

DELAC Executive Board Meeting  
June 8, 2017  
Ballard Parent Center, Room 1  
LCAP Stakeholder Input and Feedback on LCAP “Drafty-Draft”

This is the input and feedback in regards to the 2017-18 LCAP presentation submitted to OLA from the DELAC meeting held on June 1, 2017. OLA presented the information collected from the June 1<sup>st</sup> DELAC general meeting and shared it with the DELAC executive board members. OLA will provide this summary of information to the general DELAC members at the October 2017 meeting. We will provide the general DELAC membership artifacts to include the notes below (a collection of the feedback received from the June 1<sup>st</sup> meeting), OLA’s categorizing of topics, and responses to questions posed from stakeholders.

OLA took the liberty of sorting and organizing the feedback collected into the following categories: Expanding Teacher Knowledge, Reclassification, ELACs, and Dual Language.

Goal 2: Broad and Challenging Curriculum

- To make sure that the teachers are prepared to teach and have support to do so. Teachers should be updated in the latest ways to teach and engage students.
- To teach students to be more competitive so that they can be better prepared for college. Encourage teachers to have high expectations for all students.
- Please make sure that the needs of the English Learners are being met every step of the way. Please continue to offer support when needed. Please do not take the extra supports away.

Goal 1: Closing the Achievement Gap

- I think that it is essential for students to have supports all the way through high school. For example 1.3.b is huge to provide these supports.
- The 1.8.9 goal is extremely important to provide these resources to the refugee students and their families.

Goal 2: Broad and Challenging Curriculum

- Love that we are creating pathways and strengthening TK-3 pathways. Very important to have bilingual options.

Goal 1: Closing the Achievement Gap

- It is very important for students to reclassify before they get to Middle School. We need to concentrate our efforts to ensure that students are reclassified to fluent English proficient prior to middle school.

Goal 2: Broad and Challenging Curriculum

- How to involve parents to provide more information on Reclassification? Provide workshops on PowerSchool to teach parents how to get emails from PowerSchool to track grades, attendance, etc.

What comments or suggestions do you have?

- We need more ways to get parents involved at SCPA, to strengthen ELAC. Suggest ELACs have students present at ELAC to get more parents involved. Also, make an appeal to parents we just need your voice for four meetings which

result in six hours per year. Provide parent connection calls to invite all EL and RFEP parents to ELAC for each meeting. Make sure parent connection calls are in the parents' language. Also, have a staff member call each person that attended the previous ELAC meeting to invite them to attend again. Have students who have been reclassified speak at ELAC meetings. Provide networking opportunities between parents at ELAC and DELAC.

Additional comments:

- Honor our students who have more than one language.

Goal 1: Closing the Achievement Gap

- How will we continue to support and provide targeted interventions for at-risk learners?
- How can we make sure that students are celebrated for being bilingual rather than English Learner (label)?
- What can we do to show kids that being bilingual is a strength?

What comments or suggestions do you have?

Goal 1 (DELAC Input)

- How can we better inform parents about reclassification?
- Maybe the parents can call or DELAC can call to explain what reclassification is and its benefits.

What comments or suggestions do you have?

DELAC June 1<sup>st</sup> Input meeting Goal 1:

- How do we build relationships between the principal, the teacher, and the ELST so there is no leadership or power with Student-Centered Coaching?
- How do we have the support (Green Team) go into each classroom?
- How are we supporting other ELs, if they are not in coaching cycles?

Additional comments:

- The Student-Centered Coaching model honors the expertise of the ELST to support language learners.
- Area 6 is clustering schools to work together with International Centers. This is a good idea—connecting schools to share ideas.

What comments or suggestions do you have?

DELAC June 1<sup>st</sup> LCAP Input:

- We need more opportunities for parents to be involved at sites. Better communication between teachers and parents so that parents have ongoing knowledge of concepts being taught throughout the year and can discuss with and support their child at home.
- Parent workshops are not accessible to parents that work if they are only offered in the daytime.

