

Sacramento City Unified School District

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE REPORT

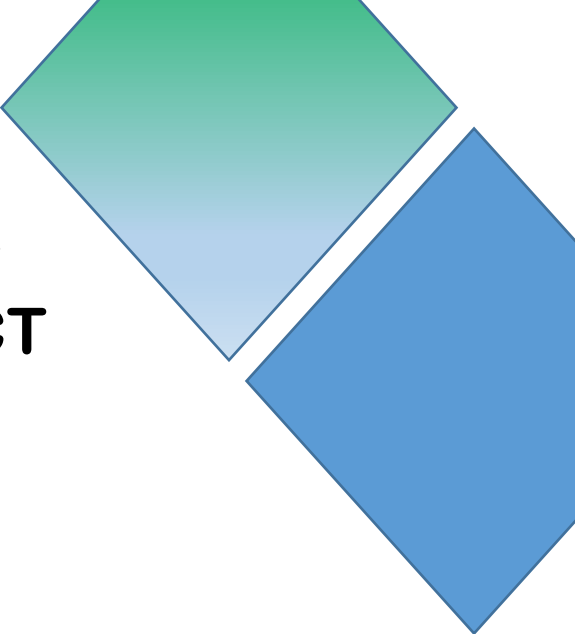
DELAC 2018-2019

PREPARED BY THE
DELAC Executive Committee and the
Multilingual Literacy Department



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PARENT VOICE STUDENT IMPACT

The DELAC Executive Committee:

Maria Flores – President

Teresa Hernandez – Vice President

Vitalina Tufi – Secretary

The executive committee has served for two consecutive years and have fulfilled their responsibilities by attending the executive committee meetings and general DELAC meetings on a monthly basis throughout the 2017-2018 & 2018-2019 school years. To better equip the committee with their roles, they attended trainings and attended the California Association for Bilingual Educators conference (CABE).

The executive committee played a pivotal role in their leadership to encourage an emphasis on the success of all English Learner students. Some of the areas of focus were the development of the agenda, providing guidance, giving advice with presentations and parent outreach.

Our goal as the executive committee was to provide direction, thoughts and ideas through DELAC meetings to educate our English Learner (EL) parents and to better equip them with knowledge to support their EL students in all academic areas.

Our accomplishments include:

- Creating a DELAC Brochure
- Outreach to English Learner Advisory Committee (ELAC) parents monthly
- Recruited Presenters
- Federal Program Monitoring (FPM) Interviews
- Personal Invitation letter to ELAC representatives



KEY PARTNERSHIPS

We would like to thank all the people and departments that contributed to our successful DELAC year.

Special thanks to the Multilingual Literacy Department for their guidance, support and presentations.

Vanessa Girard – Director

Debra Hetrick – Coordinator

Mathew Espinosa – Coordinator

Jeannette Schroeder – Coordinator

Melanie Bean - Training Specialist

Kao Lee – Management Information Technician

Lisa Torres – State and Federal Accounting Technician

We would like to thank **Cathy Morrison** for her dedication being at our monthly meetings to inform us about the LCAP, California Dashboard and making recommendations to the superintendent and board.

We want to thank **Kelley Odipo** – Interim Director for State and Federal Programs for keeping us informed about our funding sources.

We appreciate **Vanessa Marrero** – Director, **Lily Liemthongsamout** – Coordinator, **Lynn Plocher** – Coordinator and **Katy Hensley** – Coordinator from the College and Career Readiness Department for sharing the process of high school specialty program applications with us.

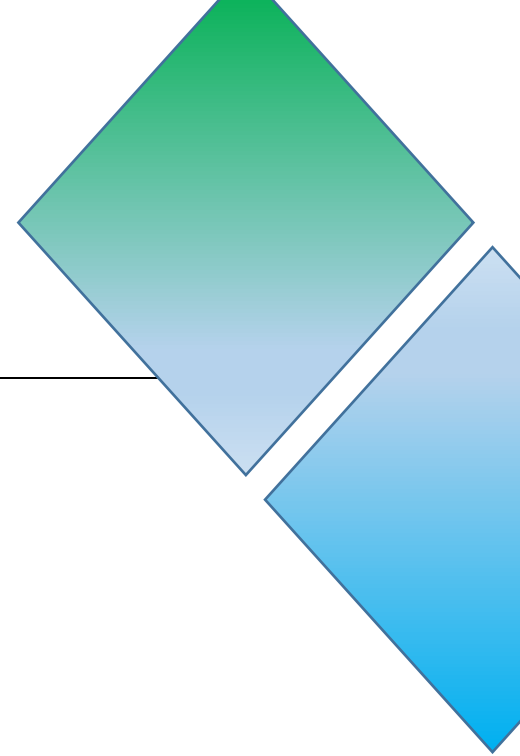
We have appreciation for **Mauricio Gonzales** – Counselor at Sacramento City College for a very informative presentation on the Los Rios Community College District.

