

# DELAC

## District English Learners Advisory Committee

Date:	Time:	# of Parents:
October 19, 2021	6:00 p.m. – 7:30 p.m.	

APPROVED AGENDA	
1	Welcome
2	Partnership with Parents: Site and District Updates
3	Ethnic Studies
4	Input on Secondary Schedules
5	District Needs Assessment
6	Closure

AGENDA ITEM DISCUSSIONS & ACTIONS	Presented by:
<p>1 <b>Welcome and Logistics</b></p> <ul style="list-style-type: none"> <li>● Introductions, including interpreters</li> <li>● Social Emotional Opener                             <ul style="list-style-type: none"> <li>○ What was your favorite subject/grade in grade school? Why?</li> </ul> </li> <li>● Review Group Norms                             <ul style="list-style-type: none"> <li>○ Growth Mindset</li> <li>○ Collaborative Culture</li> <li>○ Honor Time</li> <li>○ Equity in Voice</li> </ul> </li> <li>● Approval of Agenda and Minutes                             <ul style="list-style-type: none"> <li>○ Anna moved to approve the agenda, Jeanne seconded.</li> <li>○ Kellie moved to approve the minutes, Whitney seconded.</li> </ul> </li> </ul>	<p>Ricardo, Melody</p>

2	<p><b>Partnership with Parents: Site and District Updates</b></p> <ul style="list-style-type: none"> <li>● Holmes: great spirit week last week, counseling department had a special meet and greet for newly arrived students</li> <li>● DSHS: took parents on a tour of the academic center during the ELAC meeting, pushing tutors out into classrooms to support EL students and providing time for EL classes to use the center</li> <li>● Harper: hiring a new bilingual paraeducator</li> <li>● Willett: planning for interpretation for parent-teacher conferences, appreciate having that service for our families from the district, students feeling welcomed and comfortable and already improving a lot since arriving</li> <li>● District <ul style="list-style-type: none"> <li>○ Initial &amp; Annual Parent Notification <ul style="list-style-type: none"> <li>■ Over 200 initial ELPACs were administered this year; parents have received letters with the results.</li> <li>■ Families also receive annual ELPAC results until they are reclassified as fluent English proficient; those letters have also been sent out this fall.</li> </ul> </li> <li>○ Alternate ELPAC Field Test <ul style="list-style-type: none"> <li>■ Excited to have a common state assessment for EL students with disabilities</li> <li>■ Field test will be given to ELs who are in Special Ed with most significant cognitive disabilities</li> <li>■ IEP teams will determine who the Alternate ELPAC is appropriate for</li> <li>■ District EL staff are coordinating with Special Ed department to identify students who are eligible to take the field test in the coming months <ul style="list-style-type: none"> <li>● Parent question: Will parents be notified that their student is participating in the alternate ELPAC field test? Will it replace the summative ELPAC? Response: Yes, parents will be notified, and the test will replace the summative test for students with most significant cognitive disabilities.</li> </ul> </li> </ul> </li> <li>○ ESSER III Update <ul style="list-style-type: none"> <li>■ Taking to the board for approval to try to qualify for up to \$5.5 million dollars of emergency relief aid</li> <li>■ Focusing on programs that support student populations who were particularly impacted by the pandemic including unduplicated students</li> </ul> </li> </ul> </li> </ul>	Attendees, Ricardo, Melody
3	<p><b>Ethnic Studies</b></p> <ul style="list-style-type: none"> <li>● There will be a comprehensive presentation to the board on November 4, 2021. Reminder to the group to tune in for more specific information. Director Perez provided an overview of the steps taken by the Ethnic Studies Advisory</li> </ul>	Ricardo

