

A. Welcome and Introductions

Welcome and Introductions - Alberto Becerra, Coordinator of English Learner Services welcomed parents and the following staff who was present; Dr. Jisel Villegas, Interim-Director of English Learner Services, Mrs. Barbara Schiffner, Executive Director of Information and Educational Technology Services, Heriberto Soto, Parent Engagement Educator. English Learner Services Department staff; Alex Pina, Paul Barajas (Spanish interpreter) and Xue-Si Cha Thor (Hmong interpreter)

A.1. Introductions Melvin Alvarez – Babcock, Érica Padilla-Segura –Las Palmas & Grant HS, Rosa Segura –Las Palmas, & Grant H.S., Iris Palacios, AISB at Hillsdale Elem. & Regency Park, Michelle Deleon – Rio Linda HS & Westside. Did not introduce themselves - Patricia B. Coronado, Luz Aldo Bojórquez | Mohamed Bashamak –? | Donna Ruiz - ? Angela Soberanes – CCAA.

A.1.2. Zoom Norms and Protocols for Virtual DELAC Meeting

Norms for DELAC will be monitoring by Alex in the chat box on the screen if you have any questions. Alberto gave instructions about the use of the Chat Box. This is meeting of DELAC is a special meeting which will take place through Zoom. Directions chat-box during the meeting and you will be give your input or feedback. We were going to separate in rooms (groups) but due to time limit we will not have time. Respect opinions and agenda, communication, respect time. We want to let you know that we will be recording this meeting. We were going to divide the group into breakout rooms but due to the time limit, we will not be able to do that at this time.

A.1.3 DELAC Minutes we will be skipping it now until the October 8, 2020 1st DELAC meeting as this is a special meeting and not the regular meeting of October 8, 2020, we will review the May 7, 2020 minutes.

B. Purpose - Overview of the Learning Continuity and Attendance Plan – Dr. Jisel Villegas, Director of English Learner Services, Alberto Becerra, Coordinator of English Learner Services and Mrs. Barbara Schiffner, Executive Director of Information and Education Technology Services.

B.1. Will be replacing the LCAP with Learning Continuity and Attendance – What is the purpose of an overview of the Learning Continuity and Attendance Plan well this is replacing the Local Control Accountability Plan well Mr. Andrew Whither presented it last year and when he presented LCAP. Because this year we don't have all of the academic measures A. Becerra explained – If you please take a look at the power-point there is a diagram that shows the districts **"FOCUS AREAS** that any plans or activities and events, etc., that we will or are implementing with in our district has to fall within these areas, and these District Focus Areas are – So you see that any plans Unparalleled Student Achievement – means all students will graduate college, career and civic minded ready. How we are supporting students through distance learning / Engagement & Outreach / Organizational Efficiency and Effectiveness this is how we will support our students achieve success this sis a collaboration between the and this is why we are engaging your support to give us feedback and also to the right of the FOCUS AREAS diagram is the Path or Road which shows that 90 % of students graduation rate is what we want to achieve and with 50 of those students will need to achieve the 55% A-G in order will go on to college and 50% ELA & Math prophecy level in SBAC this is how it shows that we are supporting." The majority of the time we will be talking about the Learning Continuity and Attendance Plan and what is the Learning Continuity Plan – you as stakeholders will get the opportunity to give able give feedback.

B.1.2. what is Learning Continuity Plan? The Learning Continuity Plan replaces the Local Control and Accountability Plan for 202-21 school year, was approved by State executive Board the requirements of Executive Order N-56-20 in review of Required LCAP Adjustments and approval released by the State of California on April 22, 2020. Since School closures we did not have the

measures like SBAC and the States Dash Board to compare this is was due to COVID-19 pandemic. A New template released on May 4, 2020 on how we are supporting our students during COVID-19. If you remember that Mr. Andrew Withers, Director of Special Projects presented LCAP Review & Review of Required LCAP adjustments approval is paused due to State executive Order 56-60 and released by the State of California on April 22, 2020. Due to school closures in response to COVID-19 pandemic. Therefore, the purpose of the plan is for the impact of COVID19 in our district. If you remember Mr. Andrew Whither last year he presented and to give the DELAC committee an opportunity to provide feedback regarding the plan but because we do not have the information that the Dash Board would have pertaining to our SBAC testing etc., and how to maintain student learning. COVID-19 Operations Written Report – will be adopted on July 1, 2020 for approval and once its approved by the governing board then it goes to the state for final approval. We have a plan and we have identified the major areas, as you will see today unfortunately we do not have time to discuss all of the areas today. We will be sharing with you today only the major areas and at our next meeting will be discussed at the September 17, 2020 meeting to continue this meeting as we are out of time.

