

**District Advisory Committee
Board of Education Annual End-of-Year Written Report
2016-2017**

District English Learners Advisory Committee -DELAC

President/Chair: Lupe Ibarra-Smith

District Administrator: Dr. Irene Gonzalez-Castillo

Staff Liaison: Aida Diaz

Board Liaison: Maria Leon Vasquez

Responsibilities:

The purpose of the DELAC is to provide guidance and advice to the Board of Education on the needs of students who are learning English as a second language. In achieving this purpose, the DELAC provides advice and assistance in:

1. Development of a district master plan for educational programs and services for ELs that takes into consideration the Single Plan for Student Achievement. (5 CCR 11308[c][1])
2. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][2])
3. Establishment of district program, goals, and objectives for programs and services for ELs. (5 CCR 11308[c][3])
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR 11308[c][4])
5. Review and comment on the California Department of Education Language Detail by Grade report. (5 CCR 11308[c][5])
6. Review and comment on the District's reclassification procedures. (5 CCR 11308[c][6])
7. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR 11308[c][7])

Accomplishments to date:

DELAC launched the school year with newly revised bylaws and meeting procedures. Throughout the year, DELAC engaged in topics aligned with its purpose (see below) with opportunities for site reports and public comments. The DELAC invested much time on building an understanding of the LCAP; engaging in dialogue around English Learner progress; and making recommendations to strengthen English Learner programs. Additionally, the DELAC maintained a webpage with agendas, minutes and handouts so that these may be accessed by our community. http://www.smmusd.org/DAC/english_learnersDAC.html

Date	DELAC Responsibilities and Presentations*
October 27, 2016	<ul style="list-style-type: none"> •DELAC Training: Role and Responsibilities (Part I) •DELAC bylaws and revisions •Officer Nominations <li style="padding-left: 20px;">* Dr. Christopher King, Co-Interim Superintendent
November 30, 2016	<ul style="list-style-type: none"> •DELAC Training: Role and Responsibilities (Part II) • Recommendation to adopt DELAC Bylaws • Review and comment on the written Annual Parent Notifications

January 25, 2017	<ul style="list-style-type: none"> •LCAP: Introduction •Title III: Introduction
March 10, 2017	<ul style="list-style-type: none"> •LCAP: Analysis of English Learner progress, action steps and expenditures •Title III: Current plan, action steps and expenditures
March 22, 2017	<ul style="list-style-type: none"> •LCAP: Goals for English Learners <ul style="list-style-type: none"> - Introduction to the CA Dashboard • Reclassification Criteria Update
May 11	<ul style="list-style-type: none"> •LCAP: Goals for English Learners- recommendations • Uniforms Complaint Procedures • Williams and Highly Qualified Staff •Preparation for Dr. Drati's visit
May 27	<ul style="list-style-type: none"> •LCAP: Budget • DELAC Annual Update to the Board • 2017-2018 Calendar * Dr. Ben Drati, Superintendent

Recommendations / Suggested direction for 2017-2018

After a review of the LCAP goals as they pertain to English Learners, the DELAC recommends the following actions and expenditures for the 2017-18 school year:

DELAC recommends the *continuance* of the following action steps:

- ✓ The school/district will monitor reclassified students regularly and provide necessary support.
- ✓ Focus on preventing long-term English Learners through support at the earliest level.
- ✓ Provide teachers professional development to better equip them in supporting English learners.

DELAC recommends the *continuance* of the following expenditures:

- ✓ All school sites- Bilingual Community Liaisons
- ✓ Elementary- Literacy Coaches
- ✓ Elementary- Literacy and Language Interventionists
- ✓ Secondary- Bilingual instructional assistants

DELAC recommends the following *new* action steps:

1. Develop teachers' understanding of student behaviors and motivational strategies to ensure student success.
2. Develop teachers' repertoire of English Learner strategies.
3. Develop systems of accountability including monitoring tools for principals' use when walking through classrooms.
4. Maintain consistent expectations and standards for every school.
5. Strengthen communication from home to school by sharing important information with the bilingual community liaisons so they can help in communicating school info and standards to the parents and vice versa allow liaisons to share parent input.
6. Develop a family involvement plan to build understanding of the ELD standards, how they are being implemented, and what support is available at home.

DELAC recommends the following *new* expenditures (ranked in order of prioritization) to improve the academic and language progress of our English Learners (ELs):

1. Language and academic intervention for ELs not meeting grade level standards.
Currently, intervention programs tailored to the language needs of ELs are unavailable at school sites beyond the school day.
2. After school homework support for ELs and other students. DELAC members report that their constituents often ask for homework support at their school sites. Parents report needing assistance and are at times, unable to adequately support their child with homework content.
3. Extended day in middle school for ELs to ensure access to elective opportunities.
Currently, an EL who is placed in an ELD class is unable to participate in other elective opportunities within a six period day.
4. Math coaches to improve instructional practices and address the achievement gap noted within district subgroup data. The DELAC reviewed the SMMUSD Dashboard and noted the achievement gap, particularly in mathematics. They found the gap to persist within other subgroups including Hispanic, African-American and Socio-economically disadvantaged students.
5. Summer School opportunities for all English Learners. While many ELs attend Summer School, some do not qualify based on current grades or test scores.

Recommendations shared with the LCAP Consultation Committee on May 16, 2017.