
IUSD District English Learner Advisory Committee 2016-2017

Meeting Information

Date: February 8, 2017

Time: 6:30 pm

Location: Irvine Unified School District Board Room

5050 Barranca Parkway

Irvine, California 92604

Facilitator: Lucinda Mroch - TOSA, Language Development Programs (LDP)

Members in attendance: Lucinda Mroch, Erin Timberman, Jessica Mossbarger, Barbara Vreeland, Alexandra Murphy, Kelly Duncan, Dan Kozak, Sara Thede, Trevor Johnson, Laurie Smith, Samira Junejo, Sherilyn Cammarato, Jamie DiFrancesco, Patricia Farquhar, Julia Hao, Ramona Furness, Shannon Manista, Eric Garcia, Amanda Geddes, Joe Liu, Freya Remmer, Julia Tam, Brendan Geck

Minutes:

- I. General Business
 - a. Call to order: 6:35 pm
 - b. Attendees were asked to introduced themselves
 - c. Call to order 6:35pm
 - d. Minutes approved by Samira Junejo (first) Patricia Farquhar (second)
 - e. Alexandra Murphy and Trevor Johnson approved agenda
 - f. Proposal for a Student Panel at April Meeting
 - g. Lucinda inquired if there was an interest from the DELAC to hold a student panel at the next meeting. Patricia Farquhar believes it was very helpful. A review was given of previous student panels. It was HS students only and we agreed that we could invite middle school students as well. The committee agreed to have a student panel. Lucinda said she would begin the process. She asked middle and high school coordinators to start thinking about good candidates. Sara Thede: "Should we be looking for Newcomers?" Lucinda: "We are looking for a range, but if we could have someone translate that would be great." Sherilyn: "I have some names."
- II. Consolidated Application and Reporting System (CARS) 2016-2017 Federal Grant Funding Sources
 - a. A review was made of the Consolidative Application which was discussed at the last two meetings when DELAC gave input on the LCAP process. Lucinda: "The federal grant programs are extremely restrictive on how the funding can be used in meeting the needs of specific groups of students and/or supporting the professional development of staff. We must adhere to the accountability requirements for reporting and student achievement. These funds are truly supplemental in nature, supporting students over and beyond the core programs provided to all students. Lucinda: "In addition, we must adhere to the accountability measures and show student achievement."
 - b. Lucinda: "In addition to the funding we receive at the state level through LCFF, IUSD applies for and receives funding from the federal government."
- III. Participation in Federal Grant Programs

- a. Title I, Part A: federal funds help to meet the educational needs of students in CA schools
- b. Title II, Part A: a federal program that increases student academic achievement through strategies such as improving teacher and principal quality
- c. Title III: Language instruction for EL and immigrant students
- d. 2016-2017 Timeline and Process
 - i. Lucinda: "To participate in the grant programs, districts must apply for the funding through the Consolidated Application and Reporting System each year by June 30th. Districts can carryover funding from the grant award to the following year, but must expend it within 27 months of the award date. Districts are required to submit obligation (planned use) and expenditure (how it was actually used) reports in February and June of each year. Close out refers to the end of the grant period for that year's award. Once the application is complete in June, it must be signed by both a board member and a representative of DELAC. We are required to present this information to you, the DELAC members twice a year. Since the application is done at the end of June, we update the DELAC with the information at the first meeting of the new year."
- e. Lucinda showed attendees where to find this information on the website.
- f. Brenden Geck: "Can you walk us through the steps again?" Lucinda showed again.
- g. Lucinda: "Does anyone have questions?"

IV. Review LCAP

- a. Lucinda: "This is a list of top recommendations from the DELAC gathered on two different dates: November 5 and October 14, 2016. We have not heard back from them on which they included the the LCAP plan. In your handouts there is a doc. Which looks like this. Brendan did a great job creating a Google Form to gather information. I broke it up into categories. Numbers to the left represent how many votes each item got. Alan Schlichting presented our input to the cabinet. This is just for your reference. This kind of info is helpful so we know where to focus our efforts. Wow we already do all of this. I will update you on some of the things we are already doing. Does anyone have questions?"

v. The State of ELAC in IUSD - Amanda Geddes, Ed.D.

