



# DELAC

DISTRICT ENGLISH LEARNER ADVISORY COUNCIL

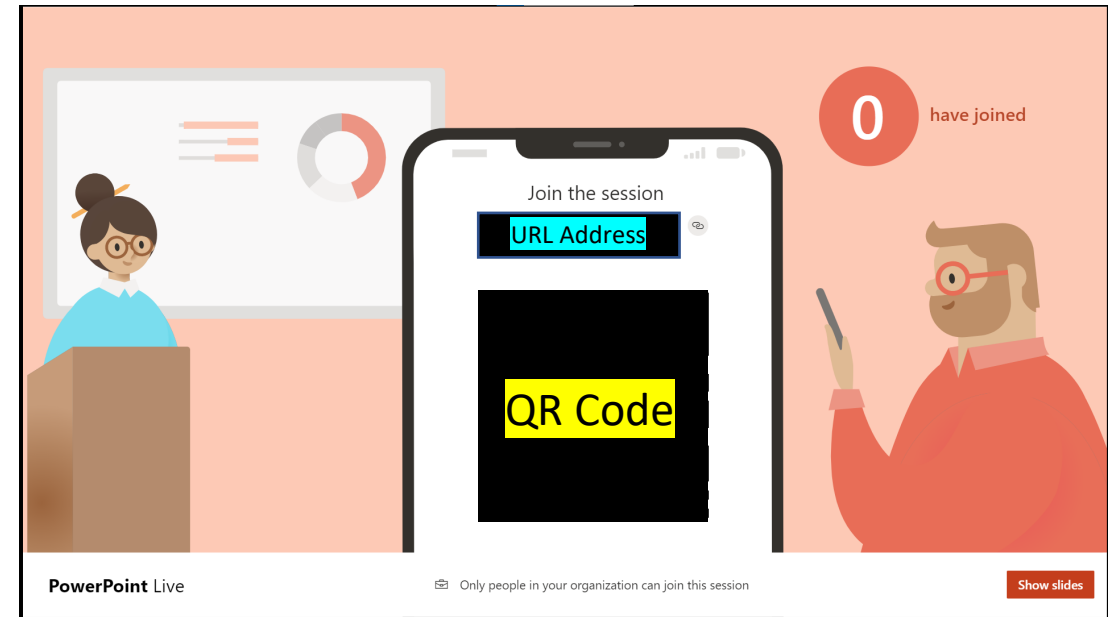
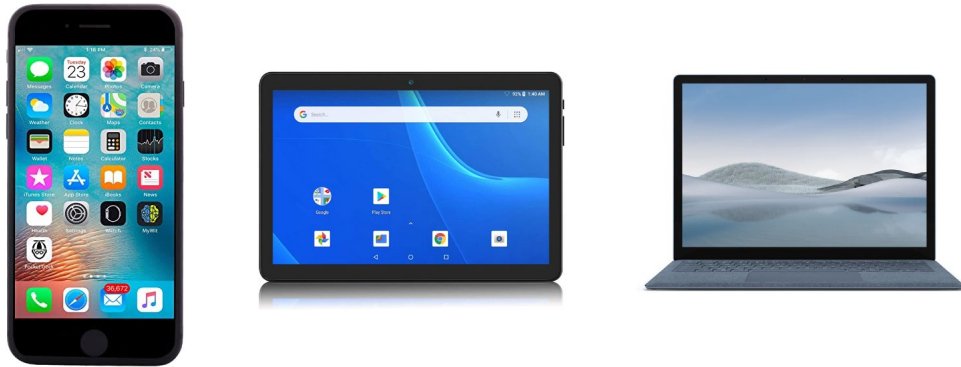
**February 9, 2022**

**5:00-6:00**



# DELAC Agenda 2-9-22

- **Welcome**
- **LCAP Mid - Year Planning**
- **Initial and Summative ELPAC : 3 Year Comparison**
- **Annual Summative ELPAC**
- **Reclassification**
- **EL Homework Support**
- **Classroom Supports for English Learners**
- **Title III and Bilingual Aides**
- **ELAC Site Meetings**



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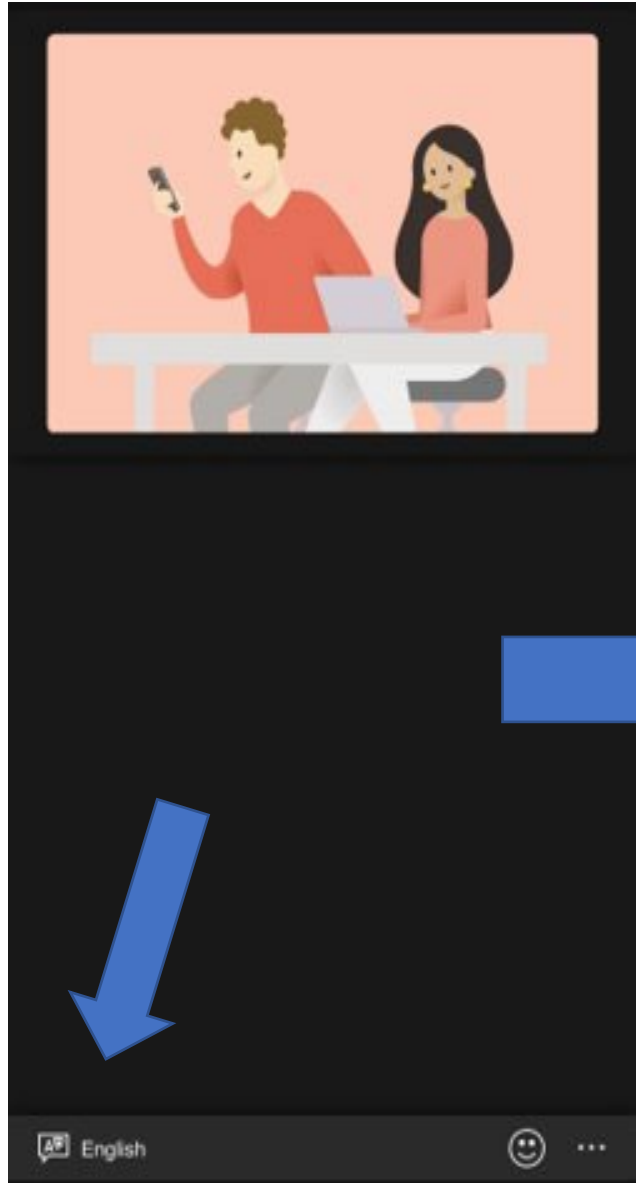
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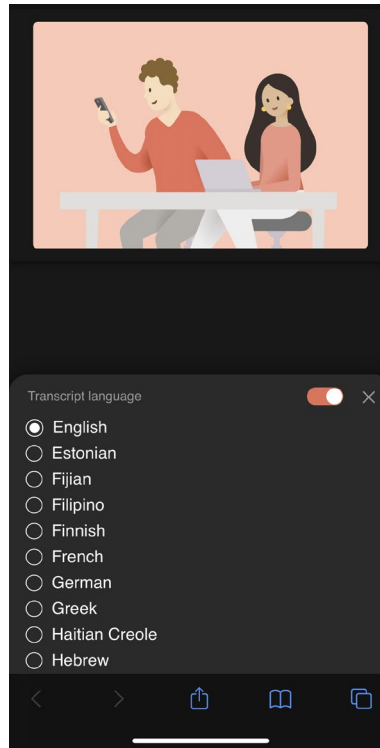
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Choose your preferred language from the list

