
IUSD District English Learner Advisory Committee 2017-2018

Meeting Information

Date: January 31, 2018

Time: 6:00 p.m.

Location: Irvine Unified School District Board Room
5050 Barranca Parkway
Irvine, CA 92604

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

Members in Attendance: Jo-Ann Welch, Gina Hong, Samira Junejo, Sheila Jones, Sara Thede, Susan Snodgrass, Joe Liu, Eric Garcia, Jamie Di Francesco, Lucinda Mroch, Shelley Waldrup, Fernanda Ruiz, Julia Hao, Claudia Pineda, Sherilyn Cammarato, Kelly Duncan, Chhawi Chawla, Elizabeth Haspert, Grace Kim, Dan Kozak, Pamela Sato, Alan Schlichting, Ayman Ibrahim, Kari Garron, Jianfeng Tam, Eun Chu Kim, Daniela Alcantara, Laurie Smith, Patricia Farquhar, Julie Stephenson, Brendan Geck, Lisa Wilson, Christine You, Julie Dent, Patricia Morgan, Tomoko Makino, Amanda Geddes, Prasopson Lertsuntivit, Hua Yang, Eva Zhou

Minutes:

I. Welcome and Introductions

Meeting opened at 6:30 p.m.. Attendees introduced themselves by giving their name, role and school. Lucinda reviewed the outcomes of the meeting.

II. Review and approval of minutes from April 26, 2017

Julia Hao has moved to accept the minutes of the April 26th meeting, and Lisa Wilson has seconded the motion.

III. Review and approval of agenda

Jo-Ann Welch made a motion to approve the Agenda, and Julie Dent has seconded the motion to approve the Agenda of the meeting.

IV. IUSD English Learner Demographics

The following information was provided regarding the October of 2017 census:

- Students entered District as fluent: 3,369
- English Learners Reclassified prior to school year: 3,805
- Students currently English Learners: 6,884 students
- Our total population of students that speak a second language is 14,058
- We also have 4,865 Immigrant Students and those are in the overall totals of 14,058.

- We also Reclassified about 690 students or 10% of our population. Thank you EL Coordinators.

All of this information will be posted on our website

V. Overview of State and Federal Funding

A. Title III

Title III provides supplemental funds to our district.

Goals at the district level are to:

- Attain English Proficiency through Integrated and Designated Instruction
- Accelerate Academic Content Learning
- Accountable for our Long Term English Learners

Sites have responsibilities as well under Title III:

- Review achievement data from students.
- Provide Tier 1 Integrated and Designated Instruction, which includes: strategies for teaching and learning in all content areas, academic language development, and appropriate interventions for English learners.
- At the site level we gather information for students to be Reclassified and will monitor their progress for four years. This is a site responsibility.

B. Consolidated Application

We get Lottery money from the State of California and it is limited to being spend on materials that directly go in student hands; instructional materials. We also receive the following Federal Funds and this is reported on our Consolidated Application. Title I money to target our students that receive free and reduced lunch. We also receive Title II for staff development and professional learning. Further, we receive Title III money to support our English Learners. We just received Title IV money to improve student learning and climate.

C. Local Control Funding Formula

These are the funds that we receive from the State of California. The colorful graphic gives you an overview of the Local Control Funding Formula (LCFF) and the district's Local Control Accountability Plan (LCAP). This is a new state law which was changed about five years ago because we haven't changed how we fund schools for 40 years. We will be fully funded and then will receive COLA increases only. Funding level when fully funded is only at the level we were at in 2008. It feels like we are getting new money, but we are only getting back to levels of 2008. We are still well underfunded. We are the lowest funded district in California and the Nation. The cost of textbooks has gone up dramatically. We did not adopt new materials because of the recession. Earlier this year we adopted new English Language Arts materials and it cost over \$7 million. Other districts are spending the same money because costs have gone up. We also have STRS and PERS and the state has asked employees to pay more into their retirement. Now in addition, districts are expected to pick up 20% of the contributions that the state used to provide before. This additional cost is not covered in this

funding. We are happy for any increase. We expect to see some changes with a new Governor next year.

In the past funding was based on the number of students. We get \$7,000.00, per student. The second is Supplemental and we qualify because more than 25% of our population are English Learners, low income or foster youth. We have about 30% of our students at this level. Santa Ana and Tustin have many more. We get about \$400.00, extra, for each of these students. We have less than 50% overall, so we do not get Concentration Funding, but other districts are getting an additional \$800.00, per student. Some districts are big winners with this formula. IUSD supports this because we believe those districts need more money, but it is not balanced. We put together a plan which is called the Local Control Accountability Plan (LCAP).

