

**District English Learner Advisory Committee (DELAC)**

**Meeting Minutes**

**Date:** Thursday, March 7th 2024 **Time:** 6:00 PM

DELAC Members Present:

- Chris Albeck, Dir. Curriculum and Instruction
- Kathleen Marte, BUSD ELD TSA
- Hilda Valencia, DELAC Chair, Longfellow Rep.
- Erika P., Washington Rep.
- Lisa von B., Ruth Acty Teacher
- Ingrid F., Ruth Acty Rep.
- Enma M: Longfellow Rep.
- Nore A., Sylvia Mendez Rep.
- Jaime L., BAM Rep.
- Hyeyung Y., Malcolm X Rep.
- Mayra O., Sylvia Mendez Rep.

DELAC Members Absent:

- Baron K., Rosa Parks Rep.
- Yessica D., Oxford Rep.
- Alicia L., Malcolm X Rep.
- Mamisoa R., BHS Rep.
- Fatih D., Washington Rep.
- Ozge H., King Rep.
- Alexey Z. Willard Rep.
- Karolay M. Thousand Oaks Rep.
- Adriana M., Emerson Rep.

**Location:** Please click here for BUSD's DELAC Zoom Meeting

**Website:** [Link to DELAC webpage](#)

Links to Slides: [English](#) and [Spanish](#)

7:00: Introductions

7:01: Our Mission:

- Enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.
- Excellence, Equity, Engagement, Enrichment

7:02: Approval of Agenda and Minutes

- **Agenda and Minutes** from 2/1/24
  - Presented By: Hilda Valencia (6:02:44)
    - Motioned By: Hyeyung Sol Y. (6:03:01)
    - Seconded By: Nore A.. (6:03:09)
  - Motion to approve agenda passed

7:03: Community Building Warm Up

- Please share your name, your role and site & the following:
  - Please Share one thing about your child that made you feel proud recently

- Chairperson Valencia: Her son and kindergartener are both doing well in school and even outside of the classroom.
- Erica P: She is proud of her son for his participation in Karate
- Nore A.: She is happy that her children like their school and their teachers.
- Mayra O: She is proud that her daughter has found pride in her own work and her sons are both making great progress in their reading skills.
- Jamie L: Jaime is proud of his son because he has made new friends at BAM and trying new activities.
- Hyeyung Y.: Proud of her daughters' transition coming out of state and adjusting to the school environment here at Berkeley.
- Lisa VB: Proud of her students for their collaborative efforts
- Enma M: Has 2 students one at Ruth Acty and one at Longfellow
- Kathleen M: Proud of her son for his commitment to rehearsal
- Chris A: Proud of his daughter for getting out of her comfort zone and developing problem solving skills.

7:11 Multilingual Learner Master Plan

- Kathleen: The MLMP was board approved on December 14th and can find a copy of it [here](#)
  - There are copies of the plan in English, Spanish, French and Arabic.

7:12 The Goals of Multilingual Learner Master Plan

- Kathleen: the goal for Multilingual learners is aligned with the district goal for students to reach academic excellence and make positive contributions to the world
  - Specific goals would be to achieve
    - Fluent English Proficiency
    - Academic Success
    - Parent/Family Engagement
    - Prepare all Multilingual Learners to be college and career ready
    - Implementation of Instructional Programs for Multilingual Learners with fidelity
    - Language and literacy dev. in the Spanish Two Way Immersion programs at Sylvia Mendez and Longfellow.

7:14 Multilingual Master Plan Implementation 2023/24 Highlights

- Kathleen: Wants to highlight what DELAC has done since the approval of the Master Plan
  - There was an increase in FTE for ELD Teachers (teachers are able to get more hours)
    - That coincides with the systematic ELD, references a table of comprehensive ELD
      - Comprehensive ELD has 2 main components
        - One is Designated ELD
        - Integrated ELD
      - Partnering with EL Achieve who specialize in systematic ELD
    - Last meeting Kathleen presented examples of systematic ELD
  - Systematic ELD is a class that improves students' English language development.
    - Focuses on proficiency

Constructing meaning is the strategies that our teachers use to help develop all subjects such as math, science, history, etc.

- 21 ELD teachers participated, for the first time in many years, in a 5 day training program
- 42 Gen. Ed. teachers in attendance for 3 days for a constructing meaning prof. dev.