Elija su idioma preferido de la lista

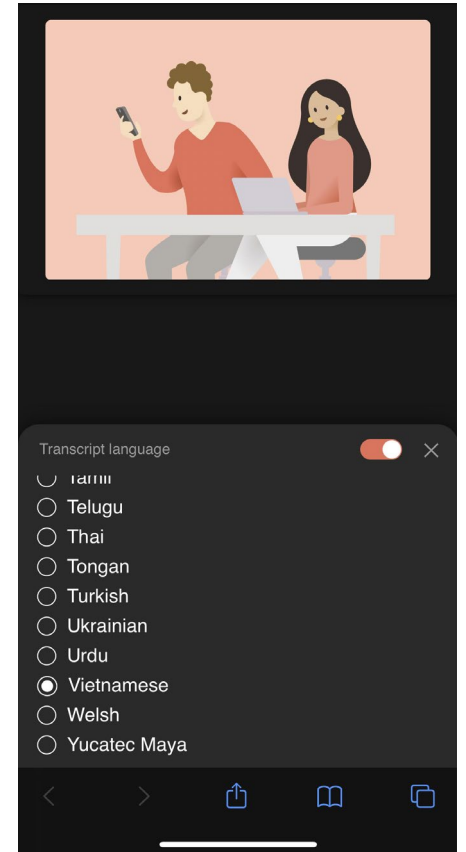
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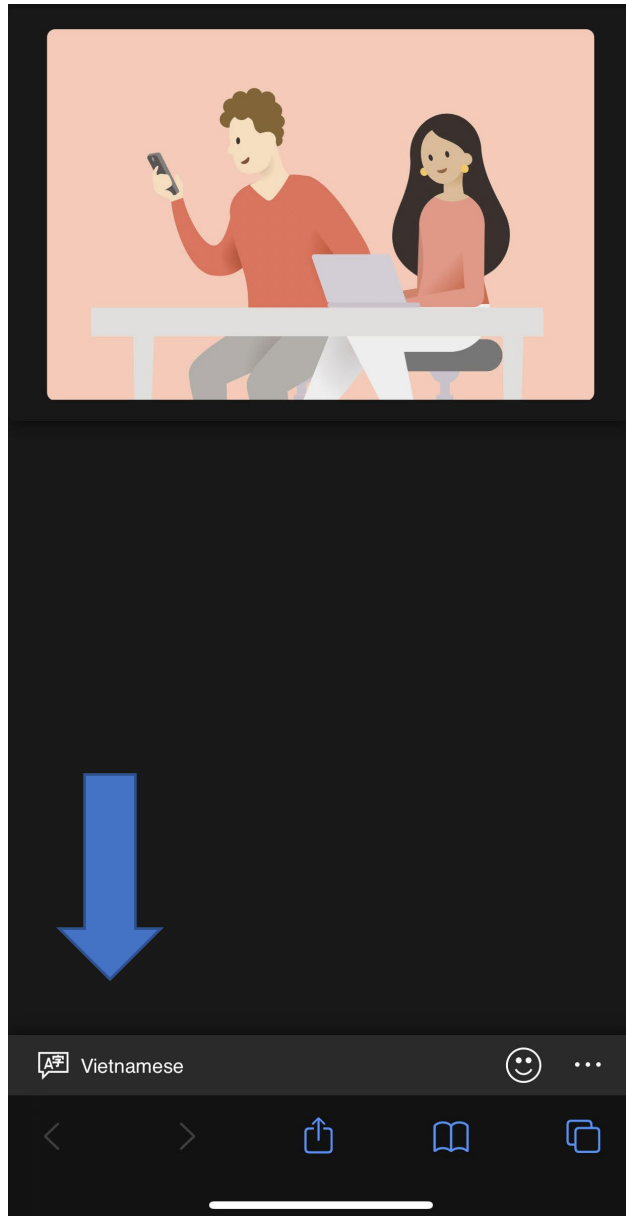


