
IUSD District English Learner Advisory Committee 2017-2018

Meeting Information	
Date:	March 28, 2018
Time:	6:30 p.m.
Location:	Irvine Unified School District Learning Center 3387 Barranca Parkway Irvine, CA 92604
Time:	6:30 p.m.
Facilitator	Lucinda Mroch - TOSA, Language Development Programs (LDP) Alan Schlichting - IUSD Executive Director of Educational Services

Members in Attendance	
Lucinda Mroch Alan Schlichting Shelley Waldrup Geronima Garcia Eric Garcia Fernanda Ruiz Laurie Smith Ayman Ibrahm Patricia Morgan Pamela Sato Julie Dent Sherilyn Cammarato Georgia Brittain Lisa Wilson Julie Stephenson Vina Shan Sara Thede Elizabeth Aguilera	Liang Wang Claudia Pineda Prasopson Lertsuntiuit Julia Hao Julia Tam

Minutes:

I. Opening

Meeting opened at 6:35 p.m. Lucinda welcomed everyone to the meeting.

II. Review and approval of agenda

Julie Dent made a motion to approve the Agenda, and Georgia Brittain seconded the motion to approve the Agenda of the meeting.

III. Review and Approval of Minutes

Are there any questions on the Minutes? We had a January 31st and March 1st meeting. Julia Tan made a motion to approve the Minutes, and Lisa Wilson seconded the motion to approve the Minutes of the January 31, 2018 and March 1, 2018, meetings.

IV. LCAP (Local Control Accountability Plan) Survey:

- Lucinda introduced Alan Schlichting and informed everyone that he will be speaking to us about the LCAP. In addition, he has the survey results from our January 31st meeting and a survey to take tonight. The online survey will take about 15 to 20 minutes.
- LCAP is the plan that districts must develop based upon the LCFF. We get base money, supplemental money (20% of the base for the number of ELs, Foster Youth, and Low Income students), and then there is concentration funding (if a district has more than 55% of students identified as ELs, Foster Youth, or Low Income), which Irvine does not receive. We are at the bottom of the funding for districts in California. What keeps us afloat is our growth. Our neighboring districts have lower growth and more tenured teachers. We are growing and have more new teachers and that keeps our cost down. If you have any questions, please let me know.
- We are required by law to engage our stakeholders. We have divided it into four phases:
 - Phase I: First in August or September we want participation
 - Second: Develop our plan and we talk to our principals, teachers and parents to see what we want to add or improve
 - Annual Survey: gather information from our students with a survey
 - Activities with dots and prioritized actions and all sites participated
 - We are now in Phase III: We have a draft and you will be one of the first groups to look at it and we will present it to the Board next
 - Phase IV - we look to the board to approve the plan in June

- Results from our last meeting were shared - only recorded top priority and negotiable actions. We looked at how this ranked across all groups. Items in the green column were far and above the highest priorities and the orange areas were the most negotiable. Two items came in as a tie so they are both listed as #5 on Top Priority Actions. We were looking for trends. There were also two areas on Negotiables that had a tie so there are two areas where you see two items listed.
- Cabinet has made the recommendation to extend many of the items on the priority list. \$10-12 million in one-time money and \$8-\$10 million in ongoing money has been promised by the Governor. We have solved this year's problem without spending any of the money coming in May. A lot of our legislators are looking at converting the one-time money to ongoing money forever, year-after-year. There are a couple of other legislative actions that they are looking at that will increase the base that we will get for all students. When we confirm what we receive in May, we will come back to our Stakeholders to see how we should spend that money. Next we will no longer get big pots of money, but we will receive COLA.
- We have divided things into four areas:
 - Direct student instructional support and class size reduction
 - Increase school site funding/direct support
 - California aligned standards and materials
 - Equity and growth
- Please sign in as a guest and you will be able to complete the survey. Our survey link is: <https://surveymonkey.com/r/DELAC32818>. It will take you about 20 minutes to take the survey. It will tell you how we will be paying for each item. We want you to respond to things you feel strongly about.
- A parent asked about language support for students and Alan explained that our supplemental money will help support these students. Our Language Development Programs will decide how to spend those moneys for these students. This will not be the money we are looking at tonight.
- Alan informs everyone that he will be able to show us how to get into the survey and also the results of the survey to us tonight. If you want to talk with your neighbors about this, please do so as it is not a test.
- Alan asked for feedback about the survey from group.
- Thank you for taking the survey and I will download the results and share with you after the ELPAC presentation.

- Alan shared the results of the survey. He scrolled through the sections so that they could see how consistent the responses were on the graphs for each question. We have some Title II money and we can move the money we spend on Professional Development from LCAP to Title II. This was very helpful and thank you for doing this tonight for us. The next step is that we will open the survey on April 9th and on April 11th, and then we will do a board study session and present this plan and the survey results that we have received. This is the trend data. If there are areas that are not clear, the board will discuss and may send it back to cabinet. They might also tell us that we do not have anything on there about adding pools at all of our elementary schools. They do not do crazy stuff like that, but they may bring up safety materials at schools and we may need to add some items. The police department and our district departments presented last night and cameras have been mentioned as well as pass keys to all of our schools. They may look at accelerating some processes around safety. We will continue to take steps to ensure that our schools are safe. The plan comes back to Stakeholders and the board will make the final decisions.