- a. Amanda: "Thank you all for coming. ELAC is English Language Learner Advisory Committee. This committee discusses EL related topics. All schools should be conducting at least 4 times per year. It is import for parents to attend. Also for SPSA (Single Plan for Student Achievement). As long as there are 20 or more identified students, the site should have an ELAC. We are trying to increase initiation, accountability, and confidence of EL coordinators. EL Coordinators are responsible for reaching out to parent groups and getting parent support.
- b. Jessica Mossbarger explained the ELAC happening at Woodbury Elementary
- c. Jessica: "It has been a big success, two meetings in the beginning, CELDT in August. We also did a parent survey to gather information on topics. We are focusing on EL parents, but it is open for all parents. We had some things translated, open to all EL Coordinators. Kelly Whittaker hosts Positive Discipline workshops every Monday for next 6 weeks. Tomorrow we are starting "Each One Teach One" to pair fluent and EL parents to converse and practice English. There is a cultural exchange, trying to make them feel more inclusive, to create an all around more positive experience for our school."

- d. Julia Tam: “How have you been advertising these events?” Jessica: “We have been using parent email distribution lists, instagram, social media, principal blog, weekly express.”
- e. Discussion of holding a regional ELAC meeting
 - i. Lucinda: “What are your thoughts on having a regional meeting? We can be flexible. It can be at a school site. That sounds most logical . If anyone is interested we could have a couple schools together. Last year we had TR and BC, more TR came than BC, but perhaps we could switch off too?”
 - ii. “You are just talking about schools in the same area?” Lucinda: “We tried it at Oak Creek last school year, we liked the community of it, but felt we lost the intimacy, we did both, and kept the small group ELAC, cohort. It depends on the topic too.”
 - iii. Brendan Geck: “Our ELAC population has been fluctuating. We could potentially have middle school feeders, hard for ELs transition from middle to high school. Explain what the transition was like for them. Envision having a Q&A breakout. This is in the baby stages. Would love to get in contact. Trying to build cohesive unit. Carry through to students...
 - iv. Sherilyn Cammarato- “In April I do an ELAC where I have LC come talk about class placement, summer school choices, parents want to sign up for everything. They love having her come because it is a sense of relief. They get her email and phone number. They like the face-to-face connection.”
 - v. Freya: “That seems more effective than having...parents. That is very good at the end of the year.”
 - vi. Sherilyn: “It’s our HS counselor, but it would work great even at elementary school. Meetings after school at 3:15. Have a parent help translate. Put in school newsletter plus personal invite.”
 - vii. Lucinda: “That’s a great idea. Maybe we could help facilitate that?”
- VI. Irvine Parent Education Program (IPEP) - Barbara Vreeland (TOSA)
 - a. CBET classes have been restructured into IPEP courses. Topics are parent community based. IPEP workshops occur 8-10 times a month. Many speakers are invited to present on differing topics. Share topics, presentations in order to enhance ELAC meetings. LDP parent resource notice has been created for parents to easily access information. Website is easy to use in order for parents to access all the different seminars and workshops that IPEP and LDP offer. For parents that have recently arrived in IUSD parent orientation videos. Parent orientation information is given upon the administration of CELDT. Community liaisons are highly trained in working with the new and continuing families. Schools encouraged to link the IPEP information to their home page on their websites. All newcomer parents receive targeted IPEP emails. IPEP workshops are organized by season. IPEP workshops are different from Timely Topics in that they are geared more towards what is happening in the classroom and how they can best help their students at home.
 - b. Sherilyn: “Are any of the workshops offered in the parent’s primary language.” Barbara: “No, but the Liaisons are there to provide language support and answer questions after each workshop.”
 - c. Shannon M.: “How many people does IPEP have.” Barbara: “30. The purpose is to have the IPEP workshops smaller and more intimate.”

