District English Learner Advisory Committee (DELAC)

October 15, 2021
Educational Services
https://bit.ly/2Z02uHh

In Attendance: Linh Nguyen, Emily White, Orly Aichler, Michael Kretsch, Atsuko Watanabe, Thomas, Amy O'Hehir

Agenda

- Welcome
- Program Updates
- Local Control Accountability Plan Updates
- ESSER III Expenditure Plan Feedback
- Next Steps

Role of DELAC

A district is required to form a DELAC if it has 51 or more English learner students. The committee is composed of school staff, parents of EL students, other parents, and community members who are interested in English learner programs. At least 51 percent of the committee must be made up of parents of English learner students who are not employed by the district. DELAC members are elected by ELAC members at school sites.

DELAC Responsibilities:

- The committee will advise the Board of Trustees on programs and services for English learners, including:
- District-wide English learner needs
- District programs, goals, and objectives
- District reclassification procedures

This is a time to collect committee input so we can go the the board and advise accordingly.
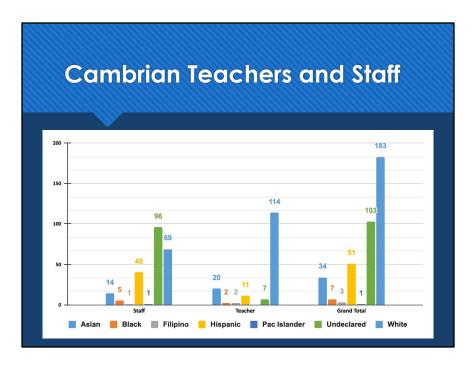
Program Goals

1. Goal #1: Learn English as quickly as possible
2. Goal #2: Reach the same academic standards as all students

Reclassification is the process whereby a student is reclassified from English learner status to fluent English proficient (RFEP) status after meeting various linguistic and academic criteria set by the state and district.

Cambrian Students

- Current Enrollment: 3004 Students
- Ethnicity:
  - White (34%); Hispanic (26%); Asian (21%); Two or More (16%); Black (2%); Other (1%)
- Primary Languages:
  - English (70%); Spanish (10%); Mandarin (4%); Korean (2%); Japanese (2%); Russian (2%); Vietnamese (2%); Other (8%)
- Significant Student Groups:
  - English Learners (13%); Socio-Econ. Disadvantaged (14%); Special Ed (11%)
- 6 School Sites:
  - 4 Elementary; 1 K-8 Magnet School; 1 Middle School (Gr 6-8)
- Independent Study Virtual School Program:
  - 53 Students currently enrolled
  - Grades K-8; Students represented from all 6 school sites
- Other Notable Programs:
  - Full Day Kindergarten; 3 sites w/ Full Day Transitional Kindergarten; One Preschool SDC Program; Two TK-2 SDC Programs; Three 3-5 SDC Programs; Three 6-8 SDC Programs

Enrollment across California is decreasing.
SPED enrollment is increasing however.
This causes a financial strain.

TK is expanding next year to include more kids. The roll out plan is coming soon. There is a 12:1 ratio of adults to students in TK. This will present upcoming staffing challenges.

We want to make sure that our staff is representative of the student population.
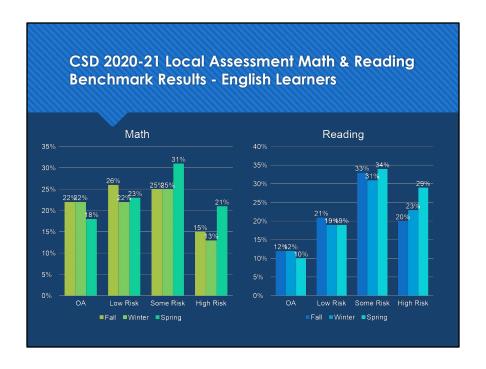- Role models for all students

ELPAC Updates

Spring 2021
Summative ELPAC
- 364 Students with scores
- ELPAC Results by Performance Levels
  - Level 4: 28% (102)
  - Level 3: 33% (119)
  - Level 2: 25% (91)
  - Level 1: 14% (52)

Fall 2021
Initial ELPAC
- Total students tested: 77
  - Total overall IFEP: 28
  - Total "new" EL: 49
- Current EL Enrollment: 389

Spring 2021 ELPAC was all done online, 364 assessments. This was a huge task and accomplishment for the educational services department during distance learning.

