

IUSD District English Learner Advisory Committee

Date: March 27, 2019 Time: 6:30 p.m.

Location: Irvine Unified School District Learning Center

3387 Barranca Parkway
Irvine, CA 92604

Facilitators: Erin Timberman, Coordinator Parent and Family Engagement

Lisa Mennes - Coordinator, Language Development Programs
(LDP)

Members in Attendance:

Vina Shah

Elizabeth Aguilera

Lisa Mennes

Lucinda Mroch

Sherilyn Cammarato

Alexandra Murphy

Lauren Sipelis

Joe Liu

Erin Timberman

Clara Song

Lawrence Xia

Elay Chen

Annie Rovzar

Samira Junejo

Julia Tam

Evan Forster

Nais Madineh

Minutes

I. General Business

a. Opening

- i. Erin greeted the members and asked that people moved into groups of four for an activity. The meeting was opened at 6:35 pm

b. Review and Approval of Agenda

Lauren Sipelis approved the agenda and Vina Shah seconded the motion

c. Review and Approval of Minutes from January 30, 2019

A move to approve minutes was made by Elizabeth Aguilar and seconded by Samira Junejo

II. Provide feedback on 2019-2020 Draft LCAP:

- Erin presented the proposed LCAP for 2019-20 and explained that the new draft for 19-20 is based off the LCAP dot activity that the DELAC did in the fall. Superintendent Walker and the executive cabinet went through and made adjustments. Erin asked the DELAC to look at the LCAP Proposed Renewed Investments through the lens of the EL Learner and all students because the DELAC members are also key stakeholders for all students.
- Erin asked the DELAC if they had any questions and if so we would write them down and give them to the superintendent who would respond to the questions in writing.
- Erin reviewed the new and one-time actions and additional funding as well as dots from other stakeholders. They have been restructured.
- She explained the following actions:
 - Action 1.5 h Elementary PE professionals will receive additional funding of \$90 thousand dollars.
 - Action 1.6d SPED online IEP program will receive additional ongoing funding.
 - Section 3: action 3.2.E Elementary Resource Counseling Specialists: there was already one time funding and this is an additional one time funding

- Section 3-5-F Reduce Class size at Secondary Level: decreasing secondary class size by half a student but there is another set of funding from another section that allowed for another half a student so together the class size reduction will be by one student.
- Section 1-5-L and 1-5-M are both things that came up from the dot activity that will receive more on-going funding.
- Erin spoke about restructured or a change of funding source
- Erin spoke about the one-time block-funding grant and said that Professional release dates change was going to be funded through the one-time block grant opposed to other ongoing funds. We want to continue to measure effectiveness but funding will not be going through LCAP
- The block grant will also be the same funding source for professional learning content days and the online tutoring program that records student and tutors' conversation so the teacher can listen later
- College readiness testing PSAT: the district is offering students the opportunity to take the PSAT during the school day
- The One- Time Block Grant will also fund the following:
 - PLC facilitator coaches at the school site: change to the LCAP by reducing by \$223,000
 - Reduction of district level support 1.6.C
 - SPED will receive 125K on-going funds instead of one time funds for 1.6.d.

- The new one that was added K-12 innovative furniture: our district is receiving desks and different types of seats for students.
- Erin explained that this is using one-time funds for another year or changing the amount of ongoing funding.
- Erin asked the DELAC to take a moment to review the proposed investments and ask questions that can be passed along.
- No one had any questions. Erin let the members know that if they had any questions, then they could email Language Development Programs.
- Erin also told the DELAC that on April 8, all parents and staff will receive an email from Superintendent Terry Walker asking their participation in one of two surveys: a long survey or shortened version.

II. Consolidated App Process and Application

- Lisa Mennes referred to the handout and explained that currently the district is looking at fiscal in order to run the programs that the district offers. It was pointed out that the handout explains the funding sources that we must apply for every year. Lisa explained that the district goes through a process called a “Consolidated Application” where the district is allowed to apply for all of these funding sources at once. She explained each of the different types of grants included in the Consolidated App.
 - Title I grants (free and reduced grants) school-based funding. Lis reminded the DELAC that the Federal Program Monitoring review we went through was looking at Title I.
 - Title II is for Professional Development and it pays for content release days and Curriculum TOSAs that provide special learning.
 - Title III EL and Immigrant students. The amount of funding is based upon numbers. We centralize all Title III funding because it helps us

provide funding for schools that are most highly impacted. We provide Instructional Assistant support and co-teaching models add extra sections at the high school level so students gain access to core curriculum

