
IUSD District English Learner Advisory Committee 2016-2017

Meeting Information

Date: October 12, 2016

Time: 6:30 pm

Location: Irvine Unified School District Board Room

5050 Barranca Parkway

Irvine, California 92604

Facilitator: Lucinda Mroch - TOSA, Language Development Programs

Members in attendance: Barbara Vreeland, Alexandra Murphy, Kelly Duncan, Katie Antunez, Sarah Sayce, Dan Kozak, Sara Thede, Trevor Johnson, Laurie Smith, Kristine Nocon, Christina Masciel, Asha Loganda, Tristen Holton, Sarah Scott-Malden, Samira Junejo, Sherilyn Cammarato, Sheila Jones, Vivian Xi, Jamie DiFrancesco, Patricia Farquhar, Julia Hao, Nima Dastmalchi, Ramona Furness, Shannon Manista, Eric Garcia, Jia Yang Xu, Dalal Alharthi, Bayan Mamoun

Minutes:

- I. Call to order: 6:35 pm
 - a. Lucinda Mroch welcomed and thanked all for coming to the meeting.
 - b. Lucinda introduced Barbara Vreeland as new TOSA with Language Development Programs (LDP)
 - c. Lucinda asked the attendees to introduce themselves, identify the school they are affiliated with and provide a brief description of their role.
- II. General Business
 - a. A motion to approve the agenda was given by Asha Loganda, and Samira Junejo seconded the motion.
 - b. There was an attempt to approve the minutes from May 18, 2016, however the minutes were from October 2015 instead. Lucinda said she would send out the correct minutes via email. (The May 18, 2016 minutes were sent via email the following week).
 - c. Lucinda proposed the DELAC calendar dates of 11/3, 2/8, 4/26 and 5/17 for 2016-2017. The dates were first and seconded for approval.
 - d. Lucinda gave participants a copy of the Full-day Parent/Teacher workshop for Wednesday, November 3, 2016.
- III. IUSD Programs and Services for English Learners
 - a. Lucinda explained that the Language Minority Program has rebranded themselves as Language Development Programs (LDP)
 - b. Lucinda presented on the current demographics of students in IUSD for 2016-2017:
 - i. Total active enrollment = 32,319
 - ii. Language Minority Students = 13,589
 1. Fluent English Proficient = 7,150
 2. Limited English Proficient = 5,676
 3. Students Reclassified = 763 (since last CBEDs 10/2015)
 - c. Lucinda explained how ELs are identified and assessed.
 - i. CELDT is being phased out, while ELPAC being phased in
 - ii. ELPAC - emerging, expanding, and bridging
 - iii. CELDT Domains: Listening, speaking, reading, writing

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- iv. Per Ed Code Section 52164.1(a) requires that all students (TK-12) whose primary language is not English, based on the results of the Home Language Survey (HLS) take the CELDT.
 - v. Lucinda explained that there are three purposes for the CELDT:
 - 1. To identify students who are limited English proficient (LEP)
 - 2. To determine the overall level of English proficiency and performance level in 4 language domains
 - 3. To measure and assess the progress of LEP students in acquiring English language and literacy skills
 - vi. Lucinda showed the four current CELDT domains: Listening, speaking, reading, and writing (2-12).
- d. Lucinda explained how ELs are placed into programs such as Newcomers/SEI and Sheltered.
- i. The initial parent notification is provided at the time of initial assessment or change in placement.
 - ii. The annual parent notification are sent home via School Messenger in October. This includes the recent CELDT and 2016 SBAC scores. The letter indicates current program placement.
 - iii. SEI stands for Structured English Immersion
 - a. placed in a cluster
 - iv. Very often students who are placed in a Newcomer class are not at their home school. There are three campuses at the elementary level, two campuses at the middle school level and two campuses at the high school level. We have eleven elementary schools with SEI classes TK-6 (Yes, we are growing!).
 - v. Lucinda listed some schools with Newcomer programs. We are growing and have a number of classrooms with ELs. More SEI classes than Newcomer classes. At the high school classes have different names (i.e. ELD 1, 2 and 3), but offer similar programs. Students can earn HS graduation credit and/or CP credit. Middle schools are working hard at developing programs which meet the needs of their ELs.
 - vi. Dan Kozak asked if there were any plans to open up more Newcomer classrooms. Lucinda replied - if there is space, yes...a more sustainable program is the SEI clusters.
 - vii. Ramona Furness asked if the Newcomer program is only for one year. Lucinda replied that we exit twice a year. Usually level 3 on the CELDT. They can be successful with a reasonable amount of scaffolding. Sometimes Newcomer teachers want to keep the students until the next year, but every student requires something different.
 - viii. Lucinda explained that the mainstream classes are recommended for students who place intermediate to advanced on the CELDT. These students have access to the Common Core Academic Content Standards and the English Language Development standards. Various instructional models are used to differentiate instruction to meet the diverse needs in the classroom.