7:18 Integrated ELD / Constructing Meaning

- Kathleen: In the last meeting Kathleen showed some examples of what designated ELD looks like, now she wants to show what constructing meaning looks like;
  - She shows an example of scaffolds or supports that a teacher provides for their multilingual learners.
  - The example highlights 3 main parts on how to write an introduction.
    - Part 1, introduce the title and the author
    - Part 2, describe the setting
    - Part 3, Tell what the story is about
  - The teacher provides sentence frames at different levels in the example each symbol represents levels of proficiency.
  - Important that every student is participating in the same activity no matter the proficiency level.
  - Kathleen pauses for questions and there were none at the moment.

7:21 Multilingual Learner Master Plan Highlights

- Kathleen: presents a table with resources for Parents, Family and Community Engagement
  - Adelante, which has webinars and workshops on the Seal of Biliteracy, Family Technology, A-G requirements for high school
  - Project 2 Inspire, 18 sessions with 13 family participants, that learn how to collaborate with the district on how to improve instruction for our students
  - Un Paso Al Exito, Supports BUSD students on the path to college
    - Ex: Berkeley City College had one that talked about enrollment, financial aid and other college topics
  - Daybreak Health, provides mental health webinars for Berkeley unified community

7:23 Local Control and Accountability Plan

- Director Chris Albeck: Thanks everyone for their attendance and sacrificing their time to be here.
- Dir. Albeck: Highlights the topics discussed throughout the year;
  - Reclassification process
  - ELPAC
  - Other Reclass Assessments
  - Curriculum
  - Instructional Practices
- Dir. Albeck: "Now is the time in the year where this committee begins to consider what they would like to recommend to the district in support of multilingual learners."
- Dir. Albeck: "The A in DELAC stands for "Advisory", the representatives present will have the opportunity to contribute their opinions and recommendations to the district."
- Dir. Albeck: the next 3 meetings will go through the processes of looking at previous recommendations that have been made, formulating recommendations, and voting on the recommendations.
- Dir. Albeck: "As it relates to DELAC, the funds that we advise on and provide recommendations on are called LCAP funds. LCAP funds are used to serve 3 specific groups;
  - Students who qualify for free or reduced lunch.
  - Multilingual Students
  - Foster Youth
- LCAP is not the only fund that supports Multilingual Learners, but because those learners are highlighted as one of the 3 categories, a lot of the funding is supplied to our learners.

7:30 LCAP

- Dir. Albeck: LCAP stands for “Local Control Accountability Plan”
  - Sets goals for the school year in 8 priority areas
    - Requires districts to create a plan for using these resources
    - Focuses on those mentioned, 3 groups
    - 3 year plan and must be approved by the board and the county
- Dir. Albeck: “We have a big opportunity for this year, with the end of the school year comes the end of the 3rd year of LCAP and the new LCAP is being worked on.”
  - “Which provides an opportunity for DELAC to ensure their priorities end up on this plan”

### 7:32 2024 LCAP Timeline

- Dir. Albeck: “The LCAP timeline goes throughout the year, but right now is when we engage with our committees and they provide recommendations to the board of education”.

### 7:33 Budget Asks

- [Budget Jamboard](#)
- Dir. Albeck: Going to look over previous DELAC recommendations on the link above
  - It will be a lot of information, but it is done to provide an understanding of what DELAC recommendations can look like
  - Examples provided from the 23-24 recommendations
  - Using the link above Director Albeck displays the second slide that shows last year's budget asks.
- Dir. Albeck: Shows appreciation for Kathleen going over the Multilingual Learner Master Plan
  - Best case scenario: The recommendations are connected to the goals of the master plan.
  - In tonight's meeting (3/7) the committee will just review previous recommendations in preparation for next month. Making sure the recommendations connect to the goals of the MLMP.

