

DAC/DELAC Meeting, March 14, 2019

1 Access and Rigor

	Prioritized Strategies suggested by Participants (got "dot votes **)	District Feedback and Possible Actions in Response to Prioritized Strategies	Other Suggested Strategies that were not Prioritized by Participants (no "dot" votes)
Students have both an English/Language Arts class and English Language Development	Enough Staff to work with students (1)	The District will implement the contract. The District and schools will identify additional resources to provide additional staff to schools that can support instructional differentiation and readiness to learn.	Program 4 and 5?
	Instruct teachers on how to teach English Language Development (4)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in supporting EL students with universal and targeted supports. Reading specialists will provide targeted and intensive supports, as called for in each school's SPSA.	See if parents can help at home because at school they need to do more classes
	Arrange extra time for ELD student instead of grabbing them from ELA (2)	EL students will participate in designated ELD, without pulling students from Tier 1 instruction.	
	ELD Designated as a separate class (2)	EL students will participate in designated ELD, without pulling students from Tier 1 instruction.	
	Curriculum we piloted last year (Read 180, English 3D) (3)	The District and schools will ensure high quality curriculum is used consistently across the district in ELD and ELA intervention classes. The District will pilot materials for ELLs by Typology, including LTELs and Newcomers. For example, RIGOR, materials from Stanford, etc.	
	More ELD trained staff. We have 2 for a school with 1100 students (3)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in supporting EL students with universal and targeted supports. Reading specialists will provide targeted and intensive supports, as called for in each school's SPSA.	
	When will the ELD instruction happen? Not during ELA, so when? During other subject (3)	EL students will participate in designated ELD, without pulling students from Tier 1 instruction.	
Instruction for English Learners is enriched and amplified with appropriate supports to help students succeed. These experiences emphasize depth over breadth	Teach questioning and answering strategies to students - How and Why (5)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in engaging EL students in quality academic discussion Reading specialists will provide support, as called for in each school's SPSA.	Frequent informal assessments
	Standards or expectations for all students to be able to understand and discuss issues on deeper level (3)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in engaging EL students in quality academic discussion Reading specialists will provide support, as called for in each school's SPSA.	Teach annotation skills
	Nonfiction work: 1) books at various levels to access information 2) chance to become "expert" for peers (2)	District will pilot materials for ELLs by Typology, including LTELs and Newcomers. For example, RIGOR, materials from Stanford, etc. District will ensure high quality leveled libraries are present in all classrooms.	Common planning time with emphasis on depth
	Experiences in real world - field trips, realia, bring in speakers (relatives) on topics to interview (2)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in engaging EL students in quality academic discussion Reading specialists will provide support, as called for in each school's SPSA.	Do less and do it well

	Permission to SLOW DOWN for teachers (4)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in differentiating instruction to ensure EL students master the ELA/ELD standards. Reading specialists will provide support, as called for in each school's SPSA.		
2 Integrated and Designated ELD				
	Prioritized Strategies suggested by Participants (got "dot votes **)	District Feedback and Possible Actions in Response to Prioritized Strategies		Other Suggested Strategies that were not Prioritized by Participants (no "dot" votes)
Lesson focus on communication skills instead of grammar				designing lessons on communication
Vocabulary development is a part of the lesson cycle				General academic vocabulary words
There is a clear, articulated plan for entrance and exit from ELD instruction, and families understand the entrance and exit criteria, along with data used	Criteria for entrance and exit - Which data? What curriculum (3)	The District will support schools to implement high quality ELD instruction, with clear entrance/exit criteria, based on standard indicators, and using high quality curriculum. District will pilot materials for ELLs by Typology, including LTELs and Newcomers. For example, RIGOR, materials from Stanford, etc.		
Students spend at least 50% of time in lesson speaking or writing				"Audit" Time spent teacher talk vs student talk
				Analysis of the extensiveness of talk (elaboration vs short)
ELL have a variety of courses that meet unique needs (LTEL, Newcomer, Dual Language...)	PD (1)	The District will support schools to implement high quality ELD instruction, with clear entrance/exit criteria, based on standard indicators, and using high quality curriculum. District will pilot materials for ELLs by Typology, including LTELs and Newcomers. For example, RIGOR, materials from Stanford, etc.		Ongoing Needs assessment
Students use high impact language practices (complex oral and written language production, academic discussion, complex text)				Make complex language structures explicit to English Learners
Lessons are designed around both content and ELD standards	PD around ELD standards and how to design lessons that include objectives, Observation tool for leadership that reflects PD around Benchmakr best practices for ELs (4)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in supporting EL students with universal and targeted supports. Reading specialists and school leaders will use a common observation tool to provide teachers with consistent, high quality feedback.		
	District EL Coach for Instruction	The District will expand EL intervention and coaching supports for schools and ensure that these supports are expert and receive on-going professional learning.		
English Language Development is tied to grade-level content standard but focused on how English Works	Needs assessment - Rubric - Goal setting (1)	The District will provide a rubric for measuring the implementation of best practices for ELLs thereby supporting the principal in setting goals with their teachers to improve instruction for English learners.		Support in teaching designated ELD lessons in small group time
Lessons include both content and language objectives	PD around ELD standards and how to write language objectives	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in supporting EL students--particularly grounding instruction in the ELD standards through the writing of "language" learning objectives.		
3 Data-Driven Decisions				