IV. Parent Involvement and Outreach Programs

- a. Barbara Vreeland (TOSA) discussed LDP's parent outreach efforts this year.

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- b. The old CBET parent classes used to be clumped together as a series, but per our rebranding efforts, we have created Irvine Parent Education Programs (IPEP) to make classes more accessible to parents. Timely Topics (TT) meets are held at the IUSD Learning Center. TT covers IUSD programming, differentiation and instruction; technology, different schools and different services the district offers. Each TT generally discusses those topic; Parent Workshops are more in-depth, often hands on classes. The next series will be November through December with science specialists and math TOSAs.
- c. Barbara then introduced the new LDP Canvas page. There are five liaisons in our office who will go to school sites for IEP meetings, etc.. This year the liaisons created their own pages for their respective parent communities. A lot of legal documents can be confusing and our liaisons will translate the documents: CELDT, GATE/APPAS, created based on the needs of the parent communities.
- d. Tristen Holton asked how would parents know of this Canvas page? Barbara explained that parent who receive invitations to our Timely Topics and IPEP Workshops are informed and provided direct links to the "public website."
- e. Sarah Scott-Malden asked are the parents invited to the workshops? Barbara explained yes, through Messenger. The invitation was just sent out a few days ago and we are already full! Can get the information on Canvas and IUSD website. We are in the process of making it easier to access the information. Barbara showed where to find the information on the web site.
- f. Patricia Farquhar- can you share more information about ELAC at school sites during Timely Topics? Barbara - yes, we do and we continue to work with schools who are piloting ways to reach out to parents.

V. Training and Input

- a. Lucinda discussed the role of the Parent Advisory Committee. The committee advises and assists the district program coordinator (Lisa Mennes) in creating the Title III LEA Plan:
 - i. LCAP, LEAP, and EL Master Plan, District-wide Needs Assessment, District-wide program goals and objectives, Reclassification, Parent Notifications, Training Opportunities
 - ii. talks about budget and how it is allocated for our goals.
 - iii. That is what Lisa uses to write that plan.
 - iv. Criteria is always approved by this committee.
 - v. New ELA materials, getting feedback from schools, we will be starting that process soon.
- b. Lucinda explained the role of the Parent Advisory Committee (ELAC)
 - i. Representation of stakeholders (parents and English learner students), Involvement in its development, Consultation, Evaluation of programs and services.
- c. ELAC Handbook will be introduced November 3, 2016 at our Parent and Teacher workshop.
 - i. Amanda Geddes is available to work with you on ELAC.
 - ii. Starts small...yesterday I gave a presentation on the CELDT. I gave a synopsis of that presentation on PPT. Send out the parents. Maybe next time more parents will come.
- d. Lucinda presented the District/Site Level Goals for 2016-2017 Title III LEA Plan.
 - i. Provide high quality professional learning opportunities for teachers and support staff in meeting the needs of academic language learners in the classroom.

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- ii. Redesign/Rebrand courses at the secondary level using an integrated program design.
- iii. Provide parent outreach and involvement activities for parents /guardians. of English Language Learners.
- e. Lucinda showed an informational video regarding IUSD LCFF/LCAP. LCAP
- f. Lucinda reviewed the IUSD LCAP Infographic for 2016-2017.
 - i. She asked participants to review the document. It was updated as of September 2016.
 - ii. Lucinda recommended that the participants keep a couple questions in mind as they read through the infographic:
 - 1. What are we doing to improve student achievement?
 - 2. What do you want to do next? What are our next steps?
 - iii. This committee has direct impact on this plan. Alan is looking for ideas from you. Make notations on those post-it notes, the blue ones are what are successes and the green are what are our next steps?
 - 1. On the blue post-it notes, write down what real successes you note as you review the four district goals.
 - 2. On the green post-its, write your thoughts and ideas about what we should do next?

(Place your post-its on the corresponding posters. Take a gallery walk of the feedback.)

