

SVUSD DELAC

District English Language Advisory Council

November 12, 2020



Services for English Learners

Saddleback Valley
Unified School District





FIRST THINGS FIRST

Please write your name (or change your username) and your school in the chatbox). This will be our way of taking attendance.

1

After launching the Zoom meeting, click on the "Participants" icon at the bottom of the window.



2

In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.



3

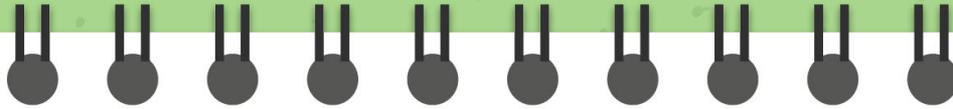
Type in the display name you'd like to appear in the meeting and click on "OK".



Services for
English Learners

AGENDA

- 1. Welcome / Meeting Called to Order**
- 2. Roll call of DELAC officers and staff**
- 3. Approval DELAC minutes**
- 4. Importance of Student Attendance, Dress Code & Phone Numbers**
 - a. How is this the same or different in virtual learning?
- 5. New Business**
 - Best Practices in Hybrid Instruction: tips and strategies
 - Small group discussion - how are you supporting your children in this setting?
 - Empathy Interviews for EL families
 - Ideas for Additional EL Support

A circular yellow icon containing a white clipboard with a black pen and a red checkmark, set against a blue background.

Poll
Click to answer!

Learning Space

- Find a space in your home that can be used every day for distance learning.
- If the space is shared, create a cardboard or cloth separation to minimize noise and distractions.
- Use Zoom background effectively
- Make sure the space includes essential learning materials. Ask teachers for help.
- Maintain school-appropriate dress code

Adapted from Stanford's [Supporting Distance Learning at Home Series](#)

Daily Schedule

- Understand what teachers expect from your child. Email, call, or text to clarify.
- Include breaks for snacks, physical activity, wiggles or stretches, and free choice time. Younger children will need more breaks.
- Encourage your child to decorate the schedule and post it in their space.

Predictable Routines

- Maintain regular school day schedule
- Review the daily schedule and make sure your child understands it (e.g., first you will..., then you can ...).
- Help your child build independence(e.g., learn to prepare their own snack, troubleshoot computer problems).
- Let your child know when and how they can ask for help.
- Keep regular sleep times.

Goals and Progress

- Together with your child, set behavioral expectations and review them daily.
- Set goals and timelines that your child can complete. It's about progress, not perfection.
- Teach your child to use a timer to stay focused for a period of time. Start small!
- Mark daily progress (even not-so-good days) with stickers, pennies, pebbles, etc.
- Use your child's favorite activities as rewards for showing effort and progress.

Managing Frustrations

- Use simple calming strategies: counting to 10, taking deep breaths, a short break.
- Help your child describe the problem and express their feelings (I feel ..., when ...).
- Together, come up with a potential solution and connect it to previously set expectations.
- Assume that everyone is trying their best.
- Be kind to yourself. Be patient with others.
- Ask teachers and others for help.

Closeness & Connection

- Create opportunities for your child to be helpful (e.g., household chores, cooking prep, read to siblings).
- Each day, try to connect with your child without any distractions. Highlight positive experiences. If you have time, do an activity together that the child selects.
- Create opportunities for your child to share their worries, and provide reassurance.

Empathy Interviews



- To connect with our EL parents
- To understand their experiences with distance learning
- To celebrate good experiences and to identify additional support

Empathy Interview Questions

What are some of the things that we would like to know about how parents and students are doing during distance learning, including mental, emotional, social and academic needs?

- How has the communication between your child/ren and teachers been during distance learning? Can you give me examples?
- How do you feel about your child's peer relationships in this time of physical and social distancing? What have you noticed that makes you feel that way?
- How has your child's social-emotional health been during distance learning in 2020? What have you noticed that makes you say that?
- How has your social-emotional health been during distance learning in 2020? Can you give me examples or explain why you think that?
- What are your thoughts on your child's academic progress during distance learning? What have you observed about your child's progress that makes you say that?
- Please tell me about an experience during these past 7 months that has made you and/or your child happy or brought you a feeling of accomplishment.