从列表中选择您最喜爱的语言

Chọn ngôn ngữ ưa thích của bạn từ danh sách

اختر لغتك المفضلة من القائمة





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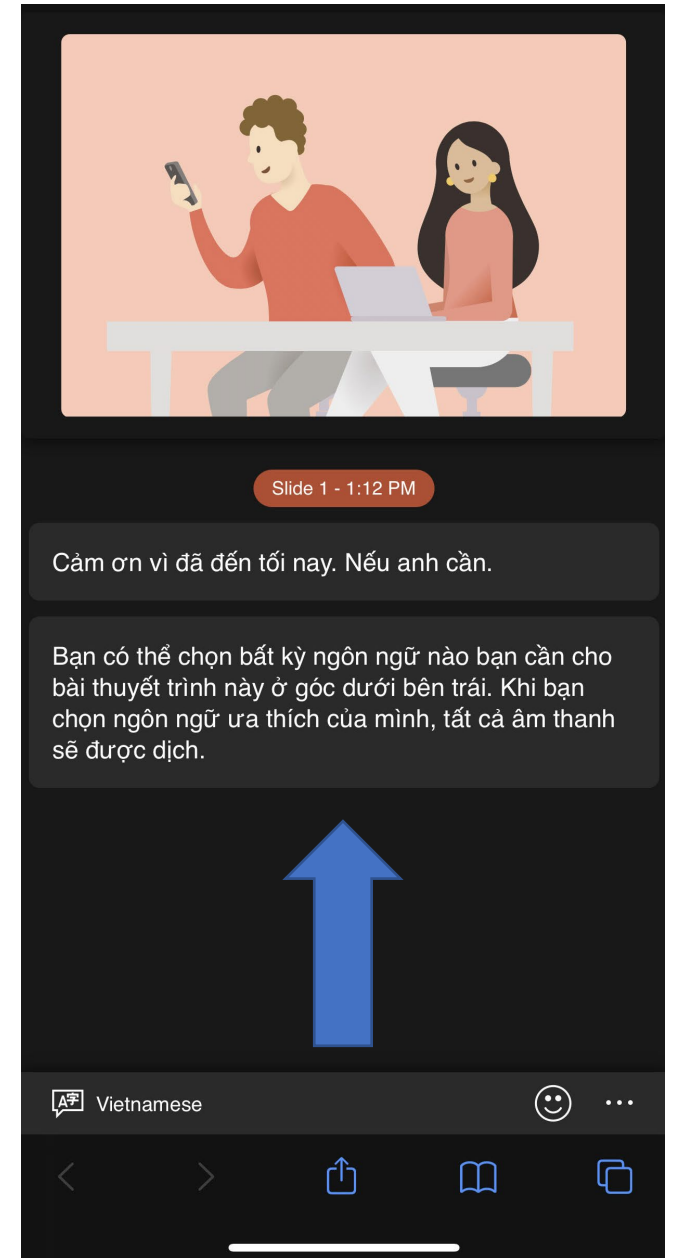
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Ngôn ngữ bạn chọn dưới đây sẽ hiển thị góc dưới bên trái. Tất cả những gì đã nói sẽ được tự động dịch cho bạn trên thiết bị của bạn.

سيتم عرض اللغة التي اخترتها في الزاوية السفلى. سيتم ترجمة جميع الأصوات تلقائياً لك على جهازك.





LCAP  
Mid-Year  
Planning





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# MVUSD 2021-22 Focus Areas

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- Accelerate Learning
- Re-engage Students, Staff, and Families into the School Community in a Healthy Way



