

**San José Unified School District
855 Lenzen Avenue, San José, Ca 95126
District English Learners Advisory Committee (DELAC) Meeting
January 31, 2011**

MINUTES

I. **Call to Order:** Ms. Mara Herrera called the meeting to order at 6:34 pm.

II. **Welcome and Introductions:** Ms. Herrera welcomed everyone and introduced District staff and special guests.

Interpretation services provided by: María De Melo and Claudia Aguilera

III. **Attendance:** Ms. Ramirez reminded everyone to sign the attendance roster.

Schools represented:

Allen at Steinbeck, Almaden, Bachrodt, Canoas, Carson, Empire Gardens, Galarza, Hammer, Gardner, Grant, Graystone, Hacienda, Horace Mann, Los Alamitos, Olinder, Reed, River Glen, Schallenberger, Terrell, Trace, Washington, Williams, Brett Harte, Burnett, Hoover, J. Muir, Willow Glen MS, Broadway, Leland, SJHA, and Pioneer.

Schools not represented:

Anne Darling, Booksin, Lowell, Simonds, Willow Glen Elem., Castellero, Gunderson, Lincoln, and Willow Glen HS.

IV. **Approval of the Agenda:**

The agenda was reviewed and amended. The Needs Assessment Report was added under the Old Business section.

Ms. Laura Alonzo made a motion to approve the agenda and Mr. Heriberto Tellez seconded. All were in favor and the agenda was approved as amended.

V. **Approval of Minutes:**

The minutes from December 13, 2010 were reviewed. Ms. Paula Sarabia made a motion to approve the minutes and Mr. Luís García seconded. All were in favor and the minutes were approved as presented.

VI. **Correspondence:**

Ms. Ramirez reminded everyone to keep contact information updated. The DELAC correspondence mailed to Ms. Shaw Pedersholi and Ms. Ana Jaques was returned.

VII. **Committee Reports:**

Voluntary Integration Plan (VIP) Committee by Mr. Chris Funk:

Mr. Funk reported that Mr. Bob González provided a comprehensive overview of the Student Assignment process, which included the role and responsibilities of the Enrollment Centers, the inter-district/intra-district transfers' process, and a detailed description of the school choice process. He added that it would be worthwhile to present this information to the DELAC this year or the next.

Parent Brown Bag Meeting by Dr. Vincent Matthews:

Dr. Matthews reported that the parents had the opportunity to meet with the President of the San Jose Teachers Association (SJTA), Mr. Stephen McMahon. The conversation focused on employee furlough days and student Benchmark testing. The next meeting is on February 17, 2011 at 12:00 in room 337. The topic will be the Governor's proposed budget.

VIII. **Old Business**

A. Needs Assessment Report by Ms. Mara Herrera

The officers met and reviewed the needs assessment results. The DELAC Officers and Department staff recommended covering the different areas in the Student/Parent/Employee Handbook, which will help parents support their children in a more general manner and will cover attendance, suspensions, expulsion, and other areas that will help parents support their children academically as well. These topics will be in addition to the mandated topics already scheduled on the calendar.

Ms. Herrera requested the committee's opinion with regard to the Needs Assessment recommendation.

The committee had a discussion around the needs assessment results and answered parent questions on how the school needs would be addressed now that they have been identified.

Ms. Albarrán explained that the information received would be shared with the schools, but emphasized that the needs assessment is not the only thing the District takes into consideration when supporting schools. The District also conducts daily school visits to

talk to principals and parents. They are supervising the instruction and meeting with them twice a month to talk about the needs at their schools. Right now, the District is addressing classroom instruction and academic interventions. The schools need to work with their School Site Council and parent groups to develop the Single Plan for Student Achievement and address those needs. Then, the District will read the plans and will make recommendations to the school on the things they did not include and advise them about the budget and other strategies. The school needs assessment is a conversation between the parents and the school leadership.

Ms. Albarrán indicated that is important to know about the school needs since the committee can provide information to the representatives pertaining to those specific needs. Representatives can then go back to their School Site Councils and School English Learner Advisory Committees (SELAC) and share the information with them. The purpose of this committee is to inform parents about ways to support their English Learner students.

