

Davis Joint Unified School District

DELAC

District English Learners Advisory Committee

Date:	Time:	# of Parents:
April 23, 2019	6:00 p.m. – 7:30 p.m.	

APPROVED AGENDA	
1	Welcome and Introductions
2	Approval of Agenda
3	Timeline for EL Master Plan
4	TOSA (Teacher on Special Assignment)
5	Reports from CABE
6	Budget
7	CAASPP 2018 Math

AGENDA ITEM DISCUSSIONS & ACTIONS		Presented by:
1	Welcome and Introductions	Agustin Antunez
2	Approval of Agenda <ul style="list-style-type: none">• Melissa: Interested in discussing parent engagement for EL parents, time permitting• Minutes from last meeting will be approved at May 21 regular meeting	Agustin Antunez
3	District Presentation on TOSA, Timeline for EL Master Plan, Reports from	Ricardo Perez,

CABE, Budget

- EL Program and Migrant Learning Program has expanded its responsibilities since Ricardo was hired
- In 2017-18, added responsibilities included: World Languages, Immersion Programs, Titles I, II, III, IV, and VI (supporting Native American students), EL Master Plan and Spanish Immersion Master Plan
- Parent question (Oscar): How much money does DJUSD receive from these titles? Answer: ~\$770K from Title I, ~\$99K from Title III (supporting ELs and immigrants); LCFF funding for unduplicated students is ~\$3.5 million
- There has been a need for additional support for the program in the following areas:
 - ELs: Secondary support
 - Migrant students: Development of Individual Learning Plans for all students (~48 students)
 - Immersion: Articulation for heritage learners
 - World Languages: World Language Task Force, SEAL of Biliteracy
 - Titles: Support for Native American students
- Parent question (Agustin): How many migrant students are there? Answer: 48.
- Parent question (Oscar): Do you anticipate receiving additional migrant funding? Answer: This year Butte County Office of Ed offered ~50% less than last year (\$30K vs. \$58K), with an offer of additional \$7K if we offered a preschool program (when the Davis Migrant Camp already offers preschool); would not have been sufficient to run a migrant summer program given high transportation costs; Ricardo negotiated to receive \$60K this year
- Parent question (Melissa): Do our migrant students have access to higher education opportunities? Answer: Yes, they can enroll in college prep programs.
- Community member question (Maria): With regards to secondary support for ELs, how much focus is on the junior highs? Concerns about getting updated materials for English learners. Answer: Current focus has been on high school, will broaden to junior highs. The district continues to purchase supplemental materials for secondary EL, but there is not a current district ELA adoption at secondary that includes ELD materials (adoptions are normally on a seven-year cycle).
- Parent question (Melissa): We know that ELs make use of the Academic Support Center at DSHS. Will this year's LCAP increase funding to allow for more consistent staff at the center? Answer: Have not seen any proposed cuts or increases to that funding.
- Parent question (Agustin): Where are the ELs at secondary? Answer: Vast majority are at DSHS (~85 students).
- Parent/community question (Maria and Melissa): Have there been reductions in the physical space of the Academic Support Center? Answer: Will report back at next meeting.

Chelsea Le

- Expansion of immersion program
 - Now have course sequences at Harper for immersion students from Montgomery, as well as for heritage speakers
 - Can help close achievement gap by developing students' L1
- World Language Task Force
 - Completed 8-10 months of work (group comprised of 10-20 community members)
- Seal of Biliteracy
 - Just completed two days of testing of ~150 students
- Parent question (Agustin): Does the department need additional staff? Answer: This year the 1.0 TOSA position was only filled at .6 FTE; next year will be adding an EL specialist on assignment the district office two days per week (.4 FTE) to fill the complete 1.0 FTE
- Parent comment (Melissa): Interested in investing in staff who are interacting with students directly. Response: While Ricardo, Maria, and Chelsea do have direct student interaction, will also look into staffing at the Academic Support Center
- Parent question (Melissa): Who will do recruitment to Native families for Title VI? Answer: Kate Snow and Ricardo will reach out to community members and local tribes.
 - Parent comment (Lupita): Department of Ed has helpful webinars on Title VI; 506 forms are due in November and we don't want to miss that deadline; you are only required to engage local tribes if you have students who are members of that tribe. Response: Want as much mutual engagement as possible.
- Parent question (Melissa): Why isn't Kate Snow meeting with Native groups currently? Answer: We are doing background work to educate ourselves on Title VI, and then would like to form a district group which could include members of the currently existing Native Family Alliance
 - Parent comment (Lupita): Any district group that is formed should not allow community members who do not have students in the district to join
- Role of TOSA
 - Needed to update reclassification forms and parent communication
 - Coordinated responses to state survey about how increased number of IFEP students this year is affecting funding/services
 - Helping with testing for ELPAC and State Seal of Biliteracy
 - Developing Individual Learning Plans for migrant students that will be meaningful and useful for teachers and students
 - Articulation of programs through master plans
 - Coordinating collaboration between specialists and departments
 - In response to parent feedback, developing professional learning plan to roll out next year