### 7:36 District English Learner Advisory Committee 2023-24 Budget Asks

- Dir. Albeck: Presents DELAC 23-24 budget
- Dir. Albeck: 1.8 Cultural Competency Training
  - “District is to provide support and training to staff on issues of cultural competencies identified by equity teacher leaders at each site. The equity teacher leader meets monthly as a group to collaborate and develop on prof dev., to be used at all sites and district staff development”
  - “When I read this I’m thinking about, how do we make sure that our teaching is aligned with students lived in experiences and our instruction is not only a mirror but that they can see themselves in, but also a window where they could see the rest of the world,”
- Nore A: 1.10 English Language Development support at each school K-12
  - “Provides certificated teachers at each site, based on the number of ELs to provide designated ELD Instruction, case management, assessment and integrated ELD support for teachers.
  - Connection Dir. Albeck: “that recommendations is connected with some of the highlights that Miss Marte previously reported as it relates to the ELD FTE increasing. So that recommendation equated to that change,”
- Kathleen M: 1.11 English Language Development Teacher on Special Assignment (TK-12)
  - “Hire a TK-8 ELD TSA to provide coaching and support to ELD teachers. The ELD TSA meets regularly with site ELD teachers, as a group and individually, for the purpose of collaboration and prof. development. The ELD TSA also supports the district with processes for reclassification, administration of the ELPAC.”

- Chairperson Hilda V: 11.23 English Language Master plan
  - “BUSD will use a contractor to lead internal and external groups through the process and finalization of a new English Learner Master Plan. The plan will be followed up with training for staff. The plan will be monitored over the following years,”
  - Connection Dir. Albeck: “That’s the plan that Ms. Marte discussed at the beginning of the meeting. That was a recommendation. That rec. turned into that plan.”
  - Response Kathleen M.: “Right, and we used the contractor CAFE. Some of you may be familiar with CAFE, and they sent a rep to help us with that process,”
- Dir. Albeck: 1.24 Integrated English Language Development Training & Support:
  - “Implement Constructing Meaning PD at the Elementary Level. Create a mechanism for evaluating the use of Constructed Meaning in the content of classes at BHS and provide appropriate support and coaching when necessary. Encourage/support writing/literacy coaches as additional staff, especially within early grade levels; coaches provide 1 on 1 support as well as provide earlier signals for the need for intervention,”
- 2.5 Culturally Relevant Summer Partnerships
- Dir. Albeck: 3.3 Family Engagement
  - “relates to family engagement and the rec was to revise Goal 3, as it relates to health services and mental health and well being. This was around many of our students having mental challenges. The key is to ensure to access support and that the parents are aware of programs and have opportunities to access info about their students education,”
  - “evidence of this would be the Adelante work that Ms. Marte was previously sharing,”
- Dir. Albeck: 3.10 was Recruitment of Teachers of Color
  - “More support is needed for teachers of color in Berkeley. They may not be willing to attend meetings and lunches when they’re buried. More outreach is needed that comes to them directly and personally to offer assistance EARLY, before students and parents begin questioning their aptitude and mistreating them,”
- Dir. Albeck: “Our last 2 are related to our PUENTE program and our LatinX resolution”
  - “So there was one recommendation for the PUENTE project to cont. in Berkeley Schools. We currently have PUENTE at Longfellow and at BHS”
  - “The last recommendation was around the LatinX resolution, to increase community discussions among LatinX families and the needs of their students,”
    - “these discussions must be in Spanish and culturally sensitive for LatinX families”
- Dir. Albeck: The next meeting we look back to these recs and have conversations around and will ask;
  - “Do any of these need to continue?”
  - “Do any of these need to change?”
  - “Should there be less, should there be more?”
- Dir. Albeck: At the bottom there are 3 notes that act as sentence starters to frame the recommendations.

7:48 Questions

- Dir. Albeck: Pause for questions
- All Questions can be emailed to Kathleen Marte (kathleenmarte@berkeley.net)

7:49 LCAP Survey

- <https://tinyurl.com/bdz2b9eb>
- Dir. Albeck: Asks that all in attendance take the survey in the link, and thanks them for doing so.
- Question Erica P: She wanted to know if the funds are confirmed? More, Less, or Same as last year? and what to expect.
  - Answer Dir. Albeck: Due to the State projections BUSD will be experiencing cuts. This means impact to many different groups. LCAP is designed to support those three aforementioned groups, the multilingual learners being one of them. So there should be no modifications made. LCAP is meant to support our multilingual learners so we should make recs as we would regularly.

7:53 Closing

- Final Questions or Comments?
- Next Meeting April 18th (6:30-7:30)

For the Good of the Order

Adjournment

**Next DELAC meeting(s):**

April 18th (6:30-7:30), and May 16th