B.2. Major Areas of the Plans –

B.2.1 – Distance Learning Professional Development

B.2.2. – Support for Pupil with Unique Needs

B.2.3. - Pupil Learning Loss

Required areas to address in-person instruction/safety, Distance Learning, Access to devices, connectivity, Pupils participation, and progress, Mental Health and Social Emotional Well-being, school nutrition, at our next meeting. Question – Rosa Segura – I do have a question ‘ My son is at Grant HS and when he logs into his class the teachers does not require him to show on screen only that his name appears and that worries me. Why doesn’t the teacher require that they turn the video on? I see my son has it on but I am not sure if he is actually participating. To me it feels like my son isn’t take it serious and I feel it should be mandatory during Zoom. A.B I guess there is that privacy part and we have to respect it but you as a parent can require it but I do understand the frustration. Any more comments or questions?

B.3. - Actions Taken By the ELSD: Distance Learning Professional Development

March through June of 2020 – A. Becerra - The team met virtually, answered phone calls and text messages for certified and classified staff. Held weekly drop-in Zoom meetings to support teachers of English learners with the transition to remote instruction - EL Coordinators met with Academic Intervention Specialists, Bilingual Para team and the Family and Community Liaison to provide weekly District updates and guidance. Especially the Translator technicians were busy sometimes translations of documents had to be done within hours and along with interpreting for all schools and district departments. We also provided over-the-phone interpretation line for teachers, school staff, and any district employee. Instructional team provided comprehensive English language development (ELD) training & model ELD lessons for the summer school elementary teachers.

B3.1. 2020-21 School Year Plan ELSD

- Offer many professional development opportunities for classified and certificated staff who work with English learner students and their families.
- Offer daily Zoom drop-in hours for teachers and site administrators
- Make current district content adopted curriculum accessible to English learners and teachers utilizing district-endorsed applications.
- Share and model from the selection of curated resources and highly effective strategies they have researched as well as provide technical support as teachers and site administrators navigate between hybrid and distance learning environments
- Create the Secondary ELD Curriculum PLC, a new professional learning opportunity that evolved in preparation of toggling between distance learning and a hybrid instruction. Two PLC teams will meet 4 times through December.

- Meet with English Learner SAC meetings will meet four times to discuss best practices and will start a book study of *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting*
- Meet with Bilingual paraprofessionals and AISBs will continue to receive trainings and will begin a book study of *The Distance Learning Playbook for Parents*
- Partner with the Parent Institute for Quality Education (PIQE) to provide families of English learners with the knowledge and skills to partner with school and communities to ensure their children achieve their full potential (8 virtual sessions at secondary sites).
- ELD curriculum training and one-on-one coaching

B.3.2 Actions Taken by ELSD: Support for Pupils with Unique Needs A. Becerra and Dr. Jisel Villegas clarified that synchronous is with their teachers like during their Zoom class and asynchronous is when the student is on you own but still considered instructional time. TRUSD is utilizing *Language Launch* for long-term English learners needing additional support with language development (used during synchronous and asynchronous instructional time) which is a very expensive program that the district is now implementing due to COVID19.

- TRUSD is utilizing *Writeable* from for long term English learners needing additional support with Writing (used during synchronous and asynchronous instructional time) TRUSD is utilizing *Language Launch* for long term English learners needing additional support with language development (used during synchronous and asynchronous instructional time)
- TRUSD is utilizing *Writeable* from for long term English learners needing additional support with Writing (used during synchronous and asynchronous instructional time)

