

Santa Clara County  Office of Education

Agenda Chương trình nghị sự

SCCOE District English Learner Advisory Committee

Comité Asesor Distrital para Asuntos del Idioma Inglés

Ban Tư vấn Học sinh Trau dồi Anh ngữ của Học khu thuộc SCCOE

June 2, 2020 2 de junio, 2020 Ngày 2 tháng 6 năm 2020 5:00pm

<https://sccoe.zoom.us/j/98708702984>

<i>Welcome and Introductions Bienvenida y presentaciones Hoan nghênh và Giới thiệu</i>	Dr. Olmos
<i>Purpose of DELAC ¿Cuál es el propósito de DELAC? Mục đích của DELAC</i>	Dr. Rohlfig
<i>Current EL Data Estadísticas actuales sobre los estudiantes de inglés Dữ liệu EL hiện thời</i>	Dr. Rohlfig
<i>Reclassification Update Proceso de reclasificación Cập nhật về Quy trình Tái phân loại</i>	Dr. Rohlfig Dr. Everett Dr. Lyte-Crowder
<i>Title III Budget 2020-21 Presupuesto Título III 2020-21 Ngân sách Title III năm 2020-21</i>	Dr. Putney Dr. Ann Mr. Morales
<i>DELAC Reviews Consolidated Application DELAC: Revisión de las aplicaciones de consolidación de gastos DELAC xem duyệt Đơn hợp nhất</i>	Dr. Rohlfig
<i>ELPAC Update ponerse al día ELPAC Cập nhật về ELPAC</i>	Dr. Rohlfig
<i>Form 10 Reminder Formulario 10 Recordatorio Nhắc về Mẫu đơn 10</i>	Dr. Rohlfig
<i>Closure Clausura Bế mạc</i>	All Todos Tất cả mọi người

June 2, 2020

The Santa Clara County Office of Education and the Student Services and Support Division sponsored the District English Learner Advisory Committee on June 2, 2020. Due to the COVID19 crisis, the meeting was held online via Zoom. Parents were invited through a mailing and calls from principals.

The meeting featured a welcome and introductions. Members then reviewed the purpose of the DELAC and in particular the purpose of the DELAC during the spring of each year as an advisory group. Current EL data was provided via a powerpoint presentation(attached), and data was broken down by school site. In addition, the team discussed student numbers for Long Term English and viewed ELPAC data trends for 2018-19 testing by school site. The team also reviewed CA Accountability Dashboard changes related to EL reporting and ELPAC levels.

Reclassification updates were shared for each department (alternative education, special education, and Opportunity Youth Academy). Some reclassification was not determined due to COVID19. ELPAC testing was completed by the Alternative Education department in February and early March and the department reclassified twelve students during 2020-21. Special education facilitated reclassification of English Learners through the IEP process and Opportunity Youth Academy did not test students for ELPAC in spring of 2020 due to the virus. The team discussed options for testing of ELPAC and reclassification for fall of 2020.

Directors presented proposed budgets for Title III expenditures for 2020-21 to include money set aside for supplemental instructional software (Eloquence and Rosetta Stone), parent and student field trips, and support for tutoring of English Learners. The DELAC reviewed the elements of the Consolidated Application as generally proposed. Due to COVID19,, the 2020-21 Consolidated Application release is scheduled for July of 2020. The team nonetheless reviewed spending, carryover, and student numbers as normally defined in the Consolidated Application. Advisory team members made comments and suggestions and the team approved the upcoming processes.

The team received updates on the ELPAC, noting that students who were not able to be tested in Spring of 2020 due to COVID19 will be able to be tested in the fall of 2020. In addition, ELPAC scores for the Alt Ed students who were tested will be available in July. Initial testing will be offered in the fall. Processes are in place by CDE and CTS to facilitate testing online.

Dr. Rohlfing reminded team members to send copies of Form 10, ELAC meeting updates and verification of 2019-20. The team discussed upcoming plans for EL instruction to accommodate online and distance learning. Team members provided input as to processes and data shared.

The meeting ended with plans to reconvene in fall of 2020.

