



District English Learner Advisory Committee
Date/Time: Friday, September 26th, 2025, at 1:00 p.m.
Location: Virtual Meeting

Minutes for September 26, 2025 DELAC Meeting #1

[Presentation Link](#)

<p>1:00-1:10 pm -Call to Order</p> <ul style="list-style-type: none"> • Welcome and Introductions • Announcement 	<p>Call to Order</p> <ul style="list-style-type: none"> • The DELAC Meeting began at 1:04 pm. <p>Welcome and Introductions</p> <ul style="list-style-type: none"> ❖ Daniela Lup (IE-Acton Bilingual Scholars Coach): Reviewed norms, expectations, and meeting structure; served as DELAC Notetaker. ❖ Brock Champion (IE-Acton Principal): Presented regional updates. ❖ Diana Ruiz (DELAC Translator & Meeting Materials Coordinator): Distributed materials and provided translation. ❖ Corey Newman (IE-Acton Instructional Coach): Presented LCAP updates. <p>Daniela Lup introduces the DELAC Participants: All participants put their name, position and school site in the chat.</p> <p>Announcements:</p> <ol style="list-style-type: none"> Important upcoming school events: Family fun nights date for Fontana 1, Fontana 2, Rancho and Upland Centers. Different dates in the month of October. Upcoming field trips/state and internal tests for students: Theater Day, Oct 29 2025
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<p>1:10 - 1:15 pm</p> <p>- Purpose of the DELAC</p> <ul style="list-style-type: none"> • Roles and responsibilities 	<p>Purpose of Delac/ Roles</p> <ul style="list-style-type: none"> • Positive Intent: This is a safe space for everyone to be heard in order to improve our Bilingual Scholars program. We value your honest feedback. We presume all contributions are made with positive intent. • Respecting Time: We understand you have a lot on your plate. We will be sure to respect the time you have committed to these meetings. Start on time - End on time. <p>Responsibilities:</p> <ol style="list-style-type: none"> 1. Your Opinion Counts: This is a safe environment to share your observations and concerns. 2. Ask Away: We love answering questions. 3. Be a growth Partner: Providing honest feedback and ideas helps us improve.
<p>1:15 - 1:35 pm -New Business</p> <ul style="list-style-type: none"> • Bilingual Scholar Program at OFY • Reclassification Data and Process - OFY Acton • Acton 2025-26 LCAP/SPSA/CSI Progress Update • Regional Updates 	<p>Reclassification Data and Process:</p> <p>Discussion on Bilingual Scholars per site and as a charter: OFY Acton IE: Fontana 2- 80 Bilingual Scholar Students, Fontana 1-59 Bilingual Scholar Students, Upland-37 Bilingual Scholar Students, Rancho-12 Bilingual Scholar students. Other OFY Acton Sites: Hesperia 2-33 Bilingual Scholar Students, Oxnard-21 Bilingual Scholar Students, Hesperia 1-16 Bilingual Scholar Students, Chino 1- 13 Bilingual Scholar Students and Online-10 Bilingual Scholar Students.</p> <p>Discussion on Reclassification data and the process for Bilingual Scholar Students to Reclassify and exit out of the Bilingual Scholars' Program.</p> <p>To reclassify, a Bilingual Scholar student would need to score a four on the ELPAC test (given 2/1/26-5/31/26) which covers reading, writing, speaking and listening, the student would also have to pass the RenStar with a specific score in Reading ;score is in accordance to the student's grade level. Lastly, the student would need teacher and parent approval to be considered for reclassification and exit out of the Bilingual Scholars program. The families and stakeholders were informed and assured that Bilingual Scholars who exit the program will be monitored for four years after reclassifying to ensure academic success.</p> <p>Important updates for reclassification:</p> <ul style="list-style-type: none"> → 2022-2023 - 90% of eligible students were Reclassified → 2023-2024 - 80% of eligible students were Reclassified → 2024-2025 - 81.5 of eligible students were Reclassified → 2025-2026 - 48% of eligible students were Reclassified



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- ◆ 24 out of 50 eligible students were reclassified thus far. Reclassification meetings still take place.