VII. CELDT - Lucinda Mroch (TOSA)

- a. October - 19% of our district. Beginning, emerging, expanding and bridging 21% redesignated
- b. 40% of students in Irvine have taken the CELDT
- c. Our students are learning a second language. Eventually it is really going to pay off
- d. Erin Timberman (TOSA): "This story comes from a Kinder teacher in Irvine, thank you I really enjoyed my time in this school, your English is so good! Was is ever bad. Teacher did a good job giving her positive feedback."
- e. Lucinda: "Students presenting aquaponics projects (Re: Portola HS visit). Students were really able to express their knowledge. Great to see the kids grow."
- f. 2015-2016 we had 17% EL, fluent 22%
- g. We are continuing to grow. Irvine is a popular place to live. Their English proficiency needs to be assessed
- h. We are moving to the ELPAC this spring, 2017.

VIII. Transition to ELPAC - Lucinda Mroch (TOSA)

- a. Successor to CELDT. State law mandates it for all TK-12 students whose primary language is other than English. Aligned with CA English Language Development Standards. Initial and Annual tests will be administered.
- b. Today we had...being trained for ELPAC. It was not aligned with the CELDT, but now it is. Initial and annual test will still be administered. I'm going to give you just a few minutes to read over the sheet. Any questions? For me, there are two different tests. Eventually the ELPAC will potentially become a computer based test. 4 domains are the same. 4 performance levels.
- c. Sherilyn: "I thought they were going to be aligned with emerging, expanding, bridging."
- d. Sara: "Are we starting this year or next year?"
- e. Lucinda: "We don't get to choose the students for the field test. They are norming the test right now. Field testing for the norming process. If fluent speakers aren't doing well?"
- f. Freya: "It's good they're norming it like that. The initial will be started, for the field test. Operational - we are doing the CELDT starting summer, but the summative spring of 2018. 2018-19 fully operational ELPAC only.
- g. Freya: "We will be giving the ELPAC in fall? Will we give CELDT next year?"
Lucinda: "Next time, any test will be in the spring of 2018."
- h. Dan K.: "Do students who are new to the district take it?"
- i. Julia Tan: "I thought usually they are reclassified based on the CELDT, since the ELPAC is so late." Lucinda: "Don't worry about that. We are not going to skip a year. I'm going to talk about reclassification next."
- j. Julia: "I know the CELDT kids get pulled out of class, will that affect students taking SBAC?" Lucinda: "Preparation for the SBAC starts the very first day."
Julia: "I know that some of my friends go to foreign country in the summer. The advantage for the spring..."
- k. Freya: "Will we have the scores before the school year starts?"
- l. Jamie - "Will we have access to this slide somewhere?"
- m. Erin - "Why is their kid having to take the test twice? They don't take the annual again until following school year. There will be some students having to take the same test twice in the school year. It is a general response our school is working on.

