Agenda

- Call to Order
- Pledge of Allegiance
- Introduction of Members
- Reading and Approval of Minutes
- LCFF-LCAP Review
- CUSD English Learner Data
- EL Focus Group Data
- EL Parent Survey
- Stakeholder Input
- Questions/Comments
- Adjournment
Pledge of Allegiance
Welcome and
Introductions

Introductions: Name, Position/Role, Site/Organization
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) MEETING
CLAREMONTE UNIFIED SCHOOL DISTRICT
Tuesday, October 19, 2021
3:00 P.M.
Via Zoom Webinar

A Meeting of the District English Learner Advisory Committee of the Claremont Unified School District pursuant to Section 54956 of the Government Code was held via Zoom webinar, on Tuesday, October 19, 2021, to discuss the items listed below.

DELAC Members Present:
- Araceli Arrellano
- Adela Rodriguez
- Lina Flechas
- Alejandra Gaytan
- Farzaneh Akbarpour
- Shciklar
- Marilu Jimenez
- Enriqueta Cervantes

Vista del Valle Elementary
Sumner Elementary
Chaparral Elementary
Condit Elementary
Mtn. View Elementary
Chaparral Elementary

CUSD Staff Members Present:
- Michelle Wishner
- Andrea Gosnell
- Barbara Bilderback
- Sarah Estrada
- Amanda Teran
- Amy Stanger
- Ashley Robbin
- Talia Bowman
- Rria Cruz-Soto
- Ann O’Connor
- Jessica Conner
- Dalet Ramos
- Cynthia Wiedefeld
- Kevin O’Reilly
- Katherine Hertenstein
- Clara Dehmer
- Rosa Leong
- Natalie Taylor, Ed.D.

- Summer Danbury/Asst. Principal
- MYP IB Coordinator/CUSD
- Claremont High School/EL Facilitator
- Summer Danbury/Asst. Principal
- Chaparral/EL Facilitator
- Sycamore Elementary/Principal
- Condit Elementary/EL Facilitator
- Sycamore Elementary/EL Facilitator
- Mountain View/Principal
- Chaparral Elementary/Principal
- Summer Danbury/EL Facilitator
- Mountain View/EL Facilitator
- Oakmont/EL Facilitator
- Vista del Valle/EL Facilitator
- El Roble Intermediate/EL Facilitator
- Claremont High School/Asst. Principal
- District Office/Parent Involvement Liaison
- Director of Intervention and English Learners

Parents of English Learners Present:
- Carolina Soto
- Sergio Uribe
- Ariana Ojeda
- Anayatzin Alvarez
- Anna Valle
- Marisa Robles

CUSD
Mtn. View Elementary
Sumner Danbury
El Roble Intermediate
Mtn. View Elementary

Interpreters:
- Samira Attallah (Arabic)
- Ken Chen (Mandarin)
- Mercedes Marleaux (Spanish)
What Experts Say

Our success is dependent on stakeholder trust and support:

- Partnership and student academic achievement are closely linked
- Families and community can help schools overcome the challenges they face

People support what they help create.

Karen Mapp, Ed.D. - Beyond the Bake Sale
What Experts Say

*Systems that build community believe:*

- Bringing people together to discover and stretch their thinking drives robust decisions.
- Debate creates transparency, trust, and drives clear direction the team can effectively execute.

*Liz Wiseman - The Multiplier Effect*
Title III

- **Title III LEP - $47,651 & Title III IMM $6,567**
  - Each of these has seen a decrease of $10,000
    - English Learner/Immigrant Paraeducator
    - Additional Translations
    - *Ellevation*
    - Supplemental Materials
    - Professional Development
    - Technology

- **21-22 Discussions**
  - Dual Language Immersion – now in year 2
  - IB – Middle Years Program
The Big Picture

Implementation of Local Control Funding Formula (LCFF)

Develop & Adopt a Local Control Accountability Plan (LCAP)