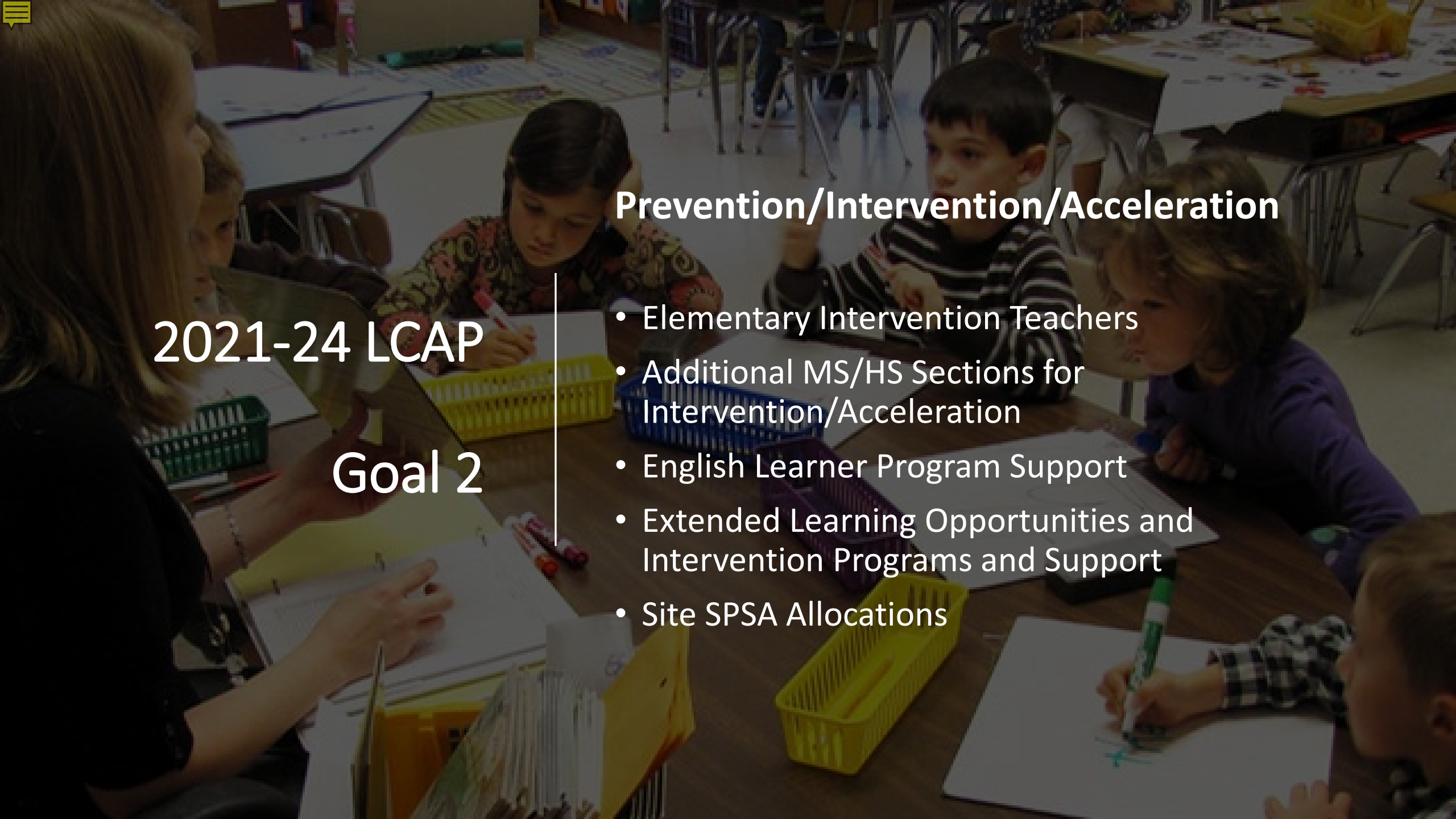
# 2021-24 LCAP Goal 1

## Student Learning and Achievement

- Maintain K-3 Additional Teachers to Reduce Class Size and Eliminate Combo Classes
- Counseling Support Services
- Supports for Student Learning
- AVID
- CTE
- College/Career Readiness
- Site SPSA Allocations





A photograph of a classroom scene where a teacher and several young students are gathered around a table. The teacher, on the left, is looking at a document. The students are engaged in an activity, with some holding markers and looking at papers. There are colorful baskets on the table. The background shows other desks and chairs in the classroom.

2021-24 LCAP

Goal 2

## Prevention/Intervention/Acceleration

- Elementary Intervention Teachers
- Additional MS/HS Sections for Intervention/Acceleration
- English Learner Program Support
- Extended Learning Opportunities and Intervention Programs and Support
- Site SPSA Allocations



# 2021-24 LCAP Goal 3

## Professional Development

- Maintain Instructional Coaching Support
- Maintain Fully Credentialed Teachers through Induction/Immersion
- Maintain PD, Curriculum Development, and Collaboration
- Maintain Outsourced Data and Programs
- Site SPSA Allocations





# 2021-24 LCAP Goal 4

## Equity, Engagement, School Culture, and Climate


- Equity and Equitable Practices
- Educational Partner Engagement
- Mental Health/Social Emotional Well-Being
- Foster/Homeless Youth Support Services
- Attendance
- Site SPSA Allocations



# Elementary and Secondary School Emergency Relief (ESSER) III

- COVID Health and Safety
- K-5 Smaller Class Sizes
- Special Education Services
- Intervention K-12
- Tutoring and Transportation
- Educational Technology
- \$15,920,750 through June 2024



A young girl with dark hair in a ponytail, wearing a pink shirt, is sitting at a desk in a classroom. She is looking at a tablet computer. In the background, other students and a teacher are visible, though they are out of focus. The overall scene is a classroom setting.

# Expanded Learning Opportunities Grant (ELOG)

- Accelerating Student Progress
- Student Supports
- Special Education Services
- Credit Recovery
- Professional Development
- \$13,324,816 through June 2024

# Educator Effectiveness Block Grant

- Staff Members to Support:
  - Special Education Staff and Training
  - Universal TK Implementation
- Professional Development
  - Coaching and Mentoring Staff
  - Standards-Aligned Instruction
  - Mental Health Supports
  - Inclusion and Co-teaching
  - Implementation of Universal TK
- \$4,777,290 through June 2026





## Prekindergarten (TK) Grant

- TK for all 4-year-olds
- Planning full-day kindergarten
- ADA for 4-year-olds

# Expanded Learning Opportunities Program Grant (ELOP)

- Before/After School Programs
- Educational Enrichment
- Staff Member to Develop and Coordinate Programs District-wide
- Must Enroll 50% of Unduplicated Students
- \$2,711,096







# A-G Grant

- Increase Students Completing College Entrance Requirements (A-G Rates)
- Currently in Development in Collaboration with Secondary School Sites
- Grant Due April 1, 2022
- \$1,229,435 through June 2026