Thank you to **Sean Alexander** – Supervisor and **Prisila Isais** – Facilitator from the Family and Community Empowerment (FACE) for sharing methods for parent voice and parent conferences.

We would like to especially thank **Superintendent Jorge Aguilar**, **Board Member Leticia Garcia** and **Board Member Mai Vang** for attending our meetings.

Lastly, we want to thank the community members, parents, teachers and principals for attending and participating at our DELAC meetings.

DELAC Agendas 2018-2019



October 10/24/18	<ol style="list-style-type: none"> 1. Review the Role of DELAC & Brochures 2. LCAP DELAC Responses from the Superintendent 2017-2018 <ul style="list-style-type: none"> Goal 1: College and Career <ul style="list-style-type: none"> • Reclassification • Parent understanding / training Goal 2: Emotionally Healthy and Engaged Students <ul style="list-style-type: none"> • Counseling Goal 3: Family & Community <ul style="list-style-type: none"> • Parent Empowerment <ul style="list-style-type: none"> ➢ DELAC attendance • Parent Outreach • Budget Goal 4: Operational Excellence 3. Needs Assessment 4. Brainstorm Ideas for Increase Participation
November 11/28/18	<ol style="list-style-type: none"> 1. Reclassification <ul style="list-style-type: none"> • ELPAC testing • Data – RFEP Potentials • Appendix A: RFEP Potentials 2018-2019 • Appendix B: Student Breakdown by School, Grade by EL Status 2. College & Career H.S. Specialty Program Application
January 01/23/19	<ol style="list-style-type: none"> 1. California School Dashboard 2. Overview of the Los Rios Community College District
February 02/20/19	<ol style="list-style-type: none"> 1. Academic Support for All EL's K-6th 2. Effective Parent/Teacher Conferences and Parent Voice <ul style="list-style-type: none"> • Appendix C: Notes From Effective Home-School Communication Presentation 3. Winter Consolidated Applications
March 03/27/19	<ol style="list-style-type: none"> 1. ELAC / DELAC Responsibilities with SPSA and LCAP <ul style="list-style-type: none"> • Dashboard Review • ELAC Responsibilities • Draft Recommendations to the Superintendent 2. Nominations of DELAC Representatives
April 04/24/19	<ol style="list-style-type: none"> 1. Winter ConApp 2. Academic Support for All EL's 7th – 12th 3. First Draft Priorities for LCAP 4. Appendix D: Reclassification Rates for Surrounding Districts 5. Appendix E: SCUSD Reclassification Rates by Grade, Years and Percentages
May 05/23/19	<ol style="list-style-type: none"> 1. DELAC By-Laws Revision 2. Statements from Candidates/Election 3. Approval of the Spring Consolidated Applications for Federal Funds 4. LCAP Recommendations to Superintendent Finalized 5. Announcement of Newly Elected Executive Committee Members

DELAC Minutes Highlights

Minutes from each meeting are recorded and approved at the following DELAC meeting. However, in reviewing the monthly activities, three major themes emerged. These themes consist of questions, comments and suggestions written down by the elected DELAC secretary. These themes reflect the ongoing concerns of the districts EL parents and have been summarized below.

Reclassification

- How is the district supporting EL students to achieve this goal?

Funding

- Where exactly is the money going?
- Can we redirect the funds to be spent in different ways?
- How is each school spending the funds?
- What is the new Title funding formulas?
- How is the new formula supporting EL students?

Support

- How to get more parents to attend DELAC meetings?
 - Community outreach?
- How to provide academic support to our students?

Engagement: parents were encouraged to:

- Be the voice for their child
- Advocate
- Learn about the data
- Look at the school's website
- Communicate with the school, principal and teacher
- Ask questions

* All source materials (PowerPoints, handouts, approved Minutes, agendas) can be found at <https://www.scusd.edu/district-english-learner-advisory-committee-delac/delac-2018-2019>



Process to the LCAP Priorities: Recommendations to the Superintendent and Board

DELAC began having community conversations in October to learn and assess the effectiveness of the district procedures and programs supporting English Learner students during the 2018-2019 school year. This process took multiple meetings from the DELAC community outlined below:

