

**MINUTES OF THE
DISTRICT ENGLISH LANGUAGE ADVISORY COUNCIL
(DELAC)
Monday, May 22, 2017
Alhambra Unified School District Office
Alhambra Room at 5:30PM**

Attendance

Jim Schofield, Director - English Language Development
Adele Rodarte- Executive Secretary, English Language Development
Hui Chiang Chen, Chairman - Garfield Elementary
Adrian Lechuga – Brightwood Elementary
Khai To – Fremont Elementary
Rocio Hernandez – Monterey Highlands Elementary
Simon Lau – Northrup Elementary
Alma Lopez – Park Elementary
Veronica Contreras – Park Elementary
Ping Ma – Alhambra High School
Yinglian Qiu – Mark Keppel High School
Josephine Chen - Alhambra High School (School Coordinator)
Nelly Chong - Alhambra High School (School Coordinator)
Noemi Rattray - Century High School
Lien Luu- Mark Keppel High School (School Coordinator)

Agenda Items:

Welcome - Chairman Hui Chiang Chen welcomed the Committee Members and brought the meeting to order at 6:06 p.m.

Pledge of Allegiance -Chairman Hui Chiang Chen led the Committee in the Pledge of Allegiance.

New Business:

Approval of Agenda - Chairman Chen asked for a motion to approve tonight’s agenda. Rocio Hernandez made a motion to approve the agenda as submitted. The motion was seconded by Simon Lau and unanimously approved.

Approval of Minutes -Chairman Chen asked the Committee to review the minutes of the DELAC Committee Meeting of April 24, 2017. Following a brief review, correction requested to parent representatives last name to Qiu. A motion was made by Rocio Hernandez to approve the Minutes with noted correction. The motion was seconded by Adrian Lechuga, and was unanimously approved.

I. Reclassification Criteria – Mr. Schofield explained that our group is responsible for the approving the criteria for reclassifying students which includes the following areas:

a) Testing - The state has not included the new ELPAC test for this year. They will allow us to use the CELDT test scores given back in October or we can re-test students at an extra cost to district. We could possibly only test students who barely missed passing with a 3 over all result which would be a smaller group and the costs would come out of the testing budget.

b) Teacher Input – We have seen where reclassification is based solely on teachers recommendation or a combo of recommendation and a grade of C or better. Mr. Schofield asked the committee if they wanted to keep criteria based on teacher recommendation only or add a grade component

c) ELA measure – We’ve looked at several other districts and have seen that some want students to score a 3 or 4 on the SBAC or proficient on interim assessments if student is in a grade where the SBAC is not given. This must be a test in a grade level that every student takes whether they are an English Learner or not an English Learner for example in high school every student takes a writing test. This compares our EL students to other students in their grade level to see how they are performing. Some districts want C or better in the class or all proficient on the report card for lower grade levels. Others want a minimum grade point average of 2.0 to show they are proficient in all content areas.

Mr. Schofield posted charts on the walls for parents to share their thoughts of what is most important to them for reclassification of a student. He listed: 4 or 5 on CELDT, Teacher Input, Parent Input, test scores in all areas with a 3 or higher and a 2.5 GPA. He distributed colored dots for them to post on the charts next to the areas that were most important to them. He gave them some time to complete this task and ask questions. After several minutes the parents reconvened for discussion. Based on the dots, parents felt very strongly about the grade a student needs to get in their English class. Parents stated that some students only do the bare minimum and that a B requirement might motivate them to do better. Mr. Schofield discussed the academic GPA vs. over all GPA which includes PE. Mr. Schofield shared that the districts who currently use GPA have a 2.0 as a requirement. Parents discussed how GPA's are calculated and concluded that an academic 2.5 GPA would be a fair. Mr. Schofield confirmed that the committee wanted to keep the 3 or higher on the SBAC. Mr. Lechuga asked if a teacher says no, can a parent appeal the decision? Mr. Schofield shared that there is one district that has an appeal process with a reclassification committee. He asked the committee how they felt about an appeals process. They agreed to form an appeals committee. Mr. Schofield asked Chairman Chen to put the criteria up to a vote. Motion to approve by Mr. Chen all were in favor and it was unanimously approved.

Meeting adjourned at 6:30 to attend Dr. Gonzales’s PAC meeting. Committee reconvened at 7:45 to continue DELAC Meeting.

Old Business:

I. Summer School Update - Mr. Schofield shared that we have some families pull out of the program at the last minute due to various reasons. We will be serving over a thousand English Learners this summer. Over 700 Tk-3rd graders, 150 4-8 graders, and 8 classes of high school students in their first or second year attending the program. Our tk-3 teachers have had 4 hours of training and will have 2 more this week. Imagine Learning has provided free licenses for every student who is in our tk-8 grade classes. We will be training the parents to help their students go online at home to practice. They are also letting us utilize their Math Facts to practice their math skills in the evenings and weekend.

