

### **A. Welcome/Call to Order**

The meeting was called to order at 4:33 p.m. The meeting was held in person and available via Zoom.

Lisa Van Horn (Director)- welcomed all the attendees and thanked everyone for their valuable partnership; also covered the NUSD Core Values and agenda for the day.

### **B. Introductions**

Lisa (Director)- introduced speaker Katie Malan (HR Technician II) from the NUSD HR Department, Speaker Anthony Da Marto (Director) from NUSD HEART/ NUSD Welcome Center, Speaker Jinder Chahal (NUSD Coordinator III) and the 25/26 Chair Manuel Paramo (absent), Co-Chair Mayra Silva and Administrative Assistant Inelva Carvajal.

### **C. Review DELAC Norms-Lisa Van Horn**

Lisa (Director)- reviewed the norms.

### **D. Review Minutes from the October Meeting- Lisa Van Horn**

Lisa (Director)- gave the November minutes to the Co-chair for review/approval. They were reviewed and approved by Co-chair Officer Mayra Silva.

### **E. Team Sharing/Public Comment/Optional ELAC Reports/Activity**

- (Parent)- She shared she attended the school site ELAC meeting, where there were 8 attendees. She mentioned it was a great turn out and everyone was very happy to have the resources that our team is providing. The last DELAC presentation provided very helpful resources for parents to use during the parent teacher conferences.
  - Lisa (Director)- Language Links, when people know, it is a helpful resource for parents and staff.

### **F. Plan to ensure compliance - teacher and instructional aid requirements**

- Katie Malan (HR Tech II)- one of the HR technician II and also serves as the district's credential analyst, responsible for ensuring that all required authorizations are appropriate, valid, and up-to-date. Katie provided a brief overview of the history of English Learner Authorization. She explained that all TK-12 teachers in California are required to hold an English Learner Authorization, as mandated by the California Education Code. She mentioned that beginning in 2002, California teacher credential programs began incorporating English Learner coursework into California Universities. In 2010, the California State Board of Education adopted the English Language Development (ELD) Standards, and by 2014, all English Learner Authorizations had been fully embedded within California-issued teaching credentials. Teachers who earn their credentials outside of California may obtain an EL Authorization either through coursework or by passing an examination. Katie goes on to explain that there are two types of English Learner Authorizations. The first is authorization for English Language Development (ELD) instruction, which is designed to support students in developing their listening, speaking, reading, and writing skills in English. The second is Specially Designed Academic Instruction in English, an

instructional approach intended to enhance students' comprehension of English within the academic content being taught. This approach is commonly used in subjects such as mathematics, social science, and science. She also explained the framework for English Language Development, which includes Bilingual Instruction, Departmentalized ELD, Designated ELD, and Integrated ELD. The District uses Designated ELD and Integrated ELD. Departmentalized ELD is instruction including reading, writing, listening and speaking. Designated ELD is instruction provided during a protected time during the regular school day for focused instruction on the state-adopted ELD standard to assist English Learners to develop critical English language skills necessary for content learning in English. Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards. Lastly, Katie noted that Natomas Unified requires all teachers to hold an English Learner Authorization (ELA) prior to hire. If a newly hired teacher does not yet possess this authorization, the district will support the employee in obtaining an emergency ELA while they work toward earning the full authorization. English Learner Authorizations do not expire unless issued as an emergency credential. Emergency credentials are valid for one year and may be renewed only twice. Instructional Aides are not required to hold an English Learner Authorization; however, they must either pass the required examination or have completed 48 postsecondary semester units.