- DELAC community members were trained on the procedures for reclassification and learned what students experience answering questions from the English Language Proficiency Assessment for California (ELPAC) in November,
- Participants looked at data from the California School Dashboard in January,
- DELAC members at the March meeting was presented with a simulation of an English Learner Advisory Committee (ELAC) meeting looking at data from the California School Dashboard to understand site level needs and the process for recommendations to School Site Council. Members were then shown SCUSD English Learner data from the California School Dashboard in six categories listed below. As each data point was shared, input from our community members was recorded to begin a draft of priorities for LCAP.
 - English Learner Progress / Reclassification
 - Chronic Absenteeism
 - Suspensions
 - Academic Achievement: Mathematics/English Language Arts
 - College/Career Readiness
 - Parent/Family Engagement
- Participants reviewed a first draft priorities for LCAP in April and added additional thoughts and comments to each of the six data points. (Appendix F: Complete list of the draft priorities to LCAP)
- In May, DELAC community members and parents reviewed a summarized version of the draft priorities for LCAP and voted on the most important areas of focus.

Priority Results

English Learner Progress/Reclassification with 27% of the votes was the most important category for focus. Our community members felt that Parent/Family Engagement with 24% of the votes was the second most important area for district focus.

Total		Data Point #1
24		<u>English Learner Progress / Reclassification:</u>
4		● Reclassification of students to meet the state level of 13% or Elk Grove of 23.9
4		● Share budget goals / transparency
8		● Educate all SCUSD staff on reclassification procedures
8		● Create an information sheet on reclassification for parents

Total		Data Point #2
14		<u>Chronic Absenteeism:</u>
8		● Improve School / Parent / Teacher communication
6		● Provide transportation

Total		Data Point #3
5		<u>Suspensions:</u>
0		● Student orientation to learn behavior expectations (handbook)
5		● Provide translated communication for students who may not understand

Total		Data Point #4
12		<u>Academic Achievement: Mathematics/English Language Arts</u>
6		● Offer tutoring weekly, Saturday and during the summer
3		● Provide instruction in the classroom to help EL students
3		● Intervention to help students pass the SBAC (state test)

Total		Data Point #5
12		<u>College/Career Readiness</u>
2		● Inform students of college and career options starting in 9th grade
7		● 6th grade orientations to College / University
3		● Pathway options: show high school road maps to higher education

Total		Data Point #6
21		<u>Parent/Family Engagement:</u>
4		● Training needed in: 1) homework support, 2) suspensions, 3) absenteeism, 4) reclassification process, 5) Pathway options for college and career
13		● Increase outreach to improve attendance at ELAC and DELAC meetings ○ Consider student performances at DELAC meetings
4		● All parents have a voice

RECOMMENDATION PRIORITY #1

English Learner Progress / Reclassification

Background data:

District	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated RFEP
Sacramento City Unified	46,933	8,924 (19.0 %)	6,323 (13.5 %)	816 (9.1 %)
Elk Grove Unified	63,917	8,992 (14.1 %)	14,005 (21.9 %)	2,382 (23.9 %)
Natomas Unified	15,290	1,898 (12.4 %)	2,793 (18.3 %)	275 (13.9 %)
Folsom-Cordova Unified	20,605	2,289 (11.1 %)	3,544 (17.2 %)	634 (24.5 %)
San Juan Unified	50,509	6,933 (13.7 %)	5,965 (11.8 %)	535 (8.4 %)
<u>County Total:</u>	246,663	41,903 (17.0 %)	40,931 (16.6 %)	5,456 (12.8 %)
<u>State Totals:</u>	6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%)

Reclassification Percent of Surrounding Districts, County and State 2018-2019

Information taken from DataQuest <https://data1.cde.ca.gov/dataquest/>

Recommendation #1 is to focus attention on district policies and procedures to support all English Learner students academically, socially and emotionally so students experience pride with the accomplishment of reclassification. To achieve this recommendation, members would like the following areas addressed:

- Reclassification of students to minimally meet the state level of 13% but optimally to meets Elk Grove RFEP level of 23.9%.
- Share budget goals and be transparent.
- Educate all SCUSD staff on reclassification procedures.
- Create an information sheet on reclassification for parents.