D. Irvine Local Control Accountability Plan

Districts are required to have LCAP by the State of California. You can go on our website and read this plan in more detail, but this is a quick overview. We have four goals and 78 different actions. We are measuring it all the time and are accountable to our public for making progress. This slide shows a brief overview of our district and a breakdown of our district's ethnicity and funding (slide 14). Goals and performance indicators:

- Goal #1 - Students are learning state standards and are academically proficient.
- Goal #2 - Ensures we have learning tools for our students. We are at 2:1, two students for every device and 100% have access to textbooks.
- Goal #3 - We have great school plans and schools are welcoming places. Our students social and emotional needs are taken care of as well. We are tracking our students better. We have low dropout and absentee rates.
- Goal #4 - Parent Involvement from surveys or activities.

Do you have any questions?

Question: For Goal #1, I am wondering if we can get a breakdown for ELs.

Answer: We do have these breakdowns and you can go and look online at the state website. If you go to our website and type in LCAP it will take you to this document.

VI. State Dashboard

Go to the internet and type in California School Dashboard and type in the district name and you can look at our Dashboard. The Dashboard looks at Status and Change - Status is how did we did last year and Change means when we look at three years what is our trend. We have low suspension, very high EL progress, graduation, performance in ELA 3-8 and Math 3-8. Green and blue are really good. Yellow means this is an area to watch out for and red means you are in trouble. This replaces Program Improvement (PI). With this new system, if you are in trouble, the first level will be about support from the county level and if that does not work, there is state support. This is all geared to be supportive and not punitive. This is a broad overview. We are starting to use this information to make our schools even better.

VII. LCAP Stakeholder Feedback Activity

We have textbook issues, issues with PERS and STRS, and things we have funded in our LCAP. We had \$10,662,997, that we were funding that will need to stop. As the funding has started to dry up, we funded things with one-time money and we want to hear from you what you think are the priorities. We get ongoing money and then we also get one-time money. We only get this one-time money for one year. We have this \$10 million dollar hole and we want to hear from you what our highest priorities are, so that we do not lose those things that you feel are most valuable. I am going to go through these and give you a brief overview. We will have table time to talk about this, and then you will go to the posters to share some information. You have 10 stickers and of those 10, take 5 and place them next to what you really think we should keep. Five stickers are the highest priority. Only spend two on any one action. Your other five stickers will go in the negotiable column. This means of all of these items, if we have to eliminate or look for different money, let's do this item because it is on the low end for our impact on students. We have been collecting this information from all staff members in the district, PTA, and your voice is important as well. When we look at all of this information we will look for trends. Our teachers get to do this again, but your lense is as an English learner advisor and your should place your stickers on what actions are most important for our English learners. You have details on the sheets in front of you to refer to before you decide where to place your stickers. We will not know for sure how much money we are getting until May, and the Board has to approve this in June. You will find a paper with an overview of funding areas for Goals 1, 2, and 3 with a short description of each area to help parents understand. Are there any questions:

Question: Can we replace textbook with Chromebooks?

Answer: It is explained that the online license is only for one year. It is not cost effective to use digital books.

Open for questions. Table talk was encouraged by attendees. Active table discussions took place. Parents were commended for their great discussions. We are now going to direct you to the posters to place your stickers. If you are a staff member you have blue stickers and parents have red stickers. Groups were directed to the correct posters. Staff and parents go to the posters to place stickers on the areas as directed.

On behalf of the Superintendent we value your input and our DELAC is a priority group. We will bring our draft back to you after we look at this. Thank you very much on behalf of our district. Thank you for your time.

VIII. Interim Reclassification Criteria

In our district when students are Reclassified we look at multiple measures:

- CELDT: Overall 4 or 5 and all domains have to be in levels 4 or 5
- CAASPP: Met or Exceed standards
- Local benchmarks in our district are looked at as well. Every grade level in elementary and middle school have universal screeners that are used with students and we use this piece of information as a reclassification criteria.
- Teachers also look at the student performance.

- This year we used a rubric to take a look at student behaviors within the classroom and they highlighted their behaviors. We have gotten a tremendous amount of positive feedback from this rubric. They look at how many they highlighted and this helps them with reclassification.
- Parents also have to agree that their child is ready for reclassification.

These students that are reclassified are monitored for four years.

Any questions?

Question: There was a question regarding the rubric and how it applies to English learners.

Answer: Lucinda explains that it gives us the opportunity to look at their behavior in other areas.

Question: Is the four year monitoring new?

Answer: Yes, it used to be two years.

IX. English Language Proficiency Assessment for California

Beginning in February, the test in California to measure language proficiency is moving from the CELDT to the English Language Proficiency Assessment for California (ELPAC). This is our baseline year and we will be able to see growth after this year. Next year, students will take the Initial ELPAC if they are new to California, and the rest of our English learners will take the Summative ELPAC in the spring. The ELPAC is based upon our CA ELD Standards.

Any questions?

Question: Once the student comes new, will they take the Initial ELPAC and not the CELDT?

Answer: Yes.

EL Coordinators will let parents know when the ELPAC will take place. This test is for all English learners.

Meeting adjourned at 7:51 p.m.