*Submitted by Dr. Tracy Rohlfing
June 2, 2020*

District English Learner Advisory Committee

June 2, 2020

Welcome and Introductions



Agenda Review

- Welcome and Introductions
- Purpose of DELAC
- Current EL Data
- Reclassification Update
- Title III Budget 2020-21
- Consolidated Application
- ELPAC Update
- Form 10 Reminder



Purpose of DELAC

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.



Responsibilities of DELAC

The DELAC shall advise the school district governing board on at least the following tasks:

- Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
- Conducting of a district wide needs assessment on a school-by-school basis.
- Establishment of district program, goals, and objectives for programs and services for English learners.
- Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
- Review and comment on the school district reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP)



DELAC Membership Requirements

Composition Requirements

- Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Elections

- Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. If the district has 31 or more ELACs, it may use a system of proportional or regional representation.

Under the LCFF, districts with at least 50 English learners and whose total enrollment includes at least 15% English learners must establish a DELAC, and that DELAC must carry out specific responsibilities related to the LCAP.



2019-20 English Learner Enrollment

Source Aeries 06/01/2020	Total Enrollment	EL %	% of EL Who Are Long Term
SCCOE	2,118	(614)30%	(337)55%
Gateway	31	(7) 23%	(7) 100%
Sunol HS	27	(5) 19%	(4) 80%
Sunol MS	13	(6) 46%	(5) 83%
ISP	71	(6) 8%	(5) 83%
Osborne	47	(19) 40%	(9) 47%
Blue Ridge	39	(17) 44%	(16) 94%
OYA	398	(121) 30%	(72) 60%
Special Ed (No charter/NPS)	1472	(428) 29%	(219) 51%

CELDT ELPAC Three Year Trends

CELDT ELPAC	SCCOE	Court	Community	OYA	Special Ed
2018-19 ELPAC					
# Tested	484	51	18	86	329
% Level Four or Well-Developed	3.93%	13.73%	6%	12.79%	0
% Level Three	8.26%	23.53%	11%	25.58%	1.22%
2017-18 ELPAC					
# Tested	528 Asian 29% Latino 65%	68 Latino 90% Other 10%	25 Latino 96% Other 4%	71 Latino 96% Other 4%	363 Asian 41% Latino 52% Other 7%
% 3 and 4 Developed or Well-Developed	15.72%	47.06%	52%	33.8%	*
% Level Two	10.80%	35.29%	*	*	4.41%
2016-17 CELDT					
# Tested	497	57	35		405
% Meet	10%	44%	43%		20%
% Intermediate	11%	37%	46%		4%

SCCOE EL Program and Budget Update



New EL Dashboard Indicators December 2019

EL Dashboard Data December 2019 NEW

EL	State	SCCOE	Court	Community	OYA	Special Ed
# Tested	844,257	303	38	16	44	249
% Making Progress	48.03%	8.06%	34.02%	6%	47.07%	4.08%
% Progressed One Level	NA	7.05%	28.09%	0	45.04%	4.08%
% Maintained at Level Four	NA	0.09%	5.02%	6.02%	2.02%	0%
% Maintained at Levels 1, 2, or 3	NA	81.01%	23.06%	37.05%	27.02%	92.07%
% Who Decreased At Least One Level	NA	10.02%	42.01%	56.02%	25%	2.4%

Effective December 2019 % of Students Making Progress Toward English language proficiency as measured by the ELPAC test. Very High = 65% or higher
 High = 55% to less than 65%
 Medium = 45% to less than 55%
 Low = 35% to less than 45%
 Very Low = Less than 35%



Re Classification of English

Learners

Non IEP English Learner

1. Student is identified as English Learner.
2. Student receives a score of 4 on the ELPAC summative with no sub area below 3.
3. Student receives 3 or 4 on CAASPP or Proficiency on reading assessment.
4. Teacher Recommendation
5. Parent/Student Recommendation

English Learner with IEP

1. Student is identified as an English Learner
2. Student scores proficient on the ELPAC or the SCCOE CALPS test as determined by IEP team.
3. Student scores proficient on the CAA or local assessment
4. Teacher Recommendation
5. Parent/Student Recommendation
6. IEP Team Recommendation



Updates

Title III Budget Update
Consolidated Application
ELPAC Testing COVID19



Form 10

- SCCOE Form 10 Due June 30



Connect with SCCOE

- Social Media



- Ed Bulletin (e-newsletter)
- www.sccoe.org