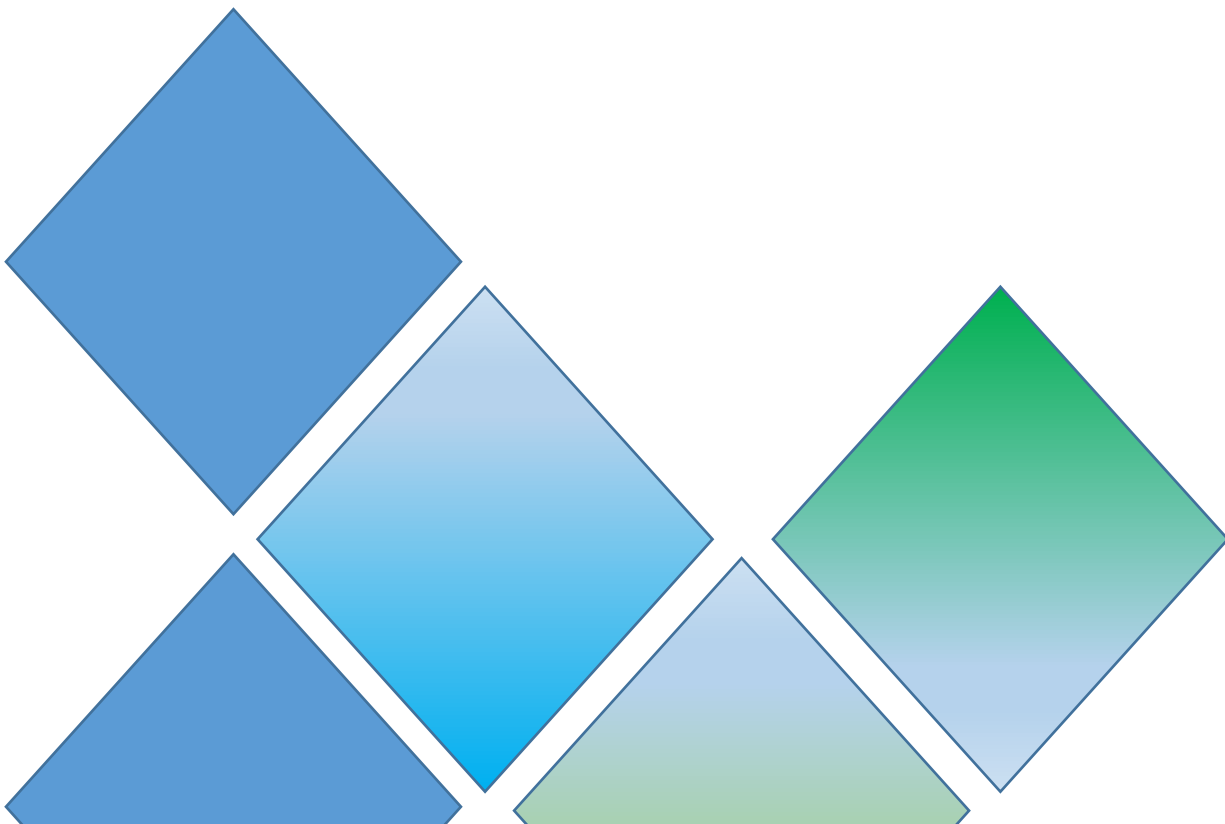
RECOMMENDATION PRIORITY #2

Parent/Family Engagement

Our dedicated parents, district staff and community members want the best for our EL students. Parent involvement in their student's education is crucial. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher-level programs. The DELAC Executive Committee believes that more parent involvement with attendance at DELAC meeting will enhance and improve student outcomes.

Our DELAC community members are requesting trainings and information to support their students in all areas academically, socially and emotionally. The DELAC executive committee will be working closely with the Multilingual Literacy Department to facilitate trainings throughout the 2019-2020 school year.

