

# CSD DELAC Meeting

Facilitator: Linh Nguyen /3.5.2021 / 9:00 – 10:00 AM

Today's Presentation: <http://bit.ly/3bZZJYW>

## ATTENDEES

Cindy Ponce (TOSA), Kelly Lonergan (TOSA), Amy O'Hehir (Farnham), Atsuko Watanabe (Sartorette), Debbie Stein (Sartorette), Howard Young (Fammatre), Jackie Smith (Fammatre), Jose Maria Caro (Steindorf), Michael Kretsch (Bagby), Orly Aicler (Bagby), Thomas (Farnham), Maggie Spehar (Student Services)

## Comments/Questions/Information:

Topic	Information
Updates	<ul style="list-style-type: none"> <li>Talked about hybrid cohort scheduling</li> </ul>
Hybrid Schedule	<ul style="list-style-type: none"> <li><a href="#">Checklist</a> for Parents to prepare for returning to in person</li> </ul>
Assembly Bill 86	<ul style="list-style-type: none"> <li>2 Pots of money:           <ul style="list-style-type: none"> <li><b>SB/AB 86</b></li> <li><b>\$2 Billion</b> <ul style="list-style-type: none"> <li>Purpose: incentivize in-person instruction</li> <li>Allocation: to all LEAs (except nonclassroom based charters) based on LCFF allocation; however, will be swept if in-person instruction not provided between 4/1 and 5/15</li> </ul> </li> <li><b>\$4.6 Billion</b> <ul style="list-style-type: none"> <li>Purpose: extended learning and academic interventions</li> <li>Allocation: to all LEAs based on LCFF allocation + \$1000 for each homeless student</li> </ul> </li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Cambrian did the pre-work in submitting the plans and are on track to meet the timelines</li> <li>At last night Board meeting, Penny Timboe (CFO) presented how the funding will look like</li> <li>We don't know the exact restrictions. It is outside of our LCAP plan.</li> <li>We will need to address the mitigation of academic learning for students</li> <li>Must spend based on providing for our most vulnerable student population</li> <li><b>\$4.6 Billion: Extended Learning and Academic Interventions</b> <ul style="list-style-type: none"> <li>Must be spent on, at minimum:               <ul style="list-style-type: none"> <li>Supplemental instruction for key student groups</li> <li>Support for social emotional well-being for key student groups</li> <li>Meals and snacks for FRPM eligible students</li> </ul> </li> <li>Key student groups:               <ul style="list-style-type: none"> <li>Low-income</li> <li>English learners</li> <li>Students with disabilities</li> <li>Homeless and foster youth</li> <li>Pupils at risk of abuse, neglect, or exploitation</li> <li>Disengaged pupils</li> <li>Pupils below grade level</li> </ul> </li> </ul> </li> <li>Cannot supplant what is currently allocated</li> </ul> </li></ul>

