

District English Learner Advisory Committee

December 16, 2021

9:00a.m.

Purpose of Meeting

To Advise the Board on:

- Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
- Conducting of an LEA-wide needs assessment on a school-by-school basis.
- Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.
- Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- Review and comment on the LEA's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)

Business Items

Approval of the DELAC Bylaws

[Distribution of Uniform Complaint Annual Notice](#)

Review members' roles and responsibilities

- Provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR Section 11308[d])
 - Review the Role & Function of DELAC
 - Review information from Training Meetings #1 and #2

Elect Officers

- Chairperson
- Vice Chairperson

- Nominations
- Vote

Business Items: Review Parent Involvement Policy BP6020

1. The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

2. The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Business Items: Review Parent Involvement Policy BP6020

1. Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318) Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

3. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Business Items: Review Parent Involvement Policy BP6020

- BP 6020 Discussion
- BP 6020 Recommendations
- Approve BP 6020 Recommendations
 - Motion
 - Second
 - Vote

Consolidated Application for Funding

Review and Recommend for Board of Trustees Approval the 2021-2022 Winter CARS

Program	Title I Part A	Title II Part A	Title III	Title IV
Total Entitlement + Sep 30 Carryover	4,318,541	526,678	394,284	165,000
Set-asides				
Total Indirect	289,774			
Administrative Costs	358,007			
Title I Parent Involvement	43,185			
Title I Parent Involvement (Centralized)	63,047			
Other Cent Services (Digitia Subscriptions)	473,510			
Summer School	??			
PD. Inst. Coaches + Mileage	1,306,855			
Homeless	100,000			
			-	

School	Allocation	Parent Involvement	Total
Hamilton Elementary	132,184	3,184	135,368
Hanford Community Day	2,360	54	2,414
Jefferson	94,024	3,900	97,924
Kennedy Jr. High	189,227	4,313	193,540
King Elementary	185,293	4,733	190,026
Lincoln Elementary	138,085	2,849	140,934
Monroe Elementary	193,948	5,099	199,047
Richmond Elementary	142,806	3,208	146,014
Roosevelt Elementary	179,786	3,885	183,671
Simas Elementary	118,021	3,994	122,015
Washington Elementary	142,806	3,628	146,434
Wilson Jr. High	165,623	4,336	169,959
Total	1,684,163	43,183	1,727,346

The CARS is an online application where we apply for the funding and tell the state how we will distribute the funds to the schools.

Teacher Credentialling and Experience

How many teachers are fully credentialled?

How many teachers have two or fewer years of experience?

How are teachers without full credentials and inexperienced teachers distributed among the school sites?

Local Indicators: Teacher Credentialing

Teacher Credentialing (Labels Dictated by the US Department of Education)

- Ineffective Teacher: A teacher who does not possess a full teaching credential. This includes several types of emergency credentials.
- Out of Field Teacher: A teacher whose credential does not match the course(s) they are teaching. (An example would be a teacher with a history credential teaching a math class. Another example is a teacher who does not possess specific credentials for teaching English Learners—called CLAD)
- Inexperienced Teacher: A teacher with two or fewer years of teaching experience.

We look at the number/distribution of teachers without full credentials/more than two years of experience and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

Ineffective Teachers & Low Income/Minority Students

Ineffective & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers
Hamilton	409	345	84.4%	21	0	0.0%
Jefferson	502	431	85.9%	20	1	5.0%
King	608	574	94.4%	26	0	0.0%
Lincoln	366	356	97.3%	17	0	0.0%
Monroe	655	505	77.1%	29	0	0.0%
Richmond	412	372	90.3%	19	0	0.0%
Roosevelt	500	462	92.4%	21	0	0.0%
Simas	513	396	77.2%	24	0	0.0%
Washington	466	390	83.7%	22	1	4.5%
LEA Total	4431	3831	86.5%	199	2	1.0%

Ineffective & Low-Income Students

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers
Hamilton	409	347	84.8%	21	0	0.0%
Jefferson	502	246	49.0%	20	1	5.0%
King	608	471	77.5%	26	0	0.0%
Lincoln	366	351	95.9%	17	0	0.0%
Monroe	655	493	75.3%	29	0	0.0%
Richmond	412	363	88.1%	19	0	0.0%
Roosevelt	500	459	91.8%	21	0	0.0%
Simas	513	300	58.5%	24	0	0.0%
Washington	466	365	78.3%	22	1	4.5%
LEA Total	4431	3395	76.6%	199	2	1.0%

Note: There are no Ineffective teachers at the two junior high schools.

