

**Corona-Norco Unified School District**  
**District English Language Learner Advisory Committee (DELAC) Meeting**  
 February 19, 2021  
Minutes

<u>OFFICERS PRESENT</u>	<u>POSITION</u>	<u>OFFICERS ABSENT</u>	<u>POSITION</u>
Abril Bahena	President		
Sarai Olmos	Vice President		
Dionisia Arreygue	Secretary		
<u>REPRESENTATIVES PRESENT</u>	<u>SCHOOL</u>	<u>VISITORS</u>	<u>SCHOOL</u>

**1. Welcome and Introductions** (Abril Bahena-Garcia, President of the DELAC Committee, Carlos Flores)

- Mr. Flores opened the session and welcomed everyone.
  - ❖ We thank the interpreters for today's meeting: Leticia Miramontes (special assignment teacher) - Spanish, Chloe Chu (ParaEducator) - Mandarin, and Luma Fouad (parent volunteer) - Arabic.

## **2. ZOOM Webinar - Why? (Carlos Flores and Mayra Orozco)**

- Ms. Orozco discussed some of the reasons why we decided to move from a zoom meeting to a zoom webinar. During the meeting, Power Point slides were shown regarding the advantages of zoom webinar.
  - ❖ Reasons:
    - Registration required only once (to access the webinar).
      - We can control who attends the meeting.
    - With more attendees we need to ensure safety
      - Avoid hackers
    - Less Distraction: Focused video for panelist speaking
      - Helps keep the meeting a little more focused.
    - Attendees can view, listen, and respond to the presentation
      - The webinar has a question and answer function and a chat function.
    - Organized Question & Answers
      - Answer questions in an organized manner
    - Language interpretation in various languages
      - the interpretation function works best

Mr. Flores said that the DELAC board wants parents to ask questions and be heard, and to communicate any concerns they have about their children's education. Also, upon Mrs. Olmos and Mrs. Arreyque's request, we will have 10 minutes of live, open question time so any questions could be answered.

## **3. EL Data Update (Part 2) RFEP Monitoring/Reclassification (Mayra Orozco and Michelle Barrios)**

- Ms. Barrios was not present, but Ms. Orozco gave the presentation following the Power Point slides, on the Monitoring of students who were reclassified. Once a student is reclassified, they are still being monitored for the next 4 years after reclassification.
  - ❖ The RFEP Monitoring Guidelines for Recommendations are:
    - Advanced - a student who is performing ABOVE their grade level peers.
    - Proficient - a student who is performing AT grade level.
    - Progressing - a student who is performing BELOW grade level, but has interventions in place and is making progress.
    - Not Progressing - a student who is performing BELOW grade level, but has no interventions in place and/or is NOT making progress.
  - ❖ Actions taken to help struggling students:
    - Grades K to 6th
      - Small group in-person cohorts
      - After school tutoring (in-person / zoom)
      - EL Bootcamp Interventions
      - Rosetta Stone English @ 5 pilot sites
      - iReady Scaffolds for Comprehension – will be accessible for ALL struggling English Learners, whether they are reclassified or not.

## **QUESTIONS/ANSWERS:**

Q-1: How successful are the students with the interventions?

A-1: It depends on the intervention given. Program evaluations are still being done. According to site administrators/teachers/students, the kids are finding success in returning to school and having peer to peer interactions and going back to having a routine. There are no academic indicators at the moment, however, teachers have reported that the ELPAC Bootcamps have been helpful for kids in preparing them for the ELPAC test. Rosetta Stone is still a pilot, so there is no evaluation of its success. With the iReady Scaffolds, there is good feedback being reported from teachers, but the data is not available to support the interventions.

Q-2: What should a parent do if they have concerns about their child's development?

A-2: The first step for parents to take is to contact the student's teacher. In high school, it is recommended that the student contact the ELD teacher and also talk to the school counselor. If these steps do not work, the parent or student can contact Mr. Flores and his team.

❖ Reclassification

- Ms. Orozco talked about the number of students reclassified.
  - Since March 1, 2020, the total number of students reclassified were 539.
  - Not all students were able to finish their ELPAC assessment due to the pandemic, so there is an impact on the number of students that were eligible for reclassification.
  - Ms. Orozco talked about reclassification by grade level, since March 1<sup>st</sup>, 2020, and numbers were provided on the PowerPoint slides.

❖ Moving Forward with Reclassification

- Ms. Orozco talked about moving forward after a student reclassifies.
  - After ELPAC
  - Interventions
  - Goal Sheets

Q-3: How were students reclassifying while in the midst of the pandemic? Was the criteria of the exam lowered?

A-3: The reclassifying has been possible through students, parents, teachers, EL contacts and the persistent focus of the principals and assistant principals. Also, the level of awareness that the DELAC board has had made a difference; they have been holding the EL Team accountable to assure students are reclassified. Second, the reclassification criteria has not been changed, but if it were to happen, the parents and DELAC board would be notified.

Ms. Orozco added that the Ellevation platform has helped tremendously; a system that identifies students who have not reclassified, and this helps the principals and teachers to be aware.

Q-4: How does monitoring and interventions work for Special Education students, who are English Learners as well?

A-4: Mr. Flores said he would talk about this subject on his next presentation.

Q-5: "Interventions for students who have attended IEPs and are not receiving additional supports, what can I do in this regard after I have asked the schools?"