# Special Education Grants



Learning Knows No Bounds

## Alternative Dispute Resolution (ADR)

- Mitigate Costs Related to Special Education Legal Disputes
- \$391,383

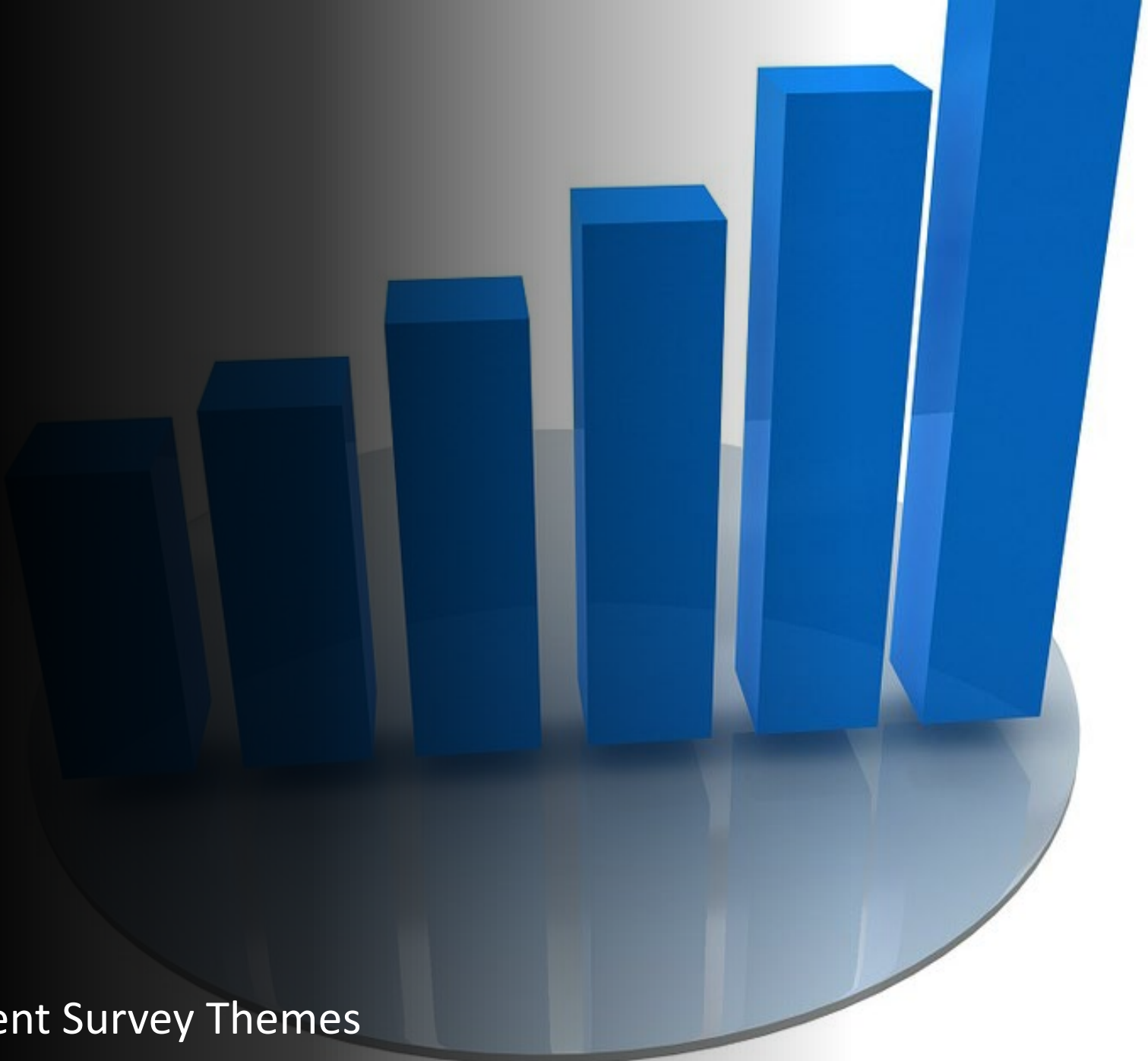
## Learning Recovery

- Recover Learning Loss for Special Education Students
  - Specialized Academic Instruction
  - Related Services
  - Professional Development
  - Equipment, Materials, & Supplies
- \$2,201,529



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# LCAP Mid-Year Data

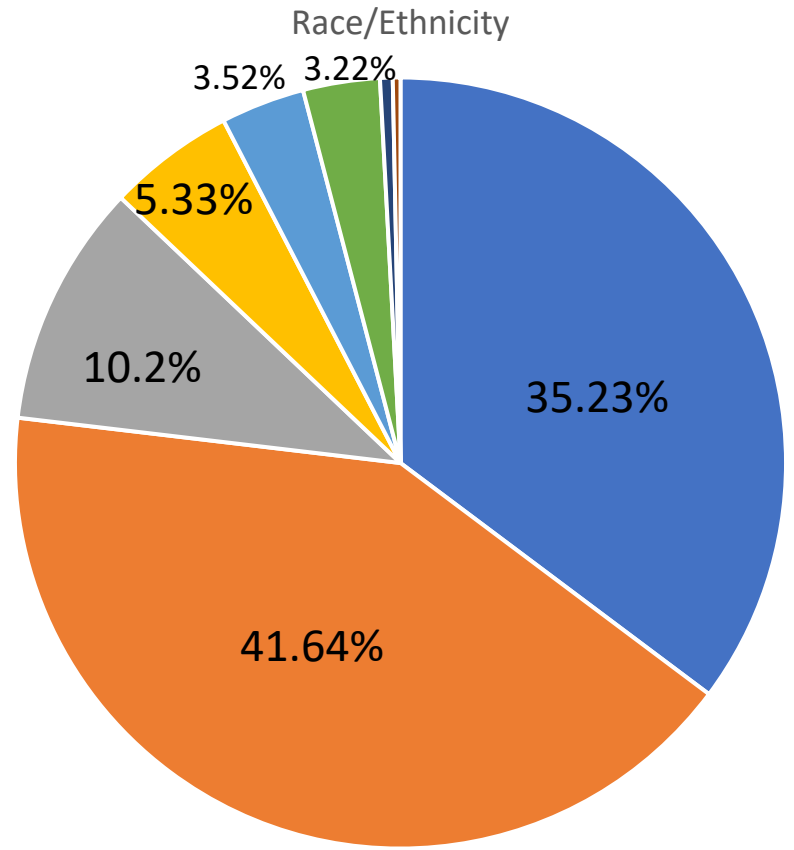
- Demographics
  - Attendance Rates
  - Chronic Absenteeism Rates
  - i-Ready Data
  - Graduation Rates
  - Dropout Rates
  - A-G Rates
  - Secondary “F” Rates
  - Student Advisory Group/Student Survey Themes
- 



# District Demographics

## Student Groups

- Total Unduplicated 36%
- English Learners 5.1%
- Foster/Homeless Youth 1.3%
- Socioeconomically Disadvantaged 32.2%
- Students w/Disabilities 17.2%



- White
- African American
- Pacific Islander
- Hispanic
- Asian
- American Indian
- Multi-Race
- Filipino

## Student Group Report for 2019

[Pivot Data by St](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Green	Blue	Yellow	Green	Green
English Learners	Orange	Yellow	Green	Yellow	Yellow	Yellow
Foster Youth	Yellow	Yellow	None	None	Yellow	Yellow
Homeless	Yellow	Green	Blue	Green	Green	Yellow
Socioeconomically Disadvantaged	Orange	Green	Blue	Yellow	Green	Yellow
Students with Disabilities	Orange	Green	Green	Yellow	Yellow	Yellow
African American	Green	Green	Blue	Yellow	Green	Yellow
American Indian or Alaska Native	Red	Green	None	None	Green	Yellow
Asian	Green	Blue	Yellow	Yellow	Blue	Blue
Filipino	Orange	Blue	Blue	Blue	Blue	Blue
Hispanic	Yellow	Green	Blue	Green	Green	Green
Native Hawaiian or Pacific Islander	Orange	Yellow	None	None	Yellow	Yellow
White	Orange	Green	Blue	Orange	Green	Green
Two or More Races	Orange	Green	Blue	Yellow	Green	Green

