

DELAC LCAP Stakeholder Engagement Meeting

February 6, 2020 – 5 pm

Strawberry Point Library

Welcome, Introductions & Norms (All) - 5 min

Acknowledge LCAP Parent Advisory Committee members (1 min) - Gabby & Ines

Overview of LCAP (Wendy) - 5 min

LCAP Action 9 – English Language Development

ELD Program Development (Wendy & Lindsay)

We will continue to build our English Language Development (ELD) program, which provides Integrated ELD instruction, augmented by Designated ELD services, to our English Learners.

- Continue to support Designated ELD program
 - 3 ELD Specialists
 - Primarily pull-out model at elem; ELD class at MVMS
 - How much students are served each week fluctuates at elementary level depending on student needs and influx of new students
- Integrated ELD program
 - Working in partners, presentation of key content vocabulary, graphic organizers, teacher modeling, visuals/pictures, sentence starters, adjusting the text complexity (Newsella), reading text in home language, Lexia, Learning Ally...
 - EL students are clustered in classes when possible

Measurable outcome - *To facilitate our English Learners accessing the CCSS in English Language arts and the ELD standards, we will offer an ELD program based on this academic content and performance standards. The ELD team will use high-quality, ELA/ELD curricular materials and research-based practices in their program. Classroom teachers will consult with ELD Specialists help integrate effective ELD strategies in the regular classroom, where our CLAD certified teachers support their EL students throughout the day, as evidenced by language acquisition progress, student work, and Fountas and Pinnell benchmark reading data.*

ELD Instructional Materials (Lindsay & Monica)

ELD staff will use high-quality ELD curricular materials in order to best serve English Learners.

- Academic Vocabulary Toolkit, Learning/Reading A-Z books, Lexia, Newsella, Epic Books, Sonday, Reach curriculum, - Show examples of materials

Professional Development & Instructional Strategies (Wendy)

ELD staff will be provided with relevant professional development opportunities and implement research-based strategies in order to best serve English Learners.

- Instructional Strategies – Reading strategies, GLAD, Tonya Ward Singer, Kate Kinsella, Jeff Zwiers
- Equity work – Interest-Based PD, *Culturally Responsive Teaching and the Brain*, Equity Committee, Courageous Conversations
- ELPAC - Summative Assessment Training

Monitoring progress for RFEP students (Wendy & Lindsay)

We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester.

- Initial ELPAC and Summative ELPAC
- Fountas & Pinnell reading assessments
- Reading A to Z assessments
- Newsella
- Intervention meetings
- Teacher check-ins

- Informally monitor for 3 years

Measureable Outcome - *We will evaluate the effectiveness of the ELD program through multiple measures, including student annual progress on the ELPAC. At least 65% of EL students will show progress on the ELPAC, making 20% growth from year to year on Summative ELPAC testing. We will also reclassify at least 20% of our EL students as Fluent English Proficient.*

Results - 18/101 EL students reclassified as FEP this year

Strengthen EL parent communication and involvement

Action 8.2) *We will continue to have active parental involvement at all of our schools to promote student learning and success, as evidenced by parent participation representative of all student groups in school activities, including school events, parent meetings (e.g. PTA meetings, School Site Council meetings, Board meetings, DELAC meetings, site and district committees), and parent education opportunities.*

We will continue to strengthen parent involvement and communication with parents of English Learners, as evidenced by different modes of communication and development of an ELD page on the district website.

- ELD webpage is on hold

Other communication with families

- What's the best way for us to communicate with you?
- How can we assist with your involvement at school?

Communication about progress

- How else can we better communicate your child's progress with language acquisition?
(Currently - communication with teachers, input on report card, attend conferences occasionally, informal conversations)

Closing Achievement Gap

Action 4.1) *Students working below grade level will be provided with differentiated learning in the general classroom. Teachers use targeted instructional strategies, evidenced-based practices, and common curricular materials to address the academic needs of struggling learners in the general classroom, as evidenced by growth across all student groups, including a minimum of 5% annual increase on CAASPP language arts and math scores in these student groups: African American students, English Learners, Foster Youth, Hispanic/Latino students, and socio-economically disadvantaged students.*

- Share high level information from State Dashboard about ELs; language progression from last year
- ELD program aims to address language development needs of students by offering specific teaching strategies and small-group pull-out/push-in instruction

After-school Homework Clubs

Action 4.2) *We will offer an after-school homework program at the middle school and targeted elementary sites to assist students needing help with work completion, as measured by student attendance.*

- Homework program at middle school – 2 days/week in afternoons (Wendy)
- Mustang Mentors program at Edna Maguire – Wed mornings (Lindsay)
- After-school program at Strawberry Point – M, T, TH afternoons for EL students (Monica)
- What support has been helpful and would you like to see in place?