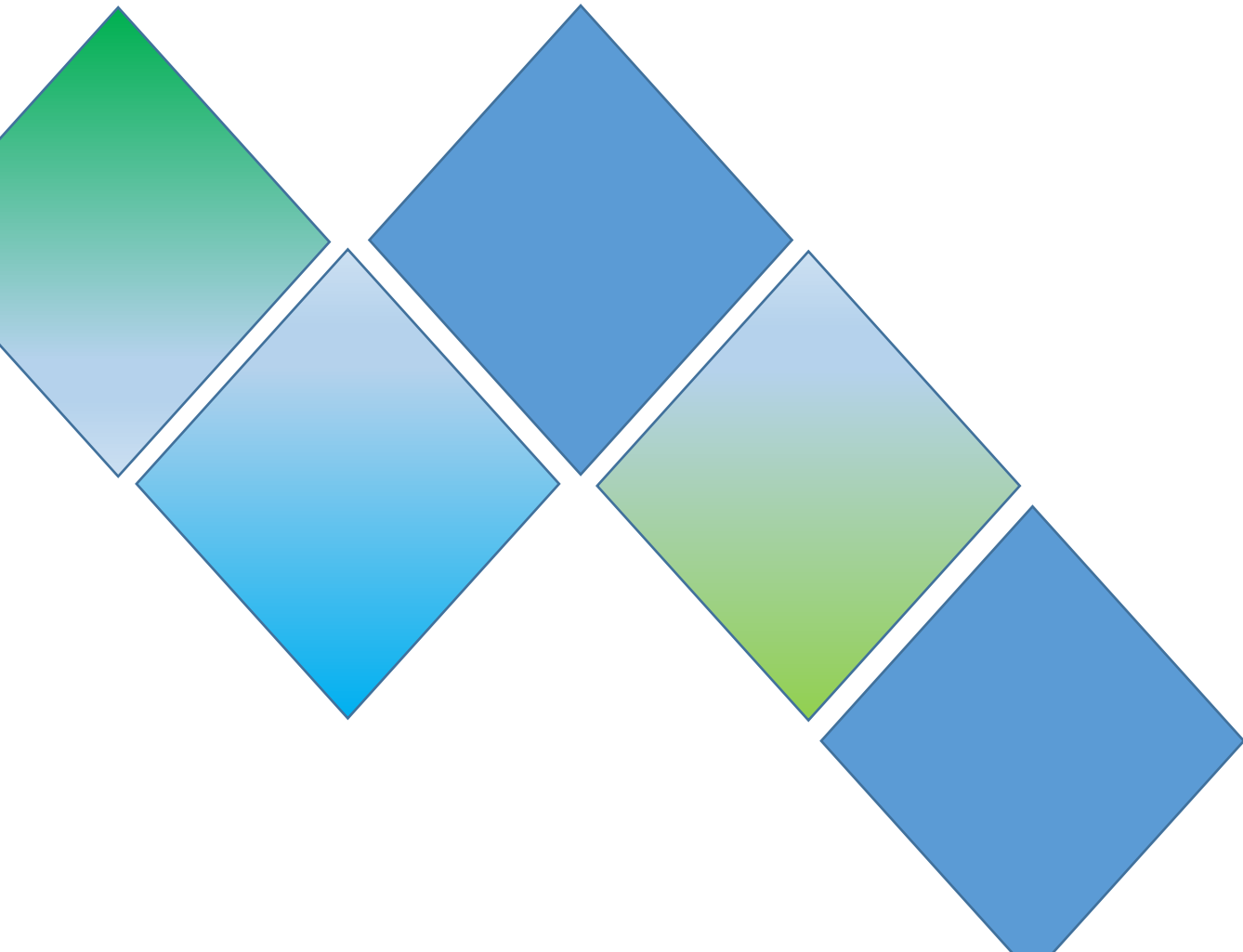
- Training needed in:
 - 1) Homework support,
 - 2) Suspensions,
 - 3) Absenteeism,
 - 4) Reclassification process and
 - 5) Pathway options for college and career.
- Increase outreach to improve attendance at ELAC and DELAC meetings
 - Consider student performances at DELAC meetings
- Continue to encourage and support parent voice as a priority





APPENDICES

Appendix A:	List of potential EL students that have the opportunity to reclassify during the 2018-2019 school year by school and grade. These students met the assessment criteria's with ELPAC and SBAC scores to begin the reclassification process at school sites.
Appendix B:	Chart of all school in the district during the 2018-2019 school year with total number EL student count, long term EL students with 6+ or more years as EL, initial fluent English proficient %, reclassified students, English only students and total student count.
Appendix C:	Parent comment notes From Effective Home-School Communication Presentation in February 2019.
Appendix D:	Reclassification percentage rates of surrounding districts, Sacramento county and California state levels.
Appendix E:	Reclassification rates for all EL students in SCUSD for the 2018-2019 school year. The charts shows grade levels, number of years our students were EL before reclassification, percentages and totals.
Appendix F:	Complete list of the draft priority recommendations from the DELAC meetings.



Appendix A

RFEP Potentials 2018-2019

SCHOOL	GRADE												Grand Total
	1	2	3	4	5	6	7	8	9	10	11	12	
A M Winn Elementary K-8 Waldorf				1	1	1	3						6
Abraham Lincoln EI	1	2	1	3	3	5							15
Albert Einstein MS							7	7					14
Alice Birney Waldorf-Inspired K8					2								2
Arthur A. Benjamin Health Profes									1				1
Bowling Green Elem-McCoy	2	4	4	1	4	3							18
Bowling Green-Chacon	3	11	12	6	2	2							36
C K McClatchy HS									2		1	3	6
California MS							9	3					12
Camellia Basic Elementary	16	13	5	7	1	1							43
Capital City School												1	1
Caroline Wenzel Elementary	1	1		2									4
Cesar Chavez ES				4	1	2							7
Crocker/Riverside Elementary		1		1		1							3
David Lubin Elementary	2	1			1								4
Earl Warren Elementary	3	6	13	6	7	6							41
Edward Kemble Elementary	8	24	24										56
Elder Creek Elementary	10	5	13	7	4	6							45
Ethel I Baker Elementary	4	6	6	3	1	2							22
Ethel Phillips Elementary	9	2	3	3	1	7							25
Father Keith B Kenny K-8 School		1	1			2							4
Fern Bacon MS							16	19					35
Genevieve Didion Elementary		1		2		1	1	2					7
George W. Carver SAS										1			1
Golden Empire Elementary				4	2								6
H W Harkness Elementary	3	3	2	2		1							11
Hiram W Johnson HS									7		1	10	18
Hollywood Park Elementary		1	1	2	1								5
Hubert H. Bancroft Elementary	1	2	1										4
Isador Cohen Elementary			2		2								4
James W Marshall Elementary	1	2	3	2		1							9
John Bidwell Elementary	4	4	3	6	1	2							20
John Cabrillo Elementary		1	4										5
John D Sloat Elementary	2		2	1									5
John F Kennedy HS									3			3	6
John H. Still K-8	3	2	2	2	1	3	10	6					29
Kit Carson International Academy							1	1	1				3
Leataata Floyd Elementary			1	1	1								3
Leonardo da Vinci K - 8 School	1	1		2	1		3						8
Luther Burbank HS									7			6	13

