



District English Language Advisory Committee (DELAC)

Valerie Rogers, Ph.D.
Assistant Superintendent, Educational Services
March 12, 2019



Grounding Activity

As a DELAC representative, reflect and write upon the following:

1. Are all the right people at the table?
2. Who else needs to be at the table for DELAC?
Why?
3. How can we increase representation for DELAC?
4. Reflect upon these questions in relation to your site's ELAC



Working Agreements

- Punctuality - we begin on time/end on time
- We demonstrate respect for one another, we are attentive to whomever is presenting or speaking
- We keep comments/questions focused on the topic at hand
- We provide opportunity for everyone to participate
- We minimize distractions - silence phones, side conversations.



The “Parking Lot”

As questions and comments arise, please write your questions/comments on sticky notes and post in the “Parking Lot.” We will revisit at the end.





I. Call to Order



II. Roll Call of Representatives



III. Changes or Additions to Agenda



IV. Reports from ELAC Representatives

- Allen
- Belle Air
- John Muir
- Portola
- Rollingwood
- Parkside



V. Review/Approve Minutes from Prior Meeting



VI. Public Comments

Public Comments are limited to 3 minutes per speaker.

Note: Under the open meeting law; no action related to public comment may be acted upon at the meeting and issues raised at this meeting may be scheduled for another meeting



VII. Unfinished Business



VOTE



Nominations & Voting

- Chairperson
- Vice Chairperson
- Secretary
- Parliamentarian



VIII. New Business



A. Consultation regarding Winter Release Consolidated Application (ConApp) for funding



What is the Consolidated Application (ConApp)?

The Consolidated Application is a document used to apply to the California Department of Education to receive federal funds.

When the district applies for federal funding, they are assuring or promising to follow the rules and regulations for using the funds.



The 2018-19 Application for Funding

SBPSD is requesting the following funds from CDE:

Title I Part A

Title II Part A

Title III Limited English Proficient (LEP)

Title III Limited English Proficient (Immigrant)



Funding Sources requested in the Con App: Title I – Increasing Student Achievement

Title I Part A - to ensure that all children have an opportunity to reach academic proficiency.

2018-19 Entitlement: \$243,675

2017-18 Entitlement: \$294,220



Title I Assurances

- High-quality education for all
- Close the achievement gap
- Title I funded schools create plan based on annual needs assessment
- Address academic needs of at-risk students
- Provide supplemental supports to improve non-academic skills
- Title I funded schools provide assistance to parents in understanding topics such as the CCSS, state and local assessments, supporting their child's academic success and working with school.



Funding Source requested in the Con App: Title II: Improving Teacher Quality

Title II Part A: to increase the academic achievement of all students by improving teacher and principal quality.

2018-19 Entitlement: \$58,718

2017-18 Entitlement: \$65,474



Title II – High Quality Teacher - Assurances

The district will identify and address any inequalities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.



Funding Source requested in the ConApp

Title III: Support to English Learners

Title III Limited English Proficient (LEP): to ensure English learners attain English proficiency and reach high levels of academic attainment in English.

2018-19 Entitlement: \$71,613

2017-18 Entitlement: \$83,931

Title III Immigrant Education Program: to ensure that immigrant students meet the same challenging grade level and graduation standards as mainstream students.

2018-19 Entitlement: \$0 2017-18 Entitlement: \$10,608



Title III Assurances

The district agrees to use the funds to improve the education of English learner and immigrant students by assisting them to learn English and meet the challenging State academic standards.



B. DELAC Needs Assessment



Identify group roles

Identify one person to fulfill each of the following roles:

1. Notekeeper - Responsible for recording discussion and submitting responses/notes to Valerie at end.
2. Facilitator - Responsible for asking questions, ensuring equity of voice and maintaining productive flow of conversation.
3. Timekeeper - ensure that all tasks are completed in the time allotted by maintaining a timer and reminding the group of time remaining.
4. Reporter - Shares out the ideas discussed in a succinct manner.
5. Process Observer - ensures that discussion remains on topic and that all team members are observing the norms



Discussion

With your group discuss the following:

- What have you found to be the most beneficial about the DELAC meetings?
- What suggestions do you have to improve the DELAC meetings?
- Do you feel the DELAC meetings have given you a better understanding of the district's English Learners (EL) Program?
- What do you consider to be the strengths of the district's EL Program?
- What do you think are the areas of improvement for the EL Program?
- Do you have any other comments, questions or concerns?



VIII. Announcements



IX. Adjournment/Closure

- A. Visit Parking Lot
- B. Make an order to close meeting