Materials for meeting:

- Water pitchers – Wendy
- Food – Lindsay/Monica
- Cups, plates, napkins – Wendy
- Sign-In sheet – Lindsay
- Nametags & sharpie – Wendy
- Note taking sheets for parents – Wendy
- Activities for kids – Monica

- Handouts – Agendas, EL data

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Goal 1: Balanced Learners

All students will learn in an environment that fosters social emotional well-being, equity, global perspectives and awareness through inquiry- and project-based instruction.

Action 9 – English Language Development

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ELD Instructional Materials

ELD staff will use high-quality ELD curricular materials in order to best serve English Learners.

Professional Development & Instructional Strategies

ELD staff will be provided with relevant professional development opportunities and implement research-based strategies in order to best serve English Learners.

Monitor progress for Redesignated Fluent English Proficient (RFEP) students

We will monitor EL student progress with language acquisition through annual administration of the English Language Proficiency Assessment in CA (ELPAC) and other language/reading assessments each trimester.

EL parent involvement and communication

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Close Achievement Gap

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After-School Homework Clubs

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ELD Team

Lindsay Caruso, District ELD Coordinator & ELD Specialist (Elementary) – lcaruso@mvschools.org

Monica Malmquist, ELD Specialist (Elementary) – mmalmquist@mvschools.org

Rachel Hudson, ELD Specialist (Middle School) – rhudson@mvschools.org

LCAP Overview

Local Control & Accountability Plan

- Became mandatory for district with establishment of Local Control Funding Formula (LCFF) in 2014, which gave more local oversight of budgeting and decision-making

Guiding Principles:

1) Locally Driven

- Aligns with our locally developed annual spending plan
- Is guided by our local Strategic Plan

2) Transparent

- Allows for high levels of stakeholder involvement

3) Student Focused

- Improves student outcomes, closing the achievement gap, and increases service to neediest students

Eight State Priorities:

- Conditions of Learning - Basic Services, Course Access, Standards Implementation
- Engagement - Parental Involvement, Pupil Engagement, School Climate
- Pupil Outcomes - Pupil Achievement, Other Pupil Outcomes

Stakeholder Engagement Process

- Consult stakeholders to contribute to the development of the annual update and new LCAP
- Gather input through in-person meeting, surveys, feedback button on website

Stakeholder Groups

- Teachers - MVTA
- Principals & Administrators - AC
- Other School Personnel – CSEA
- Students – MVMS student group
- Parents
 - Parent Advisory Committee - 5 meetings
 - District English Learner Advisory Committee
 - PTA Council
 - Board Meetings

Possible Items for ELD Web Page

- Introduction to MVSD's ELD program (Goals, values & beliefs)
 - Build inclusion for students and families into school community
 - Provide an environment in a small group setting to foster oral communication and collaboration
 - ELD teachers serve as an advocate for students and their families for their needs
- Common Questions about ELD
- Master Plan information
- Meet the ELD Team – Name, school site(s), contact information (email/phone), photo
- DELAC dates
- What ELD looks like at the elementary and middle school levels
 - K-5: Pull-out program with multiple 30-min sessions per week (number of classes depends on CELDT level)
 - 6-8: 60-min class held 4 times per week
- Links to digital resources
- Information about ELD curriculum (with links) - National Geographic Reach & Inside, Kate Kinsella, Reading A-Z
- CELDT information (testing timeline, process of EL designation, and types of ELD support offered depending on CELDT level)
 - Language levels information (Back of CELDT testing manuals)
- Information about stages of language acquisition
- Helpful information/links to resources for parents for support children at home
- Link to ELD standards
- Link to Board Policy about ELD program
- ELD Instruction
 - Information about GLAD & photos of student work
 - Tonya Ward Singer's strategies
 - Jeff Zwiers focus on Academic Conversations
- Photos of teachers and students in ELD classroom
- Photos of student works samples
- Photos of bulletin boards
- Photos of DELAC gatherings/meetings