Additional comments:

- How is FACE going to support ELACs and DELACs?

## Categorizing Themes from the Feedback

Expanding Teacher Knowledge	<ul style="list-style-type: none"> <li>• Expectations</li> <li>• Engagement</li> <li>• College readiness</li> <li>• Continuous supports</li> <li>• Supports for refugee families</li> <li>• Targeted interventions for at-risk students</li> <li>• Celebrate bilingual students</li> <li>• Build relationships with all staff in Student-Centered Coaching</li> <li>• Support Staff (Green Teams) in the classroom</li> <li>• Supporting English Learners not in a coaching cycle</li> <li>• More cluster collaboration for teachers to plan together</li> <li>• Parents informed of concepts being taught</li> <li>• Offer different times for parent workshops</li> </ul>
ELACs	<ul style="list-style-type: none"> <li>• More strategies to get more parents involved</li> <li>• Invite RFEP and IFEP parents to ELACs</li> <li>• Call each parent who attended late meeting to upcoming meeting</li> <li>• Have parents of reclassification parents present to ELAC</li> <li>• Networking opportunities for ELAC and DELAC</li> <li>• How is FACE going to support DELAC?</li> </ul>
Reclassification	<ul style="list-style-type: none"> <li>• Target middle school students</li> <li>• More parent information, workshops that guide parents to use PowerSchool, access email, and grades</li> <li>• Explain the benefits of reclassification</li> <li>• Explain reclassification process</li> </ul>
Dual Language	<ul style="list-style-type: none"> <li>• Continue building and strengthening bilingual pathways TK-3</li> <li>• Recognize and celebrate bilingual students</li> </ul>

## **OLA Responses to LCAP Questions:**

1. How to involve parents to provide more information on Reclassification?

Response: OLA can create a Frequently Asked Questions (FAQ) sheet to provide parents with information on Reclassification and have it available at school sites, on the OLA web page, and provide it to English Learner Coordinators.

2. How can we better inform parents about reclassification?

Response: OLA can create a Frequently Asked Questions (FAQ) sheet to provide parents with information on Reclassification and have it available at school sites, on the OLA web page, and provide it to English Learner Coordinators.

3. How will we continue to support and provide targeted interventions for at-risk learners?

Response: OLA will provide English Learner Coordinators and administrators ways to run reports to identify at-risk students and provide strategies from the CA English Language Arts/English Language Development Framework to support these learners.

4. How can we make sure that students are celebrated for being bilingual rather than English Learner (label)?

Response: Multilingual students can be recognized at school celebrations for example, Reclassification ceremonies and other school events.

5. What can we do to show kids that being bilingual is a strength?

Response: Multilingual students can be recognized at school celebrations for example: Reclassification ceremonies and other school events.

6. How do we build relationships between the principal, the teacher, and the ELST so there is no leadership or power with Student-Centered Coaching?

Response: All members of the coaching cycle are responsible for building and sustaining relationships that center around focal or target students. The success of the focal student positions all the adults on an equal level as they learn ways to best support the student.

7. How do we have the support (Green Team) go into each classroom?

Response: Each member of the Green Team supports the academic growth of all students. The integrated support team may be comprised of different departments (Leadership and Learning—Common Core Cluster Support Teachers, OLA, Special Education, Instructional Technology, and FACE). Each member of the team plays a role

at the school supporting the students, teachers, and families. Team members contributes in some of the following ways: assessing students, collecting data, designing lessons, co-teaching, demonstration lessons, and providing family supports.

8. How are we supporting other ELs, if they are not in coaching cycles?

Response: OLA provides online learning modules for teachers and administrators to use for professional learning. OLA also provides specific professional development opportunities for schools upon request at all levels.

9. How is FACE going to support ELACs and DELACs?

Response: FACE and OLA are forming a partnership to provide tailored support for families. We look forward to the opportunity to joining the FACE team and strengthen our relationships with our families and communities.