

**DELAC recommendations on LCAP Goals
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2022-2023 DELAC Members

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LCAP Goal	Description	DELAC Recommendation	Justification or Description	Response
1.8 - Cultural Competency Training	Provide support and training to staff on issues of cultural competence by identifying an Equity Teacher Leader (ETL) at each site to lead the work. Equity Teacher Leaders meet monthly as a group to collaborate and develop professional development to	Maintain		

	<p>be used at sites and for district staff development.</p> <p>We aim to fully integrate content instructional pedagogy with Culturally Competent strategies to support teaching and learning. We need standards based rigor to work in concert with Culturally responsive pedagogy to meet the needs of our underserved populations, specifically African American students and our English Language Learners. Funding will enable more staff to attend relevant workshops, participate in collaborative meetings, and engage consultants who would work in conjunction with the District staff members leading this initiative in BUSD.</p>			
<p>1.10 - English Language Development Support at</p>	<p>Provide certificated teachers at each site based on the number of ELs to provide designated ELD instruction,</p>	<p>Adjust</p>	<p>ELD Specialists at every site, ideally full-time, based upon necessary ELD services; some sites</p>	

<p>each school (TK-12)</p>	<p>case-management, assessment, and integrated ELD support for teachers.</p>		<p>currently do not have full-time staff. Increase ELD FTE for additional, targeted support for LTELs, particularly for middle and high schools. Lessen the need for ELD students to be "pulled out" from their general classes for ELD instruction; removal from their general education class creates educational disparity in other subjects. More discussion is needed at BHS to explore options for providing designated ELD to LTELs.</p> <ul style="list-style-type: none"> - introduce new ELD classes (elective, additional English, in place of English, meets A-G requirement) - impact on Master Schedule - impact on Small Learning Community course requirements - appealing class title & content - recruiting teachers 	
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<p>1.11 - English Language Development Teacher on Special Assignment (TK-12)</p>	<p>Hire a TK-8 English Learner Development (ELD) Teacher on Special Assignment (TSA) to provide coaching and support to ELD teachers. The ELD TSA meets regularly with site ELD teachers, as a group and individually, for the purpose of collaboration and professional development. The ELD TSA also supports the district with processes for reclassification, and administration of the English Language Proficiency Assessment for California (ELPAC).</p>	<p>Adjust</p>	<p>Change description to TK - 12th Duties should include supporting DELAC and updates and implementation of the Multilingual Learner Master Plan.</p>	
<p>1.23 - English Learner Master Plan</p>	<p>The current Berkeley Unified School District's English Learner Master Plan was created in 2013, with the purpose of documenting Berkeley's system for enrolling, identifying, placing, serving, and monitoring our English Learner (EL) students throughout their enrollment in BUSD.</p> <p>Over the past eight years,</p>	<p>Adjust</p>	<p>Create an internal mechanism for program evaluation to ensure that we provide the mandated services and administering the language assessments as outlined in the plan</p> <p>Include information on students with 504 plans in the chapter on students with IEPs. Multilingual Learners placed under the 504</p>	

	<p>there have been changes at the federal, state, and local level in regards to EL students. In 2015, a new ELD Framework was introduced, and the Every Student Succeeds Act (ESSA) was passed. In 2018, the new English Language Proficiency Assessment for California (ELPAC) was introduced. At a district level, we have changed some of our curricular materials and instructional strategies as well as the structure of our Two-Way Immersion (TWI). A new Master Plan that includes these important changes will allow BUSD to better identify and articulate how we serve our English Learner students and their families.</p> <p>BUSD will use a contractor to lead internal and external groups through the process and finalization of a new English Learner Master Plan. The plan will be followed up</p>		<p>program needs to be considered as much as students with IEPs.</p> <p>Review reclassification assessment criteria for the basic skills test K - 12th to make sure it is uniform, culturally appropriate and is an accurate depiction of English Language fluency.</p>	
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	with training for staff. The plan will be monitored over the following years.			
1.24 - Integrated English Language Development Training & Support	Integrated ELD Training and Support Funding would provide essential training for support of academic language and writing across all three middle schools and Berkeley High School. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning, Funds will be used for up to 30 teachers for Constructing Meaning (CM) Training. This resource would also pay for materials, substitute costs and hourly pay for our teacher presenters. In 2021-2022, training and support for Integrated English Language Development strategies would extend to	Adjust	Implement Constructing Meaning PD at the Elementary level Create a mechanism for evaluating the use of Constructed Meaning in the content classes at BHS and provide appropriate support and coaching when necessary. Encourage/support writing/literacy coaches as additional staff, especially within early grade levels; coaches provide 1:1 support as well as provide earlier signals for the need for intervention.	