	<ul style="list-style-type: none"> <li>• We will obtain more information and specifics on what it all entails</li> <li>• We are pleased to have these additional monies to serve our students</li> </ul>												
<p><b>Summer Programming</b></p> <ul style="list-style-type: none"> <li>• <b>Extended School Year and Elevate Math</b></li> </ul>	<ul style="list-style-type: none"> <li>• Need for learning extension, intervention, and services to support our student</li> <li>• Staffing may be a challenge</li> <li>• ESY--for some students with IEPs who may qualify</li> <li>• Elevate Math: high needs students grades 3-8 <ul style="list-style-type: none"> <li>◦ May be in person or virtual</li> <li>◦ Partnership with Silicon Valley Education Foundation</li> </ul> </li> <li>• Feedback from teachers has expressed the need for SEL (Social Emotional Learning)</li> </ul>												
<p><b>State Assessment Updates</b></p>	<p><b>CAASPP</b></p> <ul style="list-style-type: none"> <li>• Most students grades 3-8</li> <li>• 95 % participation required in a typical year <ul style="list-style-type: none"> <li>◦ Possible participation accountability waiver this year</li> </ul> </li> <li>• Short-form assessments for ELA and Math <ul style="list-style-type: none"> <li>◦ CAST (science, G5 &amp; 8 ONLY) may be waived this year</li> <li>◦ PE (G5 &amp; 7) waived</li> </ul> </li> <li>• In-person and remote administration available</li> <li>• Testing window extended through July 2021</li> <li>• Remote testing training for teachers in March</li> </ul> <p><b>ELPAC</b></p> <ul style="list-style-type: none"> <li>• 395 designated English Learners grades TK-8</li> <li>• Parent notification required, permission not required</li> <li>• Testing window extended through July 2021 (typically closes in May)</li> <li>• Remote administration (in-person also an option)</li> <li>• Results available via PowerSchool</li> </ul>												
<p><b>English Learner Student Achievement Data</b></p>	<ul style="list-style-type: none"> <li>• FastBridge Assessment Suite and Screeners for all students across grade levels <ul style="list-style-type: none"> <li>◦ Reading/Literacy, Math, and SEL</li> <li>◦ Adaptive Tests (adjust to student's academic level)</li> </ul> </li> <li>• Provides National, District, and Class Normative Data</li> <li>• First-year of implementation</li> <li>• Currently in the Winter assessment cycle</li> <li>• A good sign that they are at least maintaining their present levels from the Fall assessment cycle</li> </ul>												
<p><b>English Learner Progress Indicator (ELPI)</b></p>	<ul style="list-style-type: none"> <li>• Uses ELPAC data to measure English Learner progress annually</li> <li>• Tracks movement and growth of students between EL levels</li> </ul> <table border="1" data-bbox="539 1682 1357 1955"> <thead> <tr> <th>Status Level</th> <th>Status Rate Cut Score (...of EL students increased at least one ELPI level or maintained the ELP criterion of Level 4).</th> </tr> </thead> <tbody> <tr> <td>Very Low</td> <td>Less than 35%</td> </tr> <tr> <td>Low</td> <td>35% to less than 45%</td> </tr> <tr> <td>Medium</td> <td>45% to less than 55%</td> </tr> <tr> <td>High</td> <td>55% to less than 65%</td> </tr> <tr> <td>Very high</td> <td>65% or more</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• 2020 dashboard was suspended because we didn't administer</li> </ul>	Status Level	Status Rate Cut Score (...of EL students increased at least one ELPI level or maintained the ELP criterion of Level 4).	Very Low	Less than 35%	Low	35% to less than 45%	Medium	45% to less than 55%	High	55% to less than 65%	Very high	65% or more
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- the state testing in the spring (due to pandemic)
- Good news: ELs are making good progress district-wide

**Reclassification of English Learners to Fluent English Proficient (RFEP)**

Student Enrollment

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total ELs	495	462	501	449	432	363
Number of ELs Reclassified	85	142	64	62	64	31
* Percent of ELs Reclassified	17%	29%	14%	12%	14%	7%

**English Learner Parent Survey Results**

Site	Total Enrolled	# of EL Ss'	% of EL Ss'	% (#) of Responses
Bagby	374	45	12.0%	19% (24)
Fammatre	441	52	11.8%	18% (23)
Farnham	373	54	14.5%	20% (25)
*Sartorette	627	111	17.7%	13% (16)
Steindorf	459	35	7.6%	15% (19)
Price	920	105	11.4%	16% (20)
CSD	3,148	389	12.4%	30% (126)

