

## **District English Language Learners' Sub-Committee of LCAP PSAC (DELLS)**

1 or 2 parent members of the LCAP PSAC from each electoral district also sit on the LCAP English Learners' Sub-Committee for a total of up to 13 sub-committee members. The LCAP EL Sub-Committee meets quarterly on the months when the LCAP PSAC does not meet to discuss the needs of English Language Learners (ELL's) and make recommendations for supporting them for the OUSD LCAP. They hold an additional meeting in late April to discuss actions and services for the 2017-18 LCAP and adding to a total of 5 meetings. The sub-committee members present formal reports from their meetings within the LCAP PSAC General Meetings. All agendas and materials are translated to Spanish for all PSAC and EL Sub-Committee meetings and activities per attendee language need.

The committee began the year with 7 members and ended with 6 members representing 4 of the 7 electoral districts. Additional participants attended all of the meetings and expressed their desire to serve as members of the sub-committee. To respond to that desire for greater leadership, members will present a proposal to incorporate into the structure of the DELLS some direct representation from ELL-site based committee members who are not members of the LCAP PSAC. This would require an amendment of the LCAP PSAC bylaws given that the DELLS is a sub-committee of LCAP PSAC with joint membership provisions.

### **2017-18 Meetings**

The following were the meeting dates and content for the District English Language Learners' Sub-Committee:

*September 21, 2017*

Members and other participants learned about different aspects of the population of English Language Learners in OUSD at the start of the school year, reviewed the indicators that will be used to monitor their success, and discussed the role of the sub-committee in the process to develop OUSD's Local Control and Accountability Plan

*November 16, 2017*

Members and other participants received a school by school report about the home language of students and ELL reclassification rates. They also studied school snapshots for 5 case study schools with the highest reclassification rates. Finally, they discussed progress in establishing Site English Language Learners' Sub-Committees (SELLS) throughout the district and reviewed establishment guidelines for SELLS.

*February 15, 2018 In lieu of the January meeting*

Members and other participants learned about the roll-out of OUSD's new ELL reclassification data dashboard and participated in a demonstration of its use. They also reviewed progress on the implementation of the English Language Proficiency Assessment of CA (ELPAC) and mid-year district wide reclassification data. They continued to monitor progress for the establishment of Site English Language Learners' Sub-Committees and reviewed allocation and use of Title III roll-over funds for ELL support in Spring 2018. Finally, they set goals for the LCAP engagement process in Spring 2018.

March 15, 2018

Members and other participants continued to monitor the establishment of Site English Language Learners' Sub-Committees (SELLS) and gave feedback for guidelines and actions to ensure strong SELLS and a clear connection between the SELLS and the district-wide sub-committee or DELLS. This included review of related Proposition 58 regulations.

April 26, 2018

Members and other participants continued to provide feedback for the establishment of strong Site-Based ELL Sub-Committees. They received a progress report on the development of Dual Language Programs in OUSD and reviewed the information provided to families about language programs in OUSD. The purpose was to gather feedback from members and participants about the nature and availability of programs and about the quality of related information provided to families. All feedback was gathered to inform the LCAP for 2018-19.

## **Feedback from the District English Language Learners' Sub-Committee for the 2018-19 LCAP**

### **FEEDBACK FOR GOAL 4**

#### **Feedback from the LCAP PSAC Meetings**

43) Track and increase the level of translation services provided to students and families as part of supporting the academic and English Language Development of English Language Learners.

#### *Superintendent Response:*

*Per education code, we will provide translation to serve the academic needs of our English Language Learners.*

44) Balance class size to maintain the bilingual/dual language model.

#### *Superintendent Response:*

*This recommendation is not within the scope of PSAC, however, staff and our Board is considering new legislation to determine these parameters.*

## **Feedback from the District English Language Learners' Sub-Committee**

45) Continue Follow-Up on DELLS Recommendations from June 2016 and June 2017

<https://drive.google.com/file/d/0B1sgp0JnEdIzTmVkUXgya0NNMGs/view?usp=sharing>

46) Regarding Reclassification Rates:

- a. Create a study session highlighting best practices and other elements contributing to the reclassification rates of the five schools with the highest rates as of November 2017 (Lincoln, Acorn Woodland Elementary, Glenview, Cleveland, and Emerson). Update the list of schools as needed.
- b. Develop a document that clearly outlines the reclassification rates expected for school sites and district-wide and a comprehensive reclassification report.

