District English Learner Advisory Committee (DELAC) Meeting

December 12, 2022
5:30PM-6:30PM

Equity, Access, and Family Engagement

Dr. Oscar Macias, Director

Ms. Sandra Espinoza, Coordinator

Veronica Rubalcava, Teacher Specialist

Anita Arjoyan, Teacher Specialist

DELAC Board Members

Annie Samuelian, President

Maribel Hernando, Secretary

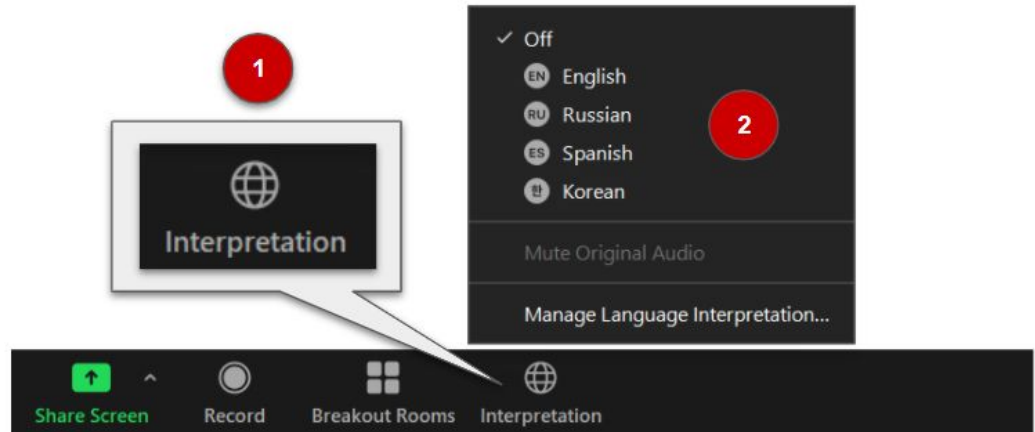# INTERPRETATION

Լսել հայերենով

1. Սեղմեք թարգմանության պատակերակի վրա
2. Ընտրեք **Russian-ը (ռուսերն)**

T한국어로 듣기 위해선

1.**통역(Interpretation)** 아이콘 클릭
2.**한국어 (Korean)**를 선택하기오

Para escuchar en español

1. Haga Clic en el icono de **Interpretation/Interpretación**
2. Seleccione **Spanish (Español)**

Meeting Protocols

- Mute your microphone when not speaking
- Sign in to the meeting by typing in the Chat:
  - **your** first and last name, **and**
  - your **child's** first and last name **and** school
- Type your questions in the Chat (in English or your preferred language)
- The DELAC Meeting is being recorded.

Chat

Security   Participants   1   Chat   Share Screen
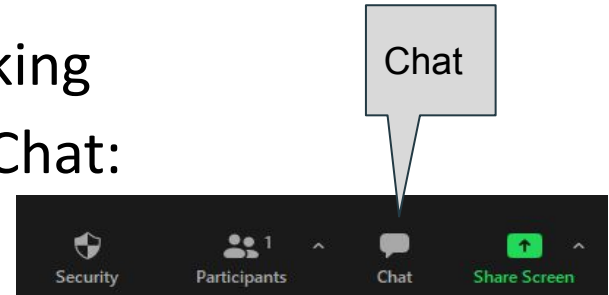
AGENDA

1. Welcome and Introductions
2. Approval of October Minutes
3. Nominations for Officers
4. Kris Kohlmeier-Presenting on "Parent Portal"
5. Andres Cruz- Glendale Community College (Garfield Campus)
6. English Learner Data Review
   a. Summative ELPAC
7. Updated Reclassification Criteria
8. State Seal of Biliteracy (SSB) and Bilingual Competency Award (BCA)
9. Newcomer Data
10. Family Engagement
    a. Annual EL Parent Survey
    b. Upcoming Learning Opportunities for Families
11. Local Control and Accountability Plan (LCAP) Update
12. Questions and Parent Input
13. **Next Meeting** -February 6, 2023 Via Zoom
14. DELAC Feedback Form

Welcome
Introductions
Call To Order

Approval of October Meeting Minutes

Kris Kohlmeier
Accessing the Parent Portal

Andres Cruz
Glendale Community College
Programs

The Continuing Education Program has two Divisions:

1. Noncredit ESL Division

2. Noncredit Business & Life Skills Division

1122 E Garfield Ave, Glendale, CA 91205
Our courses are **FREE**. Immigration status is not a barrier.

GLENDALE
COMMUNITY COLLEGE

Noncredit ESL Division

* ESL Literacy - ESL 5 (Certificate)
* ESL for older adults
* ESL with Armenian support
* ESL with Spanish support - The Avancemos Program
* College Prep ESL

These courses are open-entry and open-exit.

Noncredit Business & Life Skills Division

* Administrative Medical Assistant Certificate (10 months)
* Dental Front Office Clerk Certificate (15 months)
* Medical Assistant Certificate (10 months)
* Accounting Clerk Certificates I & II (10 & 9 months)
* Customer Service Representative Certificate (4 months)
* Account Office Clerk I, II, III (8, 9, 6 months)
* Google Fundamentals for Business Certificate (4 months)

* **Coming soon**: Certificate Nursing Assistant, Homecare Giver/Aide, Introduction to Engineering, Introduction to Interior Design

The Continuing Education Program

https://www.garfield.glendale.edu/home

Other Programs

* Citizenship Department: Civic courses, eligibility screening, naturalization guidance

* Parenting courses: Anger Management, Positive Parenting, Life Skills

* Lifelong Learning Seminars: Life Story Recording, Theater, Humanities

* Student Success Center: GED, Adult High School Diploma, Basic Skills (math/paragraphs/essays/typing)

Other FREE Student Resources

* Chromebooks, headsets, Hotspots
* Computer Lab: use computers, print
* Library: check out books/videos, use computers, print, study
* The Learning Cafe: conversation groups, help with homework, self-improvement workshops
* Food Pantry (Once a Week): Food relief from Trader Joe's
* Metro bus pass for 1 year

The Continuing Education Program   https://www.garfield.glendale.edu/home

The Continuing Education Program

1122 E Garfield Ave, Glendale, CA 91205

ESL Division (818) 240-1000, extension 5678

Business & Life Skills Division (818) 240-1000, Ext 5690

Andres Cruz

acruz@glendale.edu

English Learner
Data Review

Ms. Sandra Espinoza

English Learners in GUSD

SCHOOL YEAR	TOTAL GUSD ENROLLMENT	ENGLISH LEARNERS
2021-22	24,213	4,937
2020-21	24,924	5317
2019-20	25,528	5996
2018-19	25,789	5942
2017-18	26,071	5733

In 2021-22, 20.4% of students in our district were English Learners.

https://dq.cde.ca.gov/dataquest/dataquest.asp

LANGUAGES SPOKEN BY GUSD FAMILIES in 2021-22

LANGUAGE NAME	TOTAL	PERCENT OF TOTAL
Armenian	6,836	28.23%
Spanish	2,275	9.40%
Korean	1,112	4.59%
Filipino (Pilipino or Tagalog)	304	1.26%
Russian	292	1.21%
Arabic	216	0.89%
Japanese	214	0.88%

Approximately 40 languages are spoken by at least 1 person or more.

This table shows languages spoken by 50 or more families.

https://dq.cde.ca.gov/dataquest/dataquest.asp

English Language Proficiency Assessment of California (ELPAC)

Initial ELPAC

- Administered only once in student's TK-12 career within 30 days of enrollment

Summative ELPAC

- Administered annually to all English Learners, February 1 - May 31
- Monitors language acquisition progress of our ELs

Initial and Summative Alternate ELPAC

- For students who are severely cognitively disabled as per their IEP

ELPAC Student Score Report (SSR)

ELPAC English Language Proficiency Assessments for California

Fort's English Language Proficiency Assessments for California (ELPAC)

FOR THE FAMILY OF:
FORT W. TEXAS
1234 MAIN STREET
UNIT 1234
YOUR CITY, CA 12345-1234

Student #: 9999999906
Date of Birth: 08/05/2009
Grade: 6
Test Date: 03/06/2021
School: California Elementary School
LEA: California Unified
CDS: 12345670000000

Overall Score

LEVEL 3
1550
Moderately Developed

Fort's overall score is Level 3. More information on Fort's score is provided on page 2.

What is the ELPAC?

The ELPAC measures the English language proficiency skills that students need to succeed in school. Students who are English learners take the Summative ELPAC each spring until reclassified. Your child's ELPAC results are only one measure of your child's knowledge and skills in English. Other measures may include classroom tests, homework, and grades.

Visit the Starting Smarter website at https://elpac.startingsmarter.org/ to
- understand your child's score report,
- review sample test questions, and
- find free resources to support your child's learning.
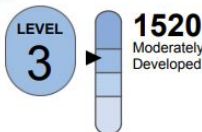
What Students Can Do At Each Level

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
(1150–1474)	(1475–1516)	(1517–1566)	(1567–1900)
Beginning to Develop	**Somewhat Developed**	**Moderately Developed**	**Well Developed**
May know some English words and phrases	Can often use English to communicate simple ideas	Can usually use English to learn new concepts in school	Can consistently use English to learn new concepts in school

Summary results for schools, districts, and the state are available on the Test Results for California's Assessments website at https://caaspp-elpac.cde.ca.gov/ .

