DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) MEETING
CLAREMONT UNIFIED SCHOOL DISTRICT
Wednesday, April 21, 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 will be held via Zoom webinar, on Wednesday, April 21, 2021, to discuss the items listed below.

DELAC Members Present:
Alejandra Cameros           Vista del Valle Elementary
Anayatzin Alvarez            Oakmont Elementary
Arbi Nazarian                   Condit Elementary
Lina Flechas                     Chaparral Elementary

Parents of English Learners Present:
Jennifer Hu                  Claremont High School
Christine Jiang
Flower Zhang                  Claremont High School/Chaparral

Interpreters:
Samira Attallah         Arabic
Ken Chen                 Mandarin
Mercedes Marleaux       Spanish

CUSD Staff Members Present:
Michelle Wishner
Barbara Bilderback
Amanda Teran
Amy Stanger
Ashley Robbin
Talia Bowman
Jessica Conner
Cynthia Wiedefeld
Angela Ruiz
Nicolle Flores
Clara Dehmer
Pamela Kling-Trier
June Hilton, Ph.D.
Rosa Leong
Natalie Taylor, Ed.D.

Sumner Danbury/Asst. Principal
Chaparral/EL Facilitator
Sycamore Elementary/Principal
Condit Elementary/EL Facilitator
Sycamore Elementary/EL Facilitator
Sumner Danbury/EL Facilitator
Oakmont/EL Facilitator
Vista del Valle/EL Facilitator
El Roble Intermediate/EL Facilitator
Claremont High School/Asst. Principal
Administrative Secretary, Ed. Services
Director, Educational Services
District Office/Parent Involvement
Liaison
Director of Intervention and English Learners

Dr. Natalie Taylor, Director of Intervention and English Learners, called the meeting to order at 3:04PM.
Pledge of Allegiance

Reading and Approval of Minutes from February 25, 2021
Natalie asked for motion to approve as amended. Talia made motion to approve; Cynthia second; minutes approved as amended.

Introduction of DELAC Members

CUSD English Learner Program Update 2020-2021
**Review/Updates**

- CUSD Parent Engagement Policy
- Reclassification Criteria (ELs and SWDs)
- ELPAC
- LCAP Comments/Suggestions
- Seal of Biliteracy
- Summer Support Program

**Review results of 2020-21 English Learner Program Survey**

**Report from ELAC School Reps**

- **CHS** –
  - EL program numbers have never been lower (7 beg/13 adv)
  - Currently administering ELPAC
- **ER** –
  - ELPAC administration completed, wrapping up summative
  - AVID EXCEL students working on college/career planning
- **Vista** – Excited to be back to in-person learning
  - Replanning intervention time
  - Many students have been tested (Olivia Vioral); 5 reclassified
- **Sycamore** – Welcomed students back on campus
  - ELPAC testing done
  - Continuing with small group EL support
- **Sumner Danbury** –
  - Just began ELPAC administration
- **Oakmont** – All ELs have returned to campus
  - Both EL student groups scheduled in Zoom
  - ELPAC administered on Mondays and Thursdays
- **Condit** –
  - ELPAC testing grades 3-6
  - Focus on in-person administration
- **Chaparral** –
  - 60% done with ELPAC administration (Nicole Cooke)

**Program Plans for 2021-2022**

**Questions/Comments**

- **Amanda Teran** – when scores come in, recommendation forms in Ellevation. Who signs that form?
  - When initially completing form, do so as if the child scored for reclassification. Would you recommend reclassification if they pass ELPAC? Because the monitoring form is done in Ellevation, teacher signatures are not required. Natalie discusses with parents in summer reclassification meetings and can proceed with Natalie’s and parents’ signatures. If student passes but teacher didn’t recommend reclassification, we call the teacher to discuss. This can easily all be done in summer.

- **Anayatzin Alvarez** – (need Spanish translation - Rosa) Will students be able to continue to use iReady throughout the summer? My student is SDC and is able to work on his own with iReady.
  - Yes, EL students will be able to access iReady throughout the summer.
  - Will lose access for 2 weeks in August while switching over to new school year but will be available after that.
- Anayatzin Alvarez – Thank you very much (Muchas gracias!)
- Amanda Teran – We had the same question… just received the iReady dates. After the student takes the diagnostic – will they be able to continue using iReady?
  - Natalie confirmed
- How will the survey be given out?
  - Mailed out; fillable google form.

Rosa Leong (District Parent Liaison) will be sending an email with the updated PowerPoint and Parent Engagement Policy. Feel free to reach out if you have any questions by the end of the week.

