

Liberty Union High School District

District English Learner Advisory Committee (DELAC)

ELAC = (school site) English Learner Advisory Committee

September 21, 2023

Agenda



- Welcome and introductions
- Role of DELAC
- Overview of the LUHSD English Learner Program
- Feedback from parents/guardians

Program Support



District-level Support:

- **Liberty UHSD Board**
- **Executive Cabinet**
- **District EL program coordinator**

Site –level Support

- **Teachers on Special Assignment (TOSA)**
- **Assistant principal(s)**
- **Counselor(s)**
- **Bi-lingual parent liaison**

Community Support:

- **YOU!**

DELAC ACCORDING TO CA. DEPT. OF EDUCATION

Requirement: Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

Responsibilities: The DELAC shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

DELAC SEGÚN CA. DEPARTAMENTO DE EDUCACIÓN

Requisito: Cada distrito escolar público de California con 51 o más estudiantes de inglés debe formar un Comité Asesor Distrital de Estudiantes de Inglés (DELAC), a menos que el distrito designe para este propósito un subcomité de un comité asesor existente a nivel distrital.

Responsabilidades: El DELAC asesorará a la junta directiva del distrito escolar sobre al menos las siguientes tareas:

- **Desarrollo de un plan maestro distrital para programas y servicios educativos para estudiantes de inglés.**
- **El plan maestro del distrito tomará en consideración los planes maestros del sitio escolar.**
- **Realización de una evaluación de necesidades de todo el distrito escuela por escuela.**
- **Establecimiento del programa, metas y objetivos del distrito para programas y servicios para estudiantes de inglés.**
- **Desarrollo de un plan para garantizar el cumplimiento de cualquier requisito aplicable de maestro y/o asistente de maestro.**
- **Revisar y comentar sobre los procedimientos de reclasificación del distrito escolar.**
- **Revisar y comentar las notificaciones escritas que se deben enviar a los padres y tutores.**
- **Si el DELAC actúa como comité asesor de padres de estudiantes de inglés según las Secciones 52063(b)(1) y 52062(a)(2) del Código de Educación de California, el DELAC también revisará y comentará sobre el desarrollo o la actualización anual del Control Local y Plan de Responsabilidad (LCAP).***

By the Numbers: 52 Languages

American Sign Language
Arabic
Bengali
Burmese
Cebuano (Visayan)
Chinese - Cantonese
Chinese - Mandarin (Putonghua)
Chinese - Mien (Yao)
Chinese - Taiwanese
Dutch; Flemish
English
Farsi (Persian)
French
German
Greek
Gujarati
Hebrew
Hindi
Hmong
Hungarian
Igbo
Ilocano
Indonesian
Italian
Japanese
Kannada
Khmer (Cambodian)
Khmu
Korean
Lao
Marathi
Nepali
Other Non-English Language
Pashto
Pilipino (Tagalog)
Polish
Portuguese
Punjabi
Rumanian
Russian
Samoan
Serbo-Croatian - (Bosnian, Croatian, Serbian)
Spanish
Tamil
Telugu
Tigrinya
Tongan
Turkish
Ukrainian
Urdu
Uzbek
Vietnamese

Goals for LUHSD English Learner Program



In LUHSD, our English Learners will:

- **Attain proficiency in English and become Reclassified**
- **Earn the credits necessary to graduate from high school prepared for higher education and their chosen career**

Program Design

- Students are placed in the EL program based upon their level of linguistic fluency.
- The English Language Proficiency Assessments for California (ELPAC) is given to students annually, measuring the fluency in reading, writing, speaking and listening. Students are given an overall score from state of California on a 1-4 scale.

  4 – well developed

  3 – moderately developed

  2 – somewhat developed

  1 – beginning to develop

Program Design (cont.)