ELPAC English Language Proficiency Assessments for California

Fort also received scores for oral language and written language.

Oral Language

The oral language score includes Listening and Speaking.

LEVEL 3
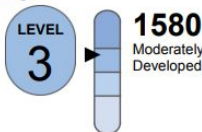**1520**
Moderately Developed

Listening
Beginning to Develop — Somewhat/Moderately — Well Developed

Speaking
Beginning to Develop — Somewhat/Moderately — Well Developed

Written Language

The written language score includes Reading and Writing.

LEVEL 3
1580
Moderately Developed

Reading
Beginning to Develop — Somewhat/Moderately — Well Developed

Writing
Beginning to Develop — Somewhat/Moderately — Well Developed

Your Child's ELPAC Score History

Grade 4	Grade 5	Grade 6
No Score Available	No Score Available	LEVEL 3 — **1550** Moderately Developed

English Language Proficiency for Summative ELPAC

Percent of students within each performance level

19.49%
LEVEL 4
(Well Developed)

37.34%
LEVEL 3
(Moderately Developed)

19.49%
Proficient*

18.27%
LEVEL 1
(Minimally Developed)

24.90%
LEVEL 2
(Somewhat Developed)
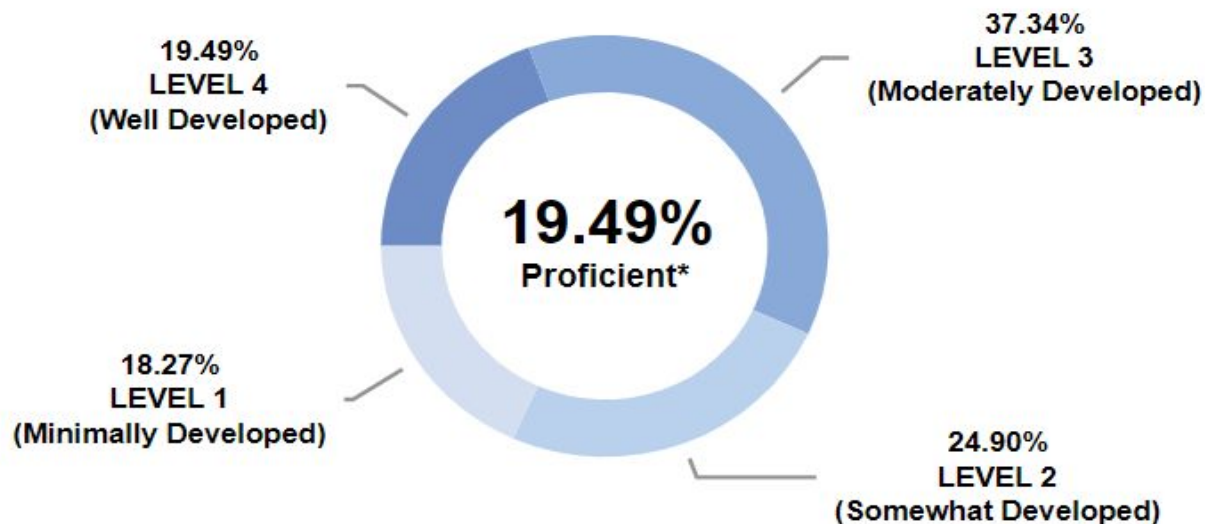
*The State Board of Education approved the use of the ELPAC
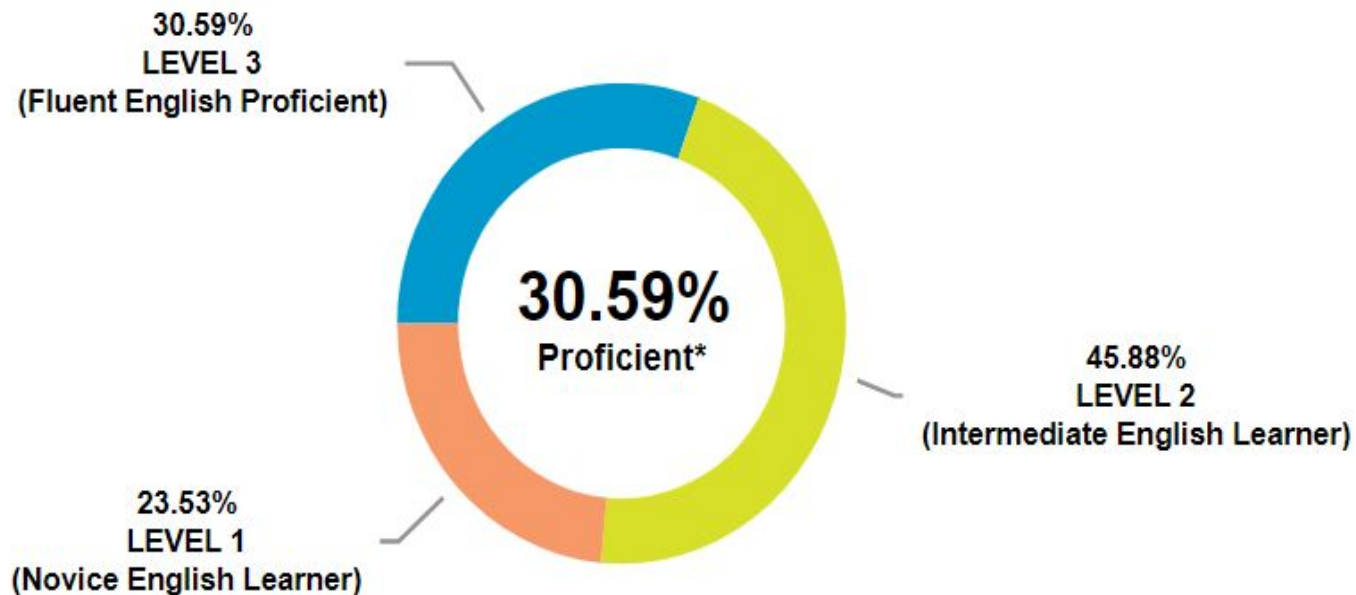Overall Performance Level 4 as <u>one</u> of the proficiency criteria for reclassification.

English Learner Assessment Data

2021-2022 GUSD Summative ELPAC Results

PERFORMANCE LEVEL	ORAL (Speaking & Listening) LANGUAGE PERFORMANCE	WRITTEN (Reading & Writing) LANGUAGE PERFORMANCE
Level 4	30.75%	11.37%
Level 3	35.59%	29.10%
Level 2	17.17%	35.21%
Level 1	16.49%	24.32%

English Language Proficiency for Summative Alternate ELPAC

Percent of students within each performance level

30.59%
LEVEL 3
(Fluent English Proficient)

30.59%
Proficient*

45.88%
LEVEL 2
(Intermediate English Learner)

23.53%
LEVEL 1
(Novice English Learner)

Reclassification

Federal policy requires that the student meet four criteria to be eligible for reclassification. The following is the GUSD Board of Education approved criteria:

- **Summative ELPAC**
  - Overall score of 4
  - *(required by State Board of Education)*
  - Alternate Summative Score of 3
- **Comparison of Basic Skills**
  - CAASPP
  - i-Ready
  - MAP Growth Assessment
  - SOLOM

- **Teacher Evaluation**
  - Grades
  - ELD Descriptors
- **Parental Consultation**
  - Consultation/Input
  - Signature

Reclassification Data

Reclassified Fluent English Proficient (RFEP)

| Students Reclassified 2020-2021	Students Reclassified 2021-2022
638 (12%)	1081 (22%)

RFEP Monitoring Requirement:
State and federal laws require four years of monitoring of students who have exited from English learner (EL) status because they have been reclassified to fluent English proficient (RFEP) status. (20 *U.S.C.* Section 6841(a)(4)(5); *California Code of Regulations,* Title 5, Section 11304.)

State Seal of Biliteracy & Bilingual Competency Exam

- The State Seal of Biliteracy (SSB) program recognizes high school graduates who have, in addition to English, attained a high level of proficiency in speaking, reading, and writing in one or more languages, in addition to English.
- Proficiency in one or more languages, other than English can be demonstrated in one of the following ways:
  - Passage of a world language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
  - District-approved test (BCE)
  - Successful completion of a four-year high school course of study in a world language
- BCE Languages in GUSD:

  Arabic, Armenian, Korean,

  Spanish, Russian, Tagalog
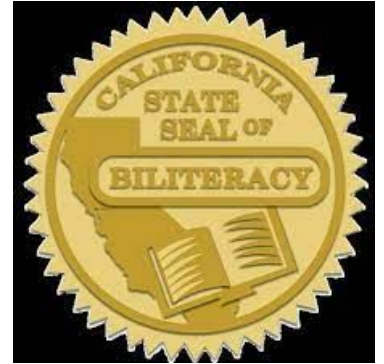
Purpose of the State Seal of Biliteracy

- To encourage students to study languages
- To certify attainment of biliteracy
- To provide employers with a method of identifying people with language and biliteracy skills
- To provide universities with a method to recognize and give academic credit to applicants
- To prepare students with twenty-first century skills
- To recognize and promote language instruction in public schools
- To strengthen intergroup relationships
- To affirm the value of diversity and honor the multiple cultures and languages of the community

Bilingual Competency Exam (BCE)

- Assessments are open to 11th and 12th graders each year
- Toll Middle School
- Saturday, January 28th, 7:30 - 12:30
- Saturday, February 4th, 7:30 - 12:30
- [Bilingual Award Fact Sheet 22-23 with Translations](#)
- Registration: *[BCE 22-23 Registration](#)*

Saturday, January 28, 2023
Arabic, Armenian, and Tagalog
8:00AM-12:00PM

Saturday, February 4, 2023
Russian, Korean, and Spanish
8:00AM-12:00PM

Newcomer Data

From July 1, 2022 to November 10, 2022, 1062 students at the elementary level have taken the Initial ELPAC and more newcomers continue to enroll. 263 students at the secondary level have taken the Initial ELPAC and more newcomers continue to enroll. This is an increase from the previous year. See below for a 5 year comparison.