	K-5 classroom teachers by developing specific pedagogical strategies for use in the Tier 1 classroom that provide access for English Language Learners.			
2.5 - Culturally Relevant Summer Partnerships	Camp EDMO: At Camp EDMO, children engage in a variety of subjects such as science, coding, engineering, and the arts to access their curiosity. Every day, campers rotate between experiential projects based on their chosen theme, activities that get their bodies moving (think stretching, silly dance moves, and games), and social emotional learning (SEL) exercises designed to help them build connections and develop critical life skills like empathy and problem solving. EDMO staff help campers collaborate on coding projects and growing friendships, practicing mindfulness and yoga poses, and building rocket ships and self-confidence.	Adjust	How are families receiving information about educational opportunities in the summer? Encourage/support additional programming targeted specifically towards English Learners in the BUSD Afterschool and summer programs; to lessen academic decline.	

	<p>STEM STEPS for Success: Focus on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities. Presented by the African American Regional Educational Alliances (AAREA) this program offers a virtual experience that focuses on the social, emotional, and historical uniqueness of the African American culture. Students receive small group (3-4) “live” sessions with an instructor, as well as instructor content-based videos with accompanying digital and paper-based material kits. Funding for STEM STEPS is provided through the Berkeley Schools Fund.</p>			
<p>3.3 - Family Engagement - Office of Family Engagement</p>	<p>In the 2021-2022 school year, BUSD will add significantly to OFEE staffing, including a Director-level position; and</p>	<p>Adjust</p>	<p>Revise goal item #3 from a general goal of health services to include mental health and wellbeing; Many</p>	

<p>and Equity (OFEE)</p>	<p>four new site-based liaisons. One of these liaison positions will serve a dual role: to serve a school community and to support district-based family engagement activities.</p> <p>Provide a supervisor and coordinators for family engagement for all TK - 5 schools and BHS to partner with parents and guardians to support their children's education through collaborative connections and referrals to school and community resources. The work of all Office of Family Engagement and Equity (OFEE) staff is to support and educate parents and families in three main focal areas:</p> <ol style="list-style-type: none"> 1) Establishing links between home and school for academic success 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 		<p>students are suffering from mental health challenges including our newcomers and addressing these challenges is key to student access to the curriculum.</p> <p>Ensure that the parents of Multilingual Learners are aware of the proper personnel to speak with in regards to their students' education.</p>	
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	3) Promoting attendance and access to health services.			
3.10 - Recruitment for Teachers of Color	The BERRA recruitment and retention program includes support for recruitment, retention and support of Teachers of Color, as well as classified pathways, in order to better reflect the population the staff serves. Through Berkeley's Pathway to Achieve Credentialed Teachers (BPACT), classified staff, including Instructional Assistants and other paraprofessionals, can be supported in taking the step of becoming credentialed teachers with a focus on Special Education. The .2 FTE Classified Employee Teacher Pathway Coach position will provide timely and focused support for classified staff on the pathway to credentialing.	Adjust	More support is needed for teachers of color in Berkeley. They may not be willing to attend meetings and lunches when they're buried. More outreach is needed that comes to them directly and personally to offer assistance EARLY, before students and parents begin questioning their aptitude and mistreating them	
3.15 - Puente Program	The PUENTE Project to improve the college-going rate of tens of thousands of	Adjust	Create systems to improve communication and outreach.	

	<p>California's educationally underrepresented students. The mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.</p>		<p>While Puente is not exclusively for Latinx students, we suggest having protocols in place to target the Latinx population.</p>	
<p>3.16 - LatinX Resolution</p>	<p>The BUSD Board of Education will prioritize Latinx student achievement and opportunity as a core commitment. They will work with District's Office of Family Engagement and Equity (OFEE), the district's Communications Office, Latinx families, Latinos Unidos de Berkeley, and other representatives of the Berkeley Latinx community to improve Latinx parent engagement and to identify additional cases of academic</p>	<p>Adjust</p>	<p>1:1 and community discussions are needed with latinx families regarding the needs of their students. These discussions must be in Spanish and culturally sensitive in the spirit of partnering with latinx families.</p>	

	<p>achievement gaps for Latinx students.</p> <p>BUSD will propose a method of collecting, sharing, and analyzing academic achievement data and develop data-driven approaches to identify academic, socio-emotional, developmental, and behavioral needs of Latinx students, and recommend strategies to proactively support those students. BUSD will present and discuss data findings related to this resolution to the Board of Education and community-based organizations on an annual basis. BUSD will launch a culturally affirming academic program to address Latinx student achievement and promote college and career readiness for a diverse array of Latinx students, including Latinx EL students, at Longfellow Middle School and Berkeley High School.</p>			
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	<p>Funding is included in the Actions for the Puente Program, the increase in staffing for the Office of Family Engagement and Equity to include a Spanish Speaking liaison position, and the increased staffing in our Berkeley Research and Evaluation and Accountability Department (BREA) for data gathering and analysis.</p>			
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