Level 4 students could potentially be reclassified this year. They must meet three other criteria as well though.

Fall 2021, IFEP: 28 students already classified fluent in English language and do not need ED services.

CSD 2020-21 Local Assessment Math & Reading Benchmark Results - English Learners

There is no SBAC data last year due to COVID, data is only from local district assessments.
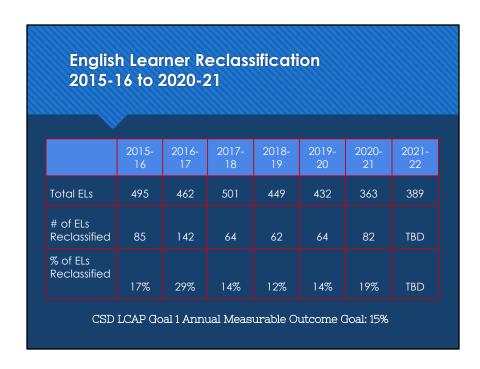
OA: on or above grade level standards
3 assessment cycles (fall, winter, spring)

Data gives us some concern over what happened with student achievement during distance learning.
Some might assume that students received too much support from home when taking benchmark assessments. However, we can't say for sure. We need to instead look at the data and look at look at the factors we have control over. We can look at our curriculum and instruction as well as the programs and services we offer to plan what we can do to improve student achievement.

CSD 2021-22 Local Assessment Math & Reading Benchmark Results - English Learners

Math

Category	Fall
OA	23%
Low Risk	27%
Some Risk	34%
High Risk	16%

Reading

Category	Fall
OA	9%
Low Risk	26%
Some Risk	41%
High Risk	23%

English Learner Reclassification
2015-16 to 2020-21

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total ELs	495	462	501	449	432	363	389
# of ELs Reclassified	85	142	64	62	64	82	TBD
% of ELs Reclassified	17%	29%	14%	12%	14%	19%	TBD

CSD LCAP Goal 1 Annual Measurable Outcome Goal: 15%

District Goal is 15% so we are pleased with 19% reclassification for 2020-21 school year.
Currently we have 18 students identified for possible classification as soon as this winter.

Consolidated Application 2021-22

Application for Categorical Programs for Increased & Improved Services

- Title I, Part A (Basic Grant) -
  - Targeted Assistance Title I Programs - Priority to Low-income Students & Foster/Homeless Youth
  - Parent Education/Engagement
  - Targeted Staff Professional Development
- Title II, Part A (Supporting Effective Instruction)
  - Staff Professional Development
- Title III English Learner & Immigrant
  - English Learner/Immigrant Program & Services
  - Parent Education/Engagement
- Title IV, Part A (Student Support)
  - Additional Instructional Support or Enrichment

Title I allocations are of concern as the funding can go away/decrease with less families applying for free or reduced lunch due to the fact they are free to all this year and perhaps in coming years.

Title II, we can apply for a grant and get more money coming down from the state.

Title IV, $10,000 every year, students with highest needs are targeted first.

Supplemental Programs & Services

- Instructional Coaching and professional development for staff
- Academic support – school hours, before/after school, intersession, summer school
- Small group instruction
- Push in/Pull additional academic support during regular day
- Mental health & counseling services
- Supplemental curriculum/learning materials
- Personnel costs for crisis intervention, family support, academic intervention
- Services that address barriers to learning – homelessness, ELLs, foster youth, economically disadvantaged students

Integrated and Designated English Language Development

Core English Language Arts/English Language Development Program

- State Framework
  - Alignment of ELA and ELD Standards
  - Integrated & Designated ELD
- Elementary - Benchmark Advanced
  - Board Adopted 2018-19
  - 2019-20: First Year of Implementation
  - 2020-21: Second Year of Implementation
- Middle School - HMH Collections
  - Board Adopted in 2019-20
  - Mid-year Year Implementation 2019-20
  - 2020-21: Initial Implementation

All teachers are expected to provide integrated and designated ELD during core instructional time and not only as a pull out or after school class.