5 Year Data Comparison Of ELPAC Tests Administered (July 1 - November 10)

	2019	2020	2021	2022	2023
Elementary ELPAC Administered	926	686	1183	1023	1062
Secondary ELPAC Tests Administered	178	80	284	164	263

Elementary Newcomers ELPAC Tests Administered (7/1/22 - date - 11/10/22) = 1062 Total

Ranked in order (largest to smallest)

Elementary School	Number of ELPAC Tests Administered
RD White	130
Jefferson	127
Balboa	115
Muir	75
Keppel	70
Columbus	58
Marshall	56
Cerritos	46
Edison	44
Verdugo Woodlands	44

Franklin	42
Monte Vista	33
Mountain	27
Fremont	23
Valley View	23
Glenoaks	22
Lincoln	22
Dunsmore	20
La Crescenta	17
College View	1
Verdugo Academy	1
Total	1062

Secondary Newcomers ELPAC Tests Administered (7/1/22 - date - 11/10/22) = 263 Total

Ranked in order (largest to smallest)

Secondary School	Number of ELPAC Tests Administered
Glendale HS	76
Hoover HS	67
Wilson MS	44
Toll MS	31
Crescenta Valley HS	22
Roosevelt MS	18
Rosemont MS	4
Clark Magnet HS	1
Total	263

Newcomers in Glendale Unified come from over 75 countries. The largest number of newcomers have come from the following countries over the past **five years**:

	2019	2020	2021	2022	2023	Total
Armenia	374	311	202	451	354	1692
Russia	55	48	25	155	146	429
South Korea	18	25	13	20	12	88
Ukraine	4			18	42	64
Kazakhstan	9	12	4	14	10	49

Schools with Highest Number of Newcomer Students (7/1/22 to date, 11/10/22)
With Number of Language Learner Identified (EL)

Elementary School	Number of Newcomers ELPAC Tested (7/1/22 to 11/10/22)	Secondary School	Number of Newcomers ELPAC Tested (7/1/22 to 11/10/22)
RD White	130 Tested 118 EL (90%)	**Glendale HS**	76 Tested 50 EL (66%)
Jefferson	127 Tested 107 (84%)	**Hoover HS**	67 Tested 45 EL (67%)
Balboa	115 Tested 101 EL (88%)	**Wilson MS**	44 Tested 28 EL (64%)

The table below shows the **elementary** and **secondary schools** with the largest number of newcomers who were classified as English Learners (EL)based on the results of the Initial ELPAC in elementary schools over the past **five years.**

Elementary School	2019	2020	2021	2022	2023
Balboa	76	48	60	66	101
RD White	94	77	79	99	118
Jefferson	91	77	67	103	107

Secondary School	2019	2020	2021	2022	2023
Glendale HS	47	51	18	87	50
Herbert Hoover HS	32	30	21	57	45
Wilson MS	37	31	14	48	28

Family Engagement
Upcoming Learning Opportunities

Anita Arjoyan

Family engagement is an essential strategy for supporting the success of all students. Every district has unique strengths and challenges, among educators as well as among families. Using an equity lens in the continuous improvement process will help to engage families of underrepresented and underserved students. With families and educators *working and learning together*, we can make a difference for all students.

Family Academy

December 15, 2022
5:30 - 6:30 pm

Session Topic:
Student Support Services
Come learn about the Transitional Kindergarten (TK), Dual Language Immersion Program (DLIP) and Magnet Program, and District Permits
Webinar Registration: www.gusd.net/dec15

PIBE Meeting

January 19, 2023
4:30 - 6:30 pm

Session Topic:
Google Translate/Doc - A valuable communication tool
Location: District Office Room 103

Family Engagement
Annual EL Parent Survey

Anita Arjoyan

Annual English Learner Parent Survey

Purpose of the Survey: The Annual English Learner Parent Survey results are used to determine the needs of our EL students and to improve our District support for our English Learner students and their families.

Administration of Survey: Spring (annually)

2021-22 total responses received: 444 or 9% of EL families

Survey Question #2

What grade is your child in?/Ո՞ր դասարանում է ձեր երեխան:/ ¿En qué grado está su estudiante? 귀 자녀의 학년은?

444 responses
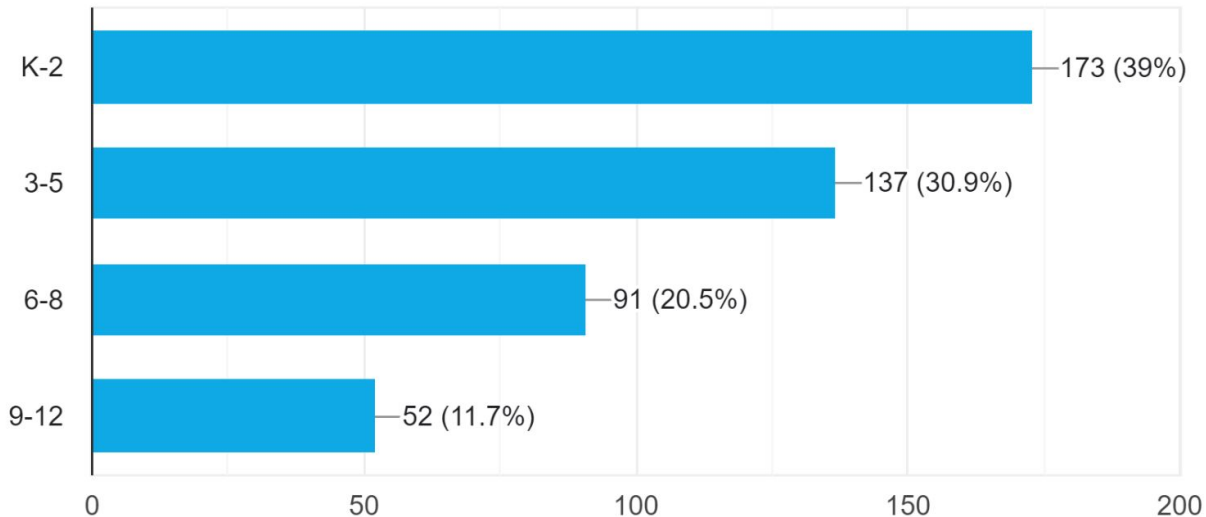
Survey Question #3

How long have you been a parent in Glendale Unified?/Ո՞րքան ժամանակ է, որ Գլենդելի հանրային դպրոցների կրթաշրջանի ծնող եք հանդիս...lendale? 글렌데일 통합교육구 학부모로서 얼마나 되었나?

444 responses
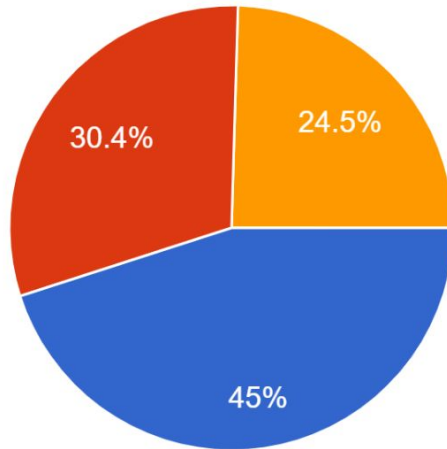
- 0-2 years 0-2 տարի 0-2 años 0-2 년
- 3-5 years 3-5 տարի 3-5 años 3-5 년
- 5 or more years 5 տարի կամ ավելի 5 o más años 5 년 이상

45%
30.4%
24.5%

Survey Question #4

My child's English Proficiency Level is (Based on the 2020 Summative Score Report in the GUSD Parent Portal or the Annual Parent No...21 학사년 가을에 집으로 발송도니 연례 학부모 통고서에 근거):

444 responses
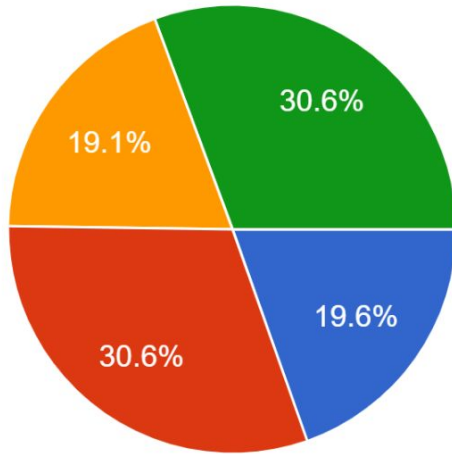
- Emerging/Սկսնակ/ Emergiendo 입문기
- Expanding/Առաջընթաց է արձանագրում/ Expandiendo 확장기
- Bridging/Համագործվում է մայրենի լեզվին/ En Transición 연결기
- I don't know/Չգիտեմ/ No sé 잘 모르겠다