- n. Brenden - "The initial is brief..." Freya: "But it will be different questions."
Lucinda: "Next year, this is the same test, then the new one again. Next year will be tricky, but we'll get through it."
 - o. Julia: "Is matriculation different?"
- IX. IUSD Programs - Erin Timberman
- a. Lucinda: Erin Timberman will update the DELAC on the growth of the SEI at elementary school and also talk about the Newcomer program. Jessica Mossbarger, Sherilyn, and Freya are speaking about their classes: Newcomer/or SEI clusters. Talk about the four training meetings held each year for this group of teachers at primary, upper elementary, and secondary levels. Talk about the benefits of having students attend their homeschool.
 - b. Erin: "On your paper, on the front is the goal. 3 different programming options. Newcomer/SEI you will hear together. Same programs, but based on which school they are attending. Our goal is to keep as many kids at their home school as possible. Students who qualify, are the Emerging and Expanding level (CELDT 1-2). They receive substantial support. Expanding or bridging (CELDT 3 or above) - teacher provides appropriate support, light, moderate, etc. Try to fill in gaps that they might be missing. Intersession - kids who come within 6 weeks of semester ending. Lucinda has been teaching. English, health, PE, US history. Can earn HS credits. Health class is rigorous. Blended program. Lucinda has done a great job. She also teaches English.
 - c. Summer school at all grade levels. Exiting kindergarten to 6th grade. Middle and HS options. We've also implemented these into TK, we have some TK SEI clusters, supporting teachers with language support. Next year work with ECLC teachers, work on grammar and foundation. They are learning that, but putting more of a focus for ELs, so that when they enter Kinder, they won't need to be in a newcomer program. Northwood and Santiago Hills must have mandatory translation.
 - d. Freya: "I teach Newcomers. We have students for 3 hours. Have them for 2 hours. ELA teacher has them for 1 to get credit. Try to give immersion. They don't like not getting credit. Even juniors we almost get them caught up. Yearlong program. 45 students this year. One went up a level the next semester. It is just shocking to the system. English is tricky, have to have 93% to be considered moved at semester. I have instructional aides. Title III. have 4 this year. Also ELD 2 students, this year they have gone into the math classes. She is in their math classes, during office hours, one of 4 students. For a newcomer to feel comfortable is the number one priority. Everything from field trips, international festival, parents, Iranian couple so happy to socialize. My IA is really helpful to make the overall experience for newcomers pleasant. They don't do anything academic for 6 weeks. The aides have been nurturing along. My aides are a gift. Try to work cross-curricularly. Newcomer science and social science. We are all on so many collaborative teams. That is always the goal. For teachers to work as much together to keep it equitable. We focus on reading, writing, speaking, listening. We focus on cultural literacy, America holidays. It's not curricular driven. We carve pumpkins for Halloween. This year, I have a set of chromebooks, Lisa helped pay for some. They feel comfortable and confident with technology. Went to CUE conference last weekend. Aeries access, tracking their grades. I got like 5 emails last week. That has been new, good to me and good to them. Advocating for themselves. That the basics.

- e. Lucinda: Our department has been working with IAs for last two years. Working with behavior on playgrounds.”
- f. Sherilyn: “Sheltered is a little tricky because responsible for CCSS , a lot of working on academic language. Students learning american school system, yes, reading, writing...we are doing the same as other class, but focus on life skills. Kids are with me for 2 periods for ELA and SS, there is a science component in ELD setting. I have an aide who travels with them through all of the periods. Same thing. It is a comfort. She is someone they go to often. She has been wonderful and i couldn't do it without my aide. Had opportunity to pilot Study Sync. Kids responded well. Good fit and mix of CCSS and ELD standards. Teach same lesson at their level. Graphic organizers for class discussions. They can go and fill in their own ideas using sentence frames. Technology...was difficult. Not used to PC or Google Docs. I love that part of it. Always eye opening to me the assumptions they make. I love that part of it.”
- g. Eric Garcia: “I teach Newcomer elementary - 4, 5, 6 at first, just straight 6th grade. We do a lot of same things. 6th grade standards. With science it is tricky because it is more analytical not visual. We have 20 chromebooks also. Have a lot of online programs. Lexia helps fill in some of the holes to help differentiate. English in a Flash...I think Rosetta Stone bought it. Everything uses a Google slide. This year more behavior issues. That has been a challenge. I have about 3 boys who have been difficult. They are learning and give them time. I try to keep it the same as normal 6th grade class. I have been able to send 4-5 of them to mainstream. Some of them enjoy that. Try to integrate them more this year. There is a stigma that they are different. I try to get them mixed in with as many as possible. That has been my project this year. Only my second year. Trial and error. I agree with the flexibility. Nice, but also frustrating. Hard because I have to build from the bottom. My class is good. I emphasize improvement. I use OTRs to show progress. Basic K-2 diagnostic. I have 30 kids, not one of them didn't do a little bit better. Conference with students. Check ins. Still trying to gather more things to show growth.”
- h. Sara: “A lot of them are successful at home. I don't give them a huge summative assessment. I had a girl who bombed a math test. Mr. Garcia I also do well. I have added more smaller checks along the way.”
- i. Lucinda: “Many of them know how to be a good student already. To have conversations...have read the novel.”
- j. Jessica: “I'm at Woodbury. We are year round TK-6. Have SEI clusters. Our entire school has SEI classes. Progress monitor students 1st grade. Have two SEI classes. 6-15 students. Some might exit throughout the year. I have students above grade level, but mentally adjust teaching style to say no longer Newcomer. Have aides to support students. Designated ELD support. Mostly speaking, little bit of reading and writing. 2-6 extended after school. Focus on lang. Acquisition as well.
- k. Lucinda: “We offer teacher trainings a few times a year.”
- l. Freya: “Why are some schools newcomer vs. SEI?”
- m. Jessica: “Newcomers is regional. TK-6 SEI is a site decision. Principal is very supportive of SEI model. It is something that we are hoping to grow.
- n. Erin: “At elementary level it started at CP, CD, ...CD is not going to get any bigger SEI model implemented. Everybody has Newcomer students..not necessarily sustainable. If schools like WB, Stone Gate, have cluster teachers. Than more ELs can be served. As students start to waive out, there is a place for them at