November 1, teacher in service training with focus on intervention and how to support ELD

Support Programs

Targeted Interventions

- Leveled Literacy Intervention (LLI) - Elementary (1-5)
  - Priority on students with "high risk"
- Read 180 - Middle School (6-8)
  - ELD Block
  - ELs with ELPAC Levels 1 & 2
- PAPER 24/7 Online Tutoring for Grades 6-8

Additional Supplemental Programs

- Grammar Gallery for All Students
- Imagine Learning Language & Literacy &
  - TK-6 (All students) & 6-8 (Students with Special Needs)
- Imagine Math for All Students
- Joy School for ELS in TK/K - TBD

Read 180 is newly implemented this year in middle school at Price. Great news that a one time money from AB86 funds became available to make this program happen.

PAPER: students can submit a writing assignment and get feedback from a tutor on how to edit/revise for improvement. Also AB86 funds to provide for targeted students.

Parent Engagement

- English Learner Programs Newsletter - Coming Soon!
- English Learner Parent Information Night - Nov 17, 2021
- Parent Language Group Network - TBD
- Parent Education Workshops - TBD
- Language Line Services
  - Language Support as needed
  - Parent Conferences and Meetings

A survey will be sent out to the community prior to the parent language group network launch.
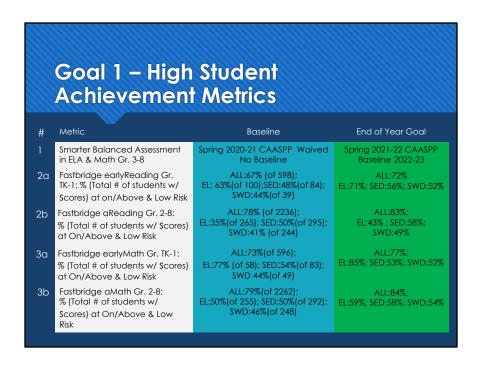
Parent Education Workshops
-digital safety
-Project Cornerstone

> CSD's focus will be on operationalizing Equity and Inclusion with an emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances. All students will have access to high-quality Tier I teaching and learning, Tier II support for students identified as needing targeted additional and supplemental instruction, and Tier III support for students identified needing intensive instruction and services. This will be a high-priority area, as well as supporting teachers and leaders to access and use reliable data to guide decision-making about instruction, programs, and services for students.

Operationalize Equity and Inclusion through the Multi-tiered System of Supports

MTSS- Multi-Tiered Systems of Support
Tier 1 (core instruction) is the most important tier in the system. Core instruction is where we spend most of our time providing support, training, and curriculum.
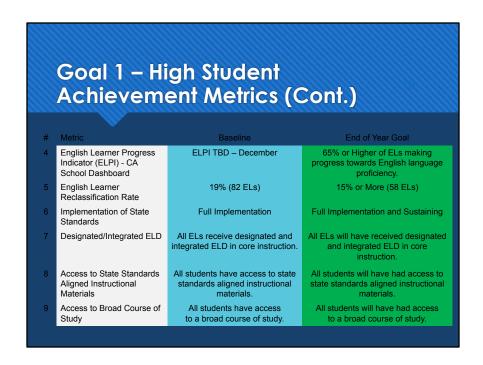
Goal 1 – High Student Achievement Metrics