(Pie chart values: 30.6%, 19.6%, 30.6%, 19.1%)

Survey Question #5

I understand how students are first identified as English Learners./Ես հասկանում եմ, թե աշակերտներն սկզբում ինչպես են դաս...들을 영어 학습자로서 처음에 어떻게 판별하는지 이해한다.
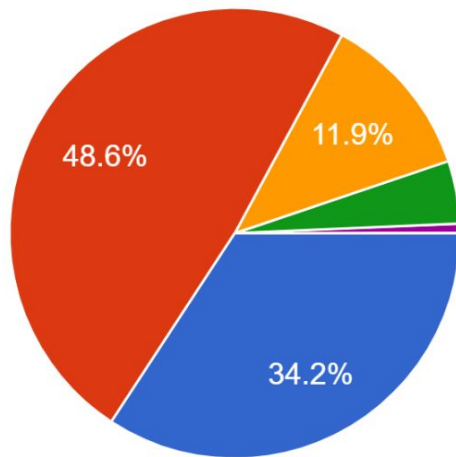
444 responses
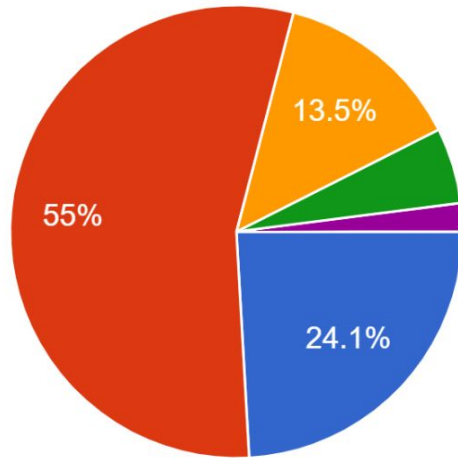
- Strongly Agree/Լիովին համաձայն եմ/ Totalmente de Acuerdo/ 강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/ Ni de acuerdo o en Desacuerdo/ 동의, 비동의 어느 것도 아님
- Disagree/Համաձայն չեմ/ En Desacuerdo/비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu...

55%

24.1%

13.5%

Survey Question #6

I understand how my child receives English Language Development (ELD) instruction and support at school./Ես հասկանում եմ, թե ինչպե...어떻게 영어 발달 (ELD) 교육을 받고 도움을 받는지 이해한다.
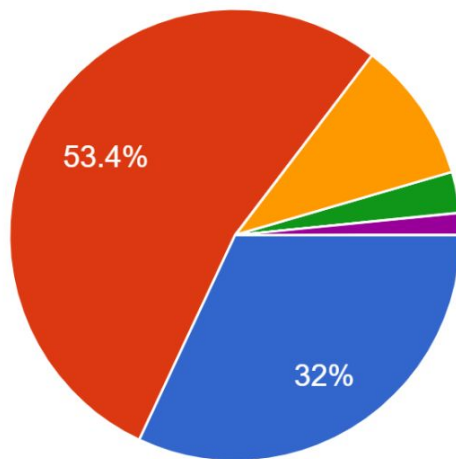
444 responses
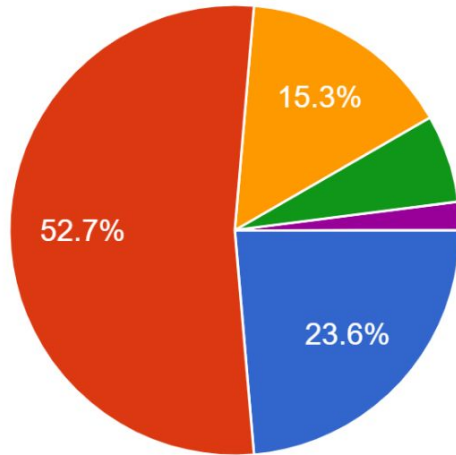
- Strongly Agree/Լիովին համաձայն եմ/ Totalmente de Acuerdo/ 강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/ Ni de Acuerdo o en Desacuerdo/ 동의, 비 동의 어느 것도 아님
- Disagree/Համաձայն չեմ/En Desacuerdo/ 비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu…

15.3%
52.7%
23.6%

Survey Question #7

My child is making significant progress in English Language development each year. Իմ երեխան ամեն տարի զգալի առաջընթաց է արձան…의 아이는 매년 영어 발달에서 현저한 발전을 이루고 있다.
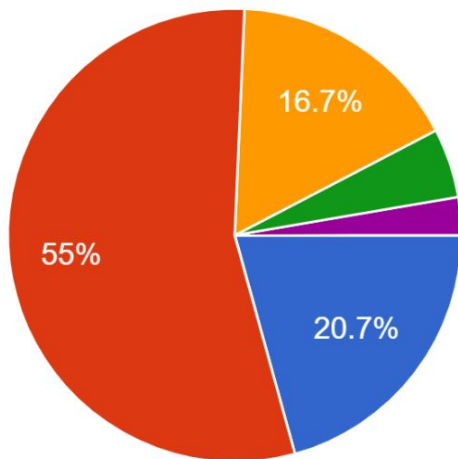
444 responses

- ● Strongly Agree/Լիովին համաձայն եմ/ Totalmente de Acuerdo/ 강한 동의
- ● Agree/Համաձայն եմ/En Acuerdo/동의
- ● Neither Agree nor Disagree/Չեզոք/Ni de Acuerdo o en Desacuerdo/ 동의, 비동의 어느 것도 아님
- ● Disagree/Համաձայն չեմ/En Desacuerdo/ 비동의
- ● Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu…

48.6%
11.9%
34.2%

Survey Question #8

My child also participates in the following programs (check all that apply):/Իմ երեխան մասնակցում է հետևյալ ծրագրերին (ն...로그램에도 참여한다 (해당하는 모든 프로그램에 표시하시오)

420 responses

FLAG (Foreign Language Academies of Glendale)/Գլենդելի օտար լեզուների ակադեմիա(... — 92 (21.9%)

GATE (Gifted and Talented Education)/Շնորհալիների և տաղանդավորների ուսուցում... — 1 (0.2%)

No other program/Ուրիշ ոչ մի ծրագիր/ Ningún otro programa 다른 프로그램 없음 — 333 (79.3%)

0   100   200   300   400

Survey Question #9

My child feels academically supported by teachers and staff at school. Իմ երեխան դպրոցում զգում է ուսումնական աջակցություն ...사 및 교직원으로부터 학업적으로 도움을 받고 있다고 느낀다.
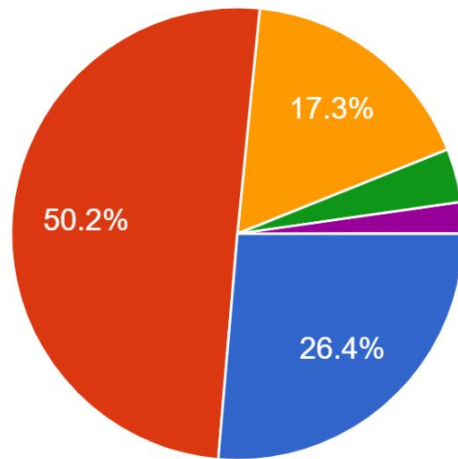
444 responses

Legend:
- Strongly Agree/Լիովին համաձայն եմ/ Totalmente en Acuerdo/ 강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/Ni de Acuerdo o en Desacuerdo/ 동의, 비동의 어느 것도 아님
- Disagree/Համաձայն չեմ/En Desacuerdo/비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu...

Pie chart values: 53.4%, 32%

Survey Question #10

I understand the GUSD criteria for reclassification from English Learner to English Proficient/Ես հասկանում եմ Գլենդելի կրթաշրջանի (...부터 영어 능숙으로 재분류하는 GUSD 평가 기준을 이해한다.

444 responses

- Strongly Agree/Լիովին համաձայն եմ/ Totalmente en Acuerdo/ 강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/Ni de Acuerdo o en Desacuerdo/ 동의, 비동의 어느 것도 아님
- Disagree/Համաձայն չեմ/En Desacuerdo/비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu…

16.7%
55%
20.7%

Survey Question #11

My child understands that they are an English learner and feels motivated to reclassify./Իմ երեխան հասկանում է, որ դասակարգվե...이는 영어학습자이고 재분류를 위한 동기 부여를 이해한다.
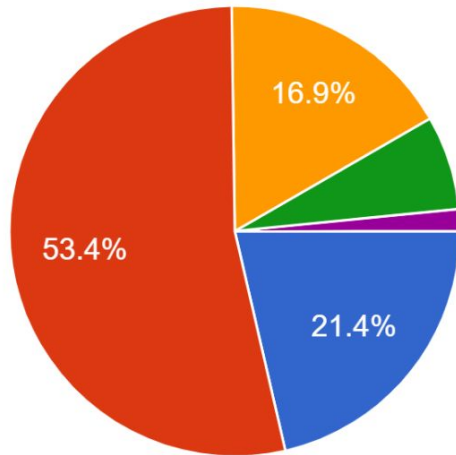
444 responses

- Strongly Agree/Լիովին համաձայն եմ/Totalmente en Acuerdo/강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/Ni de Acuerdo o en Desacuerdo/동의, 비동의 어느 것도 아님
- Disagree/Համաձայն չեմ/En Desacuerdo/비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu...