- English learners scoring level 3 and level 4, attend all 5 high schools
- English learners scoring level 1 and level 2 are offered targeted support at Liberty High School. Liberty High School has specialized designated classes designed to meet the needs of their English Learners
- English learners receive instruction and support in designated courses (sections primarily comprised of ELs) and integrated courses (sections with all students)
- As fluency increases, integrated courses are preferable

2023-24 Supports for English Learners

Comprehensive School Sites

- EL counselors works directly with English Language Learners
- Bi-lingual parent liaisons to communicate with families
- TOSAs meet with students to provide support/eliminate barriers, goal setting, etc.
- TOSAs visit classrooms to support teachers
- Double-blocked classes in English and Math for level 1, 2 students
- Academic support classes in ELA and math
- Some designated classes have smaller class sizes
- Tutorial support classes specifically for English Language Learners
- Provide students with supplies (paper, pens, pencils, binders, calculators, translation glossaries, etc.)
- After school tutoring, including designated el tutoring
- Technology (laptops, wireless hotspots) as needed
- EL team meetings (teachers, counselor, TOSA, admin)
- Parent engagement (ELAC, DELAC)

2023-24 Supports for English Learners

Alternative Education School Sites

- Small number of students enrolled allow for close monitoring
- EL mentor teacher meets with students at least once per month
- Tutorial support is available for struggling students
- Grade monitoring, study hall, flexible scheduling
- Parent communication, parent conferences
- “Wheel” intervention program at IHS allows check-ins with multiple teachers in small window of time
- Social-emotional support in small groups or individually, as needed

Discussion:

Beyond the supports previously mentioned, how can Liberty UHSD improve support for your child's success in school?



Next Steps



- We will facilitate an analysis of the site EL program including a variety of English Language stakeholders (students, parents, teachers, and support staff).
- Examine ways to improve our visibility of multiple data points related to English Learner students through use of Ellevation software.
- Provide resources and voluntary after school staff development for teachers regarding strategies for supporting English Learners in integrated classrooms.

Parent and Family Engagement

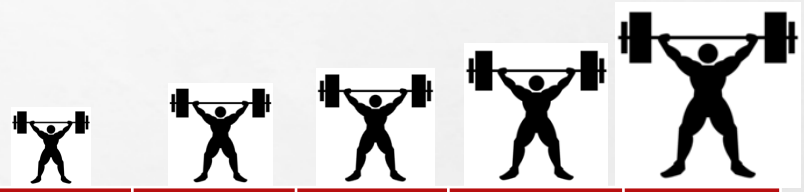
- LUHSD uses this self-reflection tool to reflect on our progress, successes, needs and areas of growth in family engagement policies, programs, and practices.
- Please rank the following statements on a scale of 1 – 5.
  - 1 - exploration and research phase
  - 2 - beginning development
  - 3 - initial implementation
  - 4 - full implementation
  - 5 - full implementation and sustainability



Building relationships

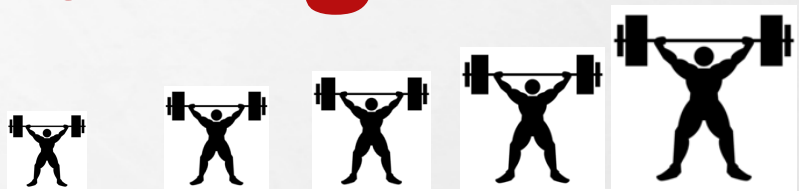
	 1	 2	 3	 4	 5
1. How well do school's staff (i.e. administrators, teachers, and classified staff) build trusting and respectful relationships with families (you)?					
2. How well do schools sites create welcoming environments for families in the community?					
3. How well do school's staff have an understanding about each family's strengths, cultures, languages, and goals for their children?					
4. How well do schools develop multiple opportunities for families to engage in two-way communication between families and educators using language that is understandable and accessible to families?					

Building Partnerships for Student Outcomes



	1	2	3	4	5
1. How well do schools provide families with information and resources to support student learning and development in the home?					
2. How well do teachers meet with families and students to discuss student progress and ways to work together to support improved student outcomes?					
3. How well do schools support families to understand and exercise their legal rights and advocate for their own students and all students?					

Seeking input for decision making



	1	2	3	4	5
1. How well do schools effectively engage families in advisory groups and with decision-making?					
3. How well do schools provide families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community?					
4. How well do schools provide opportunities for families to work together with schools to plan, design, implement and evaluate family engagement activities at school and district levels?					




thank you
danke
謝謝
ngiyabonga
teşekkür ederim
спасибо
dank je
gracias
tapadh leat
bedankt
dziękuję
hvala
mauruuru
mochchakkeram
go raibh maith agat
obrigado
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