#	Metric	Baseline	End of Year Goal
1	Smarter Balanced Assessment in ELA & Math Gr. 3-8	Spring 2020-21 CAASPP Waived No Baseline	Spring 2021-22 CAASPP Baseline 2022-23
2a	Fastbridge earlyReading Gr. TK-1: % (Total # of students w/ Scores) at on/Above & Low Risk	ALL:67% (of 598); EL: 63%(of 100);SED:48%(of 84); SWD:44%(of 39)	ALL:72% EL:71%; SED:56%; SWD:52%
2b	Fastbridge aReading Gr. 2-8: % (Total # of students w/ Scores) at On/Above & Low Risk	ALL:78% (of 2236); EL:35%(of 265); SED:50%(of 295); SWD:41% (of 244)	ALL:83%; EL:43% ; SED:58%; SWD:49%
3a	Fastbridge earlyMath Gr. TK-1: % (Total # of students w/ Scores) at On/Above & Low Risk	ALL:73%(of 596); EL:77% (of 58); SED:54%(of 83); SWD 44%(of 49)	ALL:77%; EL:85%; SED:53%; SWD:52%
3b	Fastbridge aMath Gr. 2-8: % (Total # of students w/ Scores) at On/Above & Low Risk	ALL:79%(of 2262); EL:50%(255); SED:50%(292); SWD:46%(of 248)	ALL:84%; EL:59%; SED:58%; SWD:54%

Baseline: Where are our students starting? End of Year Goal: What we hope to achieve by the end of the year?

4 Goals in our LCAP

1. (Smarter Balanced Assessment SBAC, state assessment) No Baseline due to COVID.

2. Fastbridge is a local district assessment. (Data is current year benchmark data)

   -phonics, phonemic awareness, fluency, vocabulary, comprehension
   -math

EL-English Learners
SWD- Students with Disabilities
SED-Socially Economically Disadvantaged

Goal 1 – High Student Achievement Metrics (Cont.)

#	Metric	Baseline	End of Year Goal
4	English Learner Progress Indicator (ELPI) - CA School Dashboard	ELPI TBD – December	65% or Higher of ELs making progress towards English language proficiency.
5	English Learner Reclassification Rate	19% (82 ELs)	15% or More (58 ELs)
6	Implementation of State Standards	Full Implementation	Full Implementation and Sustaining
7	Designated/Integrated ELD	All ELs receive designated and integrated ELD in core instruction.	All ELs will have received designated and integrated ELD in core instruction.
8	Access to State Standards Aligned Instructional Materials	All students have access to state standards aligned instructional materials.	All students will have had access to state standards aligned instructional materials.
9	Access to Broad Course of Study	All students have access to a broad course of study.	All students will have had access to a broad course of study.

ELD progress means making at least one years growth towards ELD and ELA standards.
There are 4 criteria in the reclassification process.
Designated and Integrated ELD happens during core instruction (in the classroom).

Goal 1 Actions & Services

Action	Title	Total Funds Allocated	Implemented Fully, Partially, Not Yet
1	Supplemental Instruction, Intervention and Support	$819,576	Partially
2	Summer Programs 2021 & 2022	$210,154	Partially
3	Supplemental Texts, Instructional Materials, and Resources	$123,007	Fully
4	Core Program Texts, Instructional Materials, and Resources	$178,000	Fully
5	Targeted Additional & Extended Day Services for Unduplicated Students	$572,500	Partially
6	Enrichment Learning Opportunities/Extra Curricular Activities	$379,061	Partially
7	Sonday System for Intensive Reading Intervention - Tier III	$36,000	Partially
8	Educational Technology Tools, Support & Infrastructure	$139,000	Fully

Partially and Fully implemented terms will be expended by the end of the year.
We have money allocated to run summer programs again this next summer.
One time funding ESSER

Goal 2 – Effective Leadership, Teaching and Learning Metrics

#	Metric	Baseline	End of Year Goal
1	Appropriately assigned and fully credentialed teachers.	100% of teachers are appropriately assigned and credentialed in subject areas.	100% of teachers would have been appropriately assigned and credentialed in subject areas.
2	Implementing High-quality Tier I Core instructional practices, including, GLAD, Integrated/Designated ELD & Guided Reading	Classroom Walkthrough Observation Tool will be utilized to established baseline. - TBD	80% of CSD teachers will implement Tier I high-quality instructional practices according to the Classroom Walkthrough Observation Tool.
3	Staff Professional Development/Collaboration Evaluations/Reflections	70% of staff indicated that the professional development, training & staff collaboration were meaningful and effective use of time.	80% or more of staff will indicate that the professional development, training & staff collaboration were meaningful and effective use of time.
4	Voluntary Coaching & Learning Opportunities	20% of staff received some form of instructional coaching or voluntary PD outside of the professional workday.	Increase the percent of staff receiving coaching or voluntary learning opportunities outside of the professional workday.