	<p>Committee in creating a formal recommendation to the DJUSD School Board.</p> <ul style="list-style-type: none"> <li>● Governance and Initiative Milestones: DJUSD program anticipates upcoming statewide graduation requirements in ethnic studies. Starting in 2021 through 2025 DJUSD has specific goals and actions to set up program structures and funding to support Ethnic studies programming and teacher certification process.</li> <li>● Curriculum and Coursework: Building a K-12 program, making sure that students' experiences are reflected in the curriculum throughout the grade level. Starting in 2022 with Ethnic studies pilot courses to implementation of Ethnic Studies courses by 2023-24 academic school year. Ethnic Courses graduation requirement by 2029.</li> <li>● K-12 Teacher Community of Practice: Practitioner-led cohort of DJUSD Ethnic Studies educators (developing content, sharing best practices, archiving resources) Includes professional development and resources for staff to create ethnic studies lessons that are reflective of our student population.</li> <li>● Youth Leadership: Centering student voice and giving them leadership and feedback opportunities for input in Ethnic Studies Program Development</li> <li>● Collaboration with Higher Education: Collaborating with local Ethnic Studies professors in the area as well as formalizing relationships with Higher Education partners (UC, CSU, CCC)</li> <li>● Ethnic Studies Support Position: Eventually creating a support position at the district level to support Ethnic Studies programming</li> <li>● Ethnic Studies Advisory Committee: Will continue through a Representative Advisory Committee for Ethnic Studies program recommendation and revisit Advisory purpose to support program launch and implementation.</li> </ul>	
4	<p><b>Input on Secondary Schedules</b></p> <ul style="list-style-type: none"> <li>● Representatives from secondary schools are working to develop a schedule.</li> <li>● Starting Fall 2022, no secondary school can start before 8:30, per state law.</li> <li>● Attendees were asked: From an EL lens, what considerations need to be made for a secondary schedule change? <ul style="list-style-type: none"> <li>○ Comment: An 8:30 start time would be convenient, but any later than that would be difficult for working parents.</li> <li>○ Comment: Several secondary students have to drop off younger siblings at different schools, which causes them to be late getting to school themselves.</li> <li>○ Comment: Survey that has gone out references a schedule more like the one that happened during distance learning (when not every class met every day/quarter), and that was difficult for EL students and SpEd students who didn't get the same access to their EL classes and resource classes; concern that EL classes or resource classes might be slotted into the same time as some electives, which would mean EL students couldn't participate in those classes.</li> </ul> </li> </ul>	Ricardo

	<ul style="list-style-type: none"> <li>■ Response: There isn't a predetermined schedule that the district wants, and the process is really open to hearing all options, with a particular focus on our most vulnerable populations.</li> <li>○ Question: If they get to start late in the day, do they stay later than they normally do? <ul style="list-style-type: none"> <li>■ Response: Yes, they would need to maintain the same instructional minutes, which would impact after-school activities.</li> </ul> </li> <li>○ Question: Did we look at any data about our English learners during distance learning? How did they navigate having fewer than seven classes? For some beginners, it seems like having fewer classes to take might have been easier. <ul style="list-style-type: none"> <li>■ Response: We noticed that for some of our EL students and SpEd students, but that was in response to very unique circumstances during the pandemic.</li> </ul> </li> <li>● District EL staff are in the working group for the schedule, and can bring forth further concerns on behalf of this group.</li> </ul>	
5	<b>District Needs Assessment</b> <ul style="list-style-type: none"> <li>● District staff shared a summary of last year's needs assessment; breakout rooms discussed what stood out from last year's assessment and what we should consider including this year. Feedback was shared in a padlet.</li> </ul>	Ricardo
6	<b>Closure</b> <ul style="list-style-type: none"> <li>● Social Emotional Closure: What is one thing that you will take away from this meeting that you will share with someone else?</li> <li>● Next meeting: Tuesday, Nov. 16, at 6 p.m. on Zoom</li> </ul>	Melody

**PARENT / ATTENDEE INPUT/COMMENTS/QUESTIONS:**

Embedded in agenda items above.

**LEGAL REQUIREMENTS: (Subjects to be covered during the year)**

DELAC Committee Roles & Responsibilities	9/21/21	English Learners Program, Waivers & Resources	October 19, 2021
Importance of Attendance		EL Master Plan	
Annual Language Census		English Learners' School Needs Assessment	October 19, 2021

