



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

Special DELAC Meeting Minutes

January 27, 2021, 5:15pm

DELAC members present: Alicia Mignano, Grant; Daisy Vega, Will Rogers; Edgard Meinhart, Malibu Elementary; Imelda Rueda, McKinley; Laura Hernandez, SAMOHI; Lucy Prieto, JAMS; Margarita Torres, Muir; Veronica Ramirez, Will Rogers

Parents present: Christina AJ, Elizabeth Rocha, Gustavo Buccioni, Diana Maruri, Alejandra Perez, Claudia

SMMUSD staff: Dr. Jacqueline Mora, Assistant Superintendent, Educational Services; Dr. Freda Rossi, Family Participation Coordinator; Ms. María León Vázquez, member of the SMMUSD School Board; Florence Rams, BCL; Lupita Dixon, BCL; Vanina Zalazar, SMMUSD Lead Interpreter; Johanna de la Rosa, BCL; Nancy Gutierrez, BCL; Florinda Vila, BCL

Welcome

Laura Hernandez, DELAC President – Welcome, thank you all for being with us.

We now review the rules and the agenda. We will now continue with Dr. Mora's presentation.

Daisy Vega, DELAC Vice President reviews Articles V: Limitations, and VII: Decorum (See PP)

Alicia Mignano, DELAC Secretary, roll call:

Edison - absent

Grant – Alicia Mignano, present

JAMS - Lucy Prieto, present

Muir - Margarita Torres, present

LMS – Lucy Prieto

Malibu Elementary – Edgar Meinhart, present

Malibu MS - absent

McKinley- Imelda Rueda, present

SAMOHI- Laura Hernandez, present

Will Rogers – Veronica Ramirez, present; Daisy Vega present

Laura Hernandez – today I have to leave the meeting early as I have another meeting at 6pm.

Also, with us is Ms. María León Vázquez, I give the floor to Dr. Mora, Assistant Superintendent, Educational Services.

Dr. Jacqueline Mora – (shares the screen from her device) this is our third meeting to be able to cover these topics. We are updating services within the education department, updating educational services, we have reviewed these topics on these dates:

November 18th, 2020, January 11th, 2021 and now January 27th, 2021.

The topics you requested reports or updates included 4 topics (see PP).

We've already reviewed this data:

1. Reopening schools
2. TK-2 process and requirements for exemption
3. Reclassification data for 2018-2020

Now we will review and continue with:

4. Summary of budgets and expenditures for English learners (EL)
5. Updating Grading Report Cards for English Learners (EL)

Expense information and funding sources for English learners that also apply for low-income students, homeless or foster-home students have already been reviewed, but we will focus mostly on services given to English Learners and groups within the same categories.

Today we will review more information (see PP) Dr. Mora explains in detail each point of the actions and services and the cost of each within Title III funds for English Learners 2020-21 (see PP page 7). The federal government provides us with different funds, Title I is for low-income students or for those who need more support, there are also funds to support parental engagement. Title II focuses on teacher training at the district level. Title III funds are specifically for English Learners, these funds are very specific and restrictive in how these should be used after the supplementary grant has been used, then Title I, Title II and then Title III funds, should be used after other resources have been used. This budget is at the district level and distributed in these actions and services.

Expenses and sources of funding for family participation 2020-21 – The sources of the supplementary grant are used, the focus has been on families with English Learners, low income, homeless or foster youth. (see page 10)

Dr. Mora explains the importance of each action, service and cost to increase family participation and emphasizes the importance of the bilingual community liaisons to ensure that we provide necessary support, as well as providing material and equipment for families; they have been a great support in the area of interpretation/translation services for many years and they continue to be a priority and a need in supporting, increasing and strengthening our entire team.

The total expense for all these services within the supplemental grant is \$930,914.00 for 2020-21.

Now the expenses of funding sources for parent participation within Title I is a federal fund, which is \$74,000. Dr. Mora explains each action service involves several workshops, conferences, and parenting training to support children at home (see PP presentation).

The total supplemental grant expense for English learners and family participation is \$3,191,687.

The total expenditure on Title I and Title III for English Learners and family participation is \$161,715.

Daisy Vega – Please take 2 minutes in your comments and make them related to the subject.

Diana Maruri, John Muir - Asks about the interpreters

Dr. Mora – The interpreter/translator of the district in the special education department is on a different budget, the two interpreters identified under the supplementary grant are the two positions within the department of educational services, at this time we only have one person in SMMUSD, we have not yet hired the second person, these people make interpretations at the district level such as this meeting, and translations of documents and communications that are generated from the superintendent's office. With regard to interpretations in IEPs, it is the

Bilingual Community Liaisons we have in schools that have supported us on those IEP meetings, and sometimes our interpreter from the Special Education department has helped with interpretation.