Goal 2 Actions & Services

Action	Title	Total Funds Allocated	Implemented Fully, Partially, Not Yet
1	Professional Development	$609,490	Partially
2	Additional Staff Collaboration Time and Assessment	$90,808	Partially
3	Training for Sonday System Intensive Reading Intervention	$9,000	Fully
4	BTSA Induction Support for new teachers and administrators	$30,000	Partially
5	Educational Technology Professional Development Opportunities	$13,500	Partially
6	Tier II/ELD Teachers on Special Assignment	$285,000	Fully

Goal 3 – Positive School Environment, Climate & Culture Metrics

#	Metric	Baseline	End of Year Goal
1	Attendance Rate	District Average: 94%	Maintain the attendance rate at/above 95%.
2	CA Dashboard Chronic Absenteeism Performance Indicator	New Baseline TBD - December	Decrease Chronic Absenteeism Rate from the prior year for CSD's & and target student groups from the prior year.
3	Suspension Rate	New Baseline TBD - December	Decrease the number of students who were suspended overall and for target student groups from the prior year.
4	Middle School Dropout Rate	0	0
5	Major Office Referrals through SWIS	New Baseline TBD	Decrease the number of Major Office Referrals by site from the prior year.
6	Sense of Safety and School Connectedness via School Climate Survey	76% of students "like school" & 81% said "there is an adult who will help me if I need it"	90% or above of students reporting "I like school" and said "there is an adult who will help me if I need it".
7	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	New Baseline - December	Decrease the number of students identified as "high risk"
8	Facilities in "Good or Exemplary Repair" as rated by the annual accountability report.	All facilities are maintained in "good or exemplary" repair.	All facilities will be maintained in "good or exemplary" repair.

Typically we have a high attendance rate, but with the transition to Independent Study Virtual School (ISVSP) We are seeing a slight dip in attendance as we work out the kinks around that transition.

76% of students who "like school" we want to find out if it was because they were doing online school last year, or was it because of COVID, or something else.

Goal 3 Actions & Services

Action	Title	Total Funds Allocated	Implemented Fully, Partially, Not Yet
1	Coordination of Student Support Services	$177,000	Fully
2	Counseling and Mental Health Services	$469,000	Fully
3	Social-Emotional Learning & Mental Health Curriculum & Resources	$37,000	Fully
4	Integrated Health Services and Supports	$350,000	Fully

Goal 4 – Strong Parent and Community Engagement Metrics

#	Metric	Baseline	End of Year Goal
1	All Community Partners Representation and Involvement in Districtwide Committees.	All Community Partners fully represented in all districtwide advisory committees.	All Community Partners fully represented in all districtwide advisory committees.
2	CSD Community Engagement Surveys	LCAP Input Survey (1025 Responses) Parent Engagement Survey (677 Responses) EL Needs Assessment Survey (126 responses)	Increase opportunities and participation to provide input from prior year.
3	Communication	All school sites and CSD utilized Blackboard/SMORE and other tools for regular communication.	All school sites and CSD would have utilized Blackboard/SMORE and other tools for regular communication.
4	Parent Education Opportunities	2020-21: Districtwide parent education 12 opportunities/ events/ activities.	Offered the same number and variety of parent engagement education workshops, events, activities for all parents, including English learner parent classes/workshops, based on needs and feedback from parents.
5	Local Indicator Priority 3 for Parent Engagement	In 2020-21, CSD achieve an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool.	CSD will have maintained an overall rating of 5 for Full Implementation and Sustainability using the SBE Adopted Self-Reflection Tool.