*Superintendent Response: We are on track to doing these and have incorporated some of these in the updated EL roadmap. We have held study sessions on reclassification. We will continue to implement this practice.*

47) Regarding Support for ELL students who speak languages other than Spanish:  
Enrollment and outcome data report and report of strategies for Mam-speaking children (district-wide and by school site) with some details for Mam-speaking children in dual language programs.  
--This is group has overlapping needs as indigenous students and learners of multiple languages who often have experiences as unaccompanied minors and as victims of traumatic situations.

*Superintendent Response:*  
*RAD will assess our ability to disaggregate the data for Mam-speaking students. There are a number of case managers that support trauma and other needs.*

48) Develop a plan to implement Prop 58 Policies for the evaluation and development of dual language programs and for related community/committee engagement and feedback.

*Superintendent Response:*  
*This is a major component of the EL roadmap update. A cross-departmental group to develop procedures will be formed to work with enrollment, LCAP, Family engagement, ELLMA, and Blueprint for Quality Schools.*

49) Regarding Basic Information for Parents, Guardians, and Caregivers of English Language Learners

- a. Provide a basic training at all school sites for families of ELL's covering key topics (e.g. Language program choices, the English Language Proficiency Assessment of California, how to monitor the English Language Development of your child, the reclassification process, ways to give feedback, committees and other leadership opportunities, etc.)
- b. Make sure that SELLS and other committee leaders receive this training and are able to share the information with their school sites
- c. Make sure that key information is sent home in multiple languages to parents, guardians, and caregivers who cannot attend trainings.

*Superintendent Response:*  
*We can approach this through a training of trainers model. W to refresh some of our existing parent trainings.*

- 50) Regarding Support for English Language Learners with IEP's
- a. Require that Dual Language Program schools provide the opportunity for all students with IEP's to participate fully in the program. (There are well established dual language schools in which ELL and other students who are taught in Special Day Classes are almost fully isolated from the school's instructional and other programs.)
  - b. Monitor that all English Language Learners with IEP's are receiving instruction for English Language Development with the accommodations and modifications needed.

*Superintendent Response:*  
*For 18-19, we are focused on requiring that IEPs include language goals, and supporting SPED teachers to do this. ELLMA and SPED are collaborating to create a SPED-ELL 101 one or two-day PD.*

### *Feedback from the Community Advisory Committee for Special Education*

51) Develop and track outcome indicators for the English Language Development of students with IEP's who are also English Language Learners. In general, adopt an approach to student data that accounts for the overlapping experiences of students with disabilities--including race, gender, class, language fluency, etc.

#### *Superintendent Response:*

*We are working on developing data dashboards on a few key indicators that allow for selecting overlapping student groups to compare their performance.*

52) Track access by ELL students with disabilities to all programs, services, and supports for English Language Learners.

#### *Superintendent Response:*

*We will discuss how to implement this request and provide an update in PSAC meetings.*

### FEEDBACK FOR GOAL 6

### *Feedback from the District English Language Learners' Sub-Committee*

69) Regarding support for Site-Based ELL Sub-Committees:

- a. Provide monthly report on the establishment of compliant Site-Based ELL Sub-Committees
- b. Provide guidelines and supports for frequent review of ELL data by Site-Based ELL Sub-Committees and related connection to ELL data review by the District ELL Sub-Committee
- c. Develop suggested calendar of SSC and SELLS meetings with topics and outcomes that support coordination between committees and two-way feedback
- d. Develop calendar of SELLS and DELLS meetings with topics/outcomes that support coordination between committees and two-way feedback, with protected dates for district-wide meetings so that site-based meetings do not conflict with them
- e. Develop basic training for parent leaders in SELLS (e.g. reclassification process, use of Title III, etc.)

#### *Superintendent Response:*

*We will work with the PSAC to implement these suggestions so site based SELLS are fulfilling their role on the campus.*