Revise and Update LCAP Annually

2021-2024 – New three year plan
State Funding

Local Control Funding Formula (LCFF) consists of

Base Grant

Supplemental Grant

Concentration Grant
(*Does not apply for CUSD)
Federal Funding

Title I
(Low-Income Students)

Title II
(Teacher & Administrator Training)

Title III
(English Learners & Immigrants)

Title IV
(Student Support and Academic Enrichment)
III. What is the LCAP?

https://vimeo.com/305835812
Plan Development Process

Information Gathering & Preparation
Fall – Winter 2021-2022
- Develop Timeline
- LCAP Surveys
- Student Focus Groups

Stakeholder Engagement
January - May 2022
- School Board
- Parent Advisory Committee
- District Advisory Council
- DELAC

Plan Development
March – May 2022
- Trends & Input
- Goals
- Actions
- Budget

Final Plan Review and Adoption
Public Hearing – June 23, 2022
Board Action – June 24 or 27, 2022
Annual Updates – By July 1 Every Year
## Indicators by Priority

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1:</strong> Basic Services or Basic Conditions at Schools</td>
<td></td>
<td>Text books availability, adequate facilities, and correctly assigned teachers</td>
</tr>
<tr>
<td><strong>Priority 2:</strong> Implementation of State Academic Standards</td>
<td></td>
<td>Annually report on progress in implementing the standards for all content areas</td>
</tr>
<tr>
<td><strong>Priority 3:</strong> Parent Engagement</td>
<td></td>
<td>Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs</td>
</tr>
<tr>
<td><strong>Priority 4:</strong> Student Achievement</td>
<td>Academic Indicator (3-8, 11) English Learner Progress Indicator (1-12)</td>
<td></td>
</tr>
<tr>
<td><strong>Priority 5:</strong> Student Engagement</td>
<td>Chronic Absence Indicator (K-8) Graduation Rate Indicator (9-12)</td>
<td></td>
</tr>
</tbody>
</table>
## Indicators by Priority

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: School Climate</td>
<td>Suspension Rate Indicator (K-12)</td>
<td>Administer a Local Climate Survey every other year</td>
</tr>
<tr>
<td>Priority 7: Access to a Broad Course of Study</td>
<td></td>
<td>Annually report progress on the extent students have access to, and are enrolled in, a broad course of study</td>
</tr>
<tr>
<td>Priority 8: Outcomes in a Broad Course of Study</td>
<td>College/Career Indicator (9-12)</td>
<td></td>
</tr>
<tr>
<td>Priority 9 (COE Only) Services for Expelled Students</td>
<td></td>
<td>Annually report on the coordination of Services for Expelled Students</td>
</tr>
<tr>
<td>Priority 10 (COE Only) Services for Foster Youth</td>
<td></td>
<td>Annually report on the coordination of Services for Foster Youth</td>
</tr>
</tbody>
</table>
# Local Control Accountability Plan

## Pupil Subgroups

<table>
<thead>
<tr>
<th>Critical Subgroups</th>
<th>Numerically Significant Subgroups (Over 30 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Learners</strong></td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td>Socio-economically Disadvantaged</td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Ethnic/Racial Subgroups</td>
</tr>
</tbody>
</table>

- English Learners
- Socio-economically Disadvantaged
- Foster Youth
- Students with Disabilities
- Ethnic/Racial Subgroups
Understanding the California School Dashboard and our District’s Progress

“Let the Conversations Begin”
Reflect & Ask Questions
Break
Review EL Data

- District Demographics
  - English Learners

- Data Walks
**District Demographics – Ethnic Diversity**

**Total Enrollment:** 6744

**Ethnic Diversity**

- English Learners: 5.0%
- Students with Disabilities: 12.2%
- Socioeconomically Disadvantaged: 28.4%
Enrollment by Primary Language

Total CUSD TK-12 Enrollment: 2020 - 2021 = 6,744 Students
# English Learner Primary Language