2 0 1 9 D A S H B O A R D D A T A



# Attendance Rates

Attendance Rates by Grade Level			
Grade Level	1st Semester 2019	1st Semester 2020	1st Semester 2021
Preschool	93.70%	90.12%	87.42%
TK	95.00%	96.67%	87.66%
K	95.30%	97.06%	89.51%
1st	95.90%	96.98%	91.33%
2nd	96.10%	96.91%	91.57%
3rd	96.30%	97.25%	91.80%
4th	96.30%	97.13%	92.30%
5th	96.50%	96.79%	92.66%
6th	96.70%	95.13%	93.59%
7th	96.40%	93.76%	93.11%
8th	96.60%	93.35%	92.96%
9th	96.60%	92.92%	92.69%
10th	96.70%	92.40%	92.61%
11th	96.30%	93.38%	91.77%
12th	95.00%	92.82%	91.64%

# Attendance Rates

Attendance Rates K-12 Student Group			
Group	1st Semester 2019-20	1st Semester 2020-21	1st Semester 2021-22
<b>District</b>	96.45%	97.55%	92.22%
<b>SED</b>	95.70%	96.24%	90.86%
<b>EL</b>	96.08%	96.76%	92.61%
<b>FY</b>	94.64%	93.27%	89.97%
<b>AA</b>	96.58%	97.38%	92.33%
<b>Hispanic</b>	96.30%	97.12%	91.83%
<b>Am Indian</b>	95.06%	96.78%	91.08%
<b>SWD</b>	95.02%	95.43%	89.87%
<b>Multi-Race</b>	96.86%	97.65%	92.42%

# Chronic Absenteeism Rates

Chronic Absenteeism Rates by Grade Level			
Grade Level	1st Semester 2019-20	1st Semester 2020-21	1st Semester 2021-22
Preschool	18.78%	13.33%	54.88%
TK	13.38%	5.29%	51.82%
K	12.20%	6.96%	43.01%
1st	10.32%	6.20%	31.73%
2nd	9.10%	6.18%	31.38%
3rd	8.36%	5.31%	29.49%
4th	8.16%	6.25%	26.85%
5th	8.16%	6.47%	26.70%
6th	7.28%	2.00%	20.57%
7th	9.00%	4.65%	21.02%
8th	8.30%	5.39%	23.25%
9th	8.08%	3.64%	22.27%
10th	8.74%	5.05%	23.40%
11th	9.96%	3.02%	26.57%
12th	13.94%	4.23%	27.77%



# Chronic Absenteeism Rates

<b>Chronic Absenteeism Rates K-12 Student Group</b>			
<b>Group</b>	<b>1st Semester 2019-20</b>	<b>1st Semester 2020-21</b>	<b>1st Semester 2021-22</b>
<b>District</b>	9.48%	4.86%	26.60%
<b>SED</b>	9.20%	8.32%	32.53%
<b>EL</b>	12.24%	8.06%	24.92%
<b>FY</b>	17.88%	16.95%	36.05%
<b>AA</b>	9.68%	5.41%	24.90%
<b>Hispanic</b>	10.42%	6.15%	28.35%
<b>Am Indian</b>	16.14%	6.90%	33.33%
<b>SWD</b>	15.46%	9.98%	35.93%
<b>Multi-Race</b>	8.78%	4.67%	25.21%



# Elementary i-Ready ELA Rates

<b>i-Ready ELA Proficiency</b>			
<b>Grade Level</b>	<b>Mid-Year 2019-20</b>	<b>Mid-Year 2020-21</b>	<b>Mid-Year 2021-22</b>
<b>2nd Grade</b>	<b>57%</b>	<b>51%</b>	<b>48%</b>
<b>3rd Grade</b>	<b>75%</b>	<b>64%</b>	<b>63%</b>
<b>4th Grade</b>	<b>55%</b>	<b>45%</b>	<b>47%</b>
<b>5th Grade</b>	<b>51%</b>	<b>47%</b>	<b>45%</b>

# Elementary i-Ready Math Rates

<b>i-Ready Math Proficiency</b>			
<b>Grade Level</b>	<b>Mid-Year 2019-20</b>	<b>Mid-Year 2020-21</b>	<b>Mid-Year 2021-22</b>
<b>2nd Grade</b>	<b>33%</b>	<b>34%</b>	<b>30%</b>
<b>3rd Grade</b>	<b>42%</b>	<b>32%</b>	<b>32%</b>
<b>4th Grade</b>	<b>49%</b>	<b>34%</b>	<b>35%</b>
<b>5th Grade</b>	<b>55%</b>	<b>42%</b>	<b>39%</b>

# Graduation Rate

Group	2018-19	2019-20	2020-21
District	96.40%	96.90%	96.30%
SED	94.70%	95.50%	93.90%
EL	92.90%	90.10%	91.30%
FY	83.30%	84.60%	91.70%
AA	95.30%	97.50%	95.30%
Hispanic	96.00%	95.20%	96.90%
Am Indian	NA	NA	NA
SWD	86.30%	85.20%	87.20%
Multi-Race	98.20%	98.60%	95.80%
MMHS	97.80%	97.60%	97.30%
MVHS	98.70%	98.00%	97.30%
VMHS	97.60%	97.80%	96.90%
MCA	76.50%	81.30%	81.40%

# Dropout Rate

Group	2018-19	2019-20	2020-21
District	0.70%	0.50%	1.20%
SED	1.30%	0.70%	1.90%
EL	2.90%	2.50%	0.00%
FY	16.70%	7.70%	8.30%
AA	0.00%	0.00%	0.80%
Hispanic	1.00%	0.90%	1.50%
Am Indian	NA	NA	NA
SWD	2.80%	2.60%	1.70%
Multi-Race	0.91%	0.00%	0.70%