Diana Maruri – I have had problems with the district translators and also with those which have hired, this is concerning because for us who do not master English in technical terms, to be able to understand an IEP. I would ask that a budget is made within Special Education, if it is not yet considered to what we are seeing right now and to have another approach so we can see it as a whole and not just a part.

Laura Hernandez – About the interpreters, they help us translate the IEPs, it has taken me a long time to get a translation of an IEP report so that we can understand it well and know how they are working with our children. I would like to receive more help in this regard, Dr. Mora.

Daisy Vega – We need to have a clear translation, to know if the children are moving forward, whether or not they met the goals. It is very important to interpret in the IEPs and to not have to burden the BCLs, as they become too exhausted in meetings, they are 3-4 hours long, I don't think we should wear them down that much.

Alicia Mignano – Is this money already spent for this year? Summer school is already a fact?

Dr. Mora - Yes, we are working on planning for summer school programming.

Alicia Mignano – For elementary, secondary and high school levels?

Dr. Mora – We are using supplemental grant funds for elementary and secondary schools. The high school will be funded from the general budget.

The federal government has provided additional funding from CARES to provide and expand summer school for elementary, middle, and high schools to support all students who have low grades such as D and F and for those who need to graduate and have less credits, they can take those courses in the summer.

Alicia Mignano – Are there any funds from 2019-20 that were not used?

Dr. Mora – In 2019-20 not all of these supplementary grant funds were used because schools were closed and not everything was used, Ms. María León Vázquez made a request with Ms. Canady for those funds to be used to support our students and offer summer school.

Alicia Mignano – And there might be additional programs to help with homework or something that could be done to make children interact more in classes remotely, they need more interaction with other children.

Dr. Mora – Are you asking for a program for students to have more interaction in person or with other students via virtual means?

Alicia Mignano – Ideally, it would be in person, but due to the pandemic it's not possible so whatever you can, so children could participate with other students and have more interaction since that's what the kids are missing.

Dr. Mora – we are seeing what strategies we can provide to have in this format, via Zoom. We know that the lack of social interaction has affected children on this platform. We continue and we are exploring how to support students especially the little ones in TK and K.

We will continue to open up more and very small groups of English Learners and for families in need of supervision, this would be an opportunity for children to have interaction in person. Our plan is to be able to provide and open summer school in person so that children can socialize better. In June, hopefully, we will be in a better situation, at this time we continue to plan and work, and be in the red color tier. We are working with preschool teachers, TK and K.

Laura Hernandez – What is Brain Pop?

Dr. Mora - This program is specifically for English Learners via Clever. Any student has access to this, which is to support students in their English development.

Laura Hernandez – And how would I know if my child is using it?

Dr. Mora – I recommend talking to your child's teacher, he/she would know what stage your child is in the program.

Laura Hernandez – My son is in 6th, grade. Which teacher do I talk to?

Dr. Mora – Talk to your child's English teacher or the teacher who handles your child's IEP.

Claudia – How do students have access to Brain Pop? And what is ELL?

Dr. Mora – Brain POP is the name of the program, ELL is: *English Language Learner*, this is a program for English Learners by Clever

Claudia – Where would these groups be opened for young children?

Dr. Mora – These small groups are open to English Learners at Edison, Roosevelt and Webster, and we have a monitoring group at Grant.

Claudia - And this is now?

Dr. Mora- From November for TK to fifth graders.

Claudia – Are these on campus?

Dr. Mora – These are small groups, the largest group has 5 students, the situation is difficult for families, and there is fear. For the students who are present it has been a positive experience, families have seen this and feel safe, it has been a support and a benefit, we are offering this, we will make another request for more interested families. We want to open some groups in JAMS and LMS. We are working on this, I am grateful to the principals at JAMS and LMS to be able to make these groups. Malibu is working with the Boys & Girls club to offer this support as well.

Veronica Ramirez – The schedule for these children the same as Zoom schedule?

Dr. Mora – Yes, because the class now is in a different place it's in the classroom, it's a whole day.

Verónica Ramirez – If anyone is interested, who should they communicate with?

Dr. Mora – With the principal, we have to see how many spaces there are available.

Elizabeth Rocha – My girl goes to Edison, since November her school is Grant, everything is very good, at first it was scary because of the pandemic, I see they follow the safety measures, they take temperatures, they all bring their masks, their gloves, the children are given hand sanitizer, they are told to be six feet away, there are few children, like seven, and I think it has served a lot because my daughter is interacting with other children, she goes to fifth grade, I think she is doing very well with the way they are doing it and it is safe.