Goal 4 Actions & Services

Action	Title	Total Funds Allocated	Implemented Fully, Partially, Not Yet
1	Parent Engagement, Support Services, and Supplies	$20,000	Partially
2	Parent Engagement, Support Services, and Supplies Targeted for Unduplicated Pupils	$40,000	Partially
3	Parent Communication	$81,000	Partially
4	Language Line Services	$25,000	Fully

Elementary and Secondary School Emergency Relief Fund (ESSER)

In response to the COVID-19 pandemic, the United States Department of Education has released three grants for which local education agencies can apply.

These grants, known as ESSER I, ESSER II, and ESSER III, were authorized by the Coronavirus Aid, Relief, and Economic Security Act (CARES Act); the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA); and the American Rescue Plan (ARP).

ESSER (Cont.)

	CARES ACT: ESSER I	CRSA: ESSER II	ARP: ESSER III
Start Date	March 13, 2020	March 13, 2020	March 13, 2020
End Date	September 30, 2022	September 30, 2023	September 30, 2024
CSD's Allocation	$85,177 (Expended)	$290,079 (Expended)	$649,694 (TBD)

Last year's lcap plan and board presentations to see where money went.
These are one time dollars.
PPE, COVID safety pieces

ESSER III Opportunities for Input

- Board of Education Update – Aug 5, 2021

- CSD ESSER III Stakeholder Survey - Sept 3 - 24, 2021

- District LCAP Advisory Committee – Oct 14, 2021

- District English Learner Adv. Committee - Oct 15, 2021

- Final Board Approval - Oct 21, 2021

- Submit to County Office of Education – Oct 29, 2021

ESSER III Feedback Survey

- CSD sought feedback from all district and community stakeholders to help determine how the district should best utilize ESSER III funds to address learning recovery and the impact of COVID-19.
- Feedback Opportunities for ESSER III: CSD ESSER III Stakeholder Survey: Sept. 3-24, 2021
- Survey Results Summary

In the survey summary, the 5 highlighter areas are the areas of greatest need.

ESSER III Feedback Survey Results – Top 5

Rank	Priorities	Percent of Responses	Number of Responses
1	Provide social emotional learning opportunities such as counseling, mental health, wellness resources for students, staff and families.	71.6%	151
2	Facilities (air, quality and safety)	60.2%	127
3	Ensure all students receive high quality instructional materials	53.6%	113
4	Intervention programs	47.9%	101
5	Extend instructional learning time with tutoring or additional instructional time	46.4%	98
6	Provide additional learning opportunities (eg., summer programs, enrichment)	43.6%	92
7	Technology (connectivity, hardware, software)	42.7%	90
8	Engage families (attendance, support, workshops, resources, and other activities)	37.0%	78
9	Virtual learning option	17.5%	37

Proposed ESSER III Expenditure Plan

Proposed Actions & Services	When	Allocation
Social-Emotional Learning Support, Activities & Resources (Lunchtime SEL Support)	2021-2023	$100,000
Interventions, Extended & Additional Learning Opportunities (Required 20%)	2021-2023	$133,694
Independent Study Virtual School Option	2021-2022	$180,000
Professional Development (2 PD Days, TIMS Initiative)	2021-2023	$235,000
Total		$649,694

Social-Emotional Support (SEL)- We are providing a lot of training, resources, and counseling. We need more support during play times like recess and lunch that can lead structured SEL support during play times.
Currently 53 students (down from 60) students are in the virtual school option.

TIMS Initiative - Technology Integration Mentors
        Teacher leaders supporting teachers in ensuring technology in place best support students in the classroom.

Next DELAC Meeting

December 10, 2021

9-10 am

Via Zoom

Contacts

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Resources

- CSD English Learner Program Website - https://www.cambriansd.org/Page/3588
- CA English Learner Website - https://www.cde.ca.gov/sp/el/
- CSD Language Program Information - https://www.cambriansd.org/Page/3486
  - Biliteracy Pathway Awards Program - https://www.cambriansd.org/Page/3386