	Prioritized Strategies suggested by Participants (got "dot votes **)	District Feedback and Possible Actions in Response to Prioritized Strategies	Other Suggested Strategies that were not Prioritized by Participants (no "dot" votes)
Families are comfortable in reflecting and goal setting for ELL	Have ELAC and DELAC have time for parent-led meetings (can assign responsibilities (4)	District will support school and parent leaders to build parent agency in running ELAC & DELAC meetings and leading their teams to make data-driven decisions.	Focus on empowering parents they can and should advocate for their kids
4 Asset Based Approach			
	Prioritized Strategies from Brainstorming Session (**)	District Feedback/Actions in Response to Prioritized Strategies	Suggested Strategies
Students, schools, and communities have awareness and resources to pursue the California Seal of Biliteracy	Invite families to be guest speakers in class	Schools will identify in their SPSAs family engagement strategies that bring families into the classrooms as teaching resources (e.g., as guest speakers) to address the specific needs of EL students.	Include information in school and district newsletters
Families and teachers value the home language and leverage different home languages as resources for learning	Parents come in and share with the class (something from their culture or a special skill. When that happens in my child's class, the students were proud of the fun the parent brought. (Sign up so there is only one at a time) (2)	Schools will identify in their SPSAs family engagement strategies that bring families into the classrooms as teaching resources (e.g., as guest speakers) to address the specific needs of EL students.	Multicultural nights that use ELD best practices
	Invite families to be guest speakers in class.	Schools will identify in their SPSAs family engagement strategies that bring families into the classrooms as teaching resources (e.g., as guest speakers) to address the specific needs of EL students.	Books in multiple languages in class libraries and school libraries
5 Whole Child			
	Prioritized Strategies suggested by Participants (got "dot votes **)	District Feedback and Possible Actions in Response to Prioritized Strategies	Other Suggested Strategies that were not Prioritized by Participants (no "dot" votes)
Families of ELL understand the US School System and how to be advocates for their child	We need more interpreters for a variety of languages (2)	The District will continue to build translation services.	Note that the group clearly wanted to be clear that this had two extremes: Those who advocate fiercely and those who do not know how (EQUITY issue)
	Increase number of schools with Community Workers (One school was saying that their community worker helped a lot with this) 1)	The District and schools will identify resources to expand the number of active bilingual community liaisons in schools.	Parent Ed nights
			Once they feel comfortable they enjoy participating. Family Enhancement is working at Highlands. Invite parents to speak
			Offer ESL classes for parents / CSM offers some free classes: inform parents of these opportunities
			PIP Parent Cafes work well. Build on this.
			Coffee with principal / Morning chat with principal
School staff take the opportunity to know families and communities outside of school	Conduct home visits (1)	Schools will identify in their SPSAs family engagement strategies that engage families as teaching resources, including strategies like home visits.	Encourage teachers to do home/community visits with students
			Encourage teachers to participate in community events like Fun Run

			Campus beautification Saturday
			Community workers know families more than anyone else on the campus (see line 39)
ELL have access to culturally-sensitive social services and other community supports			Community workers are very helpful and could hire for more sites
ELL have an environment free of bullying or exclusion based on the language or culture	Celebrate cultural differences in assemblies, multicultural nights, class lessons (1)	Schools will identify in their SPSAs cultural engagement strategies that bring families and their cultures into the classrooms and assemblies as teaching resources.	Document translation assistance for schools in more languages
			More mental health supports like counselors who are bilingual
School environments are welcoming and nurturing with inclusive practices for ELL to take safe, responsible risks	PD on ELD best practices (build a bank of strategies that teachers can use), include PD on the EL experience (1)	Teachers will have access to training, teaming, and coaching to build their knowledge/skill in supporting EL students with universal and targeted supports. Reading specialists and school leaders will use a common observation tool to provide teachers with consistent, high quality feedback.	Employ culturally responsive pedagogy in school
			Celebrate Culture!
Families actively participate in the student's education or how to contribute as cultural liaisons to the school community	family nights focused on culture, heritage, and travel (1)	Schools may identify in their SPSAs cultural engagement strategies that bring families and their cultures into the classrooms and assemblies as teaching resources.	Note that the group thought this had two extremes, and that families literate in home language were much more likely to do this without support
			family night / international night or dinner
			Volunteer opportunities at different hours (AM, PM, Weekends)
Programs outside of the school day provide extended learning and increased opportunity for student engagement and language development	Provide designated ELD after school / After school help for ELs at all school sites (2)	Schools may explore extended-day opportunities where EL students can access targeted support.	Parents asked me to suggest after school help with homework
			Extended day program for EL Students
			Have fun workshops for families that build on ELD strategies
			Incorporate ELD strategies into after school programming (tutor program)