



Sacramento City Unified School District

Putting Children First

Welcome to DELAC

**District-level English Learner
Advisory Committee**

November 13, 2013



Member Introductions

- What school site are you from?
- What grades are your children in?

Table Talk:

- What do you hope to accomplish in ELAC/DELAC this year?



Why DELAC?

District English Learner Advisory Committee

- DELAC is required when 51 or more ELs are enrolled in a district.
- At least 51 percent of DELAC members must be EL parents not employed by the district.



DELAC Purpose

District English Learner Advisory Committee

Advises the local Governing Board:

- Needs assessment done on school-by-school basis
- Development of a district master plan for educational programs and services for ELs
- LEA's EL program goals and services



DELAC Responsibilities

District English Learner Advisory Committee

- Compliance plan for staff requirements
- Language Census report
- Review/comment on reclassification
- Review/comment on parent notifications



District Responsibilities

District English Learner Advisory Committee

- LEA trains/provides materials to DELAC
- Training planned in full consultation with DELAC



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Election of DELAC Officers

Chairperson

Vice Chairperson

Secretary



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Election of DELAC Officers- Ballot

Please vote by writing the name of one nominee under each office:

Chairperson

Vice Chairperson

Secretary



Training Topics

- High School Graduation Requirements
- University Entrance Requirements
- Adult School Opportunities for Parents
- Report Card/Grading System
- Extra-curricular Activities
- Testing (CST, CELDT, CAHSEE, S.A.T., Standards Test in Spanish)
- GATE, Honors, Advanced Placement Courses
- Interventions, Tutoring, Counseling Services
- Promotion/Retention
- Parent Involvement and Volunteering
- American School System
- No Child Left Behind (NCLB)
- Program Improvement Schools
- Parent/Teacher Conference
- Structure and Function of School
- College Preparation
- Curriculum and Instruction
- School Building and Property
- Communication
- Parent Involvement
- Immigration/citizenship
- Safety
- Uniform Complaint Procedures



School Funding

STATE Funding

EIA-LEP

EIA-SCE

+ General Fund

Local Control Funding Formula

Targeted Supplemental Resources

Title-III and **EIA-LEP**

(Examples: Tutoring for ELs, electronic dictionaries in primary languages)

Federal Funding
stays the same

General Supplemental Resource

Title-I and **EIA-SCE**

(Examples: Intervention, supplemental materials, counselors, staff development)

Core – General Operations & Required Program Elements

General Fund

(Examples: Regular classroom teachers and core textbooks)



LCFF Highlights

- Provides a base grant for each LEA equivalent to \$7,643 per average daily attendance (ADA). The actual base grants would vary based on grade span.
- Adjustments increasing the grant are based on grade level and class size.



LCFF Highlights (cont.)

LCFF targets students who:

- **are English learners**
- **get a free or reduced price meal (FRPM)**
- **are foster youth**

- Provides an additional 20 percent of the base grant for targeted disadvantaged students.

- Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.



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Student Achievement Data-ELA

SCUSD: API Scores for District and Significant Groups

	Percent Proficient		
	ELA 2012	ELA 2013	DIFFERENCE
District	52.4	48.6	- 3.8
Latino	44.1	40.5	- 3.6
Black/African American	40.0	36.0	- 4.0
White	69.9	66.3	- 3.6
Asian	57.8	54.3	- 3.5
Low Income	45.4	41.2	- 4.2
English Learners	43.7	33.7	- 10.0



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Student Achievement Data-Math

SCUSD: API Scores for District and Significant Groups

	Percent Proficient		
	Math 2012	Math 2013	DIFFERENCE
District	56.7	55.0	- 1.7
Latino	48.9	48.3	- .6
Black/African American	41.4	37.3	- .4.1
White	68.9	67.8	- 1.1
Asian	70.6	68.5	- 2.1
Low Income	51.6	49.6	- 2.0
English Learners	55.1	49.9	- 5.2



Student Achievement Data

- Seven of the ten largest school districts in California slipped backward in scores, reflecting a fall that officials attributed to:
 - severe budget cuts
 - more demanding learning standards (Common Core State Standards) being phased in.



Changes or “Shifts” in the Common Core State Standards- English/Language Arts

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.



Changes or “Shifts” in the Common Core State Standards- Mathematics

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.



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Next Meeting Dates

- January 15th
- February 19th
- March 19th
- May 21th
- June 4th

This information is housed on the Multilingual Department webpage:

<http://www.scusd.edu/multilingual-literacy-english-language-learners>