

Covina-Valley Unified School District

District Advisory Council (DAC)
District English Learner Advisory Committee (DELAC)
9:00 a.m.
Friday, June 3, 2016
Professional Development Center

Minutes

Present: DAC – Felicia Gomez Verdin, Cypress; Luz Banuelos, Mesa; Edith Cervantes, Fairvalley; Oralia Escobar, Northview HS

DELAC – Yvonne Solis, Workman and Cypress; Geneva Mejia, Barranca; Luz Banuelos, Mesa; Edith Cervantes, Fairvalley; Oralia Escobar, Northview HS

Guests – Delia Avila (HSL), Cypress; Lourdes Chavez (HSL), Las Palmas; Armanda Holguin (HSL), Martha Barrios, Laura Villegas, Margarita Malgado, Esther Vazquez, Isabel Avalos, Eva Acosta, Diana Cazares, Workman, Manuel Gonzalez, Las Palmas (Lark Ellen and Northview HS); Maria Villegas (HSL) Fairvalley; Patricia Quintero (HSL), Mesa; Bernice Navarrete, Gloria Morona, Barranca

Others: Karen Huff, TOSA; Dr. Patrick Arleen Flores, AP on Special Assignment

Welcome, Announcements, and Introductions

Dr. Flores welcomed the committee members and guests and thanked them for coming to this morning's meeting. Dr. Flores spoke briefly about the progress of the Dual Immersion Program.

LEA Plan, Title I, Title II and Title III

Dr. Flores discussed the purpose of the meeting, to review the LEA Plan and the LCAP Expenditures, which are aligned with the LEA Plan. Included in the plan are federal funding for Title I, Title II and Title III. These plans are all part of meeting LCAP goals and District Advisory Council and English Learner Advisory Committee members have the opportunity to see how these fit together into the overall LEA Plan and budget, as it relates to the districts' goals for education of students. Every year, the District fills out a request

for funding to the State and Federal Government (ConAp) and the purpose of this Committee (DAC/DELAC) is to review the LEA Plan and the way we are proposing to use that funding and to make recommendations that benefit our students.

Dr. Flores reminded the DAC/DELAC members of presentations and needs assessments that were conducted in the March and May 2016 meetings by Elizabeth Eminhizer. Mrs. Eminhizer gathered information from the DAC/DELAC members about their priorities for district-wide goals, and also informed the council/committee members about the state priorities in order to align our priorities with the state. The results were presented to DAC/DELAC in the May, 2016 meeting and their input and the Annual Parent Survey. Dr. Flores presented a powerpoint that explained the ConAP and LEA Plan. She reviewed funding formulas for the LCFF, the base funds that all students benefit from which is tied to the 8 State priorities. The budget for LCFF pays for the teachers, facilities, textbooks and other basic expenses and guarantees funding for education for every student. But the Title I, II and III funds are over and above the basic funds for all students and have to be used in specific ways. The additional funding cannot be used to supplant. Supplanting is when funds are used to pay for something that the district should be providing every student anyway. The funds in the Title 1 plan are spent on children in K5 schools to raise the achievement of low income and academically at risk students. Title II funds are for professional development of teachers to ensure that they can implement effective instruction and technology and total 375,632 for Professional Development and 380,000 for instructional technology. Title III is to supplement programs, instruction and materials for English Learner and Immigrant students. The LEA Plan includes LCFF, and Federal funds Title I, II and III, and was developed with input from students, parents, DAC/DELAC, teachers and other district stakeholders.. The Needs Assessment was conducted and discussed in the May and March DAC/DELAC meetings as well as community meetings. Parent feedback during the needs assessment process revealed that parents wanted to continue to focus on College with additional emphasis on career preparation, technology, and bi-literacy/bilingualism.

Dr. Flores asked for feedback, comments, input about the process of collection of information from parents and asked if anyone had thought about anything that they wanted to add.

Mr. Gonzales remarked that he thought the way the information was gathered was good because many parents participated and because he thought their opinions were valued.

Dr. Flores reminded the committee that they had approved the plan in the May 13 meeting and referred to the minutes of the May meeting. Our LEA Plan address the goals of guaranteeing all students are eligible and ready for college upon graduation, making sure we implement research-based programs and practices to ensure the highest level of achievement for all students. The third one was to create a comprehensive school wide culture of engagement that fosters innovative, positive environments within and outside of the classroom to connect all students to school and learning. In this meeting he DAC/DELAC would have an opportunity to approve the entire LEA Plan after more specifics were presented on Title III plan, and how it fits in the ConAP in this meeting. Dr. Flores explained the ConAP and budgeted Expenditures, which are aligned with the LEA Plan. She presented the actions implemented during the school year that had been outlined in the LEA Plan

for the 15-16 school year such as Chromebooks, training in Thinking Maps, I Ready, Rosetta Stone, tutoring, professional development and integration of technology, science, math and the arts. Title I funds totaled \$2,097,000 and target academically at risk students K-5 in our elementary schools who are not achieving grade level proficiency in math and English language arts. All 10 of the elementary schools get Title 1 money. Federal funds help add on to what we are already doing to meet our goals for our students but they also come with accountability and monitoring. We are in PI status as a district, which means that not enough English Learners or low-income students are making adequate progress academically. We are focused on improving and providing the best education for our students, which is why the feedback of the Committee is so important. The input from the DAC/DELAC and other parent representation helped form our priorities