- Lisa (Director)- shares that all teachers in the district hold the required English Learner Authorization, as mandated by law. In some cases, an emergency authorization may be issued when necessary. Our district provides both Designated and Integrated ELD instruction. Additionally, Heredia Arriaga School offers a bilingual program in which students receive primary instruction in Spanish. The goal is for students to exit Heredia Arriaga fully biliterate—able to read, write, and speak in both Spanish and English.
- Lisa continued to explain the district does not implement a departmentalized ELD model. Departmentalized ELD typically involves teaching content, such as history, to English Learners in their primary language (e.g., Spanish) by pulling them out. NUSD provides every single English Learner student with both designated and integrated ELD. At the elementary level, this takes place during WIN time. At the secondary level, Designated ELD is provided through a designated ELD course or within a clustered setting. For students who are no longer newcomers, Designated ELD may occur within their ELA class. Integrated ELD occurs throughout the entire instructional day. All teachers receive training on how to provide appropriate scaffolds and support to ensure accessibility for English Learners. For example, a science teacher delivers grade-level content while incorporating strategies that support language development. Integrated ELD is expected to occur across all content areas and throughout the school day.

## **G. Attendance Presentation**

- Anthony Da Marto (Director)- comes from NUSDs HEART (Health, Enrollment, Attendance, Resources and Translation) Department housed along with nutrition services and transportation. Everything a family could need. He shares that the district aims for an attendance rate of 95% and above. Attendance rate is the number of days the student is present by the days of enrollment. He also shares that chronic absenteeism is missing 10% or more of instructional days. The district currently has an attendance rate of 94.3% and a chronic absenteeism of

17.1%. ELL attendance rate is currently at 94.6%. Data indicates higher rates of absenteeism on Fridays. In response, the district has been collaborating with school sites to implement engaging activities and incentive-based awards scheduled on Fridays to encourage increased student attendance.

- Parent shares that BCS has rewards for perfect attendance.

Next, Anthony (director) goes on to speak about attendance intervention. The district has developed a truancy process roadmap and is prioritizing outreach calls by attendance staff. Additionally, families now have the ability to report student absences online, and some school sites are utilizing text messaging platforms for attendance communication. These efforts have reduced the number of unverified absences, defined as absences for which no parent/guardian notification was received. A truancy letter goes out once a student has reached 3 unverified absences. Approximately four to five years ago, the Student Intervention Plan was introduced at school sites. This process (SART), which is scheduled after letter 2, brings school teams together with students and their parents/guardians early on to address attendance concerns proactively, before patterns become more severe. The school site continues to do monthly check-ins. After Truancy Letter 3, there is a district level meeting (SARB) where a contract is involved. After SARB the district recognizes and celebrates students when attendance is improved. If absenteeism continues after a contract is in place, the next step is taking the family to court part of Ed code.

- Parent question: What district outreach is done? Notification to parents is important.
- Parent- When my daughter is absent we get calls, email & text.

Anthony (Director)- We are looking into parentsquare as it has an attendance program where we can send messages and letters in other languages for next school year. The district has a 45% save rate, meaning 45% of families do not progress to multiple truancy letters after getting 1st letter. Student attendance review team meetings are showing a 26% improvement in attendance after a meeting and so we know that in person meetings are effective. Anthony explained the process for reporting a student absence through the school website. Families can select the absence reporting button (a google form), which also provides the option to choose it in English or Spanish. This system also allows families to report absences without calling the school, helping to reduce the volume of phone calls at the start of the school day. School secretaries will have access to a report that enables them to update attendance codes in advance, minimizing the need for follow-up calls or letters regarding student absences. Another option for reporting a student absence is through ParentSquare. By selecting the "Report an Absence" link located in the top right-hand corner, families are directed to the same google form used on the school website.

- Parent question: Will the attendance reporting system send you a receipt?
- Parent comments regarding truancy:
  - Do you go and sit with the families whose child(ren) have a truancy problem?
  - Parent suggests daily folder check-ins and parent signatures for chronically absent children.
  - Parents need to engage more but they do have a lot going on.
  - Some sites have parent/teacher group message strands to help with communication.

- Parents want to be able to prioritize their ParentSquare feed to place messages from teachers at the front, followed by coaches, sites, etc... Parents have stated they get a lot of notifications from Parent Square.