IX. New Business:

A. Funding for English Learners by Ms. Nancy Albarrán

Ms. Albarrán began her presentation by explaining that parents have the right to know and ask questions about the school funds and give their input as to how these funds should be used.

There are Categorical and General funds. Each Categorical fund has a specific purpose and is used to provide additional services to ELs, improve instruction, and provide professional development for teachers with the goal that students learn English and have academic success. Funds must enrich and complement the basic program.

She presented a comparison between general funds and categorical funds and how they can be used.

The two funds available for English Learners in the District are EIA-LEP (State) and Title III-LEP (Federal).

This year the District received \$4,337,391.00 in EIA-LEP Funding, which is an average of \$314.00 per EL student and \$882,061.00 in Title III-LEP Funding, which is an average of \$105.75 per student.

Ms. Albarrán shared that the District is using some of these funds to pay for Direct Instruction Training, Instructional Coaches, teacher assistants, and materials to support the Two-Way Bilingual Immersion (TWBI) programs.

Schools need to make sure categorical expenditures are aligned to the NCLB goals and are used for supplemental programs and services for English Learners only. Schools need to multi-fund these services if a class has different groups of students.

Schools need to review current programs and student achievement results to determine what is working and not working at the school. In addition, they must decide which changes and adjustments need to be made and set priority goals. After that, schools need to make an action plan, decide how to measure progress and build the school budget based on those plans. The budget is submitted along with the Single Plan for Student Achievement (SPSA), which can be resubmitted whenever changes or revisions are made.

The expenditure monitoring process was explained. All expenditures are reviewed by a District Budget Administrator and are approved only if they follow categorical and district guidelines.

Parents had an opportunity to think and discuss appropriate ways to use funds at their schools.

After the presentation, Ms. Albarrán answered specific parent questions around budgets for English Learners, how these funds are allocated, and what to do if parents want to learn more about the budgets at the sites. A parent was concerned that she requested budget information and it was not provided to her.

Ms. Albarrán reiterated that parents have the right to request budget information and indicated that all topics that need to be covered during SELAC were shared with the principals. The budget is one of the topics that needs to be reviewed during the SELAC or SSC meetings. If the budget is not on the agenda for any reason, parents can request it to be added and give their input. It is normal for parents to ask these questions. As representatives, they can bring the information received at DELAC and share it with the principal and other parents at the site.

Some parents had specific questions about how the schools distribute the funds to provide interventions for students who need additional support.

Ms. Albarrán explained that there must be a criteria for choosing students. Parents can request this information from the school.

Ms. Valdes reminded parents that they are welcome to attend the SCC meetings and obtain specific information about the budgets and how they are being spent, among other important topics.

Ms. Albarrán said it is important for parents to visit their schools, ask questions and get the specific information they need.

B. Academic Interventions by Ms. Jodi Lax

Ms. Lax began her presentation by defining academic interventions.

She shared the criteria used when selecting students for an intervention and the process for enrolling them.

Ms. Lax showed a progress report chart, which included the data she uses when deciding what kinds of interventions are needed and how many will be offered. The site adds an intervention when the data shows there is a need.

The principal reviews the Benchmark progress results during the SELAC and Principal's Coffee meetings. If the results don't show improvement, the principal shares what she will do differently. It is important for the principal to share ideas with parents in order to get their feedback and input.

After the presentation, Ms. Lax answered specific questions from parents about which data is used to determine the interventions and which ones are offered.

There was a parent question as to whether there is some kind of paperwork that goes along with the student in his/her CUM file pertaining to the interventions a particular student participated while in elementary school and whether or not that documentation will go to the middle school.

Ms. Lax answered that at the elementary level she keeps track of the interventions using student-grouping cards, which are sent with students when they transfer to another school within the District. Parents are also informed of these interventions during parent/teacher conferences or Student Study Team (SST) meetings. However, she didn't know what happens after a student is transferred out of the District. It is possible that with the new Infinite Campus system there could be a better way to track this information. There is communication between elementary and middle schools regarding the services provided to students.

A parent asked if a student is receiving a service at the elementary level and transfers to middle school, will the middle school offer the same services to these students even though the middle school does not offer those services?

Ms. Lax answered that schools will try to help students' skills grow to a point where they don't need the intervention anymore. Schools don't want students in an intervention from 2nd -8th grade since it would mean that the intervention was not working.