## Total Number of English Learners: 339

<table>
<thead>
<tr>
<th>Language</th>
<th>ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>32</td>
</tr>
<tr>
<td>Korean</td>
<td>12</td>
</tr>
<tr>
<td>Mandarin (Putonghua)</td>
<td>52</td>
</tr>
<tr>
<td>Spanish</td>
<td>179</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>17</td>
</tr>
<tr>
<td>All Other Languages Combined</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>339</strong></td>
</tr>
</tbody>
</table>

CUSD Total Enrollment: 6744
Overall English Learner Percentage: 5%
Language Proficiency

Total CUSD TK-12 Enrollment: 2020 - 2021 = 6,744 Students
# English Language Learners

<table>
<thead>
<tr>
<th></th>
<th>Total Student Enrollment</th>
<th>English Learner Enrollment</th>
<th>English Learner Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>6744</td>
<td>339</td>
<td>5%</td>
</tr>
<tr>
<td>Chaparral</td>
<td>639</td>
<td>44</td>
<td>7%</td>
</tr>
<tr>
<td>Condit</td>
<td>681</td>
<td>26</td>
<td>4%</td>
</tr>
<tr>
<td>Danbury</td>
<td>39</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Mountain View</td>
<td>439</td>
<td>46</td>
<td>11%</td>
</tr>
<tr>
<td>Oakmont</td>
<td>272</td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td>Sumner</td>
<td>440</td>
<td>35</td>
<td>8%</td>
</tr>
<tr>
<td>Sycamore</td>
<td>409</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Vista</td>
<td>325</td>
<td>41</td>
<td>13%</td>
</tr>
<tr>
<td>El Roble</td>
<td>1056</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Claremont High</td>
<td>2380</td>
<td>60</td>
<td>3%</td>
</tr>
<tr>
<td>Community Day</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>San Antonio High</td>
<td>48</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Non Public</td>
<td>16</td>
<td>3</td>
<td>19%</td>
</tr>
</tbody>
</table>
Student Achievement – English Learners

Reclassification Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>CUSD</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>23.1%</td>
<td>13.8%</td>
</tr>
<tr>
<td>2019-20</td>
<td>18.5%</td>
<td>13.8%</td>
</tr>
<tr>
<td>2020-21</td>
<td>10.8%</td>
<td>8.6%</td>
</tr>
</tbody>
</table>
353 Students took IB classes

• 61 SED students
• 1 EL Students
• 38 RFEP Students
Students have earned Seal of Biliteracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>172</td>
</tr>
<tr>
<td>2020</td>
<td>144</td>
</tr>
<tr>
<td>2019</td>
<td>146</td>
</tr>
</tbody>
</table>
LCAP Student Focus Group Feedback
(El Roble, Claremont High School, San Antonio High School)

- Students enjoy hands-on learning, projects, and the ability to dialogue.
- Students like the ability to make mistakes and not be penalized for it.
- Students feel that caring teachers help them learn.
- Overwhelmingly, students said that they had someone on campus they could talk to if they needed help managing stress, anxiety, or depression.
  - They thought their peers might go to a dedicated mental health counselor on campus if one was available.
- Without hesitation all students felt that there was an adult on campus that they could go to if they did not feel safe.
- It means a lot to students when teachers try to connect with them, check on them, and take a personal interest.
- SAHS students love the small class size, sense of community, and block schedule.
- CHS students felt that the workload during remote learning was overwhelming.
- ER students would like the bathrooms kept open after school.

FAVORITE COMMENT
“I don’t feel caged in here. You can go to the park to hang out at lunch or use the YAC after school. It’s one thing I really enjoy about going to school here. The district deserves a lot of credit trusting the students and giving them the freedom.”
(CHS Junior)
EL Parent Survey

EL Parent Surveys
- EL Parent Survey will be distributed to EL Facilitators and families in March 2022.
- Please be on the “look out” to complete & return.
Data Walk

I can see the impact our work together could have on the data.

Your perspective helps me see the data differently.
DELAC Ideas

Individual Reflection → Table Talk → Whole Group Share
“Unity is strength… When there is teamwork and collaboration, wonderful things can be achieved”

- Mattie Stepanek
Next DELAC Meeting:

April 20th @ 9:00 am
Thanks for providing input!