



Walnut Valley Unified School District

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

DELAC Minutes

May 2, 2018

Total Number of DELAC Members:

- 33 DELAC parent/guardians of English learners
- 0 DELAC parents of other students
- 4 District employees

DELAC Attendance for this meeting included:

- 13 DELAC parent/guardians of English learners
- 0 DELAC parents of other students
- 4 District employees

A quorum of the committee is 8 members (51%) A quorum must be present to conduct business.

A quorum of the committee members:

has not been met.

has been met.

Date Completed	Legal Requirements (ALL TOPICS MUST BE COMPLETED) The DELAC has had opportunities to advise/assist the program administrator and the local board of education on the following:
3/7/18	Development or revision of the district’s master plan of education program and services for English learners, including the Local Educational Plan and the Single School Plans for Student Achievement
3/7/18	Content and procedures for conducting a district-wide needs assessment on a school-by-school basis
11/8/17	District’s program goals and objectives for programs and services for English learners
1/24/18	Development or revision of the district’s plan to assure that all teachers and instructional assistants meet compliance with all state and federal requirements
5/2/2018	Assist and keep informed about the annual language census administration and results.
1/24/18	Procedures used by the district to reclassify English learners
1/24/18	Contents of the district’s written notifications sent to parents/guardians pursuant to Education Code Section 48985 and Title 5, CCR, Subchapter 4 Section 11316



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11/8/17	Training opportunities (contents and materials), planned in full consultation with its members, available to DELAC members to assist them to better understand and assume their roles and responsibilities
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Members present:

Olivia Zhang; (CAS); Joey Wang (CAS); Ivy Cai (EVE); Wei Li (QS); Wei Li (QS); Melody Lin (SUZ); Chen Huang (DBHS); Jing Liu (EVE); Rehab Sultan (WEL); Anna Hu (CAS); Xiaohin Xu (CHA); Hannah Wang (CAS); Lily Lin (SPT)

Others present:

LiNai Chang (Bilingual Technician), Jenny Kwan-Hata (ELD Program Specialist), Jackie Brown (Director of Educational Projects and Assessment); Sunghee Lee (Bilingual Technician)

Call to Order and Roll Call

The meeting was called to order by Jenny Hata at 9:15 am.

Secretary's Report

Minutes were distributed to the ELAC committee.

Committee Reports

There were no reports to read.

Public Comment

None

Legal Requirements

Mrs. Hata went over the following legal requirements:

- 1) Language Census
 - a. Based on the California Department of California's database, Walnut Valley Unified had 1,636 English Learner students in the 2016-2017 school year. There has been a steady growth of English Learners over the past 10 years.
 - b. The language census shows the number of English Learners by language and by grade. 68% of English Learners in the 2016-2017 are heritage Mandarin speakers. There are over 31 other languages in WVUSD. The language census provides information to help district make personnel decisions and to improve communications between students, parents, and teachers.

Old Business

- 1) Districtwide Needs Assessment



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- a. DELAC representatives can submit the Needs Assessment to Jenny or have the ELD liaisons turn in the assessments. This information will be shared with each of the school sites and Educational Services.

New Business

1) LCAP Update – LCAP Federal Addendum

- a. Mrs. Brown provided information about the 2018-19 proposed LCAP. Discussions and questions regarding data, programs and activities were shared. This year, districts are required to submit an LCAP Federal Addendum that includes the plan and expenditures of federal funding sources, including Title III. The following areas will be included on how WVUSD will continue to support English Learners:
 - i. Parent, Family, and Community Engagement
 - ii. Title III Professional Development
 - iii. Enhanced Instructional Opportunities
 - iv. Programs and Activities
 - v. English Proficiency and Academic Achievement
- b. This year, through the Title III funding, we provided Project GLAD training for teachers and bilingual aides training. WVUSD hosted parent literacy workshops for our English Learner parents. The Imagine Learning program for elementary students and iLit for the secondary students were additional programs. In order to provide additional and extended support for our EL students, summer school is offered for elementary, middle school and high school eligible students.

2) English Learner Master Plan Update – Part III Funding

- a. The district receives funding from the state called the Local Control Funding Formula (LCFF). The LCFF base is funding that is received for the total number of students enrolled in the district. The LCFF supplemental portion supports English Learners, Foster Youth, and students who receive free and reduced lunch. The supplemental funds are unduplicated, which means if a student qualifies in more than one group, that student will only count one time for funding. If districts have more than 55% of unduplicated students, the district receives additional concentration funds. Walnut Valley does not receive the concentration funds because the district has only 23% unduplicated students.
- b. The federal government provides additional funding through Title III.

3) 2018-2019 Consolidated Application



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- a. Each spring, the district must apply for funding through the Consolidated Application to continue with federal programs of Title I, Title II and Title III. Title III funds are used to support English Learners and/or Immigrant students. Federal funds are a predetermined amount per student. WVUSD receives \$99.05 per student for Title III funding. We have 1750 English Learner students, and our estimated Title III funding for 2018-19 is \$173,338. We also receive \$93.35 per students for English Learner Immigrant students. This funding amount per student is \$92.35, and there are 1005 students. The estimated total for Title III Immigrant funding is \$92,812. The LCAP federal addendum will include the planned activities and expenditures for the total amount of the Title III and Title III Immigrant funding.
- 4) DELAC Report: DELAC Questions – Mrs. Brown addressed questions from the DELAC representatives:
- a. What are the differences between GATE and advanced classes?
 - i. The state use to provide state funding for GATE. However, the state has not provided funding over the past few years. There are no specific GATE classes but students are provided enrichment activities. High School Middle School have advanced classes.
 - b. Should parents send their child to afterschool classes?
 - i. Parents need to provide balance for their children such as providing experiences for their children beyond the classroom.
 - c. How are conflicts handled at schools?
 - i. Principals must determine which students were involved in the conflict. Some principals may have student write down the incident. Usually when consequences are given, it is confidential. Parents will be informed confidentially. If a child reports an incident, parents can call the school to follow-up.
 - d. What happens if conflicts occur during recess?
 - i. If the noon aides do not handle the conflict, parents can make an appointment with the teacher or email the principal. If parents do not receive a timely response, contact the school again to make an appointment.

Evaluation

None

Adjournment

The meeting was adjourned at 10:40 a.m.