A-5: For the IEP process, the first contact should be with the school principal or teacher. It is not always necessary to request an IEP, but having a discussion with the school principal via email is the best way for the parent to receive a response.

Q-6: If the student does not receive a good score on the ELPAC exam, can he/she retake it?

A-6: The exam is an annual assessment, so the student would take the exam the following year.

**4. Dually Identified – Special Education and English Learners Reclassification Update (Carlos Flores)**

- Mr. Flores said the next presentation was an early work; it was only an update. Students are dually identified, which means students are special education students and they are English Learners. When students are long term English Learners, the EL Team has to explore alternative reclassification procedures, to ensure those students reclassify. The focus this year will be to have more options for students that are both, special education and English Learners who are struggling to reclassify. Mr. Flores continued to talk about the following topics
  - ❖ Reclassification of Long Term EL students with an IEP
  - ❖ Agenda for Today
    - History of Reclassification
    - Need for LTEL Reclassification Procedure for LTELs on IEPs
    - Current RFEP Forms
    - Additional RFEP Process for Students on IEPs
    - Who Will Be Trained/Which Students will We Target/How Will We Get this Done
    - Next Steps Looking into 2021-2022 School Year
  - ❖ Timeline For Implementation
    - Spring 2021 –
      - Train all Intermediate teams on Process and Begin – Principals will help EL Team with the process. The team will start with El Cerrito and a few other schools. The EL Team will “learn by doing it”.
    - Fall 2021 –
      - Train all Elementary and High School on Process and Begin/Train on ALT ELPAC – this process will give the EL Team another measure of reclassifying students.
    - Spring 2022 –
      - Begin process of verifying all SWD (students with disabilities) are receiving ELD Services – adequate, appropriate, timely English Language Development Services within their setting.

## **5. Parent Center Update (Mayra Pinedo)**

- Ms. Pinedo provided the address and hours of service at the Parent Center. Information was included in the Power Point presentation. Ms. Pinedo said that currently, they were available by appointment only. Ms. Pinedo talked about the following subjects:
  - ❖ Facebook Live Presentations – Beyond the Cap & Gown Series
  - ❖ March Events:
    - Marine Corps – March 9<sup>th</sup> at 6:00 p.m. in English / 7:00 p.m. in Spanish
    - Girls Day In: Women in STEM and the Trades – March 16 at 6:00 p.m. in English / 7:00 p.m. in Spanish
    - US Navy – March 23<sup>rd</sup> at 6:00 p.m. in English / 7:00 p.m. in Spanish
  - ❖ Food Drives – held every 2<sup>nd</sup> Saturday of each month, starting in February to June, 2021.
    - Drive-thru location at the Corona High School parking lot, 1150 West Tenth St, Corona, 92882 at 10:00 a.m.
  - ❖ Other Services:
    - Enrollment
    - Community Resources
    - Local Pantry Information
    - Resources for Homeless students

For further information, go to [www.cnusd.k12.ca.us/parent\\_center](http://www.cnusd.k12.ca.us/parent_center) or call (951) 273-3132.

## **6. Announcements (Dionisia Arreygue, Secretary of the DELAC Committee)**

- Ms. Arreygue approved the motion to continue with the next presentation.
- ❖ Questions (Live Questions) 10 minutes
  - Q-7: A parent expressed her concern about how important it was to her to receive information on how to help her child. The parent said she wanted her child to receive help so that her child felt qualified to pass all exams, not only the ELPAC exam. Parent stated she has asked for guidance before, at the schools and the district, and has gotten nowhere.
  - A-7: Mr. Flores offered to talk to the parent, in private, and asked that the parent send him her name and number so they could talk about the mom's concern.
  - Q-8: Ms. Arreygue said that the information given at these DELAC meetings was very important. Ms. Arreygue asked how she could obtain copies of the Power Point slides so that she could share with parents at the ELAC meetings at the schools.
  - A-8: Mr. Flores replied that he could email the copies to Ms. Arreygue, or Ms. Arreygue could also stop by the district and pick up a copy of today's presentation, Monday through Friday between 9:00 a.m. and 11:00 a.m. Ms. Arreygue preferred to come in person. Ms. Arreygue preferred to go in person. Mr. Flores said he was also going to send all the agenda information and slides directly to the schools.

- ❖ Q&A Feature for remainder of questions

- ❖ Funding options and budgets

The use of funds that Title 1 schools receive - if you have questions about this, you can talk to the school principal and get information about the funds and how it is being utilized.

- ❖ DLI Enrichment Opportunities

DLI Enrichment is needed at all school levels for Dual Language Immersion students. The EL Team is working on K through 6 options for DLI students to give the students enrichment around language development, as well as for the middle school setting and for high school setting. More information on this will be provided later. Other Literacy Programs will be offered and the EL Team is working on this as well.

## 7. Adjournment (Abril Bahena-Garcia, President of the DELAC Committee)

- Ms. Bahena thanked everyone for attending the DELAC meeting.
- ❖ Mrs. Olmos reminded parents to talk to their child's teacher about the EL student goal sheet.
- ❖ Mr. Flores thanked the interpreters, Chloe Chu and Luma Fouad for interpreting at the meeting. Mr. Flores said that one of the goals is to increase our outreach to parents of English Learners that are not Spanish speakers. Today we made a step in that direction, so we are very appreciative!

The meeting adjourned at approximately 11:08 a.m.