V. ELPAC (English Learner Proficiency Assessment for California) Overview:

- Federal and State Law requires that all English Learners take an English proficiency test. California is in a transition from the CELDT, which was not aligned to any standards to the ELPAC that is aligned to the English Language Development Standards and it will truly be a measure of how well we are doing to assist our English learners progress toward English proficiency. Our ELD Standards are aligned to the Common Core State Standards. Our ELD Standards are broken into how much support our students need and helps our teachers plan their instruction.
- At our next DELAC we will talk about the California DASHBOARD and explain it and you will see how the ELPAC ties into the DASHBOARD.
- Any new student to CA had to come to our office to take the initial CELDT. We scored the tests and let the parents know the results and whether they qualified to attend our Newcomer Program or be on the waitlist for this program. In the spring, we are in the process right now of having all of our English learners take the ELPAC. We have done training and overall it is going pretty well. We are learning from different school sites. We will be testing from February through the end of May. Our last students that we will test are our TK, K, 1st and 2nd graders.
- Any questions?
- Do parents know when the students will be tested.
 - Yes, we work closely with our EL Coordinators to let the parents know, but you may not know the exact dates. You will have a timeframe and it should be posted on the school website or newsletter. We have close to 7,000 English learners and they will all be tested.
- How long do they have to take the test?

- English learners will take the ELPAC until they are Reclassified.
- Can it be as fast as one year?
 - It varies and depends upon the student and the support that is needed. Our students are immersed in a rich learning environment.
- Is the test going to be electronic?
 - It is supposed to be in the future, but not right now.
- The test is challenging for Kindergarteners
 - I will let Mrs. Mennes know that you addressed this issue again
- Next year the CELDT is going away and we will only be administering the ELPAC. Anyone new to CA will take the Initial ELPAC and then all English learners will take the Summative ELPAC. I have provided a handout that you can look at and it gives information about the test. This will help parents know what they can do to help prepare their students for the ELPAC. You can also go on the website (elpac.org) to look up publicly released test questions.
- Substantial, Moderate or Light support will be provided depending upon how the student scores on the ELPAC. The benefit of the ELPAC in the spring is that we will get our results faster - between 6 to 8 weeks. This is the first year so we will see how fast we get the results back, but we will have data to help with placement in the fall. This information is helpful to our teachers and they will know how to assist our English learners.
- We have a Newcomer/SEI Program if students score as a Newcomer and this program fills up quickly. Once they exit Newcomers, they are not at grade level but are Expanding. Teachers provide ELD with an emphasis on the academic language. Substantial support is given to these students. We also have Mainstream classes with Integrated and Designated ELD to support our ELs to increase their proficiency in English. Designated ELD is a small group instruction to help students with what they need based upon the level of support they need.
- In Irvine we also pay close attention to our students moving from elementary to middle school and from middle school to high school. We pay close attention to how students are doing and each student is placed by the next school's teachers. The amount of detail that each student receives is amazing and we do not treat our students as numbers.
- Questions:
- Do the Newcomer Program schools get more resources?
 - Parents have the option to place their child in the Newcomer Program or Mainstream Program. There is more support in terms of an IA assigned to the classroom and the teachers receive specific training from our staff. Mainstream classes get support in terms of supplemental materials and teaching strategies.

- What are the sizes of classes?
 - About the same size, but can begin small with open spots to anticipate that it will be filled later in the year.
- How many schools are offering Newcomer?
 - 3 elementary schools: University Park, College Park and Culverdale and many of our sites have Structured English Immersion clusters and that is a site decision. Depends upon the need of the community. SEI model is very effective - cluster of ELs in a mainstream class. Many of our schools are full.
 - In the middle schools we have Venado and Rancho and at the high schools we have Irvine and University High Schools that all offer a Newcomer Program.
- Normally a student is in a Newcomer class for one year or sometimes a little longer. Some waive out because of transportation issues or something else.
- Reclassification:
 - K-3 can be reclassified, but because one of the criteria is the state standardized test and it is not taken until grade 3, we usually begin at 4th grade. K-3 do get Reclassified, but it is not automatic and they have to meet criteria.
 - Students in grades 4-12 have to meet the district criteria. We reclassify students in the fall and we reclassified 10% of our students. We carefully monitor all of our learners and look at how they are performing in the classroom. This year we adopted a rubric to look at the big picture and the feedback from teachers has been positive, and we want our students to progress. Reclassification depends upon the parents agreeing as well.

V. Announcements

- Our next meeting is on May 16, 2018, at 6:30 p.m. and we will be discussing the CA DASHBOARD and Summer School.

VI. Adjournment

- Julia Hao moves to adjourn our meeting and Lisa Wilson has seconded the motion, and the meeting was adjourned at 7:48 p.m.