

DATE: June 27, 2017

TO: The Board of Education, Santa Barbara Unified School District
CC: Mr. Cary Matsuoka, Superintendent

FROM: Mrs. Gissela Adriana Lara and Violeta Parra, Co-presidents of the District English Learners Advisory Committee and members of the DELAC Sub-Committee for Annual Recommendations to the Board of Education:

Gabriel Dorado
Melchor Barron
Gloria Hernandez
Maribel Canales
Dr. Jacqueline Mora

RE: Annual Report from the District English Learner Advisory Committee to the Board of Education, 2016-17

Background

In order to ensure that parents of English Learner (EL) students and community members take part in the development, implementation and assessment of the programs and services provided by the district to EL students, and that the programs for EL students meet all state and federal legal requirements, the District English Learner Advisory Committee (DELAC) must submit a report to the School Board advising the Board on the following topics:

1. Development of a district master plan for educational programs and services for English learners that takes into consideration the Single Plan for Student Achievement. (5 CCR 11308[c][1])
2. Conducting of a district-wide needs assessment on a school-by-school basis. (5 CCR 11308[c][2])
3. Establishment of district program, goals, and objectives for programs and services for English learners (5 CCR 11308[c][3])
4. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements. (5 CCR 11308[c][4])
5. Administration of the annual Language Census Report. (5 CCR 11308[c][5])
6. Review and comment on the school district's reclassification procedures (5 CCR 11308[c][6])
7. Review and comment on the written notifications that are required to be sent to parents and guardians (5 CCR 11308[c][7])

The members of the DELAC have continued their effort this year to increase the role of parents of English learners in the decision making process that affects the education of their children. The following Accomplishments and Recommendations are based on a

Careful review by the DELAC Sub-Committee for Annual Recommendations to the Board of Education of data pertaining to English Learner Programs, the involvement of English learner parents and the overall achievement of English Learners in the Santa Barbara Unified School District during the 2015-2016 school year.

This Year's Accomplishments

The District:

1. Strengthened the DELAC's advisory role to the School Board for the continuous improvement of programs affecting EL students. We recommend the continued monitoring of the recursive communication system established between the district and the DELAC.
2. Monitored the control and accountability system established by the district to ensure that state regulations and policies and district educational programs for EL students are implemented efficiently.
3. Continued to monitor professional development program and continuous support offered to teachers at every grade level, specifically designed to reinforce their new role as facilitators of the learning of EL students.
4. Monitored and supported the implementation of the reclassification system at each school site to allow the maximum number of EL students to be eligible for reclassification, with the goal of reclassifying 100% of eligible students.
5. Continued to monitor the district's efforts to increase the opportunities for real EL parent participation at all phases of district planning for, and implementation of, the Common Core State Standards, the State English Language Development Standards, and the LCAP process.
6. Provided specific trainings to parents that enabled them to effectively oversee the implementation of district plans and policies.
7. Used the lessons learned from the one to one iPad pilot and the "Invest for Learning" programs at Washington, Franklin, and Adams, to develop a plan to expand the access to devices at all school sites.
8. In addition, all site administrators received intensive training at the beginning of the school year, and ongoing support through the Director of English Learner Programs and Parent Involvement, on the purpose and function of English Learner Advisory Committees.

- a. The English Learner Advisory Committee Resource Manual was updated during the school year and was made available to all administrators in the fall of 2016.
9. Continued to provide adequate financial support, from state and federal funds to further strengthen learning programs for English Learners in preschools.
10. Expanded the implementation of the “Restorative Approach” to six elementary schools and provided training to three additional sites. The district will implement the Restorative Approach in additional elementary schools in the coming year.
11. Successfully organized the “All ELAC Celebration and English Learners Awards Ceremony” attended by more than 200 students, parents and administrators from all schools in the district.

Recommendations for 2016-2017:

The organization of the following recommendations reflects the recursive model for continuous program improvement for English Learners based on systematic communication between the DELAC and the SBUSD. This model integrates program planning, implementation and evaluation within an ongoing process of communication and collaboration between parents and site/district level administrators. The following DELAC recommendations are organized into three components:

- A. DELAC recommendations from previous years that have been partially implemented by the District and that merit close monitoring as they are fully implemented (Recommendations In Progress)
- B. DELAC recommendations from previous years that have yet to be implemented by the District (Still to be Implemented)
- C. New DELAC recommendations for program improvement (New Recommendations).

A. Recommendations in Progress

The District will:

1. Continue to strengthen the DELAC’s advisory role to the School Board for the continuous improvement of programs affecting EL students. We recommend the continued monitoring of the recursive communication system established between the district and the DELAC.
2. Continue to monitor the control and accountability system established by the district to ensure that state regulations and policies and district educational programs for EL students are implemented efficiently.