50.2%
26.4%
17.3%

Survey Question #12

The school has explained the benefits of Bilingualism and how I can continue to support my student's native language at home. ...서 자녀에게 모국어를 계속해서 지원할 수 있는 방법을 설명하였다
444 responses

- Strongly Agree/Լիովին համաձայն եմ/ Totalmente en Acuerdo/강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/Ni de Acuerdo o en Desacuerdo/동의, 비동의 어느 것도 아님
- Disagree/Համաձայն չեմ/En Desacuerdo/비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu…

16.9%
53.4%
21.4%

Survey Question #13

The school and district offer educational events for parents on a variety of topics. Please indicate any that interest you, and at which level of education. Դպրոցը, կրթաշրջանը ծնողների համար առաջարկում են կրթական միջոցառումներ՝ տարբեր թեմաներով: Խնդրում ենք նշել այն ամենը, որոնք ձեզ հետաքրքրում են, նշել կրթական մակարդակը: La escuela y el distrito ofrecen eventos educativos para los padres sobre una variedad de temas. Por favor indique las que le interesen a usted, y a qué nivel de educación. 학교와 교육구는 학부모들을 위해 다양한 주제의 교육 행사들을 제공한다. 귀하가 관심이 있는 것들과 그것의 교육 수준을 표시하시오

| Parent Educational Opportunities Interest	Total
Building Reading and Math Skills	324
Building Homework and Study Skills	292
Understanding CA State Standards	255
Understanding the Stages of How Students Learn English	286
Understanding State and Federal Requirements for English Learners	230
Procedures for Managing Behaviors	230
Understanding ELPAC and CAASPP Testing ELPAC	230

Survey Question #13 Continued

Parent Educational Opportunities Interest	Total
Applying for Financial Aid for College	194
Learning about electives and extracurricular activities in Middle/High School	204
Opportunities for English Classes for Parents	181
Using the Parent Portal	191
Understanding School Safety and Preparedness	218
Learning about Mental Health Resources and Support	178
Applying to College/University	218
Supporting Students with special needs/IEP	171

Survey Question #14

I know who to contact at my child's school if I have questions about the ELD Program./Ես գիտեմ, թե ում պետք է դիմել դպրոցում, եթե հա... 본인 아이 학교의 누구에게 연락을 해야 하는지 알고 있다.

444 responses
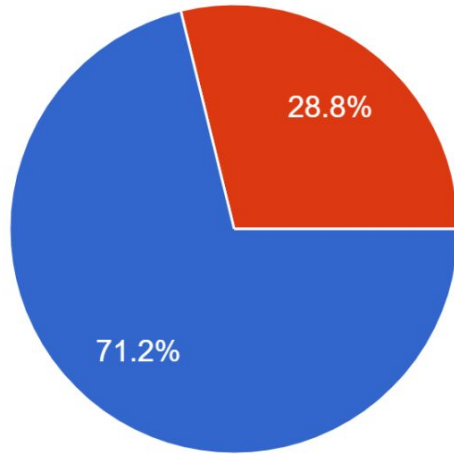
- Yes, I know whom to contact/Այո, ես գիտեմ, թե ում պետք է դիմել/ Sí, sé con quién comunicarme/ 네, 본인은 누구에게 연락하는지 알고 있다.
- No, I do not know whom to contact/Ոչ, ես չգիտեմ, թե ում պետք է դիմել/ No, no sé con quién comunicarme/ 아니오, 본인은 누구에게 연락하는지 모른다

Survey Question #15

I have attended an ELAC (English Learner Advisory Committee) meeting this school year. Ես մասնակցել եմ Անգլերեն սովորողների հա...인은 ELAC (영어학습자 자문위원회) 모임에 참석하였다./
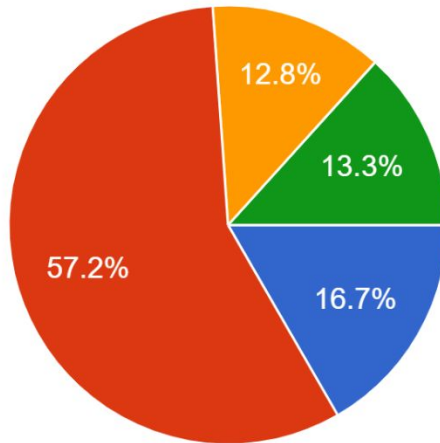444 responses
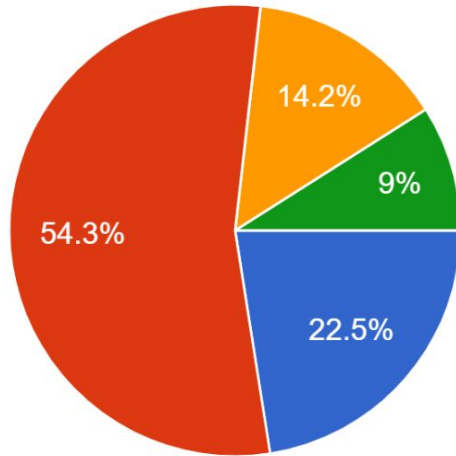
- 🔵 Yes/Այո/ Sí/ 네
- 🔴 No/Ոչ/ No /아니오
- 🟠 I need more information about ELAC/Ես ELAC-ի մասին ավելի շատ տեղեկության կարիք ունեմ/ Necesito más información sobre el ELAC/ 본인은 ELAC에 대한 더 많은 정보가 필요하다
- 🟢 I do not know what ELAC is./Ես չգիտեմ, թե ELAC-ն ինչ է/ No sé lo que es ELAC./본인은 ELAC이 무엇인지 모른다

14.2%

9%

54.3%

22.5%

Survey Question #16

I have attended a DELAC meeting this school year. Ես մասնակցել եմ Կրթաշրջանի անգլերեն սովորողների հանձնախմբի (DELAC) ժողո...LAC (교육구 영어학습자 자문위원회) 모임에 참석하였다.
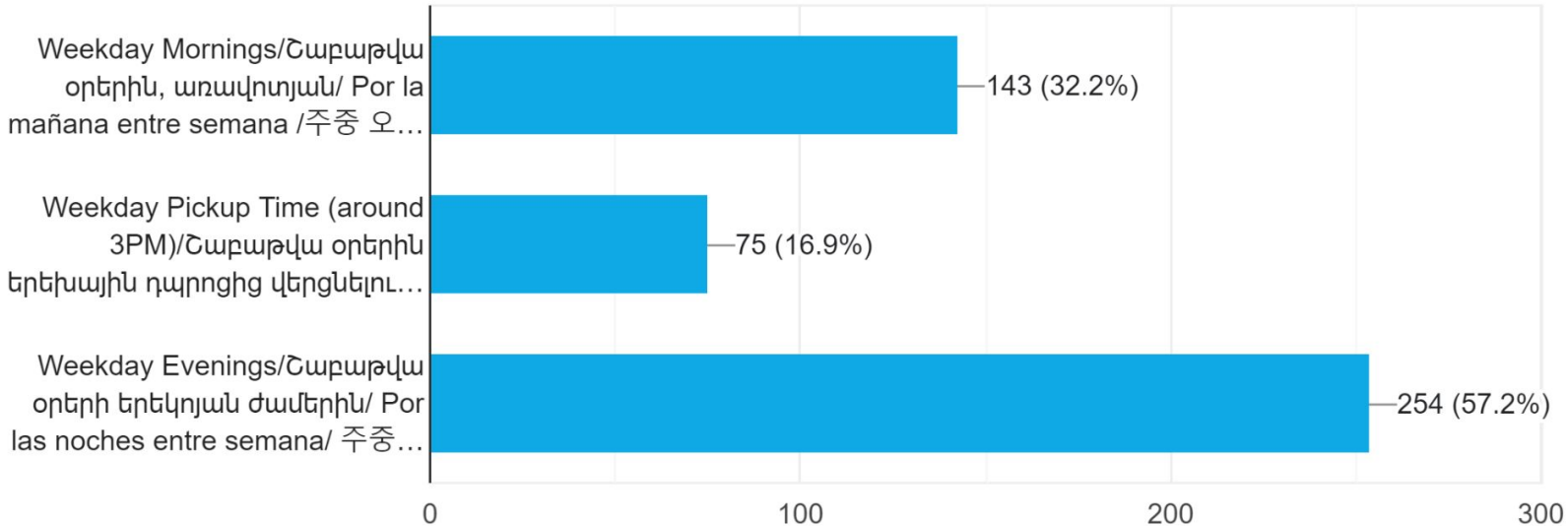
444 responses

- 🔵 Yes/Այո/ Sí 네
- 🔴 No/Ոչ/ No 아니오
- 🟠 I need more information about DELAC/ Եu DELAC-ի մասին ավելի շատ տեղեկության կարիք ունեմ/ Necesito más información sobre el DELAC 본...
- 🟢 I do not know what DELAC is./Ես չգիտեմ, թե DELAC-ն ինչ է/No se lo que es DELAC./본인은 DELAC이 무엇인지 모른다

Pie chart values: 57.2%, 16.7%, 13.3%, 12.8%

Survey Question #17

What time is best for you to attend school or district meetings or events?/Ո՞րն է ամենահարմարավետ ժամը ձեզ համար` մ...교육구 모임 또는 행사에 참석하기 위해 가장 좋은 시간은?
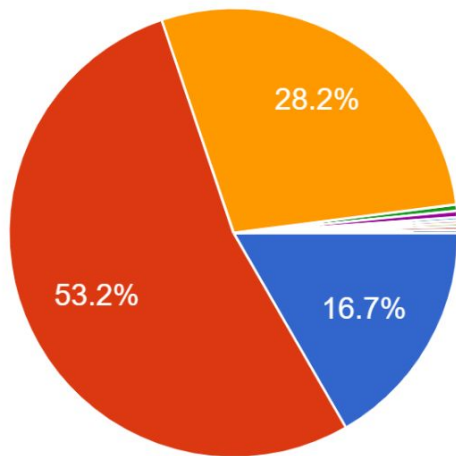
444 responses

Local Control and Accountability Plan (LCAP) Update

LCAP - Town Hall - December 6, 2022 Video Presentation

Dr. Oscar Macias

What is the Local Control Accountability Plan (LCAP)?