04 Reclassification Criteria/Criterios de reclasificación

- **English proficiency on the state test**
 - ◆ Score of 4 on the ELPAC
- **Basic Skills Assessment**
 - ◆ STAR Ren Reading Scaled Scores
- **Academic Performance Evaluation - OPTEL**
 - ◆ Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery
 - ◆ Evaluation of authentic student work samples, especially writing samples
- **Parent consultation and opinion**
 - ◆ Parent meeting and opinion

- **Dominio del inglés en el examen estatal**
 - ◆ Puntuación de 4 en el ELPAC
- **Evaluación de habilidades básicas**
 - ◆ Puntuaciones escaladas de lectura STAR Ren
- **Evaluación del desempeño académico**
 - ◆ Evaluación del docente, que incluye, entre otros aspectos, una revisión del dominio del currículo del estudiante
 - ◆ Evaluación de muestras auténticas del trabajo del estudiante, especialmente muestras de escritura
- **Consulta y opinión de los padres**
 - ◆ Reunión y opinión de los padres

The meeting opened for questioning to the public: [No questions asked.](#)



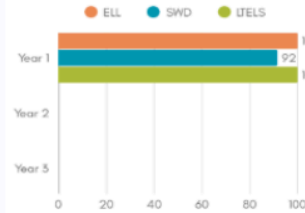
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Acton 2025-26 LCAP/SPSA/CSI Progress Update

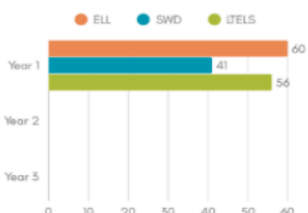
Goal 1 - Academic Achievement/ Logro Académico

Metrics

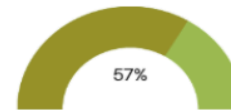
Reduce the percentage of ELL and SWD students testing at "Standard Not Met" on Math SBAC by 5%



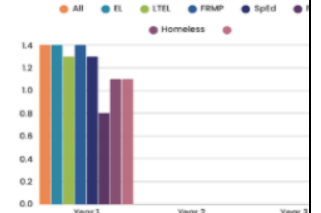
Reduce the percentage of ELL and SWD students testing at "Standard Not Met" on ELA SBAC by 5%



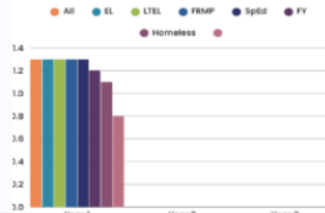
ELPI progress maintained at the green or blue levels on the CA Dashboard



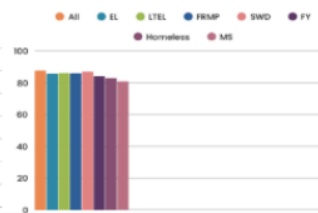
Average Math GLE score growth 1.0 for all student groups



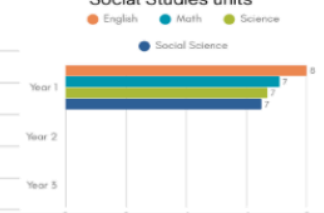
Average ELA GLE score growth of 1.0 for all student groups



Maintain a progression rate of 85% across all students



All students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units



Maintain Local Priority 2

Professional Development Rate -
Instructional Development Rate -
Policy & Program Support Rate -
Implementation of Standards Rate
Engagement of School Leadership Rate - 4



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*Metrics #1-5 and 8 are unavailable at this time in the school year

Target for 3 Year Outcome	Baseline Data (23/24)	Year 1 Outcome (2024-25)	Update 9/25/25
The charter aims to maintain a progression rate of 85% across all students.	Spring 2024 Internal Data <ul style="list-style-type: none"> All: 85.8% ELL: 84.3% LTEL:83.7% FRMP (Low-Income): 84.4% SWDs: 84.2% Foster Youth: 76.7% Homeless: 76% Middle Schooler: 72.2% 	Spring 2025 Internal Data <ul style="list-style-type: none"> All: 87.6% ELL: 85.8% LTEL:86.1% FRMP (Low-Income): 86% SWDs: 87% Foster Youth: 84.1% Homeless: 82.9% Middle Schooler: 80.9% 	Months 1-3: <ul style="list-style-type: none"> All: 89.2% ELL: 88.8% LTEL:89.4% FRMP (Low-Income): 88.7% SWDs: 90.9% Foster Youth: 82.2% Homeless: 81.4% Middle Schooler: N/A



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Target for 3 Year Outcome	Baseline Data (23/24)	Year 1 Outcome (2024-25)	Update 9/25/25
The charter strives for all students to complete at least 8.5 English, 7.5 Math, 6.5 Science, 7 Social Studies units.	Spring 2024 Internal Data Core Course Completion: <ul style="list-style-type: none">English: 8.35Math: 7.15Science: 6.35Social Studies: 6.9	Spring 2025 Internal Data Core Course Completion: <ul style="list-style-type: none">English: 8.0Math: 7.1Science: 6.7Social Studies: 6.5	Months 1-3: Core Course Completion: <ul style="list-style-type: none">English: 3.2Math: 2.6Foreign Language: 3.3Science: 2.5Social Studies: 3.4