# A-G Rate

Group	2018-19	2019-20	2020-21
District	61.80%	65.10%	63.40%
SED	50.32%	53.70%	52.70%
EL	18.60%	37.00%	39.70%
FY	33.33%	NA	27.30%
AA	59.84%	53.80%	49.60%
Hispanic	53.03%	60.60%	56.80%
Am Indian	0.00%	NA	NA
SWD	8.61%	14.30%	14.70%
Multi-Race	65.36%	68.80%	64.70%
MMHS	59.82%	63.30%	65.50%
MVHS	64.44%	65.80%	64.60%
VMHS	66.31%	72.60%	66.20%
MCA	2.82%	7.70%	13.90%



Middle  
School  
“F” Rate

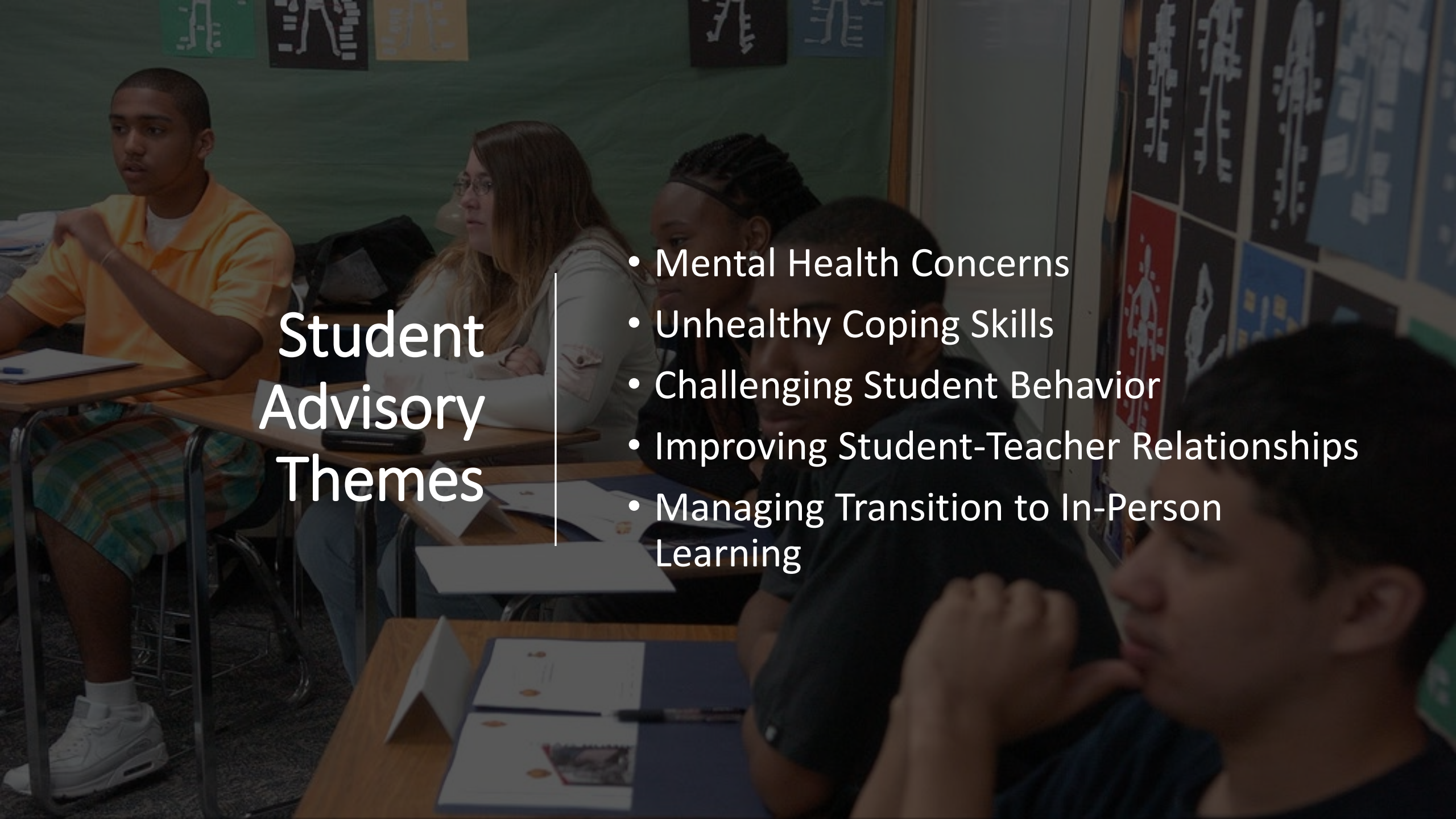
Group	1st Semester 2019-20	1st Semester 2020-21	1st Semester 2021-22
District	2.54%	10.51%	4.19%
SED	4.53%	15.92%	6.49%
EL	4.27%	15.94%	6.49%
FY	4.00%	18.18%	0.00%
AA	3.55%	12.48%	5.14%
Hispanic	3.50%	12.52%	4.85%
Am Indian	4.80%	15.56%	5.70%
SWD	3.61%	13.20%	3.94%
Multi-Race	6.21%	10.82%	5.14%
DMMS	1.90%	11.14%	2.04%
SMS	3.83%	7.40%	3.32%
TMS	2.22%	13.36%	6.52%
WSMS	2.09%	9.27%	3.55%



# High School "F" Rate

Group	1st Semester 2019-20	1st Semester 2020-21	1st Semester 2021-22
District	4.07%	15.02%	10.23%
SED	6.79%	22.22%	14.56%
EL	11.86%	34.83%	21.72%
FY	14.71%	22.58%	16.67%
AA	5.86%	16.13%	12.57%
Hispanic	5.71%	19.10%	12.08%
Am Indian	6.25%	20.18%	14.29%
SWD	6.84%	25.26%	14.07%
Multi-Race	4.19%	14.64%	11.06%
MMHS	3.79%	13.01%	8.34%
MVHS	3.89%	14.65%	9.88%
VMHS	4.38%	16.60%	11.64%
MCA Daily	21.19%	11.50%	5.92%