Title III will provide about \$90,000 in 2016-17, or about \$90 per English Learner student and about \$8,700 in Immigrant funding. Dr. Flores stated that because of the feedback from the parent needs assessment, staff needs assessment and other information gathered, we have been able to evaluate what would be the most impactful way to use the Title III funds. In addition, an evaluation of data about English Learners was required for Title III and was called the ELSSA, which was thoroughly examined. These assessments revealed that some students are getting stuck at the intermediate level of language development and many of these long-term English Learner students are also identified as having a learning disability. It was also determined that students who reclassify as English proficient quickly, out perform students on state achievement tests who are English only. This is another indicator that encouraging language acquisition and maintaining home language was a positive for our students.

Question: Why are there so many minimum days. What do teachers do?

Response: Professional development is a critical piece of the plan to meet the needs of students. Teachers have to have the time to receive new strategies, talk about them and plan to put them into practice. Teachers also have to have time to talk with their colleagues about lesson plans, student performance, and strategies.

Yvonne Solis, Cypress, stated that teachers don't always meet in large meetings but often their best work is in small groups with other teachers at the same grade level.

Question: Luz Banuelos: Are we taking a look why so many EL students are special needs? How long are we waiting? Answer: We aren't waiting. We have interventions and levels of intervention called RTI in place so that we can immediately implement strategies to help the child progress. We meet together with parents to develop a plan of intervention, implement the plan, and meet again to evaluate whether it is working or not. If interventions don't work, we look at further assessment of the child and sometimes that results in identification of a special need or learning disability. We currently have a high level of children who are both special needs and English learners.

Dr. Flores presented how Title III money can be spent according to guidelines. Funds can be spent for EL students to enhance or augment:

Program Design, Curriculum, Instructional Services and Methods, Professional Development, Parents and Community Participation, Parental Notification, Services for Immigrant Students, and to increase Graduation Rates.

Based on the results of our needs assessment, we will focus on:

- Materials for Scaffolding
- Materials to build Academic Language and writing
- Professional development to enhance teacher skills in scaffolding
- Professional development to enhance teacher skills in teaching academic language and writing
- Professional development to encourage Parent literacy, promoting college-going culture at home.

Scaffolding: We are buying material from LACOE (Los Angeles County Office of Education) titled “Tool for Scaffolding for English Learners” for teachers of 6-12 graders and providing high quality training for teachers to utilize this tool.

Academic Language and Writing: We are also purchasing “Pathways to Proficiency” for K-5 teachers to augment their training in Thinking Maps. In addition to these materials, we will be providing professional development to utilize these materials effectively.

Based on our needs assessment, we also will provide training to enhance Parent Participation and Support through:

- “Latino Parent Project”
 - Encouraging a college going culture
 - Encouraging literacy

The plan is to have the middle school take on the training to attract parents from their feeder schools. Las Palmas was trained last year and will pilot this new approach to parent outreach and involvement.

Tutoring and supplemental support for language acquisition: We are spending money on tutoring and “Rosetta Stone” at the school sites or on iReady. We want English learners to be more successful in math.

Dr. Flores asked the Committee for comments and suggestions: Mr. Gonzales and Ms Holguin commented that the plan addressed the needs found in the needs assessment and that tutoring and parent involvement were very important so they were glad that these were included in the plan.

A request for approval of the LEA Plan and Title III proposal was moved by Yvonne Solis, Workman and Cypress, and seconded by Manuel Gonzalez, Las Palmas, Northview HS and Lark Ellen to go forward with Plan. It was unanimously approved.

Looking Forward to 2016-2017

Dr. Flores discussed the following:

In 2016-2017:

- 24 English Learners in Kindergarten will strengthen their primary language skills and maintain their primary language.
- EL students who have a learning disability that prevents them from progressing towards proficiency now have a pathway to achieve proficiency.
- English Learners in K-5 will use Thinking Maps designed for English Learners called Pathway to Proficiency.
- FPM in the fall, 2016.

Question: What are the demographics of the English Learners? Answer: In our district about 94% English learners are Spanish speaking. A teacher needs to have a credential called CLAD. They can't teach without it. If a parent has an issue with a teacher, the parent needs to bring it to the principal's attention.

Review and Approval of Minutes

The minutes for the May 13, 2016 meeting were presented for approval. There being no changes, it was moved by Felicia Gomez Verdin, Cypress, and seconded by Yvonne Solis, Workman, to approve the minutes as presented. The motion to approve was unanimous.

10:18 am

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