3. Continue to monitor the professional development program and continuous support offered to teachers at every grade level, specifically designed to reinforce their new role as facilitators of the learning of EL students.
4. Continue to monitor the implementation of the reclassification system at each school site to bring to allow the maximum number of EL students to be eligible for reclassification, with the goal of reclassifying 100% of eligible students.
5. Continue to monitor the district's efforts to increase the opportunities for real EL parent participation at all phases of district planning for, and implementation of, the Common Core State Standards, the State English Language Development Standards, and the LCAP process.
6. Continue to provide specific trainings to parents that will enable them to effectively oversee the implementation of district plans and policies. It is recommended that these trainings include information concerning: parents' rights and responsibilities; election/appointment of School Board members; attendance to Board meetings; parent participation regarding agenda items during the public comment; operation of the schools; how policies are developed; and analysis of school data.
7. Continue to monitor the number of ELs enrolled and successfully completing advanced and honors classes, as well as STEM (Science, Technology, Engineering & Math) courses. It is recommended that this number be increased to reflect the percentage of ELs in the SBUSD.
8. Continue to monitor the financial support to educational programs for preschool English learners to ensure that they have the necessary resources for English language development and basic reading skills.
9. Continue to monitor the plan that fully meets the learning needs of Long Term English Learners (LTELs) in the district, with measurable annual goal to reduce the number of LTELs to 0%.
10. Continue to provide parent leaders and administrators at each school site a comprehensive training program on the major purposes and functions of ELACs and strategies for the consistent implementation of these purposes and functions. That schools sites be given the choice to provide ELAC parent trainings either by their own school administrators or through partnering with an external vendor.

A. It is further recommended that this training plan adhere to the following criteria:

- 1) Be based on a written rubric with common learning objectives drawn from the ELAC training manual, in compliance with the four mandated functions of ELAC.
 - 2) That DELAC be involved in advising on the rubric and the learning objectives for such trainings, and that this information be shared with DELAC.
 - 3) That the SBUSD updates a 2017 edition of the ELAC training manual in English and Spanish and distribute the manual to schools in time for the ELAC training of school administrators in August 2017.
 - 4) That the updated ELAC Manual be made available at the beginning of each school year to the members of the Executive ELAC Committee of each school site.
11. Although a system was established to monitor the compliance with the Title III required functions of the ELAC at each site, it is recommended that this information be communicated in a more systematic manner to the DELAC Executive Committee during the school year in order for the DELAC to provide the necessary support to the ELACs that may need it.
 12. It is recommended that the District and the schools continue to improve the coordination of language access support for Spanish speaking parents at every school in the district. The schools should identify in their school plans how they will support language access.
 13. It is recommended that the district continue to implement the “Restorative Approach” discipline system at all elementary schools in the district.
 14. Now that the district has the ability to translate the Single Plans for each school annually, it is recommended that each school's ELAC use the translated Single Plan at all its discussions during the school year.
 15. We recommend that the district continue to support effective Reclassification committees with the following components:
 - a. In each school, have a reclassification committee composed of two general education teachers, one special education teacher, and one school administrator, to monitor and supervise an adequate reclassification of EL students;
 - b. The reclassification committee meets at least once per trimester during the school year; 100% of EL students that are eligible for reclassification

according to School Board policy are reviewed annually by the reclassification committee of their school;

- c. The Reclassification Committee of each school to give a progress report to the ELAC at each semester.
16. We recommend that the schools and the district expand the number of technology workshops for parents that focus on home school communication and educational use of said technology.
- a. There is a great need for technology training, including computing classes in Spanish; instructors must understand the parents' culture, be aware that some parents have problems with literacy, and that many Spanish-speaking parents do not use email, as they lack basic computer knowledge.
 - b. Provide bilingual support in those classes/workshops to help parents develop basic computing skills. Whoever develops the training must be aware of the lack of Internet access in many of the homes.
17. We recommend that the district continue to conduct an annual parent needs assessment on a school-by-school basis according to the guidelines of the California Department of Education (CDE). The leadership team at each school should use the data from this assessment in the development of the school's Single Plan.
18. It is recommended that the district continue to review the "Master Plan for English Learners" and ensure that it reflects the current federal and state regulations and policies as well as the current practices of the district.
19. Now that a new Family Engagement Liaison position was created to support with the development and facilitation of parent workshops and trainings at the junior high and elementary level we recommend that sites explore this option in order to:
- a. Offer multiple opportunities throughout the year at each school site for parents of English Learners to learn about the importance of their children participating in A- G and advanced courses (AP, IB, and Honors) and of the various programs or elective courses offered that support the academic success of their students (AVID, PEAC, etc.).
20. We recommend that there is assurance that the personnel at the district level specifically responsible for the monitoring of Title I and Title III categorical programs fulfills their duties to ensure that all programs meet the necessary

requirements and that all funds are used efficiently and with their intended purpose

21. It is recommended that the district continue to monitor the special education assessment process to ensure that EL students are not over identified due to language development and that they are exited from special education services when they are no longer needed.
 - a. Monitor the distribution of each subgroup that is receiving special education services and present longitudinal demographic and academic data on an annual basis.
 - b. Offer multiple opportunities throughout the year at each school site for parents of English Learners to gain a better understanding of the services offered through Special Education, the process for identification, and how to support their students' academic success.

B. Recommendations Still to be implemented

C. New Recommendations:

1. Taking into account the LCAP's focus on increasing parent engagement and the new site-based Family Engagement Liaison positions created, the following actions are recommended:
 - a. Strengthen the relationships and collaboration between elementary, junior high and high schools to support parents with these phases of transition.
 - b. Develop a training or workshop for parents that focuses on the transition from elementary to junior high and from junior high to high school in order to provide parents with the necessary information and tools to make better decisions regarding their children's education, thereby improving channels of communication between schools and families.
2. Now that the district has hired a Teacher on Special Assignment (TOSA) for English Language Development (ELD) who will specifically support elementary schools in reinforcing designated and/or integrated ELD instruction, it is recommended that a second person be hired to support junior high and high schools and provide training on strategies that support the acceleration of academic English language development (ELD) for Long-Term English Learners (LTEL), as well as to ensure that they receive the necessary support to succeed in rigorous courses.