

June 2, 2021

Good evening School Board members, Superintendent Stephens and comunidad,

My name is Patricia Rodriguez and I am the parent of a child in 7th grade at Longfellow school. I am here as a DELAC representative to share some reflections from our site representatives.

Before I begin, I feel it is important to state that above all else, we are parents of children who are multilingual learners and we as adults are also multilingual learners. Most of us are immigrant parents, learning to navigate the US schooling system through the experience of our children. I feel it is important to share this because it impacts the way we are able to advocate and it makes a difference when there is intentional space created to support us in becoming the strong advocates our children need.

DELAC has met several times since we last offered public comment in January & March, and two of those meetings have been in collaboration with the Parent Advisory Committee. We appreciate the opportunity to meet jointly with PAC, as we understand both committees are discussing services that come out of LCAP Supplemental funding.

We would like to address and disrupt a narrative we keep hearing, which is that all the funds the district is receiving are one-time funds and that we should be cautious in spending these funds on staff. We disagree. We feel strongly that funding key positions that have direct contact with multilingual learners and their families are key, especially as we recover from the learning loss during this pandemic.

I'm Sagrario Zepeda, the other DELAC co-chair, and also the parent of an 8th grader at Longfellow and 4th grader at Thousand Oaks.

We would like to see federal COVID funds be spent on the following:

- Fully funding English Language Development teachers at each site, and include coaching and collaboration time with classroom teachers.
- Needs assessment of current services provided to English Learners and the creation of an ELD program that is integrated and systemic across sites in TK-12.
- Additional funding to support the revision of the EL Master Plan
- Summer programming for multilingual learners that includes a family engagement component, such as family literacy workshops.
- Fund a full-time OFEE Specialist at each school site, from preschools to high school, and include B-Tech.
- Funding for a bilingual Family Engagement position dedicated to providing Parent Education opportunities district-wide in English and Spanish.

Regarding LCAP funds, we want to see funds spent on supplementing services for EL students and **not** supplanting. This means that funding for ELD teachers needs to come out of the

General Fund as baseline and supplement with LCAP funds to offer a sustainable model and program that serves the needs of our students.

Finally, we are well aware that there needs to be a cultural shift when it comes to serving multilingual learners in the classroom. ELD teachers are there to provide Designated ELD, and to collaborate with the classroom teacher to meet the student's needs. This still means that the primary person responsible for ensuring the student's needs are being met academically is the classroom teacher.

We look forward to continuing to strengthen our partnership with school and district staff to best serve our students. Thank you.