- Title IV is the block grant: New funding program which provides professional development for teachers and , technology. The district uses funding from this source to support student achievement.
- Lisa explained that there are many restrictions that come with the federal grant.
- We also apply for LCFF funds from the state and it goes through the whole process. Most districts get supplemental funds that are concentrated or a base amount. Supplemental funding is based upon EL and Foster Youth and Free and Reduced Lunch recipients. The state supplements the federal funds. We are one of the only districts that uses this money specifically for the students to ensure that they are receiving substantial support in the classroom.
- Lisa explained that accountability that comes with the money we receive as evidenced by our recent federal program monitoring review. The review asked if the district is using the money appropriately. Lisa assured the DELAC that the district is doing so.
- Lisa explained that at the district level, when we write the Con App we look at our LCAP and master plan. That is part of the master plan. We want to align the EL Master plan with the new EL Roadmap. We have our stakeholder group look at our plan to make sure that we are all on the right track.
- We are required to let you know how we apply for funding on a regular basis. There is an accountability piece requiring that we account for how we spent the money.
- Lisa asked the members of the DELAC if they had questions about the Con App. and asked that if they have questions, to email Lisa or go to the CDE website and it will tell you, because it is all public record.

III. Understand and provide feedback on the California English Learner Roadmap Activity:

- Erin explained that the EL Roadmap was published by the California Department of Education earlier this year. Lisa, Cassie and Erin went to the Roadmap launch event and Erin stated that the DELAC will go through one of the activities we went through there. The website address for accessing the EL Roadmap was given www.cde.ca/gov/sp/el/rm and Erin asked the members to access the document online.
- Erin stated that they will notice an infographic of a road and explained that this metaphor represents the road that students are traveling on to gain multilingual proficiency. Some of our students speak more than one language and with meaningful access to a 21st Century education, students will get to multilingual proficiency through the four principles.
- Erin identified the four principles and asked that the groups of four look in more detail at these principles. Erin asked that the whole group read the vision and mission independently, and take notes on what seems important, what seems new, and what jumps out at you.
- The DELAC members read these two sections and provided the following feedback:
 - What is something that stood out for you or seemed important: One group said that it agreed with a statement in vision section that states that proficiency in multiple languages are encouraged along with the development of primary language.
 - One group said that in the vision section there was an emphasis on the social and emotional well-being of the student and that the group did not think that was something that was included before.
 - Erin explained that the EL roadmap is what will drive the District's Master Plan because it provides a lens that we will be looking through. We will look at what we are doing well. She stated that the EL Roadmap is a new document and it is exciting.

- Erin then asked each table to look at one principle. All principles are research-based and at the state, county, district and school level, it states the shared responsibility of all educators at all levels.
- The groups were given time to read through their assigned principle and the following feedback was given:
 - **Principle 1: Assets-Oriented and Needs-Responsive Schools.**
There were five elements that the group highlighted:
 - Recognizing that ELs language and culture are assets and we need to make sure that our curriculum embraces different cultures.
 - Recognizing that there is not a “one size fits all” approach to educating the English learners and that staff needs to recognize strengths and weaknesses of each student.
 - It is our responsibility to provide a safe and inclusive culture at the school site.
 - It is important to have strong school and family relationships
 - Schools must develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. IEPs must support culturally and linguistically inclusive practices.
 - Principle 2: Intellectual Quality of Instruction and Meaningful Access
 - The group highlighted the following:
 - There are overarching elements in place to ensure that we provide meaningful instruction that happens across all curricular areas:
 - Language development happens through integrated and designated instruction across all curricular areas. This is provided inside the classroom and students are not being pulled out into separate instructional groups.
 - The students are provided with intellectually rich, standards-based instruction with high expectations and use of rigorous materials.

- The student's home language can be used to help access the curriculum.
- **Principle 3: System Conditions That Support Effectiveness.** The group highlighted the following:
 - It is the leadership's role to make sure that students have access and make growth in language proficiency, academic engagement and achievement. The leaders must provide opportunities for ongoing improvement.
 - Adequate resources must be made available to address the needs of EL students and the leadership must ensure that the resources are being used appropriately and effectively.
 - Assessments must be culturally and linguistically valid and reliable and that there must be accountable for attainment of English Proficiency, bi-literacy and academic achievement.
 - Professional learning and collaboration that includes Instructional Assistants and teachers must take place to ensure our delivery systems are consistent. Our district needs look at how we can enhance this collaboration.
- **Principle 4: Alignment and Articulation Within and Across Systems.** The group highlighted three elements:
 - There is alignment and articulation of The EL programs from preschool all the way to high school and beyond.
 - Extra resources and extra time are provided and includes after school help as needed.
 - EL educational approaches and programs are designed to be coherent across districts and statewide.
- Erin concluded the activity by stating the EL Roadmap will help guide the district Master Plan and will allow us to take actionable steps. The group watched a video that talks about the document.
- Lisa assigned some homework to the DELAC by asking them to read through each element and ask themselves what does it mean and how would it look in a classroom and at the district level. We will be working to

revise the EL Master Plan at our last meeting on May 15, 2019. We will compare the older master plan with the EL Roadmap.

IV. Adjournment:

- a. Christie Taylor adjourned the meeting at 7:41 pm. Alexandra Murphy seconded this motion.
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