

Davis Joint Unified School District

DELAC

District English Learners Advisory Committee

Date:	Time:	# of Parents:
May 21, 2019	6:00 p.m. – 7:30 p.m.	11

APPROVED AGENDA	
1	Welcome and Introductions
2	Approval of the Agenda and Minutes
3	Old Business: Budget Report
4	ELAC Site Reports
5	Reclassification 2019
6	State Seal of Biliteracy
7	Migrant Education
8	Excellence in Education Award
9	DELAC Bylaws Update
10	Funding/Local Control Accountability Plan (LCAP)
11	EL Master Plan Parent Input

AGENDA ITEM DISCUSSIONS & ACTIONS

Presented by:

1	<p>Welcome and Introductions:</p> <ul style="list-style-type: none"> Went around the room to introduce each other 	Ricardo Perez
2	<p>Approval of Minutes and Agenda</p> <ul style="list-style-type: none"> Agenda: Motion to move Consolidated Application from “Funding” to “Old Business” Section of agenda -- approved Maddy moves to approve minutes from March 19, 2019 meeting. Arlene seconds. No discussion. Minutes approved. Tarri motioned to approved the minutes from the April 23, 2019 meeting. Maddy seconds. No discussion. Minutes approved. Back to the agenda: Do we want to add public comment? Discussion: What would be the purpose? If it has to do with a item on the agenda, public comment is embedded within that. People have been able to add to agenda items when we approve agenda. Like the idea to add public comment at beginning for people who might have to leave meeting early. Want to keep the meeting a collaborative time when we can get work done. 	Agustin Antunez, DELAC Chairperson
3	<p>Old Business: Budget Report</p> <ul style="list-style-type: none"> Budget expenditures: 2018-2019 budget (powerpoint slide) <p>Total LCAP supporting EL students LCFF \$44,500 Supplemental \$1,486,085 Other \$65,7000 LCFF and Supplemental are supplemental to funds from the general funds</p> <p>Federal Funding: Title 3 (EL) \$107,461 Title 3 Immigrant \$43,864 Title 1 \$505,739 (directly to schools for students not meeting academic standards) Some sites are Title 1 school-wide, based on poverty rate that school has, meaning that any student at the school can benefit from Title 1 funding, while some are targeted, meaning only certain students can be served with those funds.</p> <p>These funds have paid for: EL specialists and coordinators, EL paraeducators reading specialists, support classes, DSHS Academic Center coordinator DSHS UCD tutors, summer school, DELAC & ELAC, EL admin, professional learning</p> <p>Unduplicated students might be in more than one category but we are only receiving funding for them once</p> <p>Federal Funding Sources Title 1: Academic Achievement (Goal: Closing the Achievement Gap) Title 2: Professional Learning (Goal: Professional Learning)</p>	Ricardo Perez

	<p>Title 3: English Learner and Immigrant (Goal: Closing the Achievement Gap) Title 4: Student Supports (Goal: Student Support and Academic Enrichment)</p> <p>Question: How often do you get funds? Answer: 27 months to spend the award, with different percentages that you can carry over; report to the state at 12, 18, and 27 months.</p> <p>Question: How does the professional learning money work? Who gets it? Who decides what it gets spent on? Answer: District makes some decisions, sites can apply for money if the professional learning aligns with district goals</p> <p>Question: Do funds carry over? Answer: Yes, as long as it is within the 27 month period. Constantly looking at multiple years.</p> <p>Question: Does it go back to the federal government if we don't spend it? Answer: Yes. We never want to have to give money back.</p> <p>Last year was the first year the district applied for Title 4 funds, which DJUSD received. Using for Spanish Immersion program at Harper for our heritage speakers, school conditions for learning (MTSS), technology for digital literacy.</p> <p>Question: Do you have to be an EL or unduplicated student to qualify for Title 4 funds? Anwer: No. Have to be a struggling student.</p> <p>Currently Ricardo is working on Application for Categorical Programs (informing the federal government which funds DJUSD intends to apply for).</p> <p>Question: Do we have an estimate of what the district will get forLCAP? Answer: No, only very rough projections from the state currently. Will receive further estimates in July, but won't be finalized until until November. We normally tell schools to budget with a 10% reduction. Principals are told to lay off ("pink slip") staff who are being paid with Title 1 funds, since it is "soft money." Pot of money depends on how many districts apply for it.</p>	
4	<p>ELAC Site Reports</p> <p>Chavez: Building a good community within EL families, finished testing, continuing to teach groups, switch to block scheduling by grade level next year in an attempt to better support ELs, 8 students are reclassified</p> <p>Patwin: Held last ELAC meeting, honored reclassified students</p> <p>Harper: Just finished ELPAC testing, reclassified 11 students, held last ELAC meeting. Sat with families and discussed what is going well and what will be better for students. Working to build Master Plan and support ELs within the general education/core classes. STEEL teachers been working on building reading fluency and making good gains with LTELs. Migrant students returned in April, and more</p>	<p>Agustin Antunez, DELAC Chairperson</p>