Appendix A

RFEP Potentials 2018-2019 cont.

SCHOOL	GRADE												Grand Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Mark Twain Elementary	2	3	5		2	1							13
Martin Luther King Jr Elementary		1	3	2	1			1					8
Matsuyama Elementary	6	1	6	3		3							19
New Joseph Bonnheim Charter			2	1	4	1							8
Nicholas Elementary	3	1	3	5	3	6							21
O W Erlewine Elementary	2	3	1	1	2	1							10
Oak Ridge Elementary		3	6	2	1	4							16
Pacific Elementary	9	1	11	5	5	6							37
Parkway Elementary School	2	5	3	1		1							12
Peter Burnett Elementary	5		9	8	3	7							32
Phoebe A Hearst Elementary		1											1
Pony Express Elementary	8	2	8	4	2	2							26
Rosa Parks K-8 School			1	1		3	7	2					14
Rosemont HS									2		1	3	6
Sacramento Accelerated Academy											1		1
Sam Brannan MS							5	3					8
School of Engineering and Science							4	9				1	14
Sequoia Elementary	4	2	2	1		1							10
Susan B Anthony Elementary	4	4	7	3	2	4							24
Sutter MS							4	2					6
Sutterville Elementary	2	4	1	1	1	1							10
Tahoe Elementary		2	3			2							7
Theodore Judah Elementary				1									1
Washington						1							1
West Campus HS									1		1		2
Will C Wood MS							23	4					27
William Land Elementary	2	7	7	7	2	6							31
Woodbine Elementary			1		1								2
Grand Total	123	134	182	114	66	96	93	59	24	1	5	27	925

Appendix B

Student Break Down

21 or more Els:	<i>Mandate to have an ELAC</i>
15% of Els:	<i>Mandate to have translations for EL Parents</i>

[illegible]

Appendix B
Student Break Down cont.

School	EL		EL 6+ Yrs		15% translation req			IFEP		RFEP		EO		Grand Total
	#	%	#	%	SPN	HMG	CHN	#	%	#	%	#	%	
Isador Cohen Elementary	47	15%	8	17%				1		8	3%	264	83%	320
James W Marshall Elementary	85	21%	9	11%				6	1%	18	4%	301	73%	410
John Bidwell Elementary	73	25%	12	16%	Y			1		13	5%	201	70%	288
John Cabrillo Elementary	60	16%	3	5%	Y			2	1%	9	2%	311	81%	382
John D Sloat Elementary	61	24%	5	8%	Y			1		10	4%	183	72%	255
John F Kennedy HS	219	10%	168	77%	Y			35	2%	520	23%	1460	65%	2234
John H. Still K-8	305	29%	123	40%	Y	Y		15	1%	77	7%	642	62%	1039
John Morse Therapeutic Center	3	6%	2	67%								44	94%	47
Kit Carson MS	65	11%	54	83%	Y			1		95	17%	407	72%	568
Leataata Floyd Elementary	27	7%	2	7%						2	1%	347	92%	376
Leonardo da Vinci K - 8 School	46	5%	15	33%				4		20	2%	812	92%	882
Luther Burbank HS	460	26%	363	79%	Y	Y		28	2%	551	31%	761	42%	1800
Mark Twain Elementary	85	26%	8	9%	Y			3	1%	8	2%	229	70%	325
Martin Luther King Jr Elementary	57	13%	11	19%				4	1%	21	5%	362	82%	444
Matsuyama Elementary	62	10%	6	10%				2		21	3%	523	86%	608
New Joseph Bonnheim Charter	64	21%	12	19%	Y			6	2%	22	7%	220	71%	312
New Tech High	32	15%	32	100%	Y			4	2%	55	26%	122	57%	213
Nicholas Elementary	222	34%	31	14%	Y			3		41	6%	389	59%	655
O W Erlewine Elementary	33	12%	4	12%						1		250	88%	284
Oak Ridge Elementary	152	30%	21	14%	Y			2		19	4%	327	65%	500
Pacific Elementary	339	44%	39	12%	Y			6	1%	39	5%	379	50%	763
Parkway Elementary School	131	23%	24	18%	Y			4	1%	31	5%	400	71%	566
Peter Burnett Elementary	198	37%	26	13%	Y			9	2%	35	6%	300	55%	542
Phoebe A Hearst Elementary	6	1%	1	17%				6	1%	9	1%	655	97%	676
Pony Express Elementary	86	20%	7	8%				3	1%	17	4%	325	75%	431
Rosa Parks K-8 School	232	27%	130	56%	Y			15	2%	96	11%	516	60%	859
Rosemont HS	129	10%	86	67%	Y			19	1%	265	20%	940	69%	1353
Sacramento Accelerated Academy	20	17%	18	90%	Y			5	4%	16	14%	77	65%	118
School of Engineering and Science	51	10%	48	94%	Y			20	4%	144	27%	319	60%	534
Sequoia Elementary	29	7%	4	14%						14	3%	384	90%	427
Success Academy K-8	3	13%	3	100%						1	4%	20	83%	24
Susan B Anthony Elementary	162	48%	19	12%		Y		9	3%	32	9%	138	40%	341

