

Conejo Valley Unified School District  
 Instructional Services Division  
 Curriculum, Instruction & Assessment-EL Services

DISTRICT ENGLISH LANGUAGE ADVISORY COMMITTEE

Minutes

October 30, 2018, 9:30-11:30 a.m.

University MPR

<p><b><u>DELAC Representatives</u></b></p> <p>Eulalia Soriano, Acacia          Fabiola Escobedo, Acacia          Ana Rodriguez, Aspen          Maria Vega, Banyan          Maria Ornelas, Conejo Elementary          Sonia Avalos, Conejo Elementary          Carina Pivaral, Conejo Elementary          Claudia Mantilla, EARTHS          Xiaoye (Bella) Zhou, Ladera          Evelyn Delgado, Ladera          Seyda Cumhur, Lang Ranch          Azaybath Longano, Madroña          Ana Garcia, Maple          Arlen Herrera, Walnut          Alma G Molina Valenciana, Weathersfield          Teresa de Jesus Canul, Weathersfield          Tania Rubin, Westlake Hills          MailyN Yau Colon, Wildwood          Maria E. Costumbre, Colina          Rocio Perez Turijan, Los Cerritos          Claudia Mantilla, Redwood          Ana Garcia, Sequoia          Sonia Avalos, WHS</p>	<p><b><u>Staff</u></b></p> <p>Dr. Deborah Martinez, Coordinator of EL Services          Susie Stanziano, Staff Interpreter          Josie Valdovinos, EL Secretary          Iris Merlos, Outreach Assistant Glenwood</p> <p><b><u>Community Member</u></b></p> <p>Bill Gorback</p> <p><b><u>DELAC Representatives NOT Present</u></b></p> <p>Vivian Lucio, Banyan          Hailey Rhode, Cypress  <u>No REP</u>, Sycamore          Negar “Nikki” Irannejad, Westlake          Assumptah Turyasimwa, Los Cerritos  <u>No REP</u>, CVHS          Karla Luna, NPHS          Laura Tejeda, TOHS</p> <p><b><u>Alterante DELAC Rep. Not Present</u></b></p> <p>Fabio Longano, Madroña          Mrabiel Bruno, Maple          Maria (lulu) Sanchez, Walnut          Karla Llanos, TOHS</p>
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1. Welcome & Introductions

- a. Dr. Martinez, EL Coordinator, called the meeting to order at 9:30 a.m.
- b. Representatives introduced themselves and sites that they represent.
- c. Superintendent, Dr. Mark McLaughlin shared his professional biography. Mentioned his work as a Teacher and Principal supporting English Learners. His focus is on preparing Teachers to work with English Learners, for example increasing the use of

differentiated strategies within the classroom. He explained that the District needs feedback from the committee and community members, to help identify and understand the needs. The goal for our English Learners, he explained, is to reclassify them from identified as English Learners to fluent/proficient English speakers. He called for members to share their ideas, concerns and suggestions. He explained that currently, conversations are taking place with principals and the creation of Professional Development for teachers. There is a lot of work to be done and it will take a group effort. Professional Development is an area of focus as he believes the best teaching occurs during first instruction, so the district is looking at how teachers can plan effectively.

- d. Following are some of the Representative's questions (Q) and the Superintendent answers (A) captured during the discussion.

Q: What is the District's relationship with the "Adelante" community group?

A: District establishing a positive working relationship with different groups and members of the community. Information needs to be collected in order to make adjustments that are positive for the schools.

Q: How do we receive assistance in receiving assessment support from schools?

A: Parents should document everything, even if it is in their primary language. The district will find someone to translate and meet your needs. At times documenting in writing is more effective than a verbal request. Encourage members to continue to ask the school sites and to continue to document.

Q: What academic support options are available for a third grader who has low English language skills?

A: First check with the school site. Often times there is this notion that the school knows best, but parents are urged to visit the sites, ask the questions that they seek answers to, like what afterschool programs are available, to become informed and in turn the schools will become aware of what information they need to provide to parents.

Q: What effect will not reclassifying before 8<sup>th</sup> grade graduation have on a student entering High School?

A: The student's ability to take more electives is what would be effected. Student schedule of classes are composed of core classes like English, Math, Science, Social Studies, PE/Health and electives. When you have a double block or English for English Learners, these student's schedules may be comprised of academic classes all day long and no electives.

Q: Does the classification as "English Learner" have a negative effect on student's ability to receive scholarships?

A: EL's should not be discriminated against in that area. In order to reclassify, the student must be succeeding in all areas. IEP students are identified as having a learning disability or health impairment holding them back

academically. In looking at them through college route, there are resources available providing support with tuition, books, supplies and help with transition and all the way through College.