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Goal 2 - College & Career/ Universidad & Carrera

*All data for metrics in goal 2 will become available later in the school or when made available on the CA Dashboard

01

Increase percentage of
A-G requirements by 3%

02

2% of all students complete at
least 2 College Credit Courses

03

10 students complete a
CTE Pathway

04

One-year grad rate of
78% or above

05

10% of eligible
students will receive
the Seal of Biliteracy

06

Each student group
will increase the 4-5
grad rate by 5%

07

Each student group will
increase its preparedness
on the College/Career
Indicator by 5%



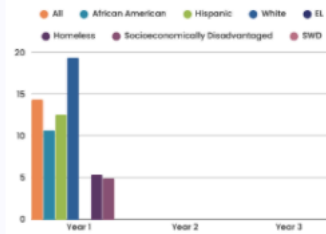
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Goal 2 - "College & Career/ Universidad & Carrera"

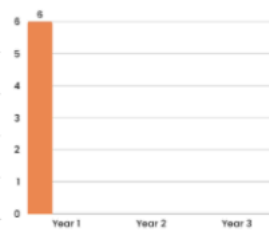
Year 1 Outcomes:

Metrics

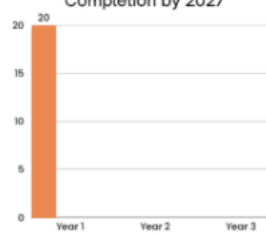
Increase the percentage of students meeting A-G requirements by 3%



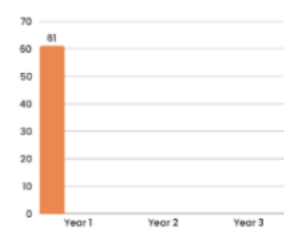
2% of all students complete at least 2 dual enrollment college classes.



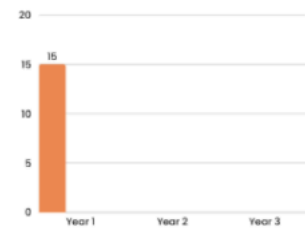
10 students will complete a CTE pathway by 2027 + 10% CTE Completion by 2027



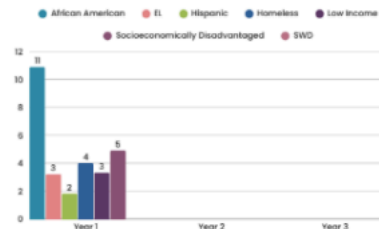
Maintain DASS 1-Year Graduation at or above 68%



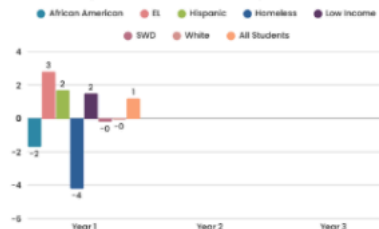
10% of graduating students eligible for the Seal of Biliteracy will attain this recognition



Each Student Group will increase its graduation rate on the Grad Rate Indicator by at least 5%



Each student group listed in our baseline data will increase its preparedness on the College/Career Indicator by at least 5%





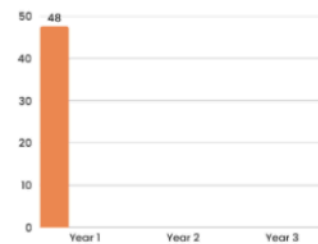
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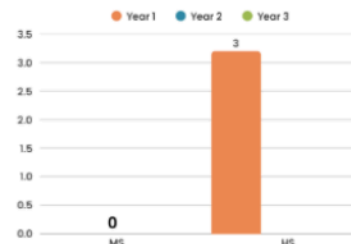
Goal 3 – School Climate & Engagement/ Clima Escolar & Compromiso

Metrics

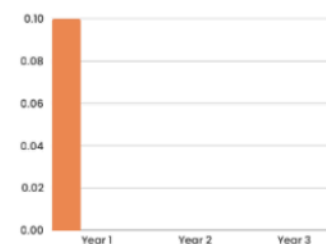
Chronic Absenteeism will be reduced by at least 10%



HS Drop Out Rate at or below 5% + MS Drop Out Rate at or below 2%



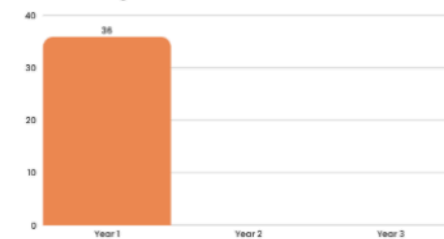
Maintain suspension rates at or below 1.5%



