BHUSD DELAC Minutes
03/16/17, 5:00 – 6:00 p.m.
Board Room, District Office, 255 S. Lasky Dr.

I. Introductions/Greetings

   a. Members Present:

      i. Helen Dan - BHHS
      ii. Yekta Khani - ER
      iii. Michael Breggy - DO, Superintendent
      iv. Karen Moses - BHHS
      v. Phillip Babcock - BV/HM
      vi. Lindsay Pomerantz - ER/Haw
      vii. Cherryn Luesang - DO

II. District Plan (LCAP) (5 minutes)

   a. LCAP Thank You (Cherryn)

      i. Thank you letter distributed to parents and read out loud

III. Needs Assessment Check-in:

   1. Student needs (each school reports out):

      a. Meeting Students’ Specific Learning Needs / Reading Assistance
      b. BHHS Summer School
      c. Each school have individual ELC?

   2. Parent needs (each school reports out):

      a. Communication on student progress
      b. BHHS parent awareness of the high school program
         i. Jupiter Grades

   3. EL student attendance

      a. EL students’ attendance is slightly better than the school district as a whole.
         EL students’ attendance - 90.3% have missed fewer than 10% of school.
         District wide attendance - 89.5% have missed fewer than 10% of school.
      b. Spend time in ELACs 2017-2018 to discuss attendance.
IV. Progress Report: BHUSD Title 3 Improvement Plan

a. Teacher Professional Development (Lindsay/Karen)
   i. Develop empathy for EL students and decide what to do to help EL students in class. Read and analyze story in Spanish.
   ii. Review new adoptions to review EL lessons and scaffolds.

b. Principal Professional Development (Cherryn)
   i. PD with Los Angeles County of Education for principals to understand new EL standards and the skills and strategies that teachers need to employ to develop EL students’ academic knowledge and English Language Development (ELD)

c. Credit Recovery Plan / Summer School (Karen)
   i. We are working to help EL students gain English fluency faster and to have opportunities to take classes to graduate on time. We purchase classes specifically for EL students so that the students can benefit from small group instruction. This is paid for from Title 3 funds.

d. Parent Nights (Cherryn)
   i. We have had 3 parent nights so far this school year:
      1. STAR Renaissance for EL Parents
      2. Digital safety

e. Shall we apply again the Title 3 grant to fund our plan? (Meet in May to sign application.)
   i. Parents agree that we need to apply again. Helen the co-chair asks that we email her to come in and sign.

V. Should we shift the needs assessment to the end of the year to plan for the beginning of the year?
   a. Shift the assessment to the end of the year.

VI. Public Comments:

VII. New Business:

a. The end of the CELDT and the beginning of ELPAC
i. Timeline (Cherryne)

1. Students will not take the CELDT again. Students will take the ELPAC next Spring.

ii. How is the ELPAC different than the CELDT? (Phillip 10-15 min)

1. The test will be more difficult for the students to pass. Students will have to show their language abilities across academic areas.

The test will begin using paper and pencil and shift over to computer eventually.

VIII. Next DELAC Meeting: Fall 2017

IX. Adjournment:
March 16, 2017

Dear DELAC Parent Representatives,

I want to personally thank you for your participation on the District English Learner Advisory Committee during the 2016 – 2017 school year. The recommendations that came from the Needs Assessment have been used to advise the goals of the Local Control Advisory Plan (This is our plan to help your children be successful in school). Specifically you asked us to do the following and we have established programs and given you ideas to help your children.

- Assist my child with reading skills. (We use an approach called Daily Five, a program called Accelerated Reader, and/or an online program called Lexia to help children gain reading skills more quickly. Speak with your child’s teacher about your child’s reading level. We have a digital online library called MackinVia with informational texts at a variety of reading levels. Check out books from the Public Library and have your children participate in the Summer Reading Club at the library to ensure his or her reading skills are improving. Have your child keep using Lexia at home.)
- Our children need After-School programs. (After-School programs are being offered through the district intervention program. Speak with your child’s ELC Teacher to find out when classes are happening.)
- How can older students get help to understand their classes? (We encourage teachers and students to use digital devices to help students gain access to content through online translating services and check out books in the library at the student’s reading level.)
- Can each school have their own ELC? (Currently, we are not able to accommodate that request, but we will keep it in mind in the event more funds become available.

For Parents:

- How can I monitor my high school student’s grades and communicate with the teacher? (We have set up Jupiter Grade accounts for parents. Use Jupiter Grades to track your child’s homework, attendance, achievement, and to communicate with the various teachers. If you forgot how to use Jupiter Grades, contact Ms. Moses.)
- How can I help my child at home? (Our Star Instructional Planning Reports will help you select the correct sequence of skills to assist your child at home. Returned school work and homework are good resources too. We have also provided information to parents on the importance of continued home language development to support academic content growth.)
- Will the high school students have summer school? (We have planned to provide EL and Immigrant high school students with the opportunity to recover and advance in credits towards graduation.)
- We get too many emails from Jupiter Ed. (We will look into allowing parents to opt out of some communications.)

Your input and participation in this committee has improved the services we provide for our EL students. Thank you!

My best to you,

[Signature]

Chief Academic Officer