Adjourned at 4:06 pm
Questions completed at 4:12 pm

See Attached DELAC stakeholder input from the LCAP/DELAC February meeting.
<table>
<thead>
<tr>
<th>JAM Board Comments by Priority Area LCAP</th>
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<tbody>
<tr>
<td><strong>BASIC SERVICES</strong></td>
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<tr>
<td>• The class size at SAHS should depend on the type of students</td>
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<td>• Teacher salaries need to be competitive with other districts so Claremont can attract and retain quality teachers. This is the best way to provide the implementation of CA State Standards.</td>
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<td><strong>IMPLEMENTATION OF STATE STANDARDS</strong></td>
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<td>• Tech tools - overall investing money in additional digital tools might be good, Nearpod doesn’t seem to be used that often.</td>
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<td>• All the digital tools are good, but we don’t really use Nearpod except for in Wolfden.</td>
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<td><strong>COURSE ACCESS</strong></td>
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<tr>
<td>• Teachers need to keep parents better informed about students progress</td>
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<tr>
<td><strong>PARENT ENGAGEMENT</strong></td>
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<tr>
<td>• Students need to keep parents better informed about students progress</td>
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<td><strong>STUDENT ENGAGEMENT</strong></td>
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<td>• Diverse ideology in the classrooms. Restorative practices</td>
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<td>• The unique mental health needs of students of color need to be taken into account. The unique stress of feeling the obligation to represent one’s historically marginalized group is real.</td>
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<td>• There is a need for implicit bias training for adults in school settings</td>
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<td>• Wolfden’s efficacy is dependent on the skills of the teacher. If students mention they are feeling sad, there is not an adequate response to address student concerns.</td>
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<td>• The Cultural Diversity Committee at CHS celebrates events such as Black History Month and Women’s History Month. This can be expanded to El Roble and the elementary schools to learn about and celebrate many cultures starting at a young age.</td>
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<td>• Student Stress Levels - seem to increase at 11th/12th because the focus shifts to graduation and college. In high school, students become more aware of what is happening in the society and world, they don’t have a space to discuss their opinions and feelings at school other than peers, which can also increase stress levels.</td>
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<td>• Student comment: in WolfDen today 2 of the teachers changed up the lesson plan to talk about students’ feelings, comments about coming back on to campus.</td>
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<td>• Wolfden good idea but gets too repetitive</td>
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<td>• My group was not able to discuss mental health resources, but I think that it is very important that we have been increasing mental health resources to low income students, but I think that we need to expand these resources much more</td>
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<td>• Racial Equity is very important; being a black student at CHS I always felt pressured to do good in class not for the joy of learning, but for the purpose of not letting my race down. Because if I failed it felt like that meant my race would be viewed as a failure. So I think it’s important to teach more about racial equity to fix these type of problems</td>
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<td>• WolfDen helpful but seems somewhat like adding more school work</td>
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<td>• Student Participation Rate in extra-curricular: COVID shut downs changed student access and interest.</td>
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<td>• Students feel that communication occurs when students start doing bad, but not so much pro-actively. Communication needs to be better.</td>
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<td>• School gets more stressful towards Junior/Senior year with making college decisions and other work piling up</td>
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<td><strong>SCHOOL CLIMATE</strong></td>
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<td>• The 3rd item on the page states, “When daily synchronous instruction ends each day, teachers provide additional intervention and support for English learners and other at-promise students. Office Hours and tutoring sessions are held in the afternoon.” It includes an allocation of $30,240. The 4th item states, “Before-, during-, and after-school interventions are held for English learners and other at-promise (formerly at-risk) students in conjunction with daily synchronous learning activities. The online learning schedules have allowed teachers time built into their day for these supports.” It includes an allocation of $18,431.</td>
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<td><strong>PUPIL ACHIEVEMENT</strong></td>
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<td>• Students feel that communication occurs when students start doing bad, but not so much pro-actively. Communication needs to be better.</td>
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- STEAM should continue to be implemented.
- Teachers need to communicate with each other to ensure that students are not overloaded and are able to be successful.
- College/Career readiness is important, but it's also important to acknowledge that not everyone will be on the same path. Students need to build the skills needed to be successful in all environments (connection, communication, relationships).
- Nearpod is not too popular with students.
- Nearpod is a good program but does require a lot of writing—feels like more work.
- Students would like to see classes offered in basic personal finance management.
- College vs. Vocational track - programs and resources are there, but not everyone knows they are there. Publicizing those resources would be good to meet everyone’s needs.

**OTHER PUPIL OUTCOMES**

-