Welcome to DELAC

District-level **E**nglish **L**earner **A**dvisory **C**ommittee

November 13, 2013

Member Introductions

- What school site are you from?
- What grades are your children in?

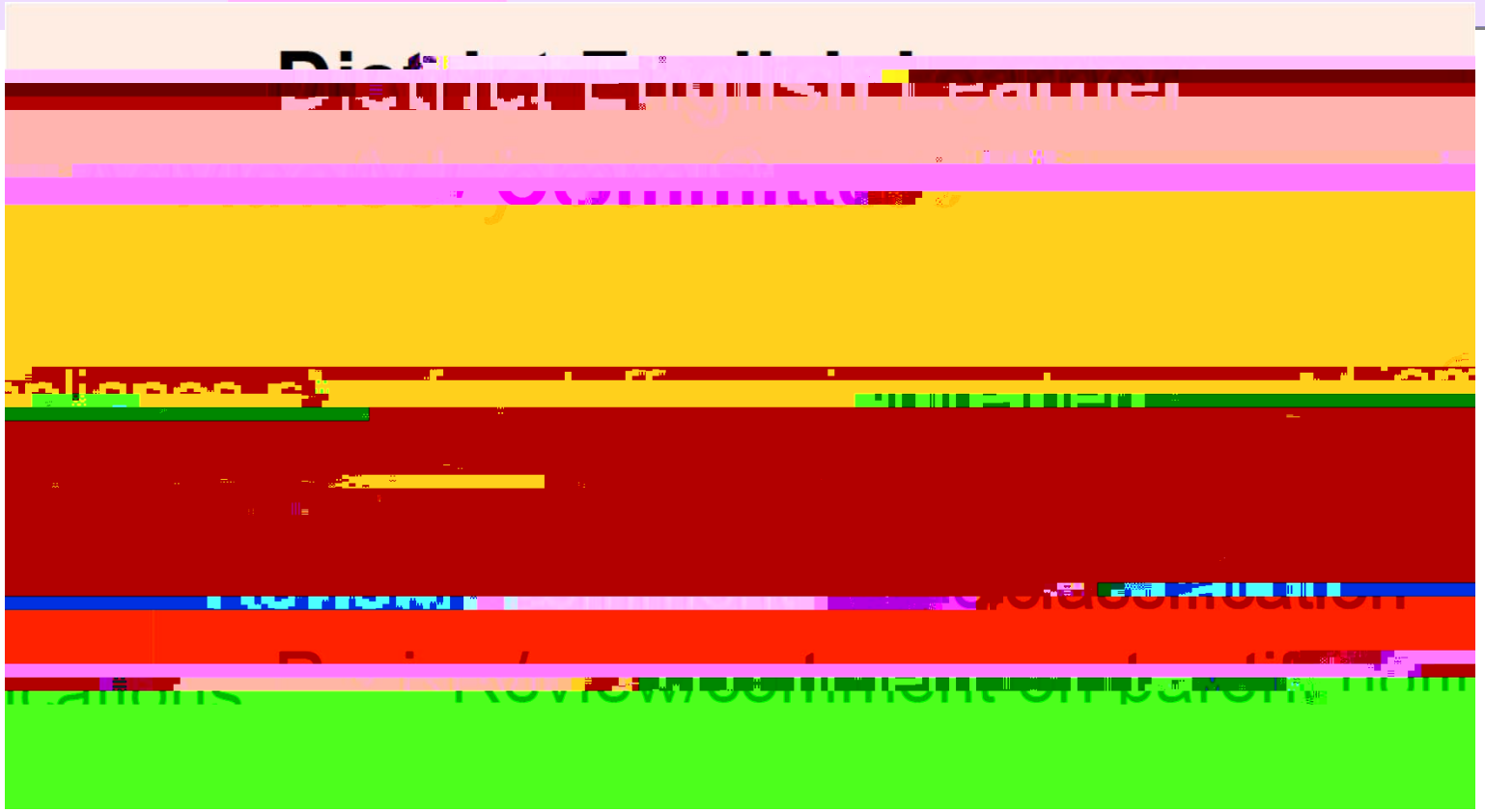
Table Talk:

- What do you hope to accomplish in ELAC/DELAC this year?

Why DELAC?

DELAC Purpose

DELAC Responsibilities



District Responsibilities

Election of DELAC Officers

Chairperson

Vice Chairperson

Secretary

Election of DELAC Officers- Ballot

Please vote by writing the name of one nominee under each office:

Chairperson

_____

Vice Chairperson

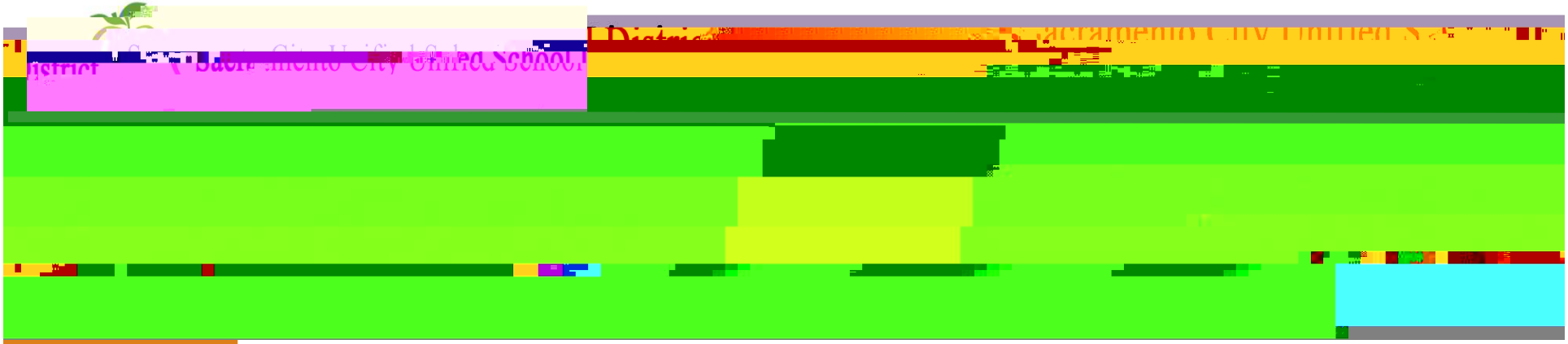
_____

Secretary

_____

Training Topics

- High School Graduation Requirements
- University Entrance Requirements
- Adult School Opportunities for Parents
- Report Card/Grading System
- Extra-curricular Activities
- Testing (CST, CELDT, CAHSEE, S.A.T., Standards Test in Spanish
- GATE, Honors, Advanced Placement Courses
- Interventions, Tutoring, Counseling Services
- Promotion/Retention
- Parent Involvement and Volunteering
- American School System
- No Child Left Behind (NCLB)
- Program Improvement Schools
- Parent/Teacher Conference
- Structure and Function of School
- College Preparation
- Curriculum and Instruction
- School Building and Property
- Communication
- Parent Involvement
- Immigration/citizenship
- Safety
- Uniform Complaint Procedures



Targeted Supplemental Resources

Title-III and EIA-LEP

(Examples: Tutoring for ELs, electronic dictionaries in primary languages)

General Supplemental Resource

- Provides a base grant for each LEA

LCFF Highlights (cont.)

LCFF targets students who:

- **are English learners**
- **get a free or reduced price meal (FRPM)**
- **are foster youth**

•Provides an additional 20 percent of the base grant for targeted disadvantaged students.

•Provides a concentration grant equal to 50 percent of the adjusted base grant for targeted students exceeding 55 percent of an LEA's enrollment.

Student Achievement Data-ELA

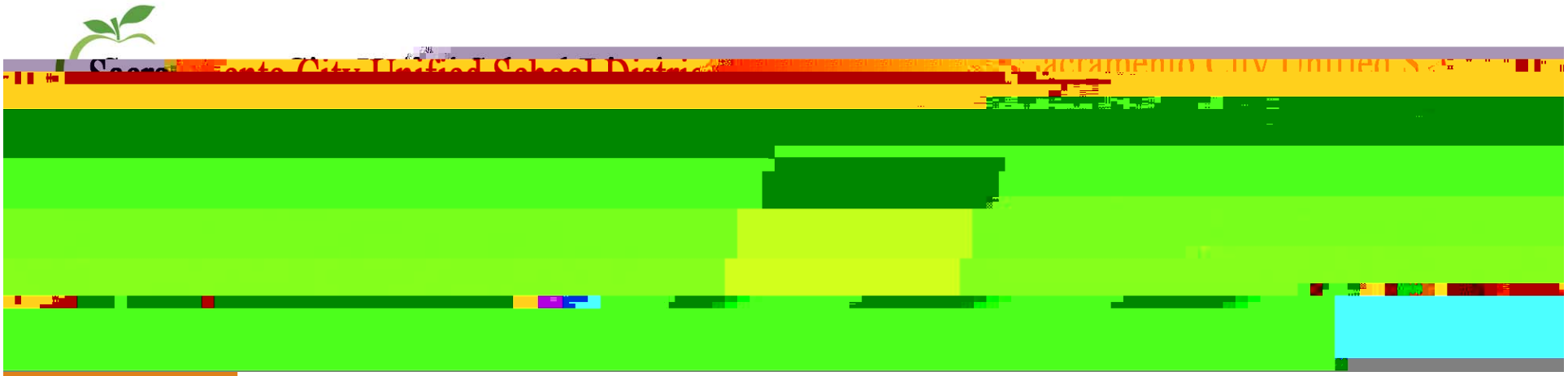
SCUSD: API Scores for District and Significant Groups

	Percent Proficient		
	ELA 2012	**ELA** 2013	DIFFERENCE
District	52.4	48.6	- 3.8
Latino	44.1	40.5	- 3.6
Black/African American	40.0	36.0	- 4.0
White	69.9	66.3	- 3.6
Asian	57.8	54.3	- 3.5
Low Income	45.4	41.2	- 4.2
English Learners	43.7	33.7	- 10.0

Student Achievement Data-Math

SCUSD: API Scores for District and Significant Groups

	Percent Proficient		
	Math 2012	**Math** 2013	DIFFERENCE
District	56.7	55.0	- 1.7
Latino	48.9	48.3	- .6
Black/African American	41.4	37.3	- .4.1
White	68.9	67.8	- 1.1
Asian	70.6	68.5	- 2.1
Low Income	51.6	49.6	- 2.0
English Learners	55.1	49.9	- 5.2



Changes or "Shifts" in the Common Core State Standards- English/Language Arts

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

- January 15th
- February 19th
- March 19th
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