Dr. Mora – The updating of English Learners' report cards – DELAC's request to update report cards, and to include a section in the student's English development has not yet been made. When the school closed everything was very shocking and everything was up in the air, and so we had to prioritize things and to focus on distance learning. I ask you for more time to be able to develop a plan to start this process. I have to include this in high school report cards, we have not forgotten about this, since we have had to implement other things related to distance learning we have had to make adjustments and we are developing the reopening plan. (see PP)

Daisy Vega – I'm glad this project is moving forward. I would like the family story (*Cuentos Familiares*) sessions to be had again in Spanish. My nephews started being interested in Spanish due to these classes and now they speak more Spanish. My nephew in high school is now taking a Spanish class, it would be good to implement these classes on vacation. My eldest son is going to be hired in a financial company for his Spanish and he is the second one at his work that speaks Spanish, he is a pride for all of you, the school and the bilingual community liaisons reflecting all your work since the beginning. This would be a motivation on vacation for children to read in Spanish, it would be very good.

Diana Maruri, Muir – I have three questions/comments: 1) What is the principal's job like, how is she currently supporting families to refer them to the program you just mentioned?

DRA. MORA – The family storytelling program?

Diana Maruri – No. I am referring to the program of small groups of children currently going to school.

Dr. Mora – Yes, the supervision groups. This report was carried out at the district level, I sent a communication to all parents of English Learners letting them know that we were developing these small groups in different schools and if they were interested in participating, several communications were sent and based on the people who responded, the English Learners groups were made.

Diana Maruri, Muir – What if a parent right now wants to send his child?

Dr. Mora – The principal has to be informed, we have a waiting list, we cannot increase the number of children because of our current situation. If a parent is interested in letting the

principal know about this group of students, it's only for English Learners. The Director of Special Education is also seeing the possibility of bringing Special Education children in person in order to offer this support to parents.

Diana Maruri, Muir – 2) John Muir's school liaison, Elena Uliantzeff, has more knowledge of school families than the principal, because there really is no connection between the principal and parents of English Learners, we only see her at the ELAC meetings and the bilingual school liaison is the one that knows our needs best and is the one that is doing the work and she could recommend families that could benefit best from these groups.

3) It would be good to train parents more on the subject of what the Special Education process is, what an IEP is, as it includes very technical language and it is a legal contract, how to apply for it, the purpose of the evaluations... We know that knowledge is going to help us all improve with our children's education and it would be very good for them to reclassify themselves as young children and not when they are older.

Dr. Mora – Training is being requested within Special Education on the Individual Academic Plan process and what the 504 plan is within the general education. I will contact the Director of Student Services, Ms. Brown, who is in charge of 504 plans, and Ms. Sinfield, Director of Special Education so that she can provide parent training on these issues.

Mrs. María León Vázquez – We could invite the Director of Special Education to give us an informative presentation at DELAC. I keep a report of what I heard here and communicate this to the members of the Board. Please send me an email if you need to contact me.

Dr. Rossi – I am a liaison for DELAC and when a request is made to invite someone, I am the one who invites people, I will let them know when the Director of Special Education and Ms. Brown could come as the next DELAC meetings are already scheduled and a special meeting would have to be scheduled to cover this topic.

Mrs. María León Vazquez – It's just a suggestion. Parents are requesting this topic in the chat.

Dr. Mora - My suggestion is to have training on the process of Individual Academic Plans for English Learners, and perhaps to be able to record them so that they can access and review it.

Dr. Rossi – Ms. Sinfield offered this workshop in September and was recorded before the school year began, only that the video was difficult and could not be shared, but we can invite her and Ms. Brown and see if they have time to offer a series of workshops on these topics.

Dr. Mora – If you have questions or concerns please contact me by email.

Daisy Vega - Public comments please do not use more than 2 minutes.

Daisy Vega – I agree with Diana Maruri. There was a group of parents of Special Education students with Lupe Ibarra, in these groups of parents, important support and information was offered for parents, as it is a difficult and emotional process, and there was a lot of help.

Dr. Rossi - On Monday we have our regular DELAC meeting, on February 1st, I will send you the information with the Zoom link. Thanks a lot.

Daisy Vega – Thank you Dr. Mora. Thank you, Diana Maruri, for your comments. Thank you all for your participation. Good night.

Meeting ends at 6:32pm

**Minutes transcribed by Florinda Vila*

Minutes approved by DELAC on March 1, 2021.