their home school. That is a site decision. We are adding more next school year. Next year we are adding 6 more. As population grows, then the schools will want the SEI model because it is easier to implement.

- o. Joe: "How long is the Newcomer program?" Erin: "We try not to go more than a 1.5 yrs." Jessica: "Which is similar to SEI model. About 1.5 years." Joe: "It seems like SEI model is more sustainable. Erin: "We don't want to track them. They can be successful eventually in the mainstream class. We discourage a whole school SEI programs. Joe: "How long is SEI?" Erin: "At elementary it is all day."
 - p. Freya: "At the HS it gets tricky. Can't just move from class to class." Lucinda: "Our accountability measure, state wants to see student growth."
- x. Matriculation - Lucinda
- a. Working with the Ed Tech department, we have been able to streamline the process of determining preliminary placement for incoming seventh and ninth grade students. All Limited English 6th and 8th grade Limited Proficient students participate in this process. The program placement assessment and recommendations from the student's teachers in addition to test data such as CELDT and SBAC, determine the preliminary placement for middle school or high school classes. This data is reviewed by the "Next School" staff to determine the preliminary placement. Adjustments are made if necessary at the start of the school year.
 - b. It is designed to facilitate a smooth transition. We spend a lot of time getting input from teachers. They decide preliminary placement. Make sure students are placed properly. Flexible placement options. 6th grade teachers, CELDT, SBAC, multiple measures.
 - c. Joe: "It is English and math? Will it produce result right away?"
 - d. Julia - "SBAC in 5th grade?"
 - e. Lucinda: "A lot of times we get the teacher recommendations too."
 - f. Sherilyn: "In spring. We don't keep them there. It is what is most beneficial." Joe: "What grades?" Lucinda: "6th grade and 8th grade."
- xI. Interim Reclassification Criteria
- a. This will be in effect for this year. The new federal law Every Student Succeeds Act that replaced the No Child Left Behind Law mandates that we not use state testing measures to determine reclassification. IUSD is taking the lead at the county level of developing a system based upon the ELD standards Levels of Proficiency Continuum, so it reflects more of a rubric More to come on this.
 - b. We are not changing this year. Demonstration of advanced, early advanced for 2 years. District assessments must be benchmark, STAR Renaissance, 40%. Basic skills and other content areas, math, science. Big part is teacher eval. If necessary of student performance. Next year with ESSA, we will be working with county to develop a new interim criteria. We will be talking to you more about that.
 - c. Brenden: "If you have a student you feel is ready, do we put on hold?" Lucinda: "This year it is the same." "You give us the list right?" Lucinda: "Yes."
 - d. Freya - "Is this available to us?" Lucinda: We will be putting on LDP page." Freya: "You wanted us to submit the agenda?"
 - e. Amanda: "I can resend. It is a Google drive folder." Sherilyn: "How far back do I need to go?" Lucinda: "Just this year."
- xII. Questions, Concerns, and Input
- a. Lucinda: "Any questions?" (none)
- xIII. Adjournment:
- a. Brenden (1st) and Jamie (2nd) adjournment

