

District English Learner Advisory Committee Meeting  
December 9, 2015  
6:30-8:00

Topic	Notes
Welcome, Updates	<p>Members shared highlights from ELAC meetings and/or site activities.</p> <p>Ellis: Parenting, nutrition and technology classes for parents have taken place, in addition to Principals' coffees.</p> <p>Cumberland: Information about Designated and Integrated ELD was shared at ELAC.</p> <p>SMS: Homework club is available M-Th, targeted for English learners. They are also looking into starting technology classes for students on late start days.</p> <p>Bishop: At the community coffee and Parents in Education meeting, parents had an opportunity to visit classrooms and learn about how to support their student. In addition they held their PIQE graduation. Reading partners are providing one on one tutoring.</p> <p>CMS: At the most recent ELAC the principal talked about how parents can help their children be successful in school and how to be involved in their children's education.</p>
Minutes	Members reviewed and approved the minutes for the October meeting.
CELDT Data	September 2015 CELDT data was shared. The percent of students increasing one level on the CELDT was compared between 2014-2015 and 2015-2016. Four schools went up (Cumberland, Fairwood, Vargas and CMS), the remaining sites went down. Questions were asked regarding when the tests were taken (September 2015) , and at what grades (TK-8). Reports have been sent home, but parents were also encouraged to ask their students' teachers for the longitudinal information.
LRT Process	The language review team process was reviewed, along with reclassification criteria. During LRTs, teachers meet to discuss the progress of all English learners, and to plan interventions if students are not making adequate progress. Teachers also determine if students who meet the criteria for reclassification (CELDT overall score of 4 or 5, with no subtests below 3 and reading at the 40th percentile in STAR Reading) are ready to be reclassified as English learners. A question was asked regarding what happens if students

	are not reclassified before the end of 8th grade. It was explained that the high school has a similar reclassification process, and that when students meet the reclassification criteria they will be redesignated in high school
Benchmark Data	STAR Reading and math performance assessment data were shared for all schools.
LCAP	<p>Progress on LCAP goals 2, 3, 5, and 7 was shared. Parent input was sought regarding progress and needs on each goal.</p> <p><i>Goal 2:</i> Ensure school and classroom environments support social-emotional well-being.</p> <p>Parent input on progress: Many schools have Project Cornerstone and counseling. Other programs include Positive Discipline, school performances, PIQE and student mentoring programs,.</p> <p>Parent input on needs: More art and music education, PIQE at all schools, more parent education on supporting students' social-emotional needs and how to be involved in school, help for schools that don't have adequate parent volunteers to implement Project Cornerstone, more follow up with parent education.</p> <p><i>Goal 3:</i> Emphasize literacy instruction for all students, and specifically for English learners, to deepen skills in reading, writing, speaking and listening.</p> <p>Parent input on progress: Many schools have Reading Partners, tutorials, English language development classes.</p> <p>***A question was asked regarding how parents know that ELD is taking place. In the elementary schools, teachers should have a visible agenda with specific time for ELD (along with learning and language goals). Parents can also ask the teacher when it takes place.</p> <p>Parent input on needs: More tutoring, paid staff member to coordinate and recruit parent volunteers and encourage parent participation. More tutoring, mentor programs, homework club. Hire teachers to serve English learners.</p> <p><i>Goal 5:</i> Promote collaboration, transparency and communication with students, staff, parents and the broader community.</p> <p>Parent input on progress: Parents are receiving District Digest, but do not have the custom app. Teachers share phone numbers and email to facilitate communication. Parents receive phone calls and email.</p>

	<p>Parent input on needs: Have school employee dedicated to communication. Continue to use social media, with more consistency across the sites: Twitter, Facebook, etc.</p> <p>Goal 7: Increase and deepen community engagement in our schools and district.</p> <p>Parent input on progress: Parents plan to attend the Lyceum. Communication from the schools is good. District Digest helps to share district information with community.</p> <p>Parent input on needs: Have more parent education, with follow up. Include technology so parents can utilize. Hold “mandatory” meetings for parents.</p>
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Lyceum/*Liceo*: February/*Febrero* 3, 2015

Future DELAC Dates/*Futuras Fechas DELAC*: March/*Marzo* 2, May/*Mayo* 25

Board of Education Meetings: January 14, February 4, March 3, March 17, April 7, May 5, May 19, June 2, June 16