- All school districts in California are required to produce an LCAP, demonstrating how the Local Control Funding Formula (LCFF) funds are directly linked to meeting the needs of all students.
- The LCAP is a three-year plan that describes goals, actions, services, and expenditures to support positive outcomes that address state and local priorities.

8 Priority Areas

CALIFORNIA

Local Control Funding Formula - LCFF
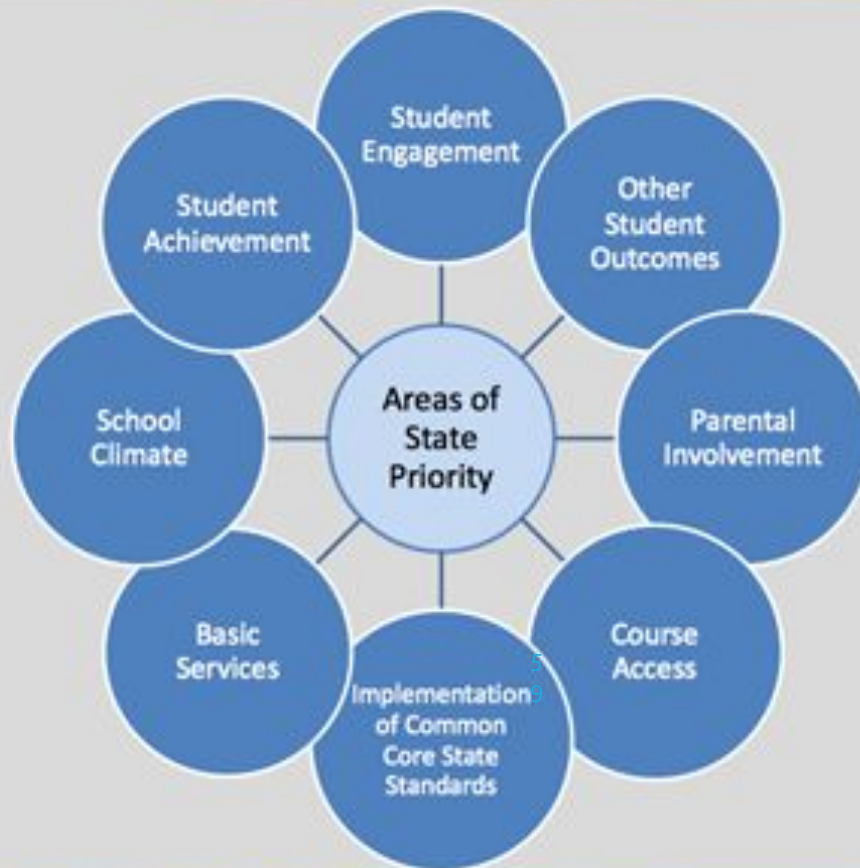
2021-22 California Assessment of Student Performance and Progress (CAASPP) Results

Purpose

- Share 2021-22 School-wide California Assessment of Student Performance and Progress (CAASPP) results

- Discuss next steps to inform instructional practice using assessment data

Board of Education Priorities

Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust in-person and independent study learning programs.
- Accelerate learning and improve attendance and engagement.

Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase school connectedness for students, parents, and families.

Ensure the Health and Safety of Students and Employees

- Strengthen mental health support and programs.
- Ensure best practices for safe and healthy learning environments.
- Support physical, social, and emotional wellbeing.

Maintain District Financial Responsibility

- Ensure the fiscal health of the District.
- Implement a fiscal plan to preserve the District resources.
- Plan for the District's future educational and facility needs.

Assessment Details

California State Standards in English Language Arts and Mathematics assessed

Taken by 3rd – 8th and 11th grade students

Two sections for each:

- oComputer Adaptive Assessment (CAT)
- oPerformance Tasks

- Part of assessment is hand-scored

63

- Shortened test since 2021
-

Assessment Details

- Four possible scores:

  O Standard Exceeded
  O Standard Met
  O Standard Nearly Met
  O Standard Not Met

- Can search for any school/district in CA here: https://caaspp-elpac.cde.ca.gov/caaspp/

Claim Level Data Typically Available Each Year

ELA Claims

- Reading
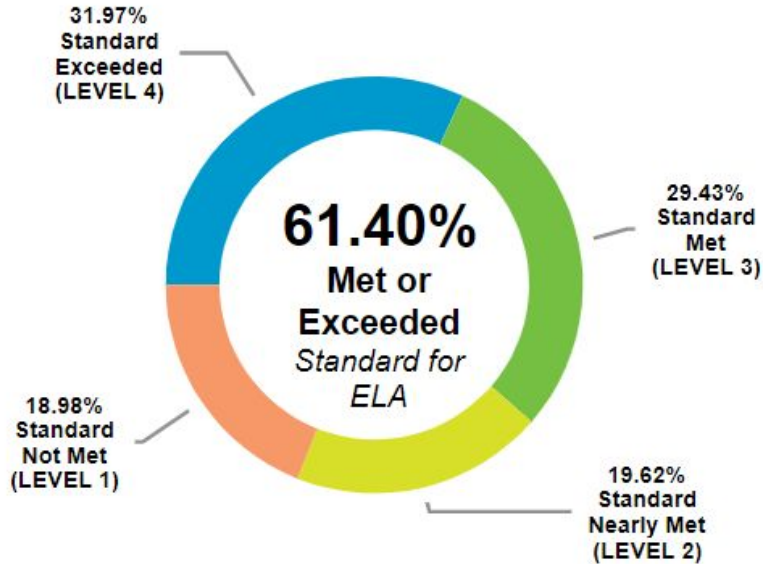- Writing
- Listening
- Research/Inquiry

Math Claims

- Concepts and Procedures
- Problem Solving/Modeling and Data Analysis
- Communicating Reasoning

6
5

2021-22 Results - Overall (about 13k students)

ELA

Percent of students within each achievement level

31.97% Standard Exceeded (LEVEL 4)

29.43% Standard Met (LEVEL 3)

61.40% Met or Exceeded *Standard for ELA*

18.98% Standard Not Met (LEVEL 1)

19.62% Standard Nearly Met (LEVEL 2)

Mathematics

Percent of students within each achievement level

28.42% Standard Exceeded (LEVEL 4)

23.57% Standard Met (LEVEL 3)

51.99% Met or Exceeded *Standard for Math*

25.28% Standard Not Met (LEVEL 1)

22.73% Standard Nearly Met (LEVEL 2)
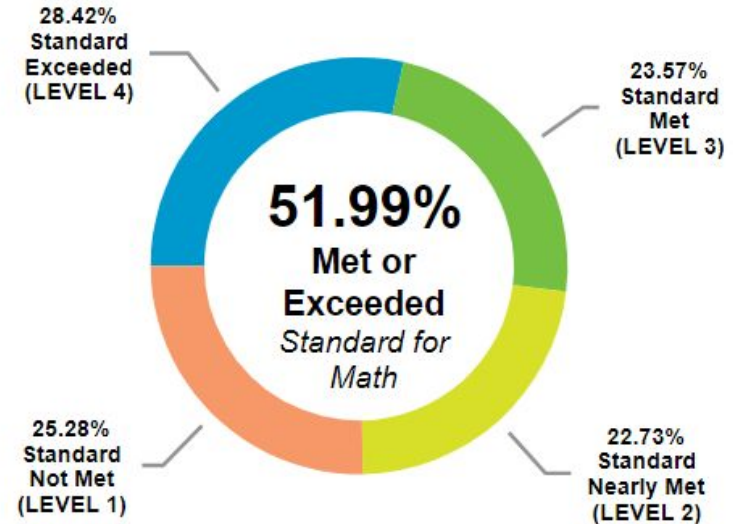
2021-22 Results - English Learners (about 2,400 students)

ELA

Percent of students within each achievement level

29.15% Standard Nearly Met (LEVEL 2)

13.87% Standard Met (LEVEL 3)

3.89% Standard Exceeded (LEVEL 4)

17.76% Met or Exceeded *Standard for ELA*

53.09% Standard Not Met (LEVEL 1)

Mathematics

Percent of students within each achievement level

26.82% Standard Nearly Met (LEVEL 2)

13.57% Standard Met (LEVEL 3)

5.75% Standard Exceeded (LEVEL 4)