Appendix B
Student Break Down cont.

School	EL		EL 6+ Yrs		15% translation req			IFEP		RFEP		EO		Grand Total
	#	%	#	%	SPN	HMG	CHN	#	%	#	%	#	%	
Sutter MS	53	4%	40	75%				29	2%	187	15%	964	78%	1233
Sutterville Elementary	33	7%	5	15%				10	2%	13	3%	442	89%	498
Tahoe Elementary	56	14%	10	18%						13	3%	340	83%	409
The Academy	2	15%	2	100%	Y					2	15%	9	69%	13
The Met High School	12	4%	11	92%	Y			5	2%	35	12%	230	82%	282
Theodore Judah Elementary	19	3%	2	11%				1		9	2%	550	95%	579
Washington Elementary	24	9%	1	4%				3	1%	4	1%	246	89%	277
West Campus HS	12	1%	10	83%	Y			37	4%	340	40%	455	54%	844
Will C Wood MS	248	33%	182	73%	Y			17	2%	202	27%	291	38%	758
William Land Elementary	115	26%	14	12%			Y	10	2%	41	9%	275	62%	441
Woodbine Elementary	91	28%	14	15%	Y			2	1%	6	2%	224	69%	323
Grand Total	8347	19%	3039	36%				574	1%	5335	12%	29584	67%	43840

* Data downloaded from Infinite Campus on 10/17/2018.

Appendix C

DELAC Meeting, February 20, 2019

Notes from Effective Home-School Communication Presentation

DELAC Member Suggestions for Additional Questions to Ask Your Child Before the Conference

- Is there anything that I need to know before I attend the conference with your teacher?
- Do you feel safe at school?
- Did you ever skip school?
- Do you feel comfortable asking questions in class?

DELAC Member Suggestions for Additional Questions to Ask the Teacher at the Conference

- Is my child interacting well with other students?
- Is any bullying taking place?
- How close is my child to reclassification?
- How do you know how my child is progressing and where they need support?
- In what areas is my child excelling and where do they need support?
- How can we work together with my child towards a successful goal and what steps will we take?

DELAC Member Discussion on the Challenge of Effective Parent/Teacher Communication in the Middle and High School Years

- Access to home language translation at the school site
- Many teachers involved in the student's education at this stage in their education
- Need for transitional supports for EL students before entering middle or high school
- Need to establish a bridge between home and school before student enters middle or high school
- Need for parent advocacy at the school site

Appendix D

Reclassification Percent by Surrounding Districts, County and State 2018-2019

Information taken from DataQuest <https://data1.cde.ca.gov/dataquest/>

District	<u>Enrollment</u>	<u>English Learners</u>	<u>Fluent-English-Proficient Students</u>	<u>Students Redesignated FREP</u>
Sacramento City Unified	46,933	8,924 (19.0 %)	6,323 (13.5 %)	816 (9.1 %)
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<u>State Totals:</u>	6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%)

Appendix E

Reclassification Rates for EL Students in SCUSD 2018-2019 School Year

Example to understand the table:

In the column "Number of Years in School as an EL Student" on year number 1: it reads 91 students in grade 1 were reclassified, 1 student in grade 2 was reclassified, 3 students in grade 3 were reclassified, 0 students in grade 4 were reclassified and so on. Under "Total RFEP Students by Year" a total of 104 students in year 1 were reclassified which is 5% of the total 2108 students in year 1.