Online Safety rating maintained at a 4.0 for parents + student rating will increase to 3.75 and Peer Relationship rating will increase to 4.0 for both groups



Teaching Assignment Monitoring Outcomes: Clear (% of teaching FTE): maintained at or above 36.5%





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***Metrics #3, 4 & 5 are unavailable at this time in the school year**

Target for 3 Year Outcome	Baseline Data (23/24)	Year 1 Outcome (2024-25)	Update 9/25/25
Chronic Absenteeism will be reduced by at least 10% based on current enrollment.	Spring 2024 Internal Data: 47.1% Internal Data: 42.3%	2024 CA Dashboard: 47.6% chronically absent Declined 10.1%	Internal Data: 37.5%
The high school dropout rates will be maintained at or below 5%. The middle school dropout rates will be maintained at or below 2%.	Spring 2024 Internal Data: High school: 2.5% Middle school: 0%	Spring 2025 Internal Data: High school: 3.2% Middle school: 0%	High school: 0.5% Middle school: N/A

Acton 2025-26 Regional Updates - Brock Champion

REGION STATS - Enrollment Total: 1,402

- Chino 1: 191
- Fontana 1: 331

- **Fontana 2: 358**
- **Rancho: 228**
- **Upland: 295**

Wolfpack – Chino 1, Fontana 1, Fontana 2, Rancho Cucamonga, Upland

The IE started the year off with a great start of welcoming our students back and inviting brand new students to our school. Independent studies teachers started off the year with scheduling students for an accelerated course to start off the year. Students had the opportunity to join core classes, Freckle intervention, or an elective course to start off the year with a direct instruction teacher to support them along the way. Our Fall semester of SGI classes were off to a great start supporting students in making progress towards completing core courses in English, math, science, and history.

In August we had our first Ren Star administration in math and reading. As the results became available, teachers reviewed grade level equivalency (GLE) data of their students to determine where their students were at in both math and reading and determine how to better support those students in area of growth. Students who were identified as needing additional support are now enrolled in Freckle intervention to provide additional academic support to help students reach their grade level in math and/or reading.

In July our Career Pathways Coordinators hosted their annual Virtual Career Chats where professionals in different careers joined to teach the students about their profession, how they got started in the career, and answer any questions the students had. Students enjoyed being able to hear about all the different possible careers they can pursue. In August we focused on the Nature Path where we welcomed back the Reptile Hunter and his animals to our school sites to talk to students about his profession and teach the students a little bit about the reptiles he brought with him. The students really enjoy this workshop because they can actually be hands on with the animals. In addition, students also had the opportunity to attend the Forever



Wild Animal Sanctuary in Phelan where students learned about preserving the lives of abused, neglected and abandoned exotic animals through rescue, rehabilitation and education.

We were excited to officially welcome Chino back into the IE region at the start of this year, and it has been a pleasure getting to know and collaborate with team. Recently, they hosted their annual Rush Week, giving students the chance to explore a variety of opportunities, connect with programs, and discover the many ways to get involved on campus. This year's event also helped build excitement and increase awareness of their rebranded school mascot, the Wolfpack.

Our RISE committee celebrated International Day of Friendship by providing students a space to make bracelets during lunch. Student enjoyed getting creative with the variety of colors and designs of their friendship bracelets. It was a great way to get students together to participate in a fun activity celebrating one another.

We held our first Wolfpack Collab of the year in August where staff gathered in their position-specific teams to collaborate on redefining their key performance indicators (KPIs) or creating new ones after digging into some data from the previous year. These breakout sessions were facilitated by our coaches, who have been participating in their own professional development to strengthen their role as a coach within our region. Before teams got to work, our music students from Fontana 2 treated everyone to a live performance of a song. It was an inspiring moment, not only for our students to perform in front of a live audience, but also for staff to witness the dedication and progress our students have made in learning their instruments. We are grateful that, thanks to Prop 28 funding, we can continue expanding visual and performing arts opportunities for our students. Moments like this remind us of the power of the arts to connect, inspire, and enrich our school community.



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1:45 - 1:50 pm -Public Input Comments Questions Recommendations	The meeting opened for questioning to the public: No questions asked.
1:50 - 2:00 pm Closing Adjournment Meeting was adjourned at 2:01 pm.	<p>The meeting was adjourned at 2:01 pm.</p> <p>For more information, visit our website https://ofy-a.org/.</p> <p>Para más información, visite nuestro sitio web https://ofy-a.org/.</p> <div data-bbox="1003 750 1285 1039"><p>SCAN ME</p></div>