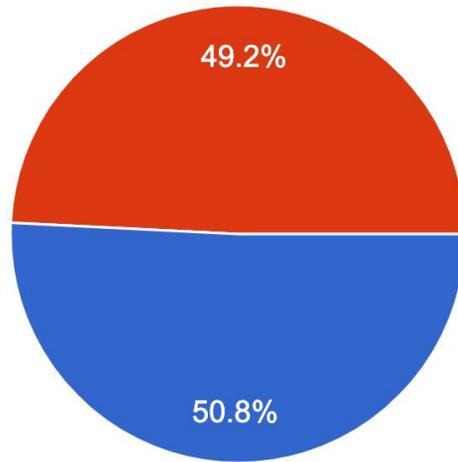
Preguntas de la entrevista de empatía

¿Cuáles son algunas de las cosas que nos gustaría saber con relación a cómo están los padres y estudiantes durante el aprendizaje a distancia incluyendo las necesidades mentales, emocionales, sociales y académicas?

- ¿Cómo ha sido la comunicación entre su hijo y sus profesores durante el aprendizaje a distancia? ¿Puede darme ejemplos?
- ¿Cómo se siente acerca de las relaciones de su hijo con sus compañeros en estos momento de distanciamiento físico y social? ¿Qué ha notado que lo hace sentir de esa forma?
- ¿Cómo ha sido la salud socioemocional de su hijo durante el aprendizaje a distancia en 2020? ¿Qué es lo que ha notado que le hace pensar eso?
- ¿Cómo ha sido su salud socioemocional durante el aprendizaje a distancia en 2020? ¿Puede darme ejemplos o explicar por qué piensa eso?
- ¿Cómo ve el progreso académico de su hijo a través del aprendizaje a distancia ¿Qué ha observado sobre el progreso de sus hijos que le hace decir eso?
- Por favor, cuénteme acerca de una experiencia durante estos últimos 7 meses que le haya hecho feliz a usted y / o a su hijo o les haya traído un sentimiento de logro.

Is your child in hybrid or distance learning? ¿Está tu hijo en el aprendizaje híbrido o a distancia?

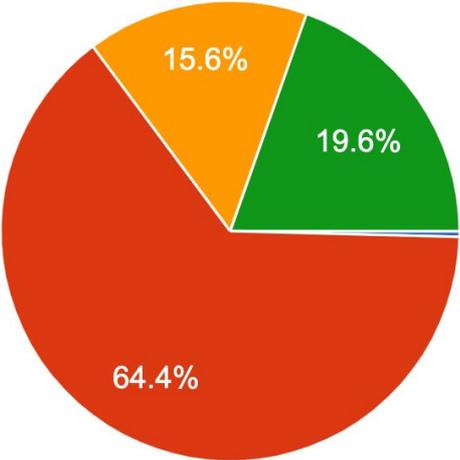
254 responses



- Hybrid/Híbrido
- Distance/a Distancia

Is your child in pre-school, elementary, intermediate or high school? ¿Está su hijo en una escuela preescolar, primaria, intermedia or secundaria?

250 responses

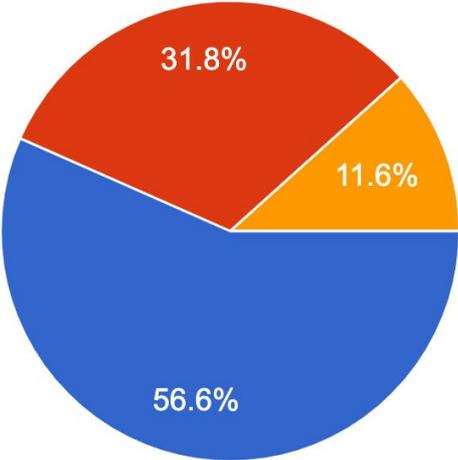


- Preschool/Preescolar
- Elementary/Primaria
- Intermediate/Intermedia
- High School/Secundaria

How has the communication between your child/ren and teachers been during distance learning?

¿Cómo ha sido la comunicación entre su hijo y sus profesores durante el aprendizaje a distancia?

258 responses



- Very Good/Muy bien
- Okay/Regular
- Not Good/Mal o No Muy Bien

How has the communication between your child/ren and teachers been during distance learning?

¿Cómo ha sido la comunicación entre su hijo y sus profesores durante el aprendizaje a distancia?

What helped?

- Class Dojo (English/Spanish), Bloomz, texts;
- BPA/CLs
- teachers who allow time questions and homework help during zoom; returning to school.

What didn't?

- Too many emails (too long)
- some teachers don't allow enough time for questions during zoom class;
- students are too shy/scared to ask for help.
- Having cameras on--as well as more regular checking in from teachers--would help to keep students engaged.
- @7-12, communication is more uneven. Some students are not communicating with teachers during or outside of class; some teachers are not answering emails from students;
- (weak) internet connections are still a problem; students need language support in content-area classes both to learn content and to communicate with teachers;
- would also like time for students to connect with teacher and each other online.

