
IUSD District English Learner Advisory Committee 2018-19

Meeting Information	
Date:	October 16, 2018
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 Erin Timberman, Coordinator Parent and Family Engagement

Members in Attendance	
Tristen Holton Grace Kim Larisa Glasgow Annie Rozvar Geronima Garcia Freya Remmer Juhua Li Victoria Otyehel Christine Yoo Brendan Geck Julia Hao Erin Timberman Lisa Mennes Lucinda Mroch Joe Liu Susan Snodgrass Jamie DiFrancesco Clara Song Gina Hong Jessica Oian	Carla Beal Chris Kim Lacey Aguilar Cathy Kurani Daniel Kozak Amandaeep Chowdhary Katherine Yamamoto Julia Tam Patricia Morgan Stephanie Herdrich Elizabeth Aguilera Nais Machinek Alison Cole Jenny Chao Eun Chu Kim Michael Hernandez Shannon Anderes Sherilyn Cammarato Sheila Jones Christie Taylor

Minutes:

I. Opening

The meeting was opened at 6:35 pm. Lisa and Erin welcomed the members. Lisa said that we are trying to go as paperless as possible. Please sit at a table with other people and grab a Chromebook. Lisa welcomed the parents and the LDP staff introduced themselves. Parents and teachers introduced themselves and the school they are representing.

II. Review and approval of agenda

Grace Kim made a motion to approve the agenda. Christie Taylor seconded the motion. Lisa said that on the agenda is the revision of the master plan for English learners. It is quite a large document and it is quite a task. We are going through a Federal Program Review this year, and we are making sure that the plan is up to date and you as a group are up to date and monitoring our plan.

III. Approval of Minutes

Dan Kozak approved the minutes. Freya Remmer seconded the minutes.

IV. DELAC Membership Training

We will be reviewing the Board Policies, the Administrative Regulations and the Master Plan for English Learners. You will get to look at them and give us feedback. We will need on-going communication with you and these documents will be in a file that we have shared with you. We have a deadline at the end of the month, so we will be asking you for feedback throughout the month. Your role is to provide us with feedback. As part of the LCAP process, we reach out to the stakeholders.

Connections and Intersections. Funding and Accountability Measures are also in the drive. Federal Program Monitoring is a process where the federal and state governments require us to go through an audit to make sure that those programs that are funded in compliance with the laws.

We have been chosen for an online FPM review. There are no site visits this time. Five different programs that are being reviewed, and our EL Programs are one of the programs that have been chosen. At the district level, we go through an accountability process for our Title I, II and III funds. That's the process of applying for the funding. There are two reporting periods. We apply in the spring and then in December, we have to give them a budget to let them know how we are spending the funds. They will look at our

expenditure and purchases. We have to be diligent to make sure money is spent appropriately.

The Masterplan is specifically for our EL students. That's where you come in as an advisory committee. You are the one that makes sure we are on the right track. The SIPSAs is how schools tell us how the funding is being used at the school sites and making sure that all of our actions are aligned.

Dan: Is the SIPSAs changing?

Lisa: They have always been in place. What is changing is the laws on reporting.

You also have to have ELACs at the school sites. We have District level responsibilities that are connected to site level responsibilities. That way, all these documents that we have to turn in all coincide. It is quite a task and it's great to have a group of people looking at the documents to make sure it's all correct. Basically, we don't get the money for free, and we must make sure we are in compliance with the law.

The DELAC advises us as we move forward. We aren't asking you to write the plan, we are asking you for feedback. You will see how much has changed in the last few years. It is a public document that is available on the IUSD website.

In the plan, there are seven categories. We will not get through all those tonight, but you can peruse the old plan to see where changes have been made. Just like the ELAC at the school site advises the SIPSAs, you are doing the same with the DELAC.

One of the administrative regulations is the AR 6174. We are looking at the AR 6174, when we revise or submit an addendum. There is a certain way we have to submit it. Our district has never had an administrative regulation for EL, but going through the review, we found out that we had to have both. Go ahead and take a real quick glance. We are also presenting this to the executive cabinet before it has to go to the board. It is an executive summary, but it is aligned with the legal statutes. Those EL Coordinators here will recognize a lot of what we are looking at because you have seen this at our meetings.

From the Administrative Regulation, we have to summarize even more so. We go to a board policy that will accompany the Administrative Regulation. This will be presented at the board meeting in November. Yellow is what has been added. Crossed off is what is taken away. A lot of it is terminology that we no longer use, such as redesignation vs. reclassification.

Parent and Family Engagement is also part of our Master Plan. We are moving away from the terminology of Parent involvement, but it is now Parent and Family Engagement. We

broadened it to include Title III and Title I. Title III is for EL and Title I is for the free and reduced lunch program.

As you scroll down, we have a shared leadership process. The plan goes into compliance to address the ELAC in the Title III program. As with the last grouping, there is a board policy that accompanies the Parent and Family Engagement. The programs have evolved over the previous eight years. The master plan was written in 2010. There are many changes from CST to SBAC and from CELDT to ELPAC. Why am I asking you to do this? This is part of your training in your role as an advisory committee. We are being transparent, so you can ask questions of us.

Scroll over to the Master Plan for English Learners. You will notice that our department has changed its name from Language Minority Programs to Language Development Programs. Our goal is to have this master plan drafted and ready to be submitted to the board for the November 13 meeting. As you go through it, you will also see many changes. Either the law has sunsetted, or we don't have it in our district anymore.

As you scroll through again there are a lot of moving parts. But it is important that is to realize that LDP has a complex task when determining student placement and the reclassification of students. There are so many changes in the law.

