

DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE (DELAC)/COMITE CONSULTIVO DEL  
DISTRITO PARA APRENDICES DE INGLES

February 9, 2017

MVUSD Support Center 6 pm

AGENDA AND NOTES

- WELCOME/BIENVENIDOS
- INTRODUCTIONS/INTRODUCCION
- Carole Roush – She shared information on an ESL class that is offered at Rail Ranch Elementary 4 days per week for 4 hours a day. This is a free class for parents/community members to learn English. Murrieta El, Rail Ranch, Tovashal, Buchanan, MVHS and MMHS parents are represented in this class.
- Rail Ranch hosts coffees for parents so they can provide assistance to parents in areas that they request.
- Title III Plan and Discussion – Faythe is providing an overview of the Title III funding. MVUSD receives \$116,960 in Title III funds. MVUSD’s need is a tool for monitoring EL students and their progress and to provide professional development for our teachers who are working with our EL students.
  - Faythe asked what ways can parents help with improved student learning
    - One dad shared that he and his wife assist in the classroom so they have the information to help their student with math.
    - Once we have more data, we can set up informational sessions when there are coffee with the principals.
    - Site specific activities would be best so it is more targeted.
    - Math nights at the elementary schools.
    - What about nights with break out sessions with several topics
    - We need to find out what times work out best for parents so site surveys to get the best times and their needs (childcare, transportation, etc)
    - Site survey to EL parents so we can gather that specific information to best cater to the parents.
    - We need to send out a needs assessment to our EL teachers so we know what the teacher and student needs are.
    - Parent brought up the need in all subject areas for the teachers at all levels so they have strategies to assist EL teachers.
    - Prioritize the training in the subject areas so that the teachers with EL students have the effective strategies to teach the students. History is an area of focus due to the level of reading.
    - Rosetta Stone can be accessed at home and can extend the licenses for parents at home so they can learn English. Parents work 2 jobs so they do

not have the time to attend coffees, etc. so the access to Rosetta Stone would be wonderful.

- Struggle finding textbooks in other languages at the secondary level.
- Teacher shared that they offered a Title I meeting before school – incorporated an art activity to get the kids – the students went to class and she was able to provide an informational session.
- Parent stated she liked what we are doing so we are engaging the parents. A lot of our parents who do not have language skills are shy about coming in to school to assist. When the parents know you care, they will engage with the school.

- Future discussion topics

- Homework help
- Tovashal had their first meeting and had 30 parents and it lasted for 90 minutes.
- Temecula Public Library set up a relationship with TVUSD to get high school students to tutor after school and Saturdays to provide tutoring to students. Anyone can go to receive that tutoring help. Could we do that with our public library?
- Offer tutoring for high school students in history because of the reading, lectures and papers. The EL teachers are frustrated with the history teachers because they are not very open to helping the EL students. The history teachers need to be trained in the EL standards. The concern is at both middle and high school. Lesly added that the teachers she works with want to help, but they just need the time or need the help. All 3 high schools shared their frustration with history and the need for training.
- Thompson offers Saturday program and they have students who speak other languages come and help tutor the students.
- It is really hard for our students because they try so hard, but fail because they don't get the support. They are told to look at the Haiku page. The students get frustrated and give up. This is from middle school.
- The dialogue needs to start in the home so parents talk with their children. Also, the students need to talk with adults in their school so they can advocate for them.
- Training for teachers on differentiation and work with the Special Education teachers so they can help the regular ed teachers with differentiation.
- The data system is a huge first step. Teachers don't know who their EL students are. If they have the data so teachers can acknowledge who they are.
- There are EL students who are struggling with the language and are learning the language in addition to the content areas and are being successful. Yeah!!
- Attendance calls in Spanish, but all calls are in English.

- Possible interest in dual immersion program. This is a very big initiative to take on as a district. There are parents who think it would be wonderful.
  - One parent shared that she is happy with the after school tutoring in math.
  - What about languages other than Spanish? Materials, interpreters, etc.
  - See if we can get the same tutors and it is very well organized through TVUSD. It may be good to have tutors who speak more than one language who are providing the tutoring would be better.
  - We realize things are broken and we are acknowledging the problem and want to fix it.
  - Andrea asked what can we do at the high school to be more supportive.
  - We should ask students to come next time to share.
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- **NEXT MEETING/SIGUIENTE JUNTA**
    - May 24 @ 6:00
  - **QUESTIONS/PREGUNTAS**

**THANK YOU!! GRACIAS!!**