	<p>migrant families stayed year-round this year. Chelsea noted that she was able to go see Katie's students present their "Freshman Showcase."</p> <p>Willett: Held last ELAC meeting, honored students at reclassification ceremony. Done with ELPAC. Whitney and the Willett paraeducator went to GLAD training this year and now staff is interested in having that support in the classroom. Surveyed teachers to see what teachers want as far as ELD support next year</p> <p>Korematsu: Had last ELAC before Open House, which worked well and got families to stay for Open House. Finished ELPAC last week. After receiving GLAD training this year, working with teachers to support with GLAD in classrooms. Held reclassification ceremony at school for 14 students.</p> <p>Montgomery: Reclassified 15 students. Looking forward to SEAL opening up to 4-6th. At Bridge Tostada Dinner, Mariachi Puente honored seniors in the mariachi group graduating from DSHS and going onto university next year: Sachiel Chavez and Carla Campos.</p>	
5	<p>Reclassification Ceremony 2019 117 students were reclassified district-wide. Ceremony was very well attended, superintendent handed out medals.</p>	Ricardo Perez
6	<p>State Seal of Biliteracy 170 students received State Seal of Biliteracy (compared to 235 last year). Every student who received SSB will get a cord to wear at graduation.</p> <p>An oral proficiency exam was added and many students didn't want to take it because they had been out of the language classroom for too long.</p> <p>Question: Do we know the number of students that didn't pass the oral proficiency exam? Answer: Don't have that broken down yet, but some students didn't pass. Most had taken the language class earlier in secondary.</p> <p>Question: How many ELs received the SSB? Answer: 14 reclassified students received SSB. Main barrier is scores on 11th grade CAASPP. Many ELs are not being encouraged to take Spanish at secondary, even those in an immersion program in elementary. Hoping to see that change with Heritage Language Class.</p> <p>Question: Are requirements for SSB set by state? Answer: Yes.</p>	Ricardo Perez
7	<p>Migrant Ed Summer program will serve about 40 students Only awarded \$30K from state when running the summer program costs us \$60K, but Ricardo worked to get full funding back. Question: Where and when is migrant ed this summer? Answer: At Montgomery, K-6, June 19-July 19.</p>	Ricardo Perez

8	<p>Excellence in Education Award Received award from Yolo County School Board Association for our EL program services. Thanks to collaborative work of our community.</p>	Ricardo Perez
9	<p>Bylaws Update Discuss later because of time constraints. Chelsea: motion to switch order of agenda and wait on bylaw update if we have time at end of meeting. Arlene second. Motion Approved</p>	Agustin Antunez
10	<p>Funding/LCAP Review Reviewed slides from last DELAC meeting. Reviewed State priorities and how our DJUSD goals align: student outcomes (aligns with closing the achievement gap), conditions of learning (aligns with 21st century learning), engagement (aligns with safe and inclusive environment)</p> <p>Annual Update:</p> <ul style="list-style-type: none"> ○ Greatest progress: ELA/math gains, decline in suspension rates ○ Greatest need: English learners in ELA/math and a-g requirements ○ Performance gaps: Latino students and other unduplicated groups <p>Comment from Rody Boonchouy: changing our DJUSD goal from “close the achievement gap” to “close the <i>opportunity</i> and achievement gap.” Signals our moral and professional commitment as a district.</p> <p>Question: Will that include scholarships for activities like robotics? Answer: This year robotics was included for unduplicated students; shouldn’t be any cost for students.</p> <p>DJUSD Review and Planning</p> <ol style="list-style-type: none"> 1) What did we hear from community outreach? 2) How do our actions and services align to community needs? <p>19-20 Priority Areas</p> <ul style="list-style-type: none"> ● Equity and innovation ● Graduate profile instructional supports ● Increased capacity for first/best instruction (core curriculum) ● Multi-Tiered Systems of Support (MTSS) to address student needs <p>Low Performing Student Block Grant</p> <ul style="list-style-type: none"> ● Approved by board Feb 7, 2019, embedded in LCAP (\$350,000) ● Will be used for: <ul style="list-style-type: none"> -- Training secondary teachers in literacy -- MTSS Staff Retreat (every site) -- MTSS Coordination Support 	Ricardo Perez

Discussion: What is the difference between core instruction and intervention in literacy, and do teachers understand it? MTSS seeks to address improve first/best instruction (Tier I). Teachers (especially secondary teachers in non-ELA content areas) need trainings and supports to provide access to curriculum at all language levels (integrated ELD).

