

Mammoth Unified School District
DELAC Agenda

Location: District Office
Committee:DELAC

Date: 06/12/2019

1. CALL TO ORDER/WELCOME

2. INTRODUCTION OF STAFF AND PARENTS

3. EXPLANATION OF MEETINGS' PURPOSE: 2019-20 Title III Budget

4. REVISION AND INFORMATION OF LCAP

5. PARENTS COMMENTS AND/OR QUESTIONS

Mammoth Unified School District
DELAC MINUTES

Location: District Office
Committee: DELAC

Date: 6/12/19

1. CALL TO ORDER/WELCOME

The meeting was called to order at 2:00pm by Dr. Annie Rinaldi, Principal of MMS.

2. INTRODUCTION OF STAFF AND PARENTS

Superintendent Lois Klein, MMS principal Annie Rinaldi, Brooke Bien, MMS Parent Marcy Castro, MES Parent Marilyn Solorio, MHS Parent Patty Dominguez.

3. EXPLANATION OF MEETINGS' PURPOSE

Dr. Rinaldi explained 2019-20 Title III ESSA Transition Plan . All English learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- As a member we assist in approving the budget that will benefit our ÉL's in all schools.
- MES & MMS participated in Latino Literacy. Parents said their kids really enjoyed it. MES students are more enthusiastic about the program than the MMS students. Reason might be that the younger students get excited with all the artwork and crafts they get to do with their parents. At the MMS, the parents are excited to get all the information about college readiness, but the students are now shy and rather not go.
- Dr. Rinaldi will incorporate the Latino Literacy program to the 9th graders. It would be great to have a college day, career day and invite many agencies.

4. PARENT QUESTIONS & ANSWERS

How can we get more parents involved in the Latino Literacy?

- Career day - invite Latino parents to participate
- Share about their businesses, Patty Dominguez
- Latino teachers

Meeting adjourned at 2:30pm

DELAC Meeting - June 12th, 2019

Parent Name	Student(s) Name	Phone #	Email
Maurya Lebrón	Darrin Lugo - Solario	(760) 914-0467	msalorio@mammothusd.com
Patricia Dominguez	Patsy Marilyn Amy	323-360 4539	
Brooke D Bien	MMS Principal	760.914.2290	bbien@mammothusd.
Anne Rinaldi	Superintendent	760-934-7072	arinaldi@mammothusd.org
Lois Klein	Eddy, Amy, Ben	760-934-6802	Lklein@mammothusd.org
Marcy Castro		818 792-7183	mcastro@mammothusd.org

2019–20 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 26 73692 0000000 LEA Name: Mammoth Unified School District Fiscal Year: 2019-20

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	Persons Involved/Timeline (Optional)
<p>How the LEA will:</p> <p>Provide effective professional development</p> <p>To improve the instruction of English learners, which may include English learners with a disability, MUSD will contract with CABE Professional Development Services; Kris Nichols. She will provide supplemental professional development in the areas of English Learner education, which will include research- and evidence-based instructional strategies, to increase students' academic achievement and language acquisition.</p> <p>Teachers and administrators will receive supplemental professional development on Fundamentals of Sheltered Instruction featuring the SIOP (Sheltered Instruction Observation Protocol) Model via a self-paced online course from CAL and supplemental professional development of The Guided Language Acquisition Design (GLAD) model, which enhances teachers' design and delivery of standards-based instruction through an integrated approach.</p>	<p>External provider, CABE, and site principals/ Aug. 2019 – June 2020</p>
<p>Implement effective programs and activities</p> <p>ELs will receive additional curriculum materials (including online educational programs) to improve instruction for English proficiency.</p>	<p>Site principals and teachers./ Aug. 2019 – June 2020</p>

	<p>Ensure English proficiency and academic achievement</p> <p>School principals will use an observation tool to routinely visit classrooms to observe academic core instruction to verify that all ELs have meaningful access to core curriculum with the utilization of universal components as appropriate. They will provide timely feedback to teachers on these observations. They will also engage teachers in data analysis of formative and summative assessments throughout the school year for all ELs during release time activities.</p> <p>Monthly meetings will be held at MUSD schools to inform on the implementation efforts/data on implementation and seek input on needs for improved delivery, information provided on their students' progress, needs of the school that can be supported with additional funds.</p> <p>Counselors will monitor student progress towards class achievement and graduation requirements no less than quarterly. Students not progressing toward graduation requirements will meet with the counselor and parents will be notified. Student Study Team (SST) will be called as needed and/or requested by staff and/or parents. This team may include the COE when credit recovery is needed.</p>	<p>Site principals, teachers, and counselors./ Aug. 2019 – June 2020</p> <p>Title III coordinator, site principals, and teachers./ Aug. 2019 – June 2020</p> <p>Site principals, counselors, and teachers./ Aug. 2019 – June 2020</p>
	<p>Promote parent, family, and community engagement in the education of ELs</p> <p>MUSD will continue to create new events to encourage parent participation, such as Family Mathematics, Family Literacy and College Application workshops designed to help parents know how to support their students at home to increase academic and literacy proficiency. These workshops will be designed to specifically assist parents of ELs to support their students to be more successful in school.</p>	<p>Site principals, teachers, and classified./ Aug. 2019 – June 2020</p>

LEAs receiving or planning to receive Title III EL funding may include allowable activities.	Persons Involved/Timeline
<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> • Teachers and administrators will receive supplemental professional development on research-based programs and strategies to implement ELD standards and for providing supplemental support to all ELs. • Supplementary services as part of the language instruction program for EL students. • Acquiring additional educational technology, like Rosetta Stone. • Providing community participation programs, including family literacy and parent outreach. 	<p>CABE PD, site principals, and teachers./ Aug. 2019 – June 2020</p> <p>Site principals and teachers./ Aug. 2019 – June 2020</p> <p>Technology specialist./ Aug. 2019 – June 2020</p> <p>Site principals, teachers, and classified staff./ Aug. 2019 – June 2020</p>

Plan to Provide Services for Immigrant Students

Allowable Activities	Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/Timeline
<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <ul style="list-style-type: none"> Bank of supplies for students' assimilation into new culture in academic setting (backpacks and school supplies) 		<p>Site principals and teachers./Aug. 2019 – June 2020</p>