19.32% Met or Exceeded *Standard for Math*

53.87% Standard Not Met (LEVEL 1)
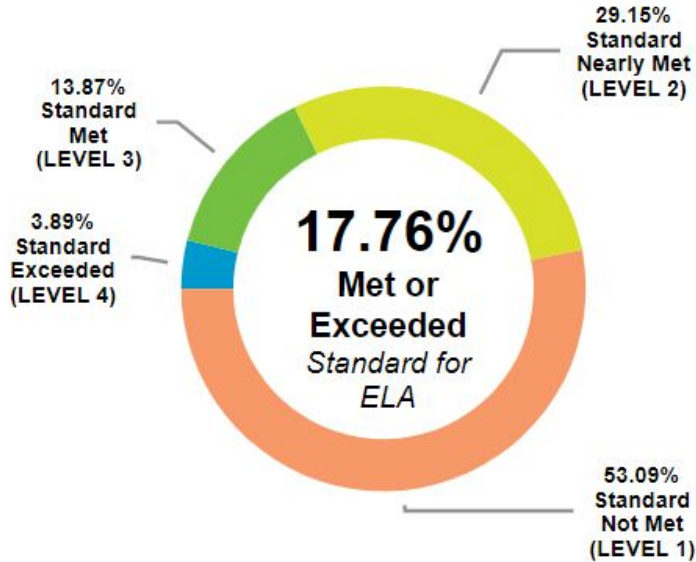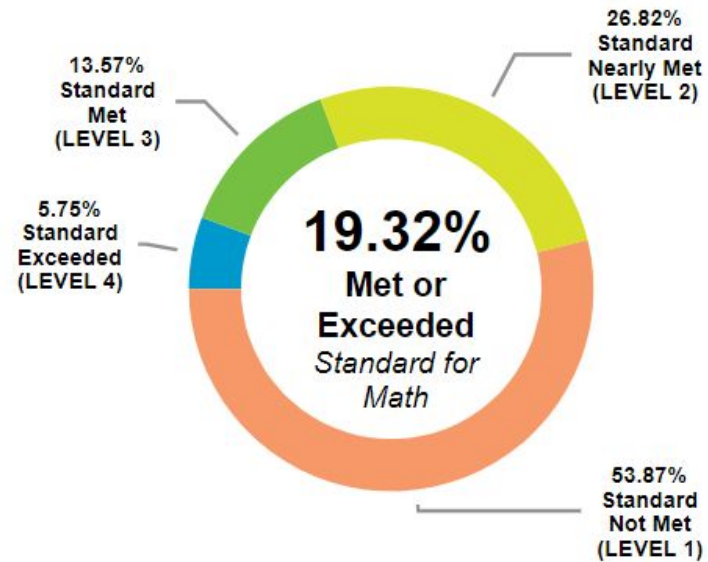
2021-22 Results - Low Socioeconomic
(about 5,800 students)

ELA

Percent of students within each achievement level

27.96% Standard Met (LEVEL 3)

21.67% Standard Exceeded (LEVEL 4)

49.63%
Met or Exceeded
Standard for ELA

26.60% Standard Not Met (LEVEL 1)

23.77% Standard Nearly Met (LEVEL 2)

Mathematics

Percent of students within each achievement level

21.41% Standard Met (LEVEL 3)

18.69% Standard Exceeded (LEVEL 4)

40.10%
Met or Exceeded
Standard for Math

34.73% Standard Not Met (LEVEL 1)

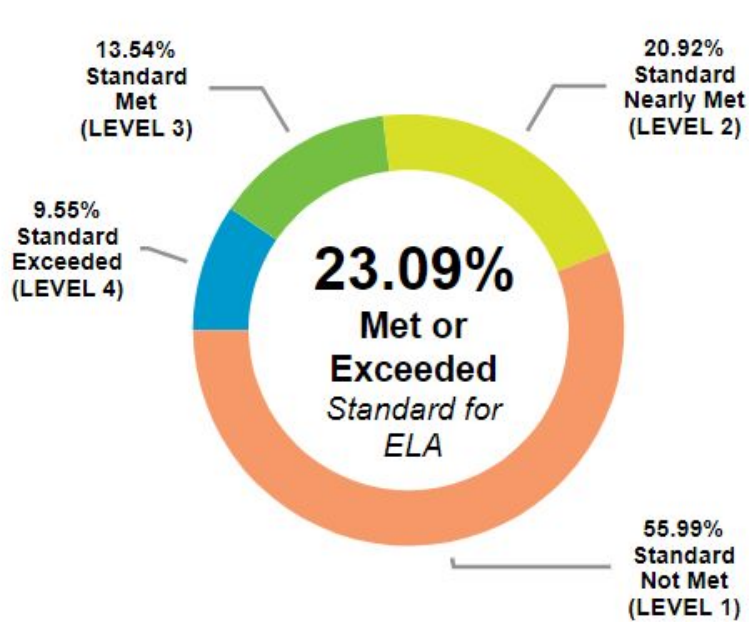25.18% Standard Nearly Met (LEVEL 2)
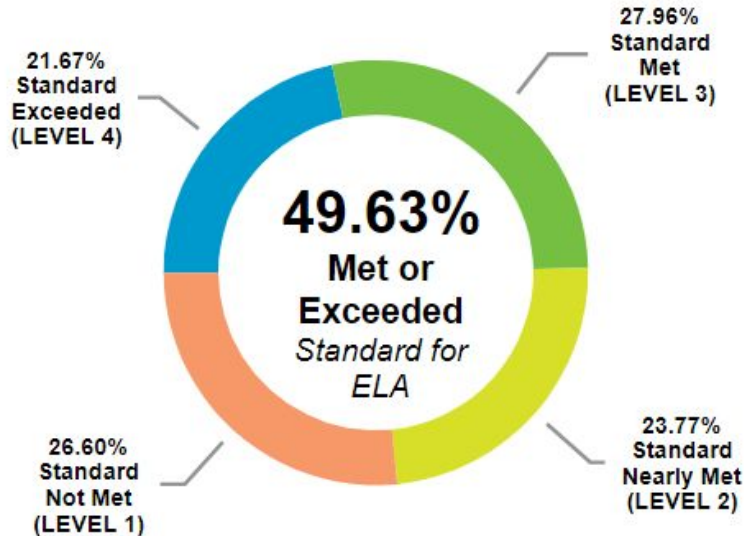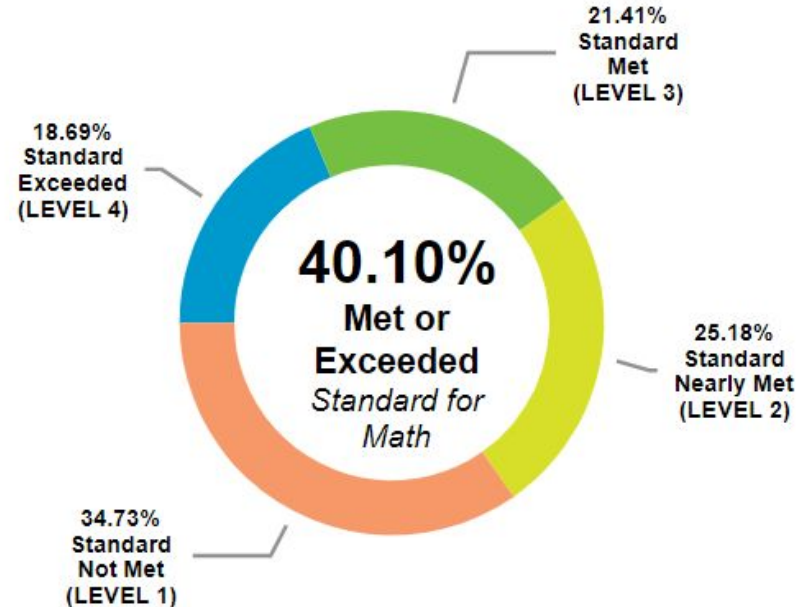
2021-22 Results - Students with Disabilities
(about 1,200 students)

ELA

Percent of students within each achievement level

13.54% Standard Met (LEVEL 3)

20.92% Standard Nearly Met (LEVEL 2)

9.55% Standard Exceeded (LEVEL 4)

23.09% Met or Exceeded *Standard for ELA*

55.99% Standard Not Met (LEVEL 1)

Mathematics

Percent of students within each achievement level

16.74% Standard Nearly Met (LEVEL 2)

11.57% Standard Met (LEVEL 3)

8.94% Standard Exceeded (LEVEL 4)

