

District English Learner Advisory Committee
Thursday, May 17, 2018
6:00 p.m.
Board Room, Building A

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. ROLL CALL
 - a. Introductions
 - b. Mrs. Manz- introduced as a teacher from Mesa View and a Teacher On Special Assignment (TOSA) for the District Office
- IV. APPROVAL OF MINUTES
 - a. March 15, 2018 Minutes
 - b. Motion to approve- Mrs. Enedina Vargas
 - c. Second- Mrs. Lorena Loya
 - d. Minutes were passed by the group
- V. OLD BUSINESS
 - a. ELPAC Update
 - i. Completed all of our testing close to 2,000 students.
 - ii. We received notification that our scores are being shipped, and we will receive them within a few weeks. Within 30 days of receipt families will receive the score reports.
 - iii. The scores will look a little different this year, we will look to continue to educate parents on how to read the scores. Staff are learning as well since the testing is new.
- VI. NEW BUSINESS
 - a. LCAP Draft and Input Session
 - i. All received a copy of the relevant actions of the 2018-2019 LCAP draft.
 - ii. The 2017-18 LCAP is available on the OVSD website in Spanish and Vietnamese. Once approved the 2018-2019 LCAP will be posted as well.
 - iii. New goals- 2018-2019 is being drafted right now

1. Goal 1- We are going to continue to strengthen English Language Development as well as math, social studies and science (new standards).
 2. Goal 2- Talks about our Single Plans for Student Achievement (SPSAs)for the school sites. It talks about strengthening the plans so students can achieve. We are going to continue to find new ways to help support students when they are struggling. The SPSA sets goals for the school, and addresses how to help at-risk students. The LCAP draft talks about how our leaders are very passionate about engaging parents in this process and getting input into these plans.
 3. Goal 3- Discusses strengthening communication to our families and involving families (math night, literacy night), promoting family and community engagement with English learners including CAFE and opportunities to visit classrooms during the school day so that parents can learn strategies to help connect at home.
 4. Goal 4- School Climate-how children feel at school such as welcome and safe. We want to strengthen this by making our campuses positive and further developing social-emotional learning (how students are feeling) to better help students learn.
- iv. Translation assistance will fall under action 3.2.
 - v. Question- Will CAFE training be available next year?
 1. The action is included in the LCAP and CAFE is noted. Funds are allocated to this action so hopefully this will be a conference they can attend. The final plan has to be approved by the School Board.
 - vi. Question- Do we as parents have opportunities to go to the Board Meetings?
 1. Board meetings are public and anyone is welcome to attend.
 - vii. Questions- For 1st-3rd grades how do teachers know when students are ready to move to the next grade level?
 1. The response discussed progress monitoring of student performance and the process to notify parents for retention in the Ocean View School District.

b. Reclassification

- i. What is reclassification? A process that we have at the local level to make sure that our students are fully proficient in English.
- ii. EL= English Learner; FEP=Fluent English Proficient
- iii. There are state requirements and within these schools districts have some discretion.

- iv. Requirements include CELDT, teacher evaluation (classroom performance), parent consent, and an objective measure of ELA skills.
- v. More specific District reclassification criteria was shared
- vi. It is required that reclassified students are monitored for 4 years (which is a change from in the past which was 2 years).
- vii. Question- If reclassified students are not doing well, do they have to go back into the program?
 - 1. Students cannot go back to EL status once they are reclassified. Typically our reclassified students are performing higher than English Only students. Schools monitor student progress and provide supports if needed.

c. OVSD GATE Program

- i. Lori Manz presented on Ocean View's GATE program.
- ii. Discussed the differences between higher level learners and gifted learners.
- iii. The NNAT (The Naglieri Nonverbal Abilities Test) was discussed as the current online assessment being
 - 1. used within the OVSD as a non-verbal test that has limited directions and is very visual.
- iv. Placement Criteria was discussed in grades 2-7 (Intellectual Placement/High Achiever)
- v. Discussed program choices for parents at the home school (cluster) or magnet school (Mesa, or Circle).
- vi. We talked about all students in Ocean View receiving differentiated instruction in their classroom and briefly
 - 1. showed DOK (Depth of Knowledge) levels.
- vii. The testing schedule was reviewed and contact information for Mrs. Manz was shared.

d. Consolidated Application

- i. The Consolidated Application was explained as a series of reports submitted to the state so that OVSD can receive federal funds-Title I, II and III.
 - 1. Title I is for low socio-economic students (about 2,000 students)
 - 2. Every year the funding formula changes.
 - 3. This year we received about 1.6 million dollars; much of funds are distributed to Title 1 schools because of their higher percentage of low socioeconomic students.
 - 4. Part of funds are used districtwide for teacher training.

- ii. One percent of funds must be reserved for parent engagement at the Title I sites; parent workshops, different ways to involve parents.
- iii. Title II is for Teacher Professional Development
 - 1. This year \$245,000 was received to train teachers and principals specifically in areas such as writing strategies and higher level thinking.
- iv. Title III is for English learners.
 - 1. Received a little over \$200,000 which had to be used to improve learning for English learners. These funds are used in OVSD for extra support in the classroom through instructional assistants.
 - 2. Question- Can parents request an aide for the classroom?
 - a. Support for English learners is based on the number of students at the school. Based on needs of the students each school determines a system and schedule that best services students. Parents can inquire at their school as to how their EL student is being serviced.
 - 3. Title III Immigrant funds are for English learners that have been in the United States 3 years or less.
 - 4. These funds have been reduced over the years and are currently \$18,000. There is a large population of newcomer Arabic students so these funds help to fund a parent liaison/instructional assistant to assist these students and families.

e. Recognitions

- i. Parents were awarded recognitions for their service and attendance on the DELAC this year.
- ii. Officers were awarded certificates and pins. All members received certificates and medals.
- iii. Members with perfect attendance received an additional certificate.

VII. PUBLIC COMMENTS*

- a. *Public comments-members of the public may address the committee on any matter on the agenda or on other subjects within the jurisdiction of the committee. Individuals will normally be limited to a maximum of three minutes each.

VIII. ADJOURNMENT

IX. NEXT MEETING

- a. TBD

X. Future DELAC Dates:

- a. TBD