Are there any questions about these documents? There are 63 pages to this. Is there any confusion as to what I am asking you to do as a committee? Basically, because we have an online community, we will contact you to check in with you along the process. We want you to give us feedback and a part of this. We have to upload this document for government review.

As you are going through, red is what is being changed, strikeout is what is being taken out. Erin showed the DELAC how to make comments and then they can you can make comments directly onto the documents and we can respond right away. So we can address it here or answer your questions or follow-up with you. You should be able to access it at home. Using the link: bit.ly//DELACIUSD

We can't do this without you and we appreciate your help with this.

Questions:

Parent: (Joe) Have there been any efforts to compare the master plan with like districts?

Lisa: We are not the only district that has to change the master plan. Yes, every district does it differently, but we do look at other districts to see what they are doing. We have programs specific to our district, but there are five districts we are closely related to. It's

pretty challenging. Where do you start? Yes, but it is a compliance thing that but we want to celebrate the things we do in Irvine. Those are great comments about what's happening at my school. Can we celebrate that? If you see areas where celebrations fit in, please let us know in the comments. It's good to have other eyes on it.

Joe: The way I understand it each school has different resources. Different schools are not equal so how will it fit in?

Lisa: Yes but there are commonalities between the schools. The SIPSAs talk about how different schools work with their English Learners.

Any questions or comments? So basically it is a work in progress. Feel free to go into the on-line document any time. As you do so, you will see that I have made changes or have been working on it. If I forget something, please let me know in the comment section of the document.

Are there questions about Administrative Regulations? We need to submit this to the board by Nov. 13. If you see that something is glaring that we need to address, please let me know.

My goal is that we will have a successful Federal Program Monitoring. They come in and look at programs that are funded by state and federal funding. The schools involved in FPM are: Culverdale, University Park, Springbrook, Lakeside Middle School, Southlake Middle School, and Woodbridge High School They will be looking at all different programs such as the Uniform Complaint Procedure, Title I, and Title III for the English Learners.

V. LCAP Stakeholder Feedback: Priority Investments

Lisa turned the meeting over to Erin to talk about the Local Control Accountability Plan.

The DELAC is a priority stake-holder group, and we are required to gather input from the DELAC. If you are a teacher or a principal you are doing this at your site as well.

Some things to know as of May 2018 the LCAP is fully-funded. Our district will not get any more money in its budget, but the level of funding now is where it will stay. Now we are back to the 2007-2008 funding levels other the COLA increases.

The LCAP funds come into the district two ways: funding and on-going funding.

Erin went over the high priority actions.

The next part is considering the priority actions that were funded with one-time funds. It is important to ask the DELAC to take a look at this list.

Erin explained items on the list.

Christie Taylor had a question: Are these on-going or one time?

Erin: They are one-time funding.

Then we have the New Actions. Numbers two three are not new actions. They were grant funded. The grants are ending for 5 or 6. The funding is going away, or the actions are ending.

Erin explained these items and asked if there are any questions on those areas.

This is where we need your support. You will be getting up and walking around. Erin explained the process. Everyone needs four blue and four yellow dots. Blue dots are to be spent on action items that you feel should be funded with ongoing money. These are your priority actions. It should continue or should be given priority.

Yellow are your lower priority actions. There might be something that needs to be re-designed.

Carla Beal asked a clarification question about the use of blue and yellow dots.

Erin: Blue dots are the top priority. Yellow are items you think need to be reworded or redesigned to keep.

Another question: Can you clarify yellow one more time?

Erin: The action may need to be redesigned. Yellow is that we need to rethink the wording.

Carla: The yellow does skew things. Blue is "that's my favorite thing in the world" Yellow is "maybe." Nothing is "I don't Care."

The DELAC members spent time going through the priority items and spending their dots.

Activity 2 Feedback: As a group, identify any additional actions that should be considered.

These additional items were presented:

Intervention /EL Coaches at all levels helping all the teachers. Someone who is released or in a blended learning situation to provide support.

Before school enrichment for EL Learners (may be site specific) Extension learning or Intersession program

Expand parent involvement activities to include more active engagement
More EL Courses offered at the middle school level. We have general and sheltered. Not everyone fits into those classes. (How effective are these courses?)

Question: Joe Liu asked if there are ways that we can evaluate the effectiveness of the EL courses?

Lisa said that students who participate in the Newcomer program receive many supports and benefits and we find they are reclassified earlier.

Joe: The concern is that student goes into the courses and the students speak native languages.

Lisa: Students will use the language that they are most comfortable with it. The output has to be in English. As a Newcomer, they go to the program, and they have many opportunities to speak their native language. They can use their native language to further their understanding of English by using their native language. We are talking about clusters of students. That is a valid concern.

Activity 3 Feedback was requested.

Feedback: 1-5-A: Curriculum TOSAs: why is it 1.7 million? Can this be switched from a onetime to a more guaranteed funding source? Are the elementary and secondary model the same?

Feedback: 1-7-B: PLCS: It's a lot of money and having experienced it, it is not worth that much money.

Feedback 1-5-I: Art: it is not a lot of money in the grand scheme of things. It would be nice to see if more guaranteed. Elementary level is supported by parents so beautifully that the district funds can be reallocated. Clarification of art teachers being certificated teachers.

Closing: don't forget that we have this document link: bit.ly//DELACIUSD Going forward this is where we will have agendas and minutes. You will also see the new forms that we are generating as well. If they are not parent- friendly, please let us know.

VI. Adjournment

Christine Taylor moved to adjourn our meeting. Christine Yu seconded it. The meeting was adjourned at 8:03 p.m.