

DELAC

District English Learners Advisory Committee

Date:	Time:	# of Parents:
January 15, 2018	6:00 p.m. – 7:30 p.m.	8

APPROVED AGENDA	
1	Welcome and Introductions
2	Approval of the Agenda and Minutes
3	ELAC Site Reports
4	State Seal of Biliteracy Pathway
5	ELPAC Update
6	Importance of Attendance
7	LCAP
8	CA School Dashboard

AGENDA ITEM DISCUSSIONS & ACTIONS		Presented by:
1	<p>Welcome and Introductions:</p> <ul style="list-style-type: none"> • Everyone introduce themselves • In attendance: 8 parents, 11 staff members, 2 community members (UC Davis) 	Ricardo Perez

2	<p>Approval of Agenda and the Minutes:</p> <ul style="list-style-type: none"> Item 6 (demographic information) not included in this month's meeting. Will bring to March meeting Katie moves to approve minutes, Arlene seconds. No discussion. Minutes approved. 	Agustin Antunez, DELAC Chairperson
3	<p>ELAC Site Reports</p> <ul style="list-style-type: none"> Arlene (Patwin): Nothing to report from Patwin, but coming in the spring will be a EL Parent Community Group at International House. Will bring more information as it develops. Katie (Harper): Time of year while many students are leaving and returning to home countries and new students are arriving. Lots of initial ELPACs! Next month, author talk at Mondavi Center by Erin Entrada Kelly; STEEL students and ELD class will be reading the book and doing a field trip to the Mondavi Center. Kellie (DSHS): DSHS EL Student event with music and tacos for students. Parents came later for ELAC and tours of school. After that, all went to a basketball game. Completing accreditation report that involves ELs -- discussing STEEL class to make it an A-G requirement class. Will be re-writing DSHS courses Maddy (Montgomery): Author family event successful, Words Their Way adopted for whole school, have pieces to accommodate ELs. Whitney (Willett): ELAC meeting at Willett tomorrow night. Tarri (Korematsu): Academic Conferences just ended, next ELAC is 2/12, Fred T. Korematsu's 100th birthday coming up and will include "Taste of Korematsu," a family potluck night where all families bring food from their culture. Agustin (Chavez): Concerns over students not receiving ELD services, hoping to get a parent Intercambio program in place Angie (Chavez): EL specialist is part of the team that is getting PBIS established at Chavez 	Ricardo Perez
4	<p>State Seal of Biliteracy</p> <ul style="list-style-type: none"> Finalizing the identification of high school seniors who will be awarded this gold seal on their diploma Will probably have about 200 students Question from Kellie: Cords are \$10, can we give students cords for graduating seniors who achieve the state seal? Yes! Going to give cords. Suggestion from Katie: Could the district provide a script for counselors as they are meeting with students new to the district to make sure they know about the process of getting the seal? Parent question: What about languages that aren't represented through AP 	Ricardo Perez

	classes? Answer: Ricardo finds a professor at UC Davis to help translate a standardized assessment	
5	ELPAC Update <ul style="list-style-type: none"> ● Summative ELPAC training for EL Program staff tomorrow 1/16/19 ● Summative ELPAC window starts Feb. 1 ● Reclassification window was Sept through Dec. Will open another one Feb-March 	Ricardo Perez
6	Importance of Attendance <ul style="list-style-type: none"> ● If students are not present, they are not learning. Particularly impacting on English Learners. Highlight the impact on learning. ● What does attendance rate look like at each school? Ricardo encourages DELAC reps to talk to their principals ● Ricardo shared what he instituted while a principal, including daily perfect attendance recognition ● Attendance is also crucial to school budget ● Question from Whitney: Who determines the number of days for travel study? Answer: School board ● Discussion on district policy on travel study -- there are pros for lengthening it to 3 weeks as maximum and shortening it to 3 days as minimum 	Ricardo Perez
7	LCAP <ol style="list-style-type: none"> 1. Review purpose of LCAP 2. 2018-19 Goals and Actions <ul style="list-style-type: none"> ● District is seeking Stakeholder Feedback, use a cycle of continuous improvement (Plan, Do, Study, Act) ● LCAP is a 3 year document ● LCAP Timeline: Jan-April = Stakeholder Input, Feb-May=Annual Update, Board of Ed Presentation=Feb-Jun, Implementing throughout the year ● LCAP is CA's new way to give funds to K-12 schools. Goal is to increase flexibility in funding for districts ● Unduplicated Count: Students can only be considered as part of one group, funding received based on groups ● Concentration Funding: Davis loses out on some funding because it doesn't have concentration of several subgroups (subgroups = homeless, foster, EL, low socioeconomic). ● 8 State Priorities that districts have to focus on in order to receive funds (Student Achievement, Other student outcomes, Parental Involvement & Input, Student Engagement, School Climate, Course Access, Implementation of Content and Performance Standards, Basic Services) <p>DJUSD Goals: focusing and narrowing our goals from 8 to 3</p> <ul style="list-style-type: none"> ● Conditions of Learning: all students will experience 21st teaching and learning ● Pupil Outcomes: educators will close the achievement gap 	Ricardo Perez