	<ul style="list-style-type: none"> ● Master Plan Timeline <ul style="list-style-type: none"> ○ Sept. 2018 to Dec. 2018: District updates and needs assessment ○ Oct. 2018 to March 2019: Program planning ○ Sept. 2018 to June 2019: Collaboration with colleagues ○ January 2019 to June 2019: Stakeholders discuss vision, goals, mission (site needs assessments, DELAC priorities shared at Jan. 21 meeting, summer meetings with specialists) ○ September to June: Research ○ April to November: Drafting ○ November to January 2020: Review and approval ○ Continues to be a living document ● Master Plan Priorities <ul style="list-style-type: none"> ○ Strengths-based learning; pride in heritage, languages, and cultures ○ Close achievement/opportunity gaps ● DELAC Needs and Goals <ul style="list-style-type: none"> ○ Current: build capacity in current programs (professional learning, access and pathways, MTSS and interventions) ○ Future conversations: develop new programs (ethnic studies, math labs for ELs, after-school programs, computer programming) ● Community member question (Maria): Is integrated ELD currently being delivered? Answer: Teachers have the curriculum, but can't say that it's happening effectively in every classroom. MTSS next year will work on making integrated ELD part of best practices for all teachers. District has helped teachers receive or update GLAD training, which addresses integrated ELD. ● Parent comment (Melissa): Would like to add a goal around parent empowerment. Thinking about CAFE and other programs, early morning reader groups, more communication to parents about what topics are being covered in class and what they need to be supporting at home. ● Parent comment (Wihinapa): District might look to other community groups (e.g., AFL-CIO) that can supplement funds. ● Parent question (Oscar): Will there be an expansion of SEAL at other elementary sites? Answer: Pushing for it, with immersion sites like Chavez as a priority 	
4	<p>CAASPP 2018 Math</p> <ul style="list-style-type: none"> ● Looking at current data from the CA Dashboard for math <ul style="list-style-type: none"> ○ DJUSD All Students category: Green, 33.9 points above standard, increased 3.2 points, represents 3881 students ○ DJUSD English Learner category: Green, 19.8 points below standard, increased 10.4 points, represents 578 students ● Students are tested in concepts and procedures, problem solving/modeling and data analysis, and communicating reasoning ● Want to push back on the idea that green means we're all doing well and our work is done 	Agustin Antunez

- English learners are far less likely to be meeting or exceeding standards
 - 38% of ELs exceeded/met standards last year, compared to 68% of EOs
 - Some growth in 2018
 - Data presented tonight does not include RFEP students
- Around 250-300 ELs every year are not meeting standards (includes students in 3rd-8th and 11th grades) -- 75% of the ELs being tested are at the elementary schools (most of them at MME, ~100 students), therefore advocating focus on early intervention
- Want to analyze why there was a ~10% increase in EL students meeting/exceeding standards happened last year (does it reflect student growth or a different group of students being tested because of RFEP exits)
- Comparing data by site, want to also analyze parent education level and socioeconomic status
- Dashboard has limitations: use of mean average does not always capture where students are concentrated, and the exit of RFEP students would affect the mean for remaining ELs; need to know if students are grouped near the average or if we have a wide range of student needs
- Recommendations: EL math teachers/paraeducators; PD related to teaching math to ELs; math intervention support for ELs; collaboration between EL specialists and math teachers/gen ed teachers
- Concern that at some sites students are pulled out for ELD during math time
 - Teacher question (Tarri): When would it be preferable to pull the students out?
 - Parent response (Oscar): Research from Collier and Thomas indicates that pull-out is the least preferred practice, and can actually be detrimental -- EL pull-out is worse than doing nothing
- Parent comment (Wihinapa): Could we explore using college tutors to support students in math? Community member response (Maria): It is most important to have collaboration between teachers and EL staff to support EL students; need to make sure that we're not counting on college students to provide primary instruction
- Parent comment (Agustin): We need a better system for the community to monitor the work that we are doing and better understand the metrics so that we know which students need our support
- Teacher comment (Chelsea): State is recommending using the "Ever EL" category (which includes RFEP students), not just ELs, when looking at data
 - Parent comment (Oscar): Goal of the presentation was not trying to evaluate EL program, just trying to identify which EL students need additional support
- Parent comment (Melissa): Appreciate the concern about math, as well as a focus on culture/heritage; CSU is currently considering requiring a fourth year of math and therefore cutting humanities (including ethnic studies); concerns is

	<p>that that decision will trickle down in a detrimental way; high school ethnic studies curriculum is being finalized for 2020 (up and running in WJUSD); ethnic studies serves ELs; high school ethnic studies courses in math are being written</p> <ul style="list-style-type: none"> ○ Parent comment (Lupita): It's important to combine language with culture, not teach language in isolation 	
5	<p>Announcements</p> <ul style="list-style-type: none"> ● Tabling discussion of CAFE and budget for our May 21st meeting ● Parents are encouraged to look at the LCAP draft when it is published in early May and analyze its supports for ELs ● Meeting adjourned ~7:50 p.m. 	Agustin Antunez, Ricardo Perez

PARENT / ATTENDEE INPUT/COMMENTS/QUESTIONS:

Embedded within minutes

LEGAL REQUIREMENTS: (Subjects to be covered during the year)

DELAC Committee Roles & Responsibilities	Nov 13	English Learners Program, Waivers & Resources	Nov 13
Importance of Attendance	Jan 15	EL Master Plan	May 21
Annual Language Census	May 21	English Learners' School Needs Assessment	May 21

ATTENDANCE:

NAME:	SCHOOL:	PARENT:	STAFF:
See attached sign in			

OPEN, Vice Chair			
OPEN, Secretary			
OPEN, Co-Secretary			
<i>Sign-In Sheet Available Upon Request.</i>			