- Went over survey results
- Highlights and areas of growth:
- The majority of parents said yes and somewhat on the question regarding if the school has explained the EL process
  - Explaining the ELPAC report is an area of growth. Looking into creating a way of using Ed. Services and TOSAs to hold an explanation to families
  - Reclassification- Most parents said yes or somewhat on understanding the RFEP process. It's important for parents to know so they can support their EL student to reclassify
  - Intervention Programs- ELD is not an intervention program; English learners are developing their language skills; Intervention is when the student's needs are beyond a language barrier. We offer intervention programs in our schools but it's important to know the difference between ELD and the need for Intervention
  - Most parents agree that teachers have high expectations of their students. We would like to ensure that we increase our communication with our families
  - We have quite a few parents that are interested in participating in workshops.
  - There is some interest in school/district committees. We would like to see how we can direct the interested parent/guardians to the specific committee interest.
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	<p>Q18 - List other services and supports that you would like the school to consider. (300 character limit)</p> <p>List other services and supports that you would like the school to consider.</p> <p>Writing</p> <p>We need after school program</p> <p>English tutoring, afterschool English workshops or English study groups</p> <p>After school program provided more places for students</p> <p>Homework club after school o ayuda con la lectura.</p> <p>I am happy with the initiative taken by the Cambrian school district.</p> <p>Me gustaría apoyen realmente a prender Ingles y talleres de matemática para mi niño. (I would like to really support learning English and math workshops for my child.)</p> <p>Cursos de Inglés. Aprendizaje de un instrumento (English courses. Learning an instrument)</p> <p>If school can have tutors to assist English writing and math like once a week ?</p>
<p><b>DELAC member comments</b></p>	<ul style="list-style-type: none"> <li>• How can we create awareness and create interest so that we have continued participation in ELAC? We have had to combine ELAC with SSC (School site council) due to limited attendance. We would like to create more outreach. Give topics of focus to get more parents involved. The goal for next school year: TOSAs hold workshops at each school site.</li> <li>• Member idea: Can we publish it at the end of this school year to display it in the Newsletter? The real issue is that parents don't read English and the newsletters are only in English. Send out an interest survey that collects their email if they want to participate.</li> <li>• We wish we could pull a list of those that are interested</li> <li>• We need a reporting structure after we participate at DELAC- How can we obtain a list of the contacts and translate it in each of the languages. Can we hold a separate Zoom in each language to share this? Mr. Nguyen suggested: We could create an EL group list and can send it out via email and text.</li> <li>• Member shared: Comfort level matters. The familiarity matters. This year in particular we need to be aware and cognizant of the rest that is needed this summer and prevent teacher burnout. A summer program can address the learning loss, especially with English language development. "Summer Camp" approach..</li> </ul>
<p><b>Will share more about the upcoming Board adoption in April</b></p>	<p style="text-align: center;"><b>Board Adoption in June 2021</b></p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 10px; text-align: center;">2020-2021 LCAP Annual Update</div> <div style="background-color: #000080; color: white; padding: 5px; border-radius: 10px; text-align: center;">2021-2024 LCAP Template</div> <div style="background-color: #006464; color: white; padding: 5px; border-radius: 10px; text-align: center;">Expenditure Summary Tables</div> <div style="background-color: #DAA520; color: white; padding: 5px; border-radius: 10px; text-align: center;">2021-2022 Budget Overview for Parents</div> </div> <ul style="list-style-type: none"> <li>▪ Annual Update: LCAP 19-20 &amp; LCP 20-21</li> <li>▪ LCAP 2021-2024</li> <li>▪ Budget Overview for Parents 2021-22</li> <li>▪ Update LCAP Federal Addendum (per ConApp for 2021-22)</li> <li>▪ Local Indicators</li> </ul> <ul style="list-style-type: none"> <li>• Next LCAP Meeting is on the 25th</li> </ul>
<p><b>Next Meeting April 2, 2021, 9-10am</b></p>	<ul style="list-style-type: none"> <li>• <b>Please add any comments in this form:</b></li> <li>• <a href="https://forms.gle/8VyaRyd9voK6poEE8">https://forms.gle/8VyaRyd9voK6poEE8</a></li> </ul>

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