Q: How can the Superintendent support Dr. Martinez in reaching the Principals?

A: He and Dr. Martinez are on the same page and conversations are taking place. Principals are aware of the progress that is needed in this area and we see the importance of engaging our parents and getting support for our students. Adjustments are underway, but the success lays in make sure that these meetings are taking place.

Q: Children's success is due to their family support and not always because of the schools. Teachers should be able to teach, not just those that are easy to teach to but other students that are having problems, those that are disadvantaged and need support. How are you training teachers who do not know how to support the students that don't have parents that can provide resources?

A: Professional development will equip our schools with the support needed.

Q: How can the District increase parent involvement?

A: Last February the District rewrote their LPAC goals. Goal stresses parent participation, the District is recording parent participation, reviewing sign in sheets to see if the same parents are participating and finding ways to expand participation. Ultimately, there is so much work to be done, instruction is changing and it starts with having these conversations. He explained his interest in attending the meetings, being present and hearing the concerns so that he can communicate them back to the school sites. He hopes and expects that all school sites are represented at DELAC so that the District can make the changes that need to take place. ELAC needs to be established at the sites.

Q: Is there a guide to help with solving these new math problems?

A: There are smart phone apps, some that allow you to take a picture of the math problem and it gives you step by step instructions. With the Federal Government's Common Core Standards, math is not just about computation of numbers but of developing problem solving skills.

Dr. McLaughlin ended his discussion with the DELAC representatives with one final thought. He will request that the Assistant Superintendent of Ed Services and the Directors of Instruction attend the following 1-2 DELAC meetings to hear the member's concerns, suggestions, questions and recommendations. He asked that they come back to the next meeting with more questions and input from their respective site English Learner parents. He thanked them for their attention.

## 2. Approval of June, 2018 Minutes and Agenda

- a. A motion was made and another second to approve the minutes. The revised minutes were approved. There were no additional items for the agenda.

## 3. District Advisory Committee (DAC) report

- a. Nothing to report

#### 4. Norms

- a. Punctuality, respect, raise hands, be brief, giving opportunity for others to share, be mindful.
- b. Elections will be held at next DELAC meeting. Dr. Martinez recognized and thanked the past officers. President, Vice-President, Parliamentary and Secretary.
- c. District EL Services staff presented: Josie EL Secretary, Suzie Senior Clerk, Daryl Paraprofessional specializing in Rosetta Stone support for students and Karen specializes in language and literacy support. Bilingual Facilitators and Paraprofessionals that work at the school sites.

#### 5. DELAC

- a. Bylaws were reviewed. Distinction between DELAC and ELAC meetings provided, DELAC are held at the district level and ELAC group held at the school site level.
- b. Purpose of DELAC is to provide guidance and support.
- c. Roles and responsibilities
- d. Overview of Officers and Duties.
- e. DELAC meetings should be held 8 times and ELAC meetings at school sites should be conducted 5 times in the school year. The ELAC meetings should be modeled as district meetings. Dates are posted on the website and provided to representatives.
- f. Roberts Rules.
  - i. Video “Roberts Rules of Order Basics” explained how to run meeting using Robert’s rules. DELAC uses this same process.

#### 6. Budget

- a. Every school site has a Bilingual Facilitator that provides support. We have Bilingual Facilitators that are bilingual in English and either Spanish, Mandarin and/or Portuguese. The majority are Spanish/English.
- b. The number of Paraprofessionals at a school site is based on the number of English Learners at the site.
- c. Core curriculum is not funded through EL budget. Only strategies that are used to aid English Learners are funded through the EL Budget. For example Academic interventions at the school sites and teacher trainings on how to incorporate test questions into curriculum to aid these students. The EL budget can be used to supplement the General Education funds where appropriate.

#### 7. Dr. Martinez Personal Story

- a. Father’s success story: Dr. Martinez shared her father’s immigration success story. He was one of thirteen siblings, moved to the US from Mexico in 1965, and married her mother 10 years later in the mid-70s. Pictures shared of parents in a slide show. At 12 years old her father told his mother he was not succeeding in school and his mother decided to take him to his uncle’s woodshop to learn carpentry. He worked in carpentry for about 5 years and learned the vocation. As a recent immigrant at age 19, he worked as a lemon picker in the 60’s, bus boy and dishwasher in the 70s. He volunteered to repair broken furniture at the restaurant he worked at. What resonated with him was the shared roles that fathers and mothers played in their child’s lives and he wanted to follow that same pattern when he had his family. Her father then spent his last 35+ years in the construction business. For Dr. Martinez

and her siblings the only option for their future pursuits was college completion. As a result her older sister became a registered nurse, her youngest sister is a financial specialist at CLU, and her brother is a Superintendent in the commercial construction field. What helped foster her and her sibling's success? It traced back to her parents' college going structure at home:

- i. Parents provided positive and safe environment (free of making mistakes)
- ii. Routines/Structures were established
- iii. Rituals provided a sense of family values
- iv. Attentively listened/forward going mentality
- v. Interested in our progress (Her father asked detailed questions)
- vi. Parents placed themselves in the learner's seat with us
- vii. Embraced bilingualism and our bicultural background

In closure, Dr. Martinez shared the following: "As parents you make a huge difference in your child's life. I know you know this. What you say and do, matters... they learn from observing you and providing a great example... my father was exceptional." Dr. Martinez shared that she lost her father in a fatal car accident last month. DELAC members were moved and expressed their sadness for her loss. She thanked the committee for listening.

8. Reports (By-laws Article VII, Standing Rules Article II)

Los Cerritos: ELAC meeting held on Wednesday, October 24, 2018. Points were; Q Parent Connect and LCMS website, Support Services for students, student presentation on flipgrid, next ELAC meeting will be Wednesday, December 5<sup>th</sup>.

Weathersfield: First ELAC meeting will be held October 30, 2018. Comments will be provided at next DELAC meeting.

WHS: ELAC meeting held on October 9, 2018. 10 families were present. We had a dance for the girls on September 28, 2018.

Madroña: ELAC meeting held October 8, 2018. Conference Week October 15<sup>th</sup>. Rosetta Stone begins November 1<sup>st</sup>, with ELD level 1 & 2 30 minutes a day. Pride Time=Me Time enrichment program, intervention support in Math and ELA Carousel. SADE program. ELPAC test information. Future ELAC meeting dates; October 8, October 25<sup>th</sup>, January 10<sup>th</sup>, January 22<sup>nd</sup>, April 26<sup>th</sup>, May 20<sup>th</sup>.

Ladera: We are good. Our ELD student went to English Learner class in target time. October 31, 2018 we will have our Parade Activity.

Lang Ranch: Nothing to report

Banyan: We had our ELAC meeting at the end of September.

Westlake Hills: Nothing to report

Acacia: First ELAC meeting held in September. ELPAC information provided. Enrichment program began on October 12. Coffee with Director began on October 8. Our Harvest festival took place on October 26.

Aspen: First ELAC meeting held in September. High parent participation. We meet our new Principal. Reviewed ELD program. A presenter spoke about Outreach Center for tutoring services for ELL students.

Conejo: First ELAC meeting September 28. October 19 was our Harvest festival. September 6, we had our first EL meeting with 86 families present and on October 23 we had our

second EL meeting with 78 families in attendance. We are planning our “Mexican Night” on December 7.

Glenwood: First ELAC meeting will be November 8. Parents request afterschool programs to assist EL students. Iris Merlos is the new Outreach Assistant.

Wildwood: Our first meeting was held last week. This representative is new to the District.

Maple: Trunk o’ Treat event was a success. Our Meeting didn’t have good results, but they did provide report of updates to the school.

Sequoia: We had a high parent attendance at our first DELAC meeting. We were showed different ways to communicate with the Teachers, they raffled PE clothes and have provided different events for the students.

EARTHs: First ELAC meeting held on October 11, 2018. The purpose of ELAC, IPT and ELPAC was explained. The use ELAC budget was decided. The election of officers were made for the school’s ELAC group and representatives for DELAC. The next ELAC meeting will be December 6.

Redwood: The first ELAC meeting was in October 18. They explained the ELAC program and how it is implemented in Redwood with the students. The Vice-principal and facilitator talked about the ELPAC test and how according to the test results, the students are classified into different groups. We had two guest speakers: Leslie Chicas Director of Boys and Girls Club explained the different programs offered to students. Belen Quezada from Westminster free clinic explained the programs they offer with bilingual High School students and they talked about the importance of parents support for kids in the study. The elections of the officers for the ELAC group were made. The next ELAC meeting will be January 22, 2019.

9. Public Comments: Bill Gorback, community member, shared that he has observed Dr. McLaughlin for the past 2 years and noticed that he is very hands on, he can lead and has not seen another superintendent so focused on insuring that individual students succeed as Dr. McLaughlin. Bill shared that his background as a counselor showed him EL’s need community support.
10. Adjournment, 11:30 a.m. Next meeting January 8, 2018, University MPR.