

DELAC Vice Chair Report

Date: 10/3/2016

In regards to the Twentieth International Education Conference for Bilingual Education
on January 30, 2016

On the aforementioned date, I attended along with other colleagues to said event at Loyola Marymount College (LMU).

Our first general session was from 8:45 am to 9:40 am conducted by Sonia Nieto, Ed.D. Emeritus professor on language, literature and culture in the Education Department at the University of Massachusetts at Amherst.

She highlighted the importance of not only being bilingual, but multilingual. The multitudes of opportunities available to a multilingual professional are immeasurable in comparison to someone who is only bilingual. The reasons shown were cultural diversity in our country and the actual free trade treaties that they showed us along with a variety of other example.

Second Group Session I:

I attended the session titled “Active parents for their student’s university success” hosted by MUSD. This presentation was about the requirements that every student needs to have to be admitted to a university. These were explained in detail; the A-G requirements, SAT/ACT and SATII exams and what each one is about. But, the most important emphasis was: parents helping other parents and how this resource has such a great potential. If we unite and help each other out, we would be able to achieve so much success for our children. It also highlighted our responsibility to pass on what we know to other parents and our community. Consistency in the need of parents who do not have as much knowledge as we, who already know, and make these resources accessible to them as well. That is what is best for our communities, our state and our nation: successful citizens and abled leaders as our main objective. As well as ACTIVE PARENTS FOR THEIR STUDENT’S UNIVERSITY SUCCESS, while having in mind parents as a tool for other parents.

Second General Session.

Presented By: Jorge Cuevas Antillon, M.A., M.Ed.

Dual Language and English Learner Education Professor (DEL) Education Department Faculty, California State University, San Diego and coordinator, Language Acquisition and Biliteracy, San Diego County Office of Education.

She presented on the great challenge that English Learners face and how new ways of dollar distribution affects them. For example: Does your Local Control Accountability Plan (LCAP) keep its promise of increasing or improving services for English Learners?

She also presented on the rubric titled: Criteria and standards for reviewing the LCAP. This was an activity for solutions, but due to time, we were not able to complete. But this activity presented the following:

- Focus Area #1–English Language Development

- Focus Area #2– Parent Engagement Part A and B
- A) LCAP development
- B) LCAP implementation

Second Group Session:

Presentation conducted by CAFE, presenter was Laura Diaz.

Presentation Title: Parents help to create a better LCAP

The objectives addressed were:

- Changes generated under LCFF
- The importance that parent engagement has on the LCAP development.
- How you can help so that your English Language Learner student gets the help that they need.

Community theory, ¿What do we know about the LCAP? Who does the LCAP affect?
Are you involved with your LCAP?

We were also presented an introduction to the school accountability system as well as the Local Control Funding Formula. We were informed about the students with greatest need and it was explained that if a student is eligible under more than one category, the student is still counted once. The LCFF components were presented.

This presentation also highlighted that the LCAP is a required LCFF component that requires school sites or schools to describe how they will meet annual goals for all students in need and in detail describe where funds are spent for non duplicated students. The benefits need to be described in detailed and must be aligned with the 8 state priorities.

- Basic Services, Common Core Standards and ELD Implementation, parent engagement, student achievement, student engagement, school climate, course access and other student outcomes.

For these 8 priorities, we engaged in an activity that demonstrated how the funds are distributed based on these priorities, basic needs and greater support needs. This was one of the highlight activities and presentation in content to the point that we were able to make personal connections and were informed about how to have this presentation with the same structure so that all the members experience the same information first hand because a report might not be able to capture it due the quantity of data and strategies that it offers. Personally, I passed this information down to the administration through our Chief Executive Officer: Rowena Lagrosa.

Report submitted by:
Cesar Delsas, DELAC Vice chair