Lastly, Anthony discussed Independent Study. Independent Study allows students to remain on track with their schoolwork while temporarily away from school, for up to 15 days per school year per Education Code for any reason. Independent Study requests can be initiated through the school office and require a written agreement among the student, teacher, and parent/guardian. One key change from past practices is that Independent Study no longer requires a minimum of three consecutive days; families may now request Independent Study for as little as one missed day. We encourage the use of Independent Study as it supports attendance. However, if a student is absent for an extended period—such as several months—beyond the 15-day limit, they may be disenrolled from school and re-enroll when they return.

#### **H. Newcomers in NUSD/Feedback on Needs Assessment for 25-26/Ideas for getting parent responses**

- Jinder Chahal (Coordinator III)- Passed out a handout. Jinder presented data on newcomers, information pulled from elevation. Elevation is a data platform that shows how many newcomers there are and where they come from. The definition of a newcomer is a student who was born outside of the U.S. and has been in our schools for less than three years. It does not include Kindergartners who were born in the U.S. The district has about 1,400 English Learners, with 475 that have earned a one on their ELPAC, 514 at level two, and 446 at level three. The data also shows all the English Learners and the languages they speak at home. Jinder also shows how it compares to the newcomers' data. There are 618 newcomer students on ELPAC level 1. Some of our newcomers score threes and fours on the ELPAC test and can be reclassified if they score a four. Jinder shows us newcomer data by home language. The unknown or unlisted languages are languages that are not in Infinite Campus. The majority of our newcomers are Afghan languages. We have languages such as Farsi and Pashto and Punjabi which is India. The data also show that the majority of EL is Spanish speaking. We see that they are coming from all over the world because these are different languages. The majority are coming from Afganistan, India and Mexico. Jinder also shares the data newcomers by grade level and data shows it even and we are uncertain why there are so many in the third grade.
  - Lisa (Director)- The question regarding the newcomer population was raised during the first meeting. Jinder serves as our expert on ELLevation.
- Jinder (Coordinator III)- lets us know that ELLevation is the database we use; teachers have access to the information. If a newcomer is not doing well, the teacher gets a monitoring form and allows us to follow up with that student. It shows us how well students are doing as well as shows us the student growth pattern.
  - Lisa (Director)- It also provides access to students' CAASPP scores. Teachers can view their class to see each student's current level, ELPAC level, length of time in the United States, and CAASPP score. Overall, it is a highly valuable platform for monitoring student progress and informing instruction.
- Parent discussion regarding Newcomer information:
  - Parents are surprised about home languages

- Parent says that we may need more support and might need to allocate more resources in these languages.
  - Parent notices how much his student is learning English at school
  - Parent wonders what these demographics look like at each school
    - Some schools have more Farsi/Afghani students than others
  - Students may test IFEP; many students need less English, as they have English from their former countries.
- Parent is curious about "other", "unknown", or "unlisted" languages - are we getting the data from the Home Language Surveys?
  - Jinder explains that the unknown languages are not available in Infinite Campus.
- Parent notices that 3rd grade has many Newcomer ELs and it is a high impact year due to CAASPP. Are we monitoring their progress closely from K - 2?
- Parent would like to know the birth countries for all of the larger chunks of students.
- Needs Assessment
  - Lisa (Director)- let us know that there is a needs assessment going out next semester, when we get back from break.

Jinder (Coordinator III)- mentioned that upon reviewing last year's needs assessment, it was noted that it contained a large number of questions.

- Lisa (Director)- Shared at the end of last school year, the data collected from the needs assessment was reviewed and participants provided feedback on areas for improvement. The primary recommendation was to make the assessment shorter, more focused, and narrowed to the most essential information. Lisa requested to review the handout and noted that it contains fewer questions. The committee will once again make recommendations for next year during the final DELAC meeting for next year's needs assessment. The needs assessment is done every year and gets about 130 to 150 responses. Additional strategies will be explored to increase participation, as the results are important in guiding the services and supports we provide.

Jinder (Coordinator III)- Participants were asked to review the document and provide feedback. She also encouraged families to send an email with any additional suggestions and shared that the document will be distributed using Microsoft Word.

**Next Meeting will be on February 5, 2026**

**CLOSURE: DELAC Meeting adjourned at 6:00 p.m.**