In the spring of 2020

- ELSD designed Integrated ELD lessons for TK-12 levels posted on TRUSD's Instructional Webpage
- ELSD curated a list of highly effective teacher and parent resources. These resources will be updated and expanded upon in the current school year
- Actions Taken By ELSD: Pupil Learning Loss Strategies Cont., Continue providing trainings on the English Learner Focus Five Strategies. These five high leverage strategies are being adapted to both distance learning and in-person instruction, Sentence/Text Unpacking, Thinking Routines, Visual Supports, Collaborative Dialogue, Language Supports, Additional strategies, techniques, and tools from *The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting* will be interlaced into the EL Focus Five Strategies that the ELSD has created. Continue developing and providing TK-12 Designated and Integrated ELD lessons using research-based instructional strategies specifically for distance learning, Record model lessons of Designated and Integrated ELD lessons specifically for distance learning, Continue to develop and provide ELD Choice Boards for English learners' asynchronous learning activities, TK-12 translated into seven languages, Provide professional development to TK-12 teachers and administrators on instruction and meeting the needs of ELs in distance learning, Create interactive notebooks and a virtual EL classroom to support sites, Create an English Learner Services Department YouTube channel that will include videos on obtaining support, as well as video read aloud in multiple languages for families in the district , Develop and provide translation tools and resources, Develop, provide, and maintain EL Google Classroom for teachers at all district sites, TK-12, Facilitate Virtual EL PLC monthly meetings to support EL teacher collaboration, sharing of best strategies, norming grading practices , Offer external EL specific training opportunities and workshops for distance learning to TK-12 teachers

Questions or Comments?

- How are the Previous Mention Actions Effective for English Learners? We are offering over 8 different professional development training opportunities, We are starting two Professional Learning Community (PLC) groups for teachers using supplementary curriculum for long-term English learners. *Writeable* and *Language Launch* to be used in conjunction with English 3D, the curriculum for Academic ELD. *Writeable* and *Language*

Launch are designed to support long-term English learners fortify their literacy skills in reading, writing, speaking, and listening.

We are meeting with elementary and secondary EL site leads that constitute the EL Subject Area Committee (SAC) members as well as with Bilingual Paraprofessionals, Academic Intervention Specialist, Bilingual staff to collaborate and share best teaching practices, strategies, and tools, by analyze student data we can modify practices to best serve English learners, Daily office-hours are another way to provide teachers, site administrators, and staff with immediate recommendations or to answer questions, PIQE trainings are parent specific professional learning opportunities that will be offered during the school year at various locations throughout the district. The various programs and curriculum target student specific language needs across grade levels; Elevation, *Imagine Learning Writeable*, *Language Launch* programs for our EL students.

Any Questions or Comments?

B.4. Aries Parents Portal Overview – presented by Ms. Barbara Schiffner

How many of you have used Aries Parents Portal Overview – A. Becerra asked the parents How many of you are familiar with Aries Parent Portal and have used it? This is a new system of communication. All communication will now go through this and now I will give you Mrs. Barbara Schiffner whom will give you an overview of what it is. There is two side to the portal. If you have not signed up please get in touch with your school site office manager and they will set you up and you will need an email address.

- You can see your student’s assignments, grades; get information about your student from the school and you can update your contact information on the portal, send messages to the teacher, principle or to the school.*
- You can receive information from the school, principal or announcements.*

Question – M. Deleon; When I log on my cell phone I can see all my students but I log on with my Ipad I am only able to see one student but when I log on with my phone I am only able to view one of them. Why is that?

Question – Rosa Segura; I already have my two student at Las Palmas and they have access to the portal but when I try for my Grant HS student I am not able to it tells me that I need a code?

Survey - At this time, we will have a link for a short survey that Dr. Jisel Villegas dropped it in the Chat box. Please open it and it should only take you around 5 minutes to complete.

Comment – M. Deleon it stating that a code is needed. B. Schiffner that it will be easier to just send them the link so that they can fill it out.

- C. Opportunities for training for parents - Mr. Heriberto, FACE – will now be presenting on how the Family and Community Engagement – Presented by Mr. Heriberto Soto, Coordinator of FACE opportunities to train for Google Classroom, The TRUSD App portal

TRUSD Apps Portal: The Gateway for Distance Learning and Online Resources

August 28, 2020 at 3:00 PM

- Registration Link: <http://bit.ly/FACEAug28>

Wednesday, September 2, 2020 at 6:00 PM

- Registration Link: <http://bit.ly/FACESept2>

Questions or Concerns?

Parent question – R. Segura – Do you know when we will be returning to school? 2. I have one more question. Why are they changing the times for meals? 3. The lunch is always the same it is always a sandwich or a burrito.

Dr. Jisel Villegas answered Mrs. Segura's questions.

Adjournment at 7:15 p.m.

Next Meeting is September 17, 2020 for the follow-up special meeting at 6:00 p.m. and then we will return to the regular meeting DELAC meeting on DELAC on October 8, 2020.