



Welcome to DELAC

**District-level English Learner
Advisory Committee**

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

Department of Health and Human Services

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District Responsibilities

District English 1

English 1 is a district responsibility. It is a district responsibility to ensure that the English language is used in all district communications and that the English language is used in all district communications.





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

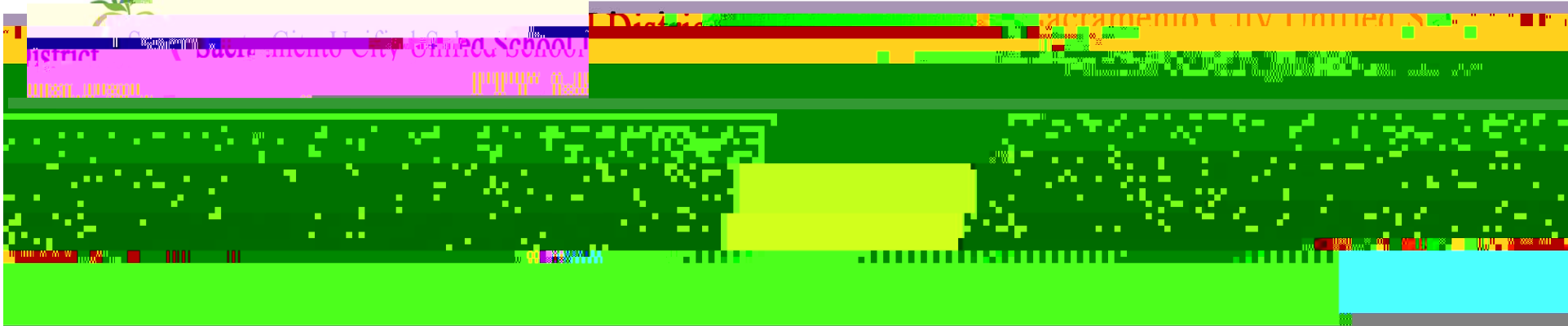
Vice Chairperson

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

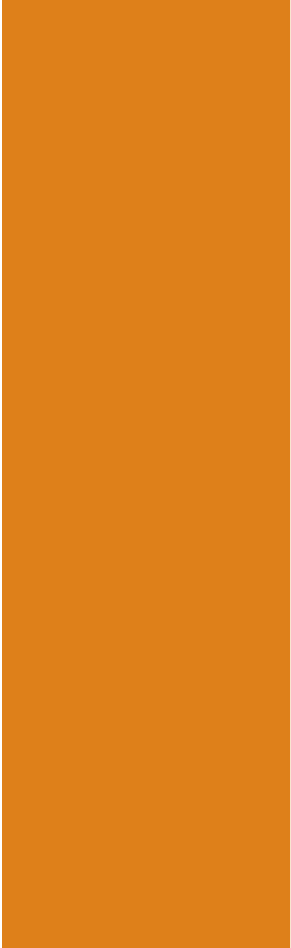
Title-III and EIA-LEP

(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



Category	Value
Category 1	Value 1
Category 2	Value 2
Category 3	Value 3
Category 4	Value 4
Category 5	Value 5
Category 6	Value 6
Category 7	Value 7
Category 8	Value 8
Category 9	Value 9
Category 10	Value 10
Category 11	Value 11
Category 12	Value 12
Category 13	Value 13
Category 14	Value 14
Category 15	Value 15
Category 16	Value 16
Category 17	Value 17
Category 18	Value 18
Category 19	Value 19
Category 20	Value 20
Category 21	Value 21
Category 22	Value 22
Category 23	Value 23
Category 24	Value 24
Category 25	Value 25
Category 26	Value 26
Category 27	Value 27
Category 28	Value 28
Category 29	Value 29
Category 30	Value 30
Category 31	Value 31
Category 32	Value 32
Category 33	Value 33
Category 34	Value 34
Category 35	Value 35
Category 36	Value 36
Category 37	Value 37
Category 38	Value 38
Category 39	Value 39
Category 40	Value 40
Category 41	Value 41
Category 42	Value 42
Category 43	Value 43
Category 44	Value 44
Category 45	Value 45
Category 46	Value 46
Category 47	Value 47
Category 48	Value 48
Category 49	Value 49
Category 50	Value 50

[Redacted content]



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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