Out-of-Field Teachers & Low Income/Minority Students

We look at the number of teachers without full credentials and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

Out-of-Field & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	409	345	84.4%	21	0	0.0%
Jefferson	502	431	85.9%	20	2	10.0%
King	608	574	94.4%	26	0	0.0%
Lincoln	366	356	97.3%	17	0	0.0%
Monroe	655	505	77.1%	29	0	0.0%
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Washington	466	390	83.7%	22	0	0.0%
LEA Total	4431	3831	86.5%	199	2	1.0%

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	556	504	90.6%	26.08	4	15.3%
Wilson	557	474	85.1%	26.08	4	15.3%
LEA Total	1113	978	87.9%	52.16	8	15.3%

Out-of-Field & Low-Income Students

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	409	347	84.8%	21	0	0.0%
Jefferson	502	246	49.0%	20	2	10.0%
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LEA Total	4431	3395	76.6%	199	2	1.0%

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	556	484	87.1%	26.08	4	15.3%
Wilson	557	421	75.6%	26.08	4	15.3%
LEA Total	1113	905	81.3%	52.16	8	15.3%

Inexperienced Teachers & Low Income/Minority Students

We look at the number of teachers without full credentials and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

Inexperienced & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	409	345	84.4%	21	0	0.0%
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Simas	513	396	77.2%	24	4	16.7%
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LEA Total	4431	3831	86.5%	199	26	13.1%

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Kennedy	556	504	90.6%	26.08	4	15.3%
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Distribution of Ineffective/Inexperienced Teachers

Contributing factors to Ineffective, Out-of-Field, and Inexperienced Teachers

- There is a severe and ongoing shortage of qualified teacher candidates in California
- Staffing (teacher hiring) is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
 - We are hiring additional/extra teachers to keep class sizes lower placing an additional demand on the pool of available candidates
- There are specific rules covering the transfer of teachers. This may effect the distribution of inexperienced teachers among the school sites.
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel.
 - This may contribute to late resignations as active military are transferred.
 - This may contribute to some out-of-field teachers as military spouses who are experienced, and otherwise well-qualified teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Ineffective, Out-of-Field, Inexperienced

- Discussion on Teacher Credentialling
- Recommendations
- Approve Recommendations

Programs and Services for English Learners

- I. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
 - a. Programs and Services for English learners related to academics: *California English Learner Roadmap Principle 2A: Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework).*
 1. Integrated ELD (LCAP)
 2. Designated ELD (LCAP)
 3. Title III Services (Federal Addendum/Title III Plan)
 4. School Plans

Programs and Services for English Learners

a. Receive input from DELAC on programs and services for English learners

b. Approve input from DELAC on programs and services for English learners

Federal COVID Funding

IMPROVE/UPGRADE/REPAIR SCHOOL FACILITIES

The district is and/or will improve/upgrade/repair facilities to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to school sites, district office sites, the Teacher Resource Center, the District Service Facility (DSF), the district kitchen, the Network Operation Center (NOC), district vehicles (e.g. delivery and maintenance vehicles and school busses).

INDOOR AIR QUALITY & VENTILATION:

The district is and/or will inspect, test, maintain, repair, and or upgrade the components of its heating, air conditioning, and ventilation, systems to improve the indoor air quality in school facilities to maintain the health and safety of students and staff. These repairs/upgrades include, but are not limited to mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacements.

SANITATION TO MINIMIZE THE SPREAD OF INFECTIOUS DESEASES

The district is and/or will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: hiring additional custodial/maintenance staff (or maintaining the currently elevated level of staff), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.

Federal COVID Funding (Continued)

IMPLEMENTING HEALTH PROTOCOLS

The district is and/or will develop and implement strategies and/or public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

HEALTH PROFESSIONALS (PHYSICAL/MENTAL/SOCIAL/EMOTIONAL)

The district is will provide students with mental health services and supports. School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems. Increase and/or maintain School Nurses (RNs), Licensed Vocational Nurses (LVNs) (One per school site), School Nursing Supplies/Materials, School Counselors, and Psychologists to maintain the health and safety of students.

(Now a counselor at each elementary school site—two at each junior high)
(LVNs from part-time to full-time)

SCHOOL SUPPORT STAFF

The district will provide students with mental health services and supports. Additional support staff such as Student Specialists, Vice Principals, Yard Supervisors, and Community Day School, provide direct services to students to promote positive school climate, good citizenship, and school safety.

(Two additional social workers and one psychologist)

Discussion/Recommendations COVID Funding

- Discussion on COVID Funding
- Recommendations
- Approve Recommendations