Communication Quotes

-“My student is very shy, doesn’t ask questions when the discussion is not clear. Refuses to ask teacher.”

+“La maestra está muy pendiente de mi niña. La comunicación es fluida. Cuando le pregunto algo por correo electrónico, contesta rápido y no demora.”

-“They don’t know English yet, so they don’t know a lot of times what the teacher wants to tell them.”

+“I have constant contact with my children’s teachers through Bloomz or Class Dojo.”

+“Era difícil entender y manejar el chromebook para comunicarme con la maestra. En la oficina, me ayudaron mucho...”

-“Mi niña no puede acercarse a la maestra cuando tiene una pregunta de tarea, me pregunta a mí.”

+“Communication between student, teacher, and instructional assistant has been great. IA is always....answering questions the students have.”

-“Mi hijo se comunica con los maestros pero deseo que les den más atención porque mi hijo se conecta pero apaga la cámara y micrófono y se duerme.”

How do you feel about your child's peer relationships in this time of physical and social distancing?

¿Cómo se siente acerca de las relaciones de su hijo con sus compañeros en estos momento de distanciamiento físico y social?

- Responses are about half and half here as many of those marked “okay/regular” state that the child is not in contact with friends. However, in those cases, there doesn't seem to be great concern on the part of the parents.
- For many families who reported their children were doing well, their children tended to have siblings, cousins or neighbors to interact with.
- Some children attend the B's & G's Club.
- For some students and parents, being in DL has been a relief, either because of bullying at school or because of friends who were a bad influence.
- Parents also state that it is very helpful when teachers allow time during their Zoom classes community building.
- Coming back to school, even part time, has also been helpful.

Peer Relationship Quotes

+“The teacher lets the kids chat on Zoom for a bit to interact virtually....I really like it when she does this.”

-“Están más callados y participan menos en las clases. Tienen pena de estar en las video llamadas.”

+“Me decían que extrañaban a sus compañeritos, pero pronto encontraron la forma de interactuar con ellos en Facetime.” (otros dicen llamadas de video o teléfono, otros medios de comunicación social)

+“...mis hijas están en el modelo híbrido, pero les ha tocado una clase donde no están sus amigas, pero lo positivo es que interactúan con otros nuevos alumnos y pueden desarrollar nuevas relaciones.”

-“It’s difficult to have relationships through a computer screen.”

+“Me siento contento porque mi hijo no tiene que convivir con amigos que lo metan en problemas.”

-“Mi estudiante está deprimida.” (“Ansioso, triste, solito, aburrido” son otras palabras que se ven.)

“Que se apoyaba en sus amistades. Ahora tiene que hacerlo todo sola.”

How has your child's social-emotional health been during distance learning in 2020?

¿Cómo ha sido la salud socioemocional de su hijo durante el aprendizaje a distancia en 2020?

- In many families, there has been an improvement in the children's social-emotional health both because of hybrid learning and because they are adapting to the situation.
- Some students prefer DL because they can still interact with friends but enjoy being at home.
- Still, there are reports of feelings of anxiety, frustration, sadness and stress, especially in relation to their academic work and ability to participate in classes.
- In some cases, students have become more rebellious, in others, more withdrawn.
- In many homes where the students seem to be adapting and even thriving, **communication with parents, routines, and physical activity** are all named as positive contributing factors.

Students' Social-Emotional Health Quotes

+“Lo saco a caminar para que se relaje durante la tarde, un rato a jugar a la pelota; por eso, se mantiene tranquilo.”

-“My son is rebellious and anxious; he doesn't want to go out, he just wants to play video games. He misses playing soccer because it helps him feel better.”

-“My son gets frustrated when he doesn't understand. He gets tired on the computer. I wish you offered more paper packets.”

-“He notado que cuando estaba en casa, estaba muy enojado, no quería hacer sus trabajos y siempre se quejaba de sentirse enfermo.”

+“Our daughter has been taking it well; we had a conversation with her and explained to her how things were to be for a while, and that really helped her out.”

+“Al principio, fue muy difícil. Pero ahora con el sistema híbrido, mi hija está contenta aunque sean 2 horas.”

How has your social-emotional health been during distance learning in 2020?

¿Cómo ha sido su salud socioemocional durante el aprendizaje a distancia en 2020?

