
IUSD District English Learner Advisory Committee 2018-2019

Meeting Information	
Date:	January 30, 2019
Time:	6:30 p.m.
Location:	Irvine Unified School District Learning Center 3387 Barranca Parkway Irvine, CA 92604
Facilitator	Lisa Mennes - Coordinator, Language Development Programs (LDP) Lucinda Mroch - TOSA, Language Development Programs (LDP)

Members in Attendance	
Lisa Mennes Lucinda Mroch Shelley Waldrup Eun Chu Kim Katie Yamamoto Vina Shah Caroline Moghaddam Sheila Jones Freya Remmer Julie Tam Stephanie Herdrich Michael Hernandez Shannon Anderes Poliana Rocha Annie Rovzar Rafid Ibraheem Jessica Oian	Victoria Otyehel Clara Song Ling Kung Evan Forster Christie Taylor Christine Yoo Ella Zimina Larisa Glasgow Elizabeth Aguilera Julia Hou Rola Murtada Lawrence Xia Alison Cole Geronima Garcia

Minutes:

I. Opening

Meeting opened and called the meeting to order at 6:35 p.m. Lucinda welcomed all in attendance. Lucinda introduced Lisa Mennes and introduced the Agenda. Lucinda asked that everyone take turns and introduce themselves around the room.

II. Review and Approval of Agenda

We have changed our Agenda from email notification. We will address the EL Roadmap at our next meeting. Christie Taylor made a motion to approve the Agenda, and Ling Kung seconded the motion to approve the Agenda of the meeting. All in favor said, "aye".

III. Review and Approval of Minutes from October 16, 2018

Shannon Anderes made a motion to approve the Minutes, and Sheila Jones seconded the motion to approve the Minutes of the meeting.

IV. General Business

Our Superintendent sent out a survey and it will be linked for parents to take before February 7th.

V. FPM Findings and Steps for Resolution

There were over 80 items that were looked at and we had four (4) Findings. We will need to fix them, but need to bring them to you as our advisory committee.

VI. Reclassification Criteria Review and Input

Since the state has now adopted new Reclassification Criteria as of January 1, 2019. We are going to go over the changes:

- Our goal is to reclassify students as soon as they meet the criteria..
- 4 areas:
 - English proficiency on an Assessment. The assessment used to be the CELDT. Our minimum requirement was a score of Early Advanced or Advanced Overall and no Intermediate in any of the areas - Reading, Writing, Listening and Speaking
 - Now we have the ELPAC and they must score an overall of a 4. There are no options to change this. We are requiring a 4 in Written and Oral Language. Students need to have 3's in Listening and Speaking because we understand oral language fluency comes first. Students need to have a 3 in Reading and Writing, but if they have a 2 we can look at other measures for Reclassification. This is the change that we have made. We will go back and look at previous history and see how they have done all along because we understand students might have a bad day or not feel well that day so we may go back and look at the history.

- Any questions about this change? No questions.
- Revision shown to parents for English Proficiency Assessment.
- We need to demonstrate that students are performing on par with peers at the same age and grade level. In exchange of California High School Exit Exam, we are using the PSAT because every 9th grader has the opportunity to take the PSAT (Practice SAT). We determined a proficient score is 390 at grade 8 and 410 at grade 9. In 9th grade, all of our students will take the PSAT to give students an idea of where they will be performing on the SAT. The district is paying for the PSAT and it does not count on their grades - it is about college and career readiness. We wanted to find a district level benchmark because the SBAC for English Language Arts and Math is not given to our 9th and 10th graders. SBAC is for grades 3-8 and 11th.
- We have the Literacy Performance Assessment for grades K-6.
- We look at multiple measures to support the Reclassification. Our goal is to Reclassify as many students as possible and we look at all forms of data. We are pulling in as many options as we can. Shows the changes to the Reclassification form, which happens not to be much.
- This is where we had our Finding in the teacher evaluation part. As a part of the teacher evaluation, we have to have an objective measurement. It can be a formative assessment within a school site or supplemental school-based assessment.
- Any questions about this change?
 - What date do the high schools give the PSAT? They vary at each school site so contact your school site or access the school calendar
- This is how we corrected our Finding by ensuring that teachers base their decision on data whether they concur or do not concur with the Reclassification.
- We also included looking at academic behaviors and how students interact in meaningful ways. This lets us know that a student is really ready to Reclassify.
- This is the new piece where teachers need to document the score on an objective assessment and if they have established mastery. Every site works on learning targets to determine mastery.
- Parent opinion and consultation is still a requirement and we want to ensure that they agree with the recommendation.
- Are there any questions about the changes that were made?
 - Is it mastery? It is mastery of the curriculum.
 - How do we measure mastery? They come up with essential standards based on criteria and they will demonstrate mastery of that skill. An objective test will say, “yes” or “no” that you can answer the question correctly. Teachers are developing common assessments and calibrate their assessment based on standards. Clear criteria and a standard that is called out to meet this requirement.
 - Concern about the word “mastery”. The phrases meets or exceeds standards would be a better way to measure than using the word

“mastery”. Does everyone agree with using “meets or exceeds”? Does anyone disagree? Everyone agreed with changing Mastery to Meets or Exceeds.

- Any questions about Parent Opinion? No
- Any other questions? No
- We are going to move forward and submit this information to the State of California.

VII. Steps for Ensuring Compliant ELACs

- The other Finding that we have is in functioning ELACs. We are required by law to do what we are doing tonight at the school site. Shares five items that are in place for our ELAC. As part of our resolution, we are to provide training to you to help us resolve this issue.
- We have a very healthy parent outreach program at many of our school sites. ELAC is different because there are specific requirements that must be included. This became a Finding so we need to start the process of training our DELAC members on how to conduct ELACs that meet the legal requirements. The parents of English learners are priority stakeholders for the State of California. We need to hear from this group on how we can serve this population.
 - Need an election of membership
 - Meet four (4) times per year
 - We created a training presentation to understand what needs to be included at the different meetings.
 - SPSA - happen twice a year - during the spring SSC and leadership team works to develop. Make your spring meeting time for parents to give advice on how to develop SPSA. October meeting is when you approve the SPSA.
 - Align your meetings with DELAC because we cover events in a timely cycle.
 - One meeting can be on instructional programs for English learners and include a parent engagement activity at every meeting.
 - Can you explain the election of membership?
 - Just like SSC, you should ask for volunteers and send out a notice that these are the members that are interested in serving on ELAC. You can do this at Back to School Night. Parents of English learners vote. Let your community know the purpose of the meeting is to meet this requirement. Establish this committee and vote for representatives. If SSC takes on the ELAC responsibility, they need to include the ELAC responsibilities.
 - We have a presentation that we are going to share with you and we can also meet with you if you have further questions. Presentation linked to

DELAC presentation. Slides shared and discussed to cover the legal requirements for ELAC.

- A parent suggested that we have a flow-chart diagram to explain the process.
 - Question: If there is not a parent that wants to serve on the SSC, can a teacher be the representative? No, it needs to be a parent of an English learner. We need to have representation, but we will need to get clarification on SSC requirements as well.
 - We will provide these slides to you.
 - Our next DELAC meeting is March 27 and the last meeting will be on May 15th.
- We are moving the English Learner Roadmap and Master Plan for English learners to our next DELAC Meeting.

IX. Adjournment

Thank you for all that you do for your students. Allison Cole has moved to adjourn our meeting, and Poliana Rocha has seconded the motion, and the meeting was adjourned at 7:56 p.m.