20.51% Met or Exceeded *Standard for Math*

62.75% Standard Not Met (LEVEL 1)
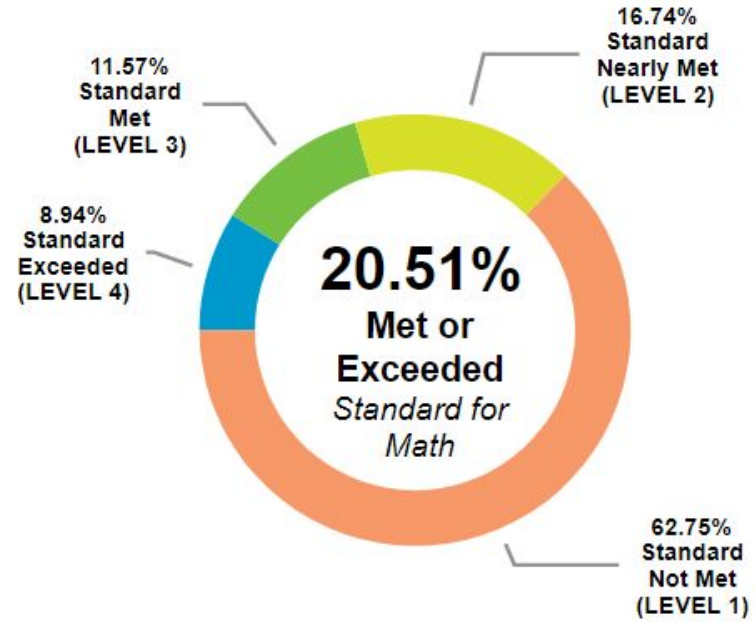
2021-22 Results - Foster Youth (17 students)

ELA

Percent of students within each achievement level

17.65% Standard Met (LEVEL 3)

17.65% Standard Nearly Met (LEVEL 2)

5.88% Standard Exceeded (LEVEL 4)

23.53% Met or Exceeded *Standard for ELA*

58.82% Standard Not Met (LEVEL 1)

Mathematics

Percent of students within each achievement level

37.50% Standard Nearly Met (LEVEL 2)

6.25% Standard Met (LEVEL 3)

6.25% Met or Exceeded *Standard for Math*

56.25% Standard Not Met (LEVEL 1)
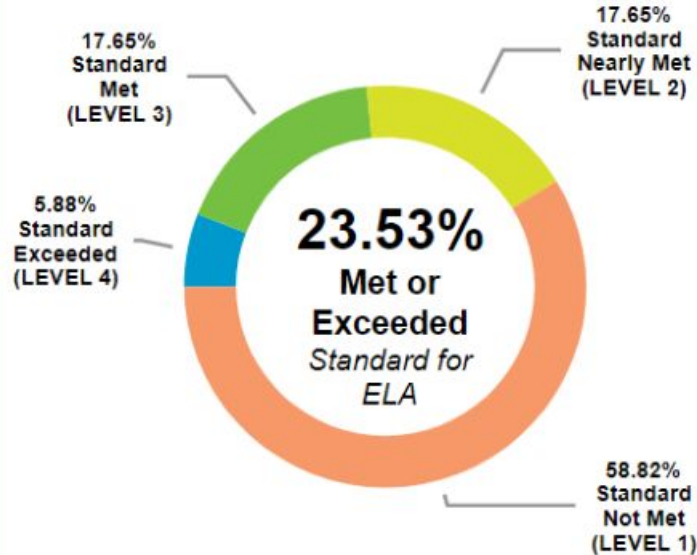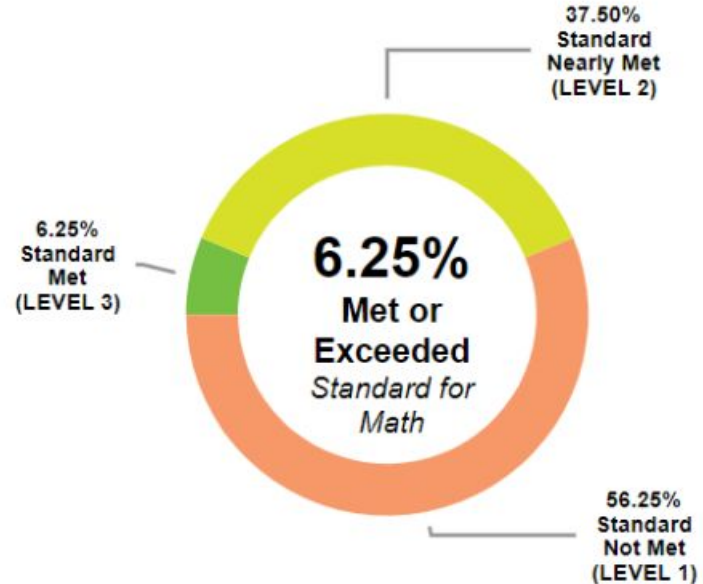
2021-22 Results - Homeless Youth
(about 600 students)

ELA

Percent of students within each achievement level

- 22.67% Standard Met (LEVEL 3)
- 18.49% Standard Exceeded (LEVEL 4)
- 24.60% Standard Nearly Met (LEVEL 2)
- 34.24% Standard Not Met (LEVEL 1)

41.16% Met or Exceeded *Standard for ELA*

Mathematics

Percent of students within each achievement level

- 17.09% Standard Met (LEVEL 3)
- 12.63% Standard Exceeded (LEVEL 4)
- 24.07% Standard Nearly Met (LEVEL 2)
- 46.21% Standard Not Met (LEVEL 1)

29.72% Met or Exceeded *Standard for Math*
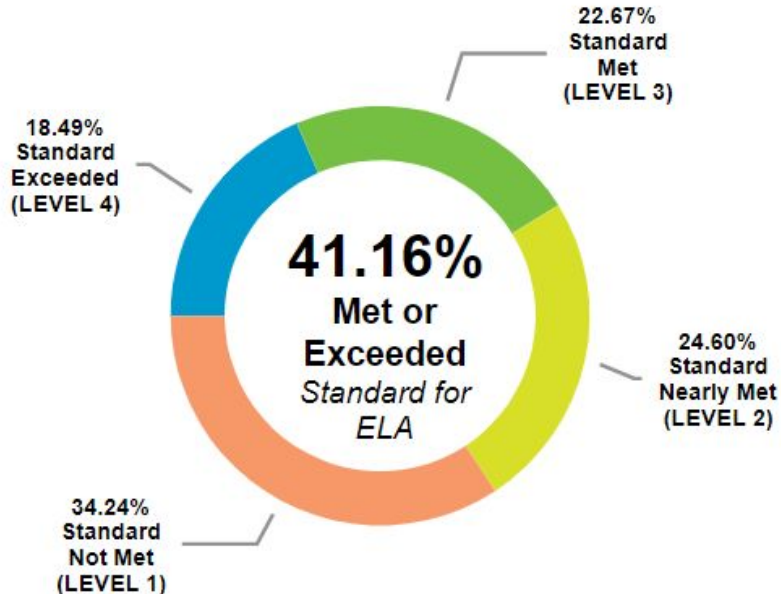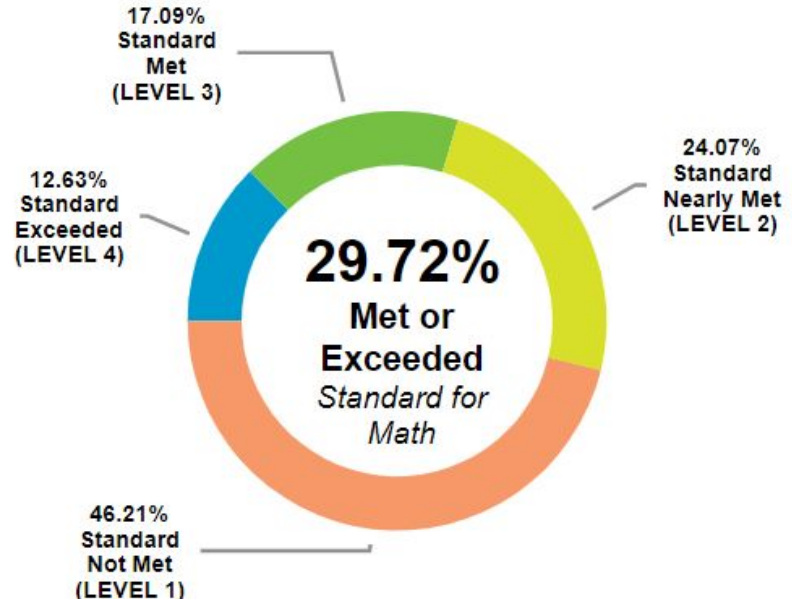
Next Steps

- Data analysis trainings at school sites for data-driven planning with both leadership and staff

- Trainings offered on understanding Performance Tasks and the rigor of the test

- Interim assessments to:

  o Gauge student performance followed by up actionable steps to address the data

  o Differentiate instruction and supports

Questions?
Dr. Oscar Macias
omacias@gusd.net

Feedback/Input Form

Dec. 6 LCAP Town Hall Feedback Form

Questions * Input* Feedback

Next DELAC Meeting
February 6, 2023 Via Zoom

5:30-6:30 PM

GUSD DELAC Meeting Feedback

To ensure that all members have an opportunity to provide input on all DELAC matters, we invite you to share your feedback following each meeting.

Որպեսզի ապահովենք, որ բոլոր անդամները հնարավորություն ունենան իրենց ներդրումն ունենալ DELAC-ի հետ կապված հարցերում, մենք հրավիրում ենք ձեզ կիսվել ձեր կարծիքներով յուրաքանչյուր ժողովից հետո:

모든 멤버가 모든 DELAC 문제에 대한 의견을 제공할 수 있도록 각 회의 후에 귀하의 의견을 공유해 주시기 바랍니다.

/Para asegurar que todos los miembros tengan la oportunidad de proporcionar aporte sobre todos los asuntos del DELAC, los invitamos a compartir sus opiniones después de cada reunión.

DELAC Feedback Form

Adjournment
THANK YOU!

THANK YOU!