Katie makes a motion to extend meeting by 10 minutes. Arlene seconds.

2019-2020 Possibilities

- Increasing FTE for EL Specialists
- EL Coach at secondary to support content area teachers (separate from TOSA, especially meeting needs of LTELs and secondary newcomers)

Question: Where do ELs fall under in the LCAP priority areas? Answer: Equity.

Question: What does “consolidate professional development activities” mean?

Answer: In past, sites could make requests for grants, now district is giving guidelines about which grants they will support. Trying to make LCAP more understandable and coherent by grouping items instead of having lots of line items.

Comment: Would like to see trainings on bullying, cultural sensitivity, and implicit bias for all teachers and staff. Response: Many of the cultural sensitivity issues will be embedded into the MTSS model. Putting more money towards building a system for how we address students needs, not just throwing money at different programs. Hear the community concerns around these issues, and DJUSD priorities are aligned with addressing them. Trying to develop a system that addresses concerns in a lasting and sustainable way.

Comment: Request to see in writing how/where the district is addressing cultural insensitivity and bullying. Generational problem in this district. Response: Biggest move last year was to invest in full-time counseling; seeing significant positive impact of that.

Comment: Concerned that not all teachers and staff will get trained and that district will follow a model where one person is sent to a training and then come back and train the rest of their staff. Want all teachers and staff be trained. Response: MTSS model is to have all-staff trainings.

Want to add cultural sensitivity training to agenda for next DELAC meeting.

LCAP Changes for 2019-20

- Want a ratio of .2 EL specialist FTE for every 30 students
- Question: Does that include the RFEP students? Answer: Unclear, aware that

	<p>responsibility for following and supporting Reclassified students has increased.</p> <ul style="list-style-type: none"> ● Paraeducator EL support at secondary ● Funding to research ethnic studies in 19-20 ● Intervention specialist to support homeless students ● Increase funds to provide basic needs resources for students in poverty <p>Question: Are Title 6 funds included? Answer: No, but currently working with local tribes to explore application and formalize district-tribe partnership. Title 6 funds are federal dollars to support Native American students within our district.</p>	
11	<p>EL Master Plan Parent Input</p> <p>Important that Master Plan has input from parents; will touch base at every DELAC meeting. Staff starting to work on Master Plan in summer, will bring back info in fall to DELAC.</p> <p>Outline Draft</p> <p>Big picture: mission, goals</p> <p>Local needs: understand who our ELs are</p> <p>Asset-based approach: valuing families and the assets that they bring</p> <p>Process: who we serve, placement, how student progress is monitored</p> <p>Process of language acquisition, how teachers support</p> <p>Organization and system</p> <p>Asking for parent input for specific ideas for master plan to capture what is important to you as parents.</p> <p>Comment: Would like to see a master plan organized around CA EL Roadmap principles.</p> <p>Comment: New community group CIDS (Creative and Inclusive Davis Schools) is asking for ethnic students, specifically for EL students, and professional development for ethnic studies. Have a proposed budget.</p> <p>Comment: Want professional development about bullying, cultural sensitivity, and implicit bias included in master plan. Students are being bullied throughout district because of their race (and have been for decades) and we must have have this issue addressed. Would like PD, ethnic studies, and Title VI on next DELAC agenda.</p> <p>Comment: MTSS is about building coherence across the district and building a system that can address those concerns. We need to remember that the purpose of this group is to address needs of all ELs, not just one school.</p> <p>Comment: Important to discuss how our ELs (especially LTELs) are often working through trauma and how we can support them (mental health services).</p>	Chelsea Le

12	LCAP Document <ul style="list-style-type: none"> • Summary document that breaks down the EL pieces of the LCAP • Can we work with district beyond what we're doing now, using the resources we have in the community (e.g., UCD students available as interns at different sites)? Look beyond language proficiency; would like a metric for EL in mathematics. • Next year would like subcommittees to better discuss topics like budget, outreach, program evaluation. Reach out at sites for more involvement. 	Agustin Antunez
7	Announcements <ul style="list-style-type: none"> • 7:50 meeting adjourned • Meeting dates for next year <ul style="list-style-type: none"> ○ Oct. 22 ○ Nov 19 ○ Jan 14 ○ March 17 ○ May 19 	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>			