

MBUSD DELAC Minutes
January 9, 2019

Opening: Lisa Tanita, TOSA of EL and Intervention opened the meeting at 10:30 a.m.

Members Present: Pamela Nualart, Alexandra Bras, Hiroko Ikuta, Akiko Ogiyama, Tami Ben Shaul, Ai Sandblom, Hiroko Ikuta, Geraldine Pepehmetoglu, Songul Yeprak, Lisa Tanita, Dr. Mike Matthews, and Dr. Katherine Whittaker Stopp.

Welcome and Introductions: Introductions were made and Lisa Tanita thanked everyone for coming and reviewed the Agenda.

Agenda:

- Review of Minutes
- International Day Reflection
- LCAP Survey 2018 Reflection
- ELPAC Information
- Notification Letters Review
- Handbook Creation Brainstorm

Minutes were reviewed and approved.

International Day Reflection

Survey results were analyzed and shared.

Quote from survey: "I can't wait to attend next year's event. It's amazing how we **all come together** as a community, but it is also special to **celebrate our differences**. My daughter and I experienced a **world tour** yesterday. We tried different foods, learned about other cultures, and met new families from lots of countries. Such a wonderful afternoon! **I had no idea there was such diversity in our community!**"

Overall, results were extremely positive. There were more countries, more "first timers", and more "Americans" this year. It was discussed that next year's date will be selected as soon as Mira Costa's homecoming is set. At that time, we will check to see if MBMS is available for an indoor event. If not, we will have it outdoors again.

Lisa Tanita shared we received the MBEF Inclusion grant for next year. With the grant, we will be able to support the host countries as well as purchase items for a successful event.

A concern was shared that some people did not want to participate because they didn't want to be "different." Moving forward we will focus on making sure everyone hears the purpose of International Day (to celebrate and embrace culture diversity) to encourage everyone to participate, including expansion of the American host booth (Dina Mayson, Heather DuRoss, and possibly board members)

2018 Survey Reflection

Last year, a survey was sent by Dr. Stopp to all English Learner families. A strong percentage of families (89%) and students (81%) feel welcome at their schools. However, in the comment section there were questions relating to instructional strategies and support as well as the reclassification process.

Instructional Strategies/Support:

Lisa Tanita shared that teachers are teaching the California Language Development standards that help students become proficient in English. A website for teachers as well as English Language tool kits are at each elementary school site. At the middle and high school, supplementary materials have been purchased for the English Learner class. Students also have access to Air Tutors who help with content classes with virtual tutors that also speak the primary language of the student. 5 chrome books have been ordered for the Mira Costa class. Teachers have also been contacting Lisa Tanita to order text in student primary language so that students can focus on the critical thinking and concepts. Dr. Matthews mentioned that Lisa Tanita has also presented at all of the sites, sharing strategies and accommodations that teachers can use to help English Learners.

Concerns were brought up for Reclassified English Proficient (RFEP) and Initial Fluent Proficient (IFEP) students as well. While these students may orally sound fluent, there may be gaps in vocabulary. Concerns were also brought up about that teachers may not always know the student needs extra time due to language proficiency. Dr. Stopp shared that at each school site, there are Personalized Learning Collaborators who can be another resource for parents.

Reclassification Process:

Lisa Tanita explained the process of how students are identified as well as how the reclassification process works. When registering to attend California public schools, students complete a Home Language Survey. This survey is completed only once so if the student previously attended a public school, these records will be requested from the district and state. If a language other than English is noted, a letter is sent home to explain that the ELPAC will be given to determine if the student is an English Learner. The test assesses Listening, Speaking, Reading and Writing.

If students are identified as an English Learner, they will receive Sheltered English Immersion instruction. Each spring, students can be reclassified if they meet the district criteria which is based on performance on state or common assessment (SBAC), classroom/teacher input, ELPAC assessment, and parent feedback. While students can opt out of the ELD class at the middle school and high school, they cannot, by state law, opt out of the ELPAC test or English Learner identification.

ELPAC Information

Summative ELPAC assessments will be given from February – May. Results from the state come in the summer and letters are sent home during the summer. A concern was expressed that it was difficult to figure out how to best help their child based upon the letter. Dr. Stopp shared that the most meaningful conversations can come from conferencing with the child's teacher about their progress. The ELPAC score and letter is used more to classify and monitor student progress. She also shared that the Personalized Learning Collaborators can also be a resource to parents.

ELPAC practice test information was shared with parents.

Notification Letter Review

All notifications that are sent home along the English Learner identification and reclassification process were shared and reviewed.

Handbook Creation Brainstorm

Participants brainstormed a list of what they would have liked to know when they first attended Manhattan Beach school. A sub-committee to continue this work will meet again on January 31st at 10:30.

The meeting concluded at 12:10 p.m.