Ms. Albarrán shared the academic interventions list with parents. Not all schools were included since only the information received by Friday was entered. She recommended that representatives share the list with their SELAC and principal and have a conversation around what is being offered at their sites.

Parents reviewed the list and there were some parent questions as to why some schools had more programs than others and why some schools were not included.

Mr. Funk mentioned that it is important to remember when looking at the list of services at the elementary level, that the money schools receive is based on the amount of ELs they have. Some schools have very limited ELs, so they are not going to have a lot of money for interventions. For secondary schools, it needs to be clear that there is a difference between an intervention, credit recovery and services provided. On the list, some schools listed only interventions, but other schools included recovery classes and services that are provided in all secondary schools.

Ms. Albarrán clarified that the budgets are not just used for interventions, but for other services as well. The main goal is to get students at grade level and to Learn English through tutoring, homework support, Instructional Associates, etc. It could be multiple types of services.

A parent suggested sharing the Budget/Academic Interventions presentation with principals. It was agreed that the presentation would be emailed to principals and to any parent interested in receiving it.

A parent asked if a reclassified student who is credit deficient in high school could still be considered for interventions through EL funding.

Ms. Albarrán answered that reclassified students don't qualify for those services since they have met the criteria to be reclassified as English Proficient.

A parent asked Mr. Funk for clarification on the differences between interventions, credit recovery and support services. So far she understood that homework centers and peer tutoring were not funded through ELs funds, and that they are available for everyone. On the other hand, interventions, as explained today, are the programs that are funded through EL funds.

Mr. Funk answered that High School interventions are, for example, the Double English and Double Math classes, Saturday Academies, CAHSEE Prep classes, and so forth.

Following Mr. Funk's comment with regard to the money schools receive based on the amount of ELs they have, a parent asked about the spirit of the Voluntary Integration Plan, Choice Program and Student Academic Success. For example, in the case of a school that doesn't have that many EL students, the school will not receive that much funding for their ELs as other schools. What would Mr. Funk recommend parents to do when they select schools that don't have that many resources for ELs versus schools that do? If ELs are not going to have the same support at all schools, what would Mr. Funk recommend parents who would like to use the Choice Program and continue with the Voluntary Integration Plan?

Mr. Funk answered that today's funding was about LEP and Title I specifically. Secondary schools do receive some as well, but they also receive some categorical funds such as TIIG to support their Saturday Academy classes. The credit recovery classes are not necessarily tied to ELs. Those classes are for kids who have not passed the CAHSEE or are not performing well on the CST.

In terms of ELs, part of the problem is that when people choose a school that doesn't have a high population of ELs, they cannot have a class of 5 students that they may have at another school with 20 or 25 students. That is a choice parents need to make, considering which other aspects of that school would benefit their child's learning, despite not having the same programs the downtown schools have. They have to weigh the pluses and minuses.

Ms. Herrera emphasized the importance of being informed before making decisions and sharing this information with other parents. The Choice Program offered by SJUSD is a wonderful program, but parents need to make an informed decision.

A parent asked if it is possible for a student who attends a school where they don't have that much funding to attend an intervention or Saturday Academy at another school.

Mr. Funk said it is a possibility for high school to open enrollment to other students if the school offering the program cannot fill it with their own students.

X. Announcements

A. Parent Education and Involvement by Elizabeth Bliss

Ms. Bliss reported that over 370 parents participated in the conference. She recognized Parent Liaison from Olinder for her support and gave a special thanks to Dr. Matthews for being there. She thanked Ms. Veronica Grijalva-Lewis for representing the Board of Education and Dr. Martinez-Palmer for her leadership.

She announced that the Parent Project will be starting on March 8th, 2011 and that 900 parents have graduated from the program. She finally shared that parent ESL classes are being offered at 6 sites, and invited everyone to attend Dr. Pat Cooper's presentation on February 2nd, 2011.

B. Meeting Evaluations

Committee members completed the meeting evaluations.

XI. Adjournment:

Mr. Efrain Cordova made a motion to adjourn the meeting and Ms. Danelia Gutiérrez seconded. All were in favor and Ms. Mara Herrera adjourned the meeting at 8:00 pm.

Minutes respectfully presented by Veronica C. Lara