EK = Early Kindergarten

RFEP = Reclassified Fluent English Proficient

EL = English Learner Student

Number of Years in School as an EL Student	Grade Level															Total RFEP Students by Year		Total EL by Year
	1	2	3	4	5	6	7	8	9	10	11	12	13	EK	KN	#	% by year	
	91	1	3		1		2	1	2			3				104	5%	2108
1	18	120	3			3		3	3			4				154	17%	929
2		8	151	8	3	1	3	2	1			4				181	25%	724
3			7	88	4	1	2	2	1		1	1				107	15%	703
4				4	42	2										48	9%	529
5					9	70	2									81	15%	523
6						12	66			1						79	14%	548
7							9	42	1			1				53	14%	392
8								7	12			1				20	6%	336
9									3	1						4	1%	315
10												1				3	1%	303
11											2	1				11	4%	286
12																0	0%	87
13																		
14												1				1	5%	22
15																0	0%	7
16																0	0%	8
17																0	0%	2
Grand Total RFEP	109	128	164	100	59	89	84	57	23	1	4	27	0	0	0	846	11%	0
% RFEP by grade	14%	18%	24%	15%	10%	14%	13%	11%	5%	0%	1%	6%	0%	0%	0%			
Total EL by grade	757	725	674	686	608	623	648	504	456	454	470	432	57	24	704			7822

Appendix F

Complete list of Comments on the LCAP Priorities Presented at the April 24, 2019 DELAC Meeting

What does a successful school look like?

- People show cooperation
- The work is transparent
- Teachers have opportunities for professional development

Comments on English Learner Progress:

- More support to move students at level 3 to level 4
- More parent involvement (school site, ELAC, DELAC)
- Wonder where is the money going?
- Enrichment programs
 - Suggestion: schools to offer Saturday test prep – districtwide
- More involvement by the leadership/superintendent
- More bilingual staff / certified
- Translators at every site
- District meetings with teachers
- Advocates
- Parent education/engagement
- Student support
- More outreach to Asian families which includes Chinese, Vietnamese, and Hmong to encourage them to involve in ELAC and DELAC.
- Administrators, teachers, counselors and families need to know the criteria for redesignation and benefits of redesignation.
 - Need high school assessments at district in 9th, 10th, and 12th for redesignation
 - Teachers need to have easy access to finding out who their ELs are
 - Process for exiting dual-identified students from ELD
- Parents, administrators, students and teachers need to understand the process to reclassify
- Tener mas programas para los padres (two comments)
- Nivel académico entre elk grove y sacramento
- La clase de aprendisaje de ingles deverian de díselas mas temprano o tarde, para que los niños no puedan su clase de con su maestra

Comments on Improving Chronic Absenteeism:

- Hotline-transportation (some parents only have one car)
- Bus pass for free middle and high school (partnership with RT)
- Incentive to parents for kids' attendance
- Make phone calls about student absence in the primary language.
 - Survey school about languages spoken at that school
 - Tailor "robo-calls" to families
 - Primary voice is in English, but announce that at the end the call will be in the primary language
- Parent-teacher communication is critical
- Pases de autobus gratis para escuelas

Appendix F cont.

Comments on Improving Suspension for all students:

- Have students attend orientations where they learn
 - Behavior expectations (handbook)
 - Parent involvement, etc.
- More resource teachers
- More counselors to find the core problem
- District behavior model and administrator training. Discipline looks very different at sites; IAS observation of administrator.
- Process of how to reach suspensions (clear steps so parents are aware and can support before suspension happens)

Comments on Improving Mathematics/English Language Arts

- More parent engagement to help their students at home
- Academic parent/teacher team (Oak Ridge model)
- Additional tutoring support after school
- Required assessments and data analysis of results to support student achievement and pinpoint where to support

Comments on Improving the Graduation Rate and College/Career Readiness

- Parent engagement
- Inform students of college or career options starting in 9th grade
 - Some in the room suggested to start educating students earlier
- 6th grade orientations to College/University
- Provide options: high school road maps to higher education
- Clear path for EL students entering after the 9th grade on the graduation pathway
- Inform, inform, inform parents and students of requirements and options

Other Comments:

Basic Services (Teachers, Instructional Materials, Facilities)

Parent and Family Engagement

- DELAC attendance: How to fill the room w/ ELAC parents?
 - More outreach to the Asian parents. Make sure they understand their voice is important in improving the way to support their EL students.
- DELAC would like to come and be part of the decisions for LCAP