## Student Advisory Themes

- Mental Health Concerns
- Unhealthy Coping Skills
- Challenging Student Behavior
- Improving Student-Teacher Relationships
- Managing Transition to In-Person Learning

# Student Survey Data

Areas	Elementary School	Middle School	High School
Climate of Support for Academics	72%	82%	73%
Self Management	72%	78%	72%
Emotion Regulation	59%	57%	57%
Self Efficacy	59%	41%	33%
Growth Mindset	62%	54%	59%
Social Awareness	82%	62%	61%
Knowledge and Fairness of Discipline	79%	70%	65%
Safety	66%	68%	70%
School Connectedness	86%	67%	63%
Sense of Belonging	71%	N/A	N/A
Well-Being	N/A	67%	63%

Avg % of students that selected a favorable answer choice

# Areas of Strength

## Climate of Support for Academics

- When your teacher asks, “how are you?”, how often do you feel that your teachers really want to know your answer?
  - 74% of elementary students answered favorably
- Teachers give students a chance to take part in classroom discussions or activities.
  - 87% of middle school & 84% of high school students answered favorably
- Teachers go out of their way to help students.
  - 77% of middle school & 68% of high school students answered favorably

## Self-Management

- How often did you pay attention and ignore distractions?
  - 55% of elementary, 73% of middle school & 69% of high school students answered favorably
- How often did you come to class prepared?
  - 85% of elementary, 93% of middle school & 94% of high school students answered favorably

# Growth Areas

## Emotion Regulation

- Once you get upset, how often can you get yourself to relax?
  - 57% of elementary school, 58% of middle school & 56% of high school students answered favorably
- How often are you able to pull yourself out of a bad mood?
  - 46% of middle school & 41% of high school students answered favorably

## Self-Efficacy

- When complicated ideas are presented in class, how confident are you that you can understand them?
  - 59% of elementary school, 41% of middle school & 34% of high school students answered favorably



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# Upcoming Initiatives

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- Transitional Kindergarten for All
- Planning Full-Day Kindergarten
- Before/After School Enrichment Opportunities for TK - 6
- Equity and Engagement
  
- High School Start Times



# 2022-23 Focus Areas Ideas - Thoughts

Student  
Learning

Student/Family  
Engagement

Student/Staff  
Well-Being



# INITIAL AND SUMMATIVE ELPAC SCORES

# Initial ELPAC

School Year	Number Tested	IFEP	Intermediate	Novice
2020-21	183 (124 Kinder)	32 (17.49%)	49 (26.78%)	102 (55.74%)
2019-20	244 (153 Kinder)	71 (29.10%)	56 (22.95%)	117 (47.95%)
2018-19	239 (120 Kinder)	73 (30.54%)	58 (24.27%)	108 (45.19%)



# Summative ELPAC

School Year	Number Tested	Level 4	Level 3	Level 2	Level 1
2020-21	1059	197 (18.6%)	430 (40.6%)	284 (26.82%)	148 (13.98%)
2019-20	Results not available due to the suspension of testing (COVID 19)				
2018-19	1280	341 (26.64%)	542 (42.34%)	274 (21.41%)	123 (9.61%)
2017-18	1305	521 (39.92%)	451 (34.56%)	207 (15.86%)	126 (9.66%)



# ANNUNAL SUMMATIVE ELPAC

FEBRUARY 1 - MAY 31

### During COVID (No State Testing)

Grade Level	FRA or Lexile for RFEP	
K	FRA 31-35	Level C Running Record
1	FRA 49-58	RI 190 +
2	FRA 75-82	RI 420 +
3	430	
4	640	
5	720	
6	830	
7	870	
8	890	
9	950	
10	990	
11	1085	
12	1085	

### State Testing Resumed

Grade Level	FRA or Lexile for RFEP	ELA CAASPP Scale Score
K	FRA 31-35	Level C Running Records*
1	FRA 49-58	RI 190+
2	FRA 75-82	RI 420+
3	430	2399
4	640	2444
5	720	2472
6	830	2494
7	870	2515
8	890	2527
9	950	Lexile only
10	990	Lexile only
11	1085	2538
12	1085	Lexile only

RECLASSIFICATION : THEN AND NOW

## English Learner Homework Support

Every site is offering support for their English Learners.

MS and HS have bussing available for eligible students.

# Classroom Supports for English Learner

- Integrated ELD
  - Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners (ELs) to learn the content and academic language used in each lesson. Learning Objectives for integrated ELD lessons come directly from the content standards of the lesson being taught, such as English Language Arts, Mathematics, History Social Science, and Science.
- Designated ELD
  - Designated ELD, on the other hand, is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker. In school settings, ELD instruction focuses on English Learners developing the language skills needed to learn content taught in English and to be able to express their content knowledge in English.

# Classroom Supports for English Learner

<b>Instructional Differences</b>	<b>Integrated ELD</b>	<b>Designated ELD</b>
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

# EL Teacher and Bilingual Aides: MS and HS

Bilingual Aides are supported through Title III

School	EL Teacher	Bilingual Aide
Dorothy McElhinney MS	Allison McCormick	Lilliana Orozco Klug
Shivela MS	Debbie Cortez	Jennifer Crespin
Thompson MS	Katie Kring	Sandra Fernandez
Warm Springs MS	Liz Hudson	Imelda Johnson
Murrieta Mesa HS	Andrea Sforzini	Maria Garcia
Murrieta Valley HS	Lorena Lailson	Vivian Vieta
Vista Murrieta HS	Greg Dowden	Esmeralda Vazquez
Murrieta Canyon	Nicholetta Perez	

# ELAC: English Learner Advisory

## Parent opportunities for involvement

- Each site holds ELAC meetings 4x/year.
- These meetings are site specific
- Parents are encouraged to attend and take on leadership roles.





Thank you so much for  
joining us tonight!

**You are a valued member  
of our community!**

**I am here to support you in  
anyway you need!**

- Jill Buschhausen
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- 951-696-1600 x:1007