English Learner
Services and Accountability

Barbara Kane

Coordinator of Translations and
Bilingual Community Services