New Business cont.:

II. TITLE III Plan- Mr. Schofield reviewed each area of the plan. He reviewed how funds were spent.

a) Supplemental Support - At the high school every first, second, and third year EL student received an additional hour of instruction each day. Supplemental to give them the skills they need

to be successful in English. The new textbook has a companion called My ELD Companion to practice the skills they need for college English class. This will be used with the third year students.

b) Imagine Learning licenses are being used to assist our new comers in accelerating their learning. The use of Imagine Learning also gave us the opportunity to utilize this program during the summer and obtain the free licenses.

c) TK- High School Intervention and Support This support system is being developed for students who require intervention. This is for students who are stuck and not progressing. Mr. Schofield asked if the committee wants to continue developing this program.

d) Long Term English Learners – Students who have been in the EL program for six years or longer and haven't progressed. For 6-8 graders utilize English 3D as an additional support above and beyond their English class.

e) Math Support – Mr. Schofield explained the two ways to give math support. He has discussed with math Instructional Specialist about training teachers on academic math language so they are able to teach our EL students better. Also at the high school level, we can provide workshops to teach students the language of math.

f) Teacher Training – These funds would pay for any additional teacher trainings for working with our EL students not paid for by LCAP. Most of the teacher trainings are paid out of LCAP funds. About \$300,000 for our GLAD training is paid out of LCAP this year.

g) EL Committee – This year committee created the entire Progress Monitoring Tool, now they are working on the monitoring tool for students who are reclassifying to make sure they don't fall behind and they also will work on instructional tool to assist teachers in making sure they are teaching the English Language Development standards to ensure students will be successful on the ELPAC.

h) Instructional Specialist – This will cover partial salary of our Instructional Specialist, but we pay a percentage for ELD and she delivered multiple days of ELD instruction to our elementary teachers. Three days of instruction for TK-5 and one day for 6-8 grade. She also works with individual teachers at their sites to assist them.

i) Immigrant Funds – Monies used on students here three years or less born outside of the United States. Summer School grades 4-8 and high school is how we spent funds this year.

Mr. Schofield identified the types of English Learners – New Comers, At Risk of becoming long term English Learners, long term English Learners, and Reclassified fluent English proficient. He identified which of our programs supports/assists each of the types of EL students. He asked the committee for questions, comments or additions to the budget/plan. Mr. Lechuga asked about math support if it is something offered by the teachers or would parents need to inquire/request this additional support? Mr. Schofield explained that his plan was to ask teachers each quarter to offer a two hour workshop to students and cover all the vocabulary for the upcoming quarter. They will require all students in the SDAIE classes to come to the workshop for the additional instruction. At SGHS they provide key academic vocabulary to students for every lesson. It is posted on the walls in every classroom. Mr. Lechuga asked how would we get the students to attend workshops. Mr. Schofield explained that we have to invite, we cannot require them to attend. We would ask the students to host and attend afterschool workshops and encourage them. We would have to look at data to see how many students attend. Mr. Lechuga further stated that it would benefit students more if it was offered during the school day during an elective period. Therefore, they are already there and would be required to attend. Mr. Schofield agreed that is a great idea. It is very difficult to build in time for intervention periods into the day. He tried as a principal at San Gabriel High School to modify the bell schedule and it was not successful. Teachers did not like the structure so it was not successful. Mr. Lechuga stated that if we invest the money we want our students to benefit

we should require them to attend. Mr. Schofield suggested maybe we could hire a sub during the school day instead of paying for the teacher to stay after school. Ping Ma asked about after school tutoring for EL students. Mr. Schofield explained that we can fund tutoring as long as it focuses on the language and not the concepts of the subject math, science etc. Those would be Title I. It is the law requirement of the funding. Parent mentioned that they have trouble with the assignments content, the school needs to provide those services through Title I. Ping Ma asked how do students access tutoring through Title I. Mr. Schofield further explained the School Site Council decides how Title I funds are spent. The ELAC Committee should be giving input to the School Site Council. They could ask SCC to make sure they have translators when they offer tutoring. We can also offer afterschool tutoring to our newcomers to help them catch up.

Mr. Schofield asked committee to place dots by the programs they feel are most important so that we can vote on the Title III funds for 17-18 school year.

Khai To asked about summer program for English Learners. Mr. Schofield explained that we have three programs. One for all EL learners in grade TK-3, one for grades 4-8 which is Title III immigrant funding, one for high school which is also Title III immigrant funding. Students must be born outside of the United States and have lived here three years or less to qualify. Mr. To asked about his sixth and eighth grade students who are born here in the United States so they have no chance for summer school as they don't qualify. Mr. Schofield clarified how long they have attended Fremont and checked to see if they are Long Term English learners. He stated that for next year, 17-18 he asked that summer school be offered for 4-8 grade students at risk of becoming long term English learners. He further explained that it was realized we are not catching this group of EL students who need the extra support. Mr. To asked about support for English writing. Mr. Schofield explained that this support is embedded in a lot of the different areas including GLAD and teacher trainings. The Instructional Specialist is teaching how to incorporate the ELD standards into the English language arts, science, social science. Summer School is for English not for math. English 3D is also to assist students to improve their English. Simon Lau asked if the EL Reader program is a reading buddy program? Mr. Schofield stated that they discussed having the libraries open after school throughout the school year. Mr. Lau suggested that a reading buddy program would really help to assist the students who are really shy. He stated that they are doing this at his daughter's school. The students communicate with their buddies and they open up and practice their English. Mr. Schofield stated he would look into doing this and extending after school.

Mr. Schofield reviewed the dots on the charts to see what the top priorities are. He stated he would do his best to include the items that have dots in the budget. He asked Mr. Chen to call for a vote to approve Title III budget expenditures on the goals identified tonight. Mr. Chen motioned for approval of the budget and put it up to a vote. The motion was approved unanimously.

Mr. Schofield concluded by reviewing the items for discussion in the fall including the EL plan, summer data, school year dash board and will review bylaws. No meeting dates set for 17-18 school year.

Adjournment: A motion to adjourn was made by Mr. Chen.

The meeting was adjourned at 8:15 pm.