- Many parents have been stressed by the new responsibilities involved in helping their children during DL.
- Some of their main concerns include unfamiliarity with the academic content, the resistance of their children to attend class and complete work, and the challenge of using technology.
- In addition, because of the pandemic, parents have struggled with the loss of jobs, illness, and fear.
- Parents report feeling worried, frustrated, exhausted, and anxious.
- Some parents expressed frustration with their own English skills which complicated their efforts to support their children.
- On the other hand, many parents reported feeling calmer and happy to have their children at home, both because they felt safer and also because this time has brought them closer as a family.
- Some parents even enjoyed getting more involved in their children's learning.
- Practicing routines and getting exercise were often listed as keys to feeling better.

Parents' Social-Emotional Health Quotes

-”Me estreso demasiado por el inglés, y no la puedo ayudar tanto como cuando ella está en la escuela.”

+”Experimentamos cosas nuevas en casa, como jugar en familia y cenar juntos. Creo que nos hemos unido más como familia.”

-”I feel frustrated. I’m not prepared to help him with certain subjects, like math. I feel frustrated...”

+”It’s difficult for parents working from home. We juggle, and it’s a tag team. You need a support system....we take it day by day.....It’s also a growth opportunity.”

-+”Me siento triste y a veces frustrada, pero le echo ganas y buen actitud.”

-”It’s a lot of stress for a mother to also be a teacher.”

+”A mi también me causaba estrés ver a mi hija tan frustrada por no poderse conectar, pero con la ayuda de la escuela lo logramos y ahora es más divertido aprender.”

What are your thoughts on your child's academic progress during distance learning?

¿Cómo ve el progreso académico de su hijo a través del aprendizaje a distancia?

- Many parents recognize that their children are trying but just don't have the tools (language, strong internet, technology skills, content-area knowledge, etc).
- Others say that their students are just not engaged, especially at the secondary level.
- Parents of secondary students worry because their children are not attending or not engaging in classes and many commented on the number of missing assignments that their students have.
- The general consensus is that DL is more challenging, especially because there is less instruction time and fewer opportunities to interact with teachers one-to-one.
- Parents believe that their children are learning more in the hybrid model.
- There appears to be some confusion over whether or not EL students are missing regular class time for d-ELD.

Child's Academic Progress Quotes

-“El aprendizaje es muy lento y no saben el idioma...están avanzando pero lentamente.”

+“He enjoys school more because he does it from home. His grades are good, and he doesn't make excuses to miss school anymore.”

+“My children did their work during DL, but they are doing much better on hybrid. It's so much better for them.”

-“I think it's not enough. They can't learn as much as they can at school. He can't focus; he gets tired.”

-“His grades are low...we have...issues with our home internet...my child has not been able to connect...submits his assignments but the teacher keeps telling him that he did not turn them in.”

+“Ahora no falta a ninguna clase y disfruta haciendo sus tareas.”

Please tell me about an experience during these past 7 months that has made you and/or your child happy or brought you a feeling of accomplishment.

Por favor, cuénteme acerca de una experiencia durante estos últimos 7 meses que le haya hecho feliz a usted y / o a su hijo o les haya traído un sentimiento de logro.

- Many parents expressed pride at how well their children have handled this situation and have become independent and persistent in their learning.
- Parents also talked about how everyone in the family has become more proficient in managing computers and the various learning platforms and apps that teachers are using.
- Many parents talked about the benefits of spending more time with their children and learning more about each other.
- Both students and parents have become more resourceful and resilient.
- Many comments mentioned how grateful parents are for what teachers, parent advocates/community liaisons, and admin have done for them.
- For many students, just being able to go back to school was the highlight of the last 8 months!

A Positive Experience Quotes

“When I talked to the teacher with the help of the BPA, it made a big difference in his work. I understood what he needed to do and how the class works online. Now I can help!”

“I am now taking English lessons thanks to Carmen’s referral to Saddleback Peace Center!”

“Ver a mi hijo participar sin miedo.”

“Mi hijo me compró una cadenita con un corazón; me dijo que yo juego mucho con ellos. Este gesto me hizo muy feliz.”

“Before, my kids didn’t want to come to school; now they do. They want the day to be longer.”

“Mi niña aprendió a leer en inglés!”

“Ya están entendiendo que si no le echan ganas ellos, no tendrán éxito en su futuro.”

“Antes de la pandemia, mi hijo salía de casa sin permiso y no llegaba por días. Ya no. No se la pasa encerrado en su cuarto. Cena con nosotros y eso nos hace feliz.”