- Engagement: classrooms and schools will be safe and inclusive

Instructional Coherence Map (bring it all together)

- Why (Mission): ignite love of learning....thrive in 21st century learning
- What (Goals): 21st Century Teaching and Learning, Close Achievement Gap, Inclusive Environment
- How (Strategies): PLCs, Effective Instruction, Social Emotional Learning
- Comment from Agustin: As EL/DELAC community, we should be looking at those supplemental funds and how they're being spent. Follow the money!

How Goals are being met:

- All students will experience 21st teaching and learning: Robotics at Elementary, CTE, Internship Support
- Educators will close the achievement gap: EL Support, Summer School and Intervention Programs
- Classrooms and schools will be safe and inclusive: counseling and nursing, restorative practices, equity training
- Comment from Melissa: We should be advocating for more funds for programs and services that target ELs and serve a high percentage of ELs
- Comment from Agustin: We should have a discussion on services our EL students need and where the funds are going -- what is the highest return for investment?
- Comment from Katie: We can advocate for ELs by highlighting great programs and then asking "How can our ELs be more involved in these programs?"
- Question from Melissa: Are counselors who have been hired with LCAP funds bilingual, multicultural, etc.? Answer: No, but we are building capacity.
- We work very hard to use those dollars well and make sure our students have access to these programs that are funded by LCAP.

Because we are an advisory committee, this is our opportunity to impact LCAP funding.

Before people leave tonight, respond to the following questions via the charts around the room:

1. Which DJUSD Goal would you prioritize and why?
2. Which DJUSD Actions would you prioritize?
3. What is missing from LCAP that you believe could positively impact students?

Attendees responses to different goals on "I Like," "I wonder," "I hope" posters throughout the room.

8	<p>CA School Dashboard</p> <ul style="list-style-type: none"> • CA Dashboard is a new way to look student progress with statewide metrics • 5 x 5 grid: things look good at the district level • Changes in 2018 dashboard: added chronic absenteeism, college/career indicators • Nothing for EL Progress this year because just gave ELPAC for first time last year • Data is last year's data • When you break down student groups and equity reports, you can see subgroups and now we can see some subgroups aren't scoring well <p>Differentiated Assistance: Area of focus by the county is homeless students</p> <p>Agustin: Reviewed CAASPP results of the last 4 years; need to break down the data for EL subgroups because not as great as it looks for district as a whole. Of 1000 ELs, about 400 took the CAASPP, and 38% met/exceeded standards, but 62% nearly/not met standards.</p> <p>Graph of EL Students who underperformed on the Math CAASPP: Percentage by School Age: 75% of students in elementary 16% in 7th and 8th 9% in 11th Percentage of those students who underperform: 75% elementary 71% 7th and 8th 62% 11th</p>	Ricardo Perez
9	<p>Next Meeting-March 19 Meeting adjourned 7:40pm</p>	

PARENT / ATTENDEE INPUT/COMMENTS/QUESTIONS:

Embedded within minutes

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

DELAC Committee Roles & Responsibilities	Nov 15	English Learners Program, Waivers & Resources	Nov 15
Importance of Attendance	Jan 17	EL Master Plan	May 23
Annual Language Census	May 23	English Learners' School Needs Assessment	May 23

ATTENDANCE:			
NAME:	SCHOOL:	PARENT:	STAFF:
OPEN, DELAC Chair	Agustin Antunez	X	
OPEN, Vice Chair			
OPEN, Secretary	Arlene den Dulk		X
OPEN, Co-Secretary	Maddy Ryen		X
<i>Sign-In Sheet Available Upon Request.</i>			