

Chula Vista Elementary School District  
Instructional Services and Support

**LCAP Input - District English Learner Advisory Committee (DELAC)**

Event: DAC/DELAC meeting	Meeting Date: May 23, 2017
Input: District English Learner Advisory Committee (DELAC)	Location: ESSC/Room C

**GOAL #1 The District will improve and increase access to services for students and families that support social, emotional, physical wellness, and school success.**

**1. What actions would you take in implementing the District's Wellness Policy and in developing partnerships with universities/community organizations?**

Currently, our District Wellness Policy is supported by a Wellness Committee. We are proud that multiple community organizations are represented on the Wellness Committee including the City of Chula Vista, Sharp Hospital, San Diego County Health and Human Services Agency, and the American Heart Association. In addition to our community organization partners, we have District staff that include a teacher, principal, Wellness Coordinator, registered dietician, and the District Child Nutrition Services Director.

**GOAL #2 The District will ensure students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity, and the use of technology, ensuring that all students are using 21<sup>st</sup> century fluencies and experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Math History/Social Science, Science, PE/Health, and Technology).**

**2. Will the District RTs be able to receive additional PD to share with teachers on supports and interventions for English learners?**

The District RTs began receiving their additional training on the ELD component of our new ELA/ELD program in April 2017 from Benchmark Education. This additional support will continue throughout the school year from both the Benchmark trainers, as well as from our own Language Development Department. We will be focusing most especially on designated ELD, and how this critical time provides English Learners with the instruction they need to accelerate their English language and literacy development.

**3. What does it mean to increase site allocation for library?**

Within the 2014-15 LCAP, schools were allocated more time for school library media technicians to be on site in order to support literacy and keep school libraries open longer throughout the week. Depending on the number of students enrolled at individual school sites, allocations were given to schools in the amount of either 5, 10 or 15 hours per week of additional time for library media technicians to support students in the school library.

### **GOAL #3 The District will increase parent engagement at District and sites.**

#### **4. How does a parent coordinator and the District support EL families?**

The District currently supports EL families by ensuring that each school site has an English Learner Advisory Committee (ELAC) and DAC/DELAC representatives, who serve as the EL parent voice on these committees and share District information and education with EL parents at their school sites. The purpose of the site ELAC committees is to advise the principal on how best to support ELs and parents of ELs. The District also employs translators to ensure that important communication is provided in Spanish and other languages. Translators are also available at District parent trainings to ensure that parents can listen and learn in their primary languages.

The District is currently exploring how the Parent Liaison can effectively increase parent engagement across our sites. A first step will be to survey EL and all parents to solicit their suggestions. One idea is to begin with schools that demonstrate the highest need for increased parent engagement based on surveys and other data. The District is also working with the Family Resource Centers (FRC) to learn from the Promotora approach. FRC Promotoras reach out to parents to gather and share information, coordinate parent engagement sessions, schedule specific trainings, and assist with other identified needs. The District Parent Liaison will also connect with DAC/DELAC parent representatives to strategize how to maximize parent engagement at the District and site level.

**GOAL #4 The District will recruit and retain the highest caliber employees (“A” players) to support students and families and will ensure system-wide equitable access to services and supports in the areas of: Technology, Facilities, Pupil Services Health Services, Recruitment of highly qualified teachers (HQT) including CLAD.**

No questions for this goal.

**GOAL #5 Students in all grades (including all target groups such as Low Income, English Learners (ELs), and Foster Youth) will demonstrate increased proficiency on State and District assessments.**

#### **5. Is there any way to provide English classes to our English Learner parents?**

The District affirms the value of having English learner parents acquire English in order to better support their children. Jointly, schools and their parent advisory committees can explore the possibilities of providing English as a second language for parents. Sweetwater School District currently offers free English as a Second Language (ESL) classes at its adult school locations. Further information can be found by calling 619–796-7000. Schools can also contact the Chula Vista Collaborative, the Chula Vista Library, and Southwestern College for information on additional offerings in our community.

## **6. How are strategies differentiated for English Learner students in the extended day?**

Extended Day opportunities are specifically tailored to meet the needs of students who attend. Strategies for English Learners are utilized and are critical components to the teaching and learning during the Extended Day sessions. Class size in these sessions do not exceed more than seven students to ensure that an increased level of individualized attention is provided. Schools have the opportunity to design Extended Day learning that is differentiated to support the learning for specific groups of students at each grade level.