- iv. Lucinda walks the participants through the infographics. Money from this category could not be spent from this category. LCFF was a law that was passed to open that up. Schools had an opportunity to spend it as necessary. There are 3 types of funding. Every district gets the same amount of money. They have the supplemental funding. Districts get ELs, low income, and foster youth. First goal is to make sure all students attain proficiency in the current content standards, goal 2 ensure access to rigorous and relevant learning tools, resources and skills..., goal 3 cultivate a positive school culture and system of supports for student personnel. Goal 4 - communicate effectively and form strategic alliances to secure the support and resources necessary to deliver our vision.
- v. Jaime DeFrancesco asked in Goal 1 - we have so many waiving out of EL programs, increasingly frustrating because more and more parents are wanting to waive out their students. Lucinda responded - No, but every year students make increases towards proficiency. Scaffolding techniques is helpful, there is no magic program, this is going to... Jaime DeFrancesco - ALL obtain proficiency is a pretty lofty goal. Lucinda - with CCSS and ELD standards call for collaboration...teachers don't realize that the strategies they are using really help students gain proficiency.
- vi. Trisiten Holten - I can see what Jaime is saying. As teachers with SEI structure. There is just such a large gap. In our middle school classes. For upper grades we don't feel like we have materials.
- vii. Sarah Scott-Malden- would there be a central place that we could share materials? There are a lot of materials that are not being shared maybe? A way to share scaffolding materials. Lucinda replies: These are valid concerns that we are hearing more and more. We will continue to make progress towards. We are

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- working on adoptions. There is one grade level at each school site piloting programs.
- viii. Tristin Holten - what is the idea to have parents waive them out. Is it a state right? Sometimes it is transportation issues. Lucinda replied: We cannot mandate parents to have to make students take the class.
 - ix. Sheila Jones - I think the frustration with 31 kids in your class it is hard. Lucinda - a lot of times I work with teachers. The child is making growth, but it is hard to see. I think that having the goal and desire to do that is something we value. It does pay off, but you can't always see it in the time you are with your student.
 - x. Teacher asks (did not catch name) - I have a question about the goal. Is there more details on these goals? Barbara - Yes, there is a document on the IUSD web site. Barbara showed everyone where to find the complete/detailed PDF.
- g. Ramona Furness asked a question about dually identified students? Lucinda - there is a pathway for them to be reclassified...The cases that I know of is not because they are ELs.
- VI. Lucinda asked if there were any comments or questions about Goal 2?
- a. Lucinda wrote their questions and comments down on large post-it for reference.
 - b. Sheila Jones - any more funding for ELs, we do RAZ kids for elementary, SD math is wonderful because it is just pictures. It would be nice for our department to have funds for technology.
 - c. Sarah Scott-Malden - I would be interested in knowing what those apps are. Our site has a little bit of money. We have 1:1 Chromebooks.
- VII. Moving on to Goal #3...any questions or comments? None.
- VIII. Goal #4?
- a. Lucinda -We can certainly come back to these. You can bring your questions to our November 3rd meeting, you can email me your questions. These are all valid concerns that you have.
- IX. Lucinda -I'd like to draw your attention to our last page.
- a. District overview - breakdown by ethnicity of our student population. Our general fund of expenditures. All the statistics are available in the LCAP plan available online.
 - b. Go ahead and take a few minutes to see what else is up there. Add your post-its and questions.
 - c. This meeting is important. The November 3rd meeting is important as well.
 - i. Everyone got up to see what others wrote on post-its.
 - d. Lucinda - It is interesting to note that there are 15,443 students identifying as Asian. 1/3 are LE speakers.
 - e. Priority Stakeholders
 - i. DELAC representing ELs
 - ii. Parent Advisory Council survey...make sure you participate.
 - iii. The Annual Survey period is from October 17 to November 20: Look for the email from the superintendent requesting your participation! Be sure to participate!
 - iv. The benefits of being a Priority Stakeholder group is that the school district must consult with you; you must have the opportunity to Preview the LCAP and the Superintendent must respond to the questions posed by these groups. Staff and students will take the survey during school hours.
 - v. Sheila Jones- is this presentation going to be on Canvas? Lucinda - Yes.
- X. Lucinda reminded the participants of the calendar for 2016-2017
- a. November 3, 2016 Parent/Teacher Full Day Workshop

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- b. February 8, 2017
 - c. April 26, 2017
 - d. May 17, 2017
- XI. Adjournment: The meeting was adjourned at 7:52 pm by Lucinda. First by Ramona Furness and seconded by Asha Loganda.