

**San Diego Unified School District
DELAC LCAP Feedback and District Response
June 2019**

DELAC Feedback	District Response
<p>Would it be possible to have or hold DELAC meetings during the day at a school site. Less formal and demonstrate EL Services, question and answer sessions, demonstrations, networking for parents ELACS.</p>	<p>We are currently in conversation with the Hoover Cluster Wellness Council to design opportunities for ELAC and DELAC training with differentiated times.</p>
<p>1.7.a Why do we mention specific schools when we need to include the services for all schools</p>	<p>The majority of the LCAP addresses all schools. In accomplishing the District's goals, some schools are specifically mentioned as the district is providing additional support for that school, or in some instances we identify where the services are taking place.</p>
<p>1.8.a</p> <ul style="list-style-type: none"> a. More funding for more ELIRTs to convert PM to hire more teachers b. More support for functioning ELACs c. Propose transportation for parents to attend DELAC 	<ul style="list-style-type: none"> a. OLA is currently revising/reallocating the ELIRT support model to provide more time and support to sites. b. In 2019-20, the Family Outreach and Support Team will collaborate with sites to create Cluster English Learner Advisory Committees (ELAC) and continue to establish and grow ELACs at sites by utilizing ELAC training modules, and presenting English Learner (EL) data at cluster meetings (1.8.a.1). ELIRTs will be involved in this process as well. c. OLA is exploring the possibility of conducting a pilot DELAC meeting with the Hoover Cluster Wellness Council in order to increase attendance and alleviate the need for transportation to DELAC meetings.

d. More translation services for families

d. The district continues to provide district oral translation at DELAC and ELAC meetings, as well as written translation at district meetings.

The Translation Department has increased translation and interpretation services through a contract with a language bank that allows us to provide more than 100 languages, according to Cluster and district office's needs.

The Translation Department continued to provide specific services in the languages requested by each cluster, closely following immigration patterns into the school district by attending informational refugee meetings and other meetings in the community.

The language bank contract covers, parent/teacher conferences (other than Spanish), emergency meetings, registration meetings, parent meetings, 504 meetings).

In 2018/19 the district provided 3,300 hours of interpretation services at district events, over 3,000 pages of translation and the language bank provided 285 hours of interpretation services in languages other than spanish. These services will continue in 2019-20.

e. Create more dual language schools

e. The Office of Language Acquisition (OLA) will continue to implement a strategic plan for language pathways (e.g., biliteracy and dual language instructional programs) through meetings with site administrators and community clusters to gather input

<p>f. Provide more information to schools and families about the seal of biliteracy</p> <p>g. What and how do classroom teachers do to support ELs?</p> <p>h. Can OLA present how to start an ELAC at your school site</p>	<p>and feedback on pathway development. OLA will engage in discussions with selected elementary and middle schools to set the preconditions for program implementation and to increase and strengthen biliteracy and dual language pathways. OLA will work with principals of dual language programs/schools to implement their vision/goals for bilingualism and common assessments aligned to the curricular resources. OLA will work with sites to develop language allocation plans to support the language model offered the site (90:10 or 50:50), (2.5.5).</p> <p>f. The Office of Language Acquisition will continue to share information on the process of the Seal of Biliteracy at DELAC meetings and with ELACs. There are pathway awards provided to recognize students efforts in multilingualism at Kindergarten fifth, eighth and twelfth grade.</p> <p>g. Classroom teachers support English Learners by providing Integrated and Designated English Language Development (ELD) supports to students. Integrated ELD supports happen throughout different content areas. Teachers use language frames to assist an English Learner to communicate their ideas, thoughts, and opinions. Questioning techniques are incorporated into lessons to generate and expand the use of academic language. Teachers also provides translation of key words from the text to assist students with concepts or comprehension.</p> <p>h. The Family Outreach Team created customizable English Learner Advisory Committee (ELAC) meeting</p>
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	<p>templates of the legal tasks. The training presentations include all aspects of conducting an ELAC meeting. They include agenda, facilitation notes, and reminders for how to prepare for meetings.</p> <p>ELAC trainings include an informational meeting presentation to explain the purpose and responsibilities of ELACs, and each Legal Task 1-4.</p> <p>In 2019-20 The Family Outreach and Support Team will collaborate with sites to create Cluster English Learner Advisory Committees (ELAC) and continue to establish and grow ELACs at sites by utilizing ELAC training modules, and presenting English Learner (EL) data at cluster meetings (1.8.a.1)</p>
<p>1.8.b Schools should be pre-identified for supports more specific</p>	<p>The Office of Language Acquisition in collaboration with Integrated Youth Services and Area Superintendents provides learning opportunities and supports to English Learners (ELs) through student centered coaching cycles, Dual Language/Biliteracy instructional program supports (in the classroom supports with ELIRTs), as well as support to our International Centers. OLA works in partnership with schools implementing Benchmark materials to support staff with understanding and using the curricular resources. The OLA staff supports the Science, Technology, Engineering, and Math pathway by embedding Integrated ELD language supports into the units. Professional development opportunities are offered throughout the year to district staff.</p>
<p>CA's ranking in the US?</p> <ul style="list-style-type: none"> ○ Where are we in relation to other states 	<p>California is 41st of 50 in the nation in per-pupil funding.</p>

	<p>In the most recent Trial Urban District Assessment (TUDA) scores the district ranks:</p> <p>6th out of 27 in 4th grade reading 3rd out of 27 in 8th grade reading 7th out of 27 in 4th grade math 3rd out of 27 in 8th grade math</p>
Concerns about how funds are being used to serve students with special needs at Central.	Staff will review current budget plan and respond with additional information prior to the start of school.
The distribution of funds and target groups in the general fund is too confusing for parents.	Staff will review current language around goals and actions for opportunities to clarify
Doesn't seem to be a lot of/enough support for SPED students	<p>Actions/Services 1.1.a, 1.2.a, 1.3.a, 1.5.a, 1.6, 1.7.a, 2.1, 2.6, 3.1.a, 3.4, 3.5, 4.1, 4.2.a, 4.4.b, 5.1.a address the support being provided to students with disabilities. In 2019-20 the district will continue to make improvements and refinements to ensure meaningful graduation for students with disabilities, including all students having access to all general education materials (2.1.4). The district will also review the most appropriate course options, particularly for secondary students with disabilities to improve graduation rates and ensure access to all courses necessary for UC 'a-g' graduation. Students that are on a certificate of completion track, needing modified curriculum, will have full access to all 'a-g' courses (2.6.2).</p>
<p>“Revising and strengthening district programs based on State recommendations”</p> <p>1.8.c. Which district programs are being revised</p> <ul style="list-style-type: none"> ○ Who will provide ELD bundle training 	<p>The Office of Language Acquisition is revising and strengthening our support to site ELACs. We are revising the process in which parents consult and give input for Reclassification. We are moving towards a support model to include all schools with the implementation of Integrated and Designated ELD support with a professional development plan.</p>

	<p>The Office of Language Acquisition has a team specializing in providing schools with the ELD Bundles (CA ELD Standards) training. ELIRTs also provide sites with supports at schools and teachers develop language targets for Integrated or Designated language supports.</p>
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