



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

**DELAC Meeting Minutes**

Via zoom

February 1, 2021, 9am

**DELAC Members present:** Laura Hernández, DELAC president; Daisy Vega, DELAC vice president; Alicia Mignano, secretary, Edgar Meinhart, Malibu Elementary, Guicela Juárez, Edison; Imelda Rueda, McKinley; Josy Fajardo, Malibu MS; Lucy Prieto, JAMS; Margarita Torres, Muir; Verónica Ramírez, Will Rogers

**Parents present:** Diana Maruri, Lolis Barranco, Yheisi Alfaro, Ninfa Hernández, Claudia

**SMMUSD staff present:** Dr. Freda Rossi, Family Coordinator; Dr. Mark Kelly, Assistant Superintendent for Human Resources; Alicia Baillie, Director of Evaluation, Assessment and Research; María León Vázquez, SMMUSD school board member; Paul Lytz, Principal of Muir; Lori Orum, Principal of Edison; Vanina Zalazar, lead interpreter; Elena Uliantzeff, BCL; Florence Rams, BCL; Lupita Dixon, BCL; Nancy Gutierrez, BCL; Flory Vila, BCL;

Vanina Zalazar, SMMUSD lead interpreter, gives instructions on how to choose language of preference via Zoom during the presentation, and lets everyone know about interpretation services.

**Welcome:**

Laura Hernandez, DELAC President - Welcome everyone and reviews the policy and today's agenda. Now Required Topic: English Learner Teacher Authorizations presented by Dr. Mark Kelly, Assistant Superintendent for Human Resources. (See agenda)

Daisy Vega, DELAC Vice president: Reviews item V on limitations and item VII on decorum.

Alicia Mignano, DELAC Secretary, takes care of the roll call:

Edison: Guicelda - present

Grant: Yeisi Alfaro - present

JAMS: Lucy Prieto - present

John Muir: Margarita Torre - present

LMS: Maria Barranco - present

Malibu Elementary: Edgar Meinhart - present

Malibu MS: Josie Farjardo - present

McKinley: Imelda Rueda - present

SAMOH: Laura Hernández - present

Will Rogers: Veronica Ramírez - present, Daisy Vega - present

We do have a quorum today.

The minutes of DELAC January 11, 2021 are approved:

The first motion was offered by Daisy Vega and the second motion was offered by Laura Hernandez.

Dr. Rossi - Dr. Mark Kelly, will now present on the credentials and authorizations of teachers who instruct English Learners. Thank you for being with us.

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT**

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**Board of Education:** Keith Coleman • Craig Foster • Jon Kean • Maria Leon-Vazquez

Laurie Lieberman • Jennifer Smith • Dr. Richard Tahvildaran-Jesswein

**Superintendent:** Dr. Ben Drati

Dr. Kelly - Good morning, thank you for having me and for being here. (see pages 2, 3 and 4 of the presentation). Dr. Kelly gives an explanation of teacher credentialing in the state of California. Explains each point of the presentation, the accreditation for the English language was embedded as part of the main requirements in 2002. Questions?

Explains each point of the requirements and what is each authorization (see presentation PP):

- CLAD - *Cross-cultural, Language and Academic Development* - Intercultural development of language and academics, and their requirements to obtain this authorization. (page 4)
- BCLAD - *Bilingual Cross-cultural, Language and Academic Development* - Linguistic and academic bilingual development, this is bilingual, which are the same requirements and applies to bilingual instruction. It is also offered in other languages, not just Spanish. Teachers at Edison are required to have this authorization in order to teach in Spanish as well as other teachers who teach in another language.

Explains each point of BCLAD (page 5 of PP)

Teachers trained outside of California (page 6 of PP) 17:00, must complete their CLAD requirements

Explain what the emergency CLAD is... 18: 00

We have 600 certificated and 4 teachers who are in the process of getting their credential... We have approximately six hundred certified teachers and four who are in the process of obtaining their EL authorization. 19:00

We have three teachers who do not yet have their certification and we are working with them (see PP).

The Human Resources Plan (page 8 in the PP) - Explains each point: we monitor that teachers have these requirements, how they are progressing to have the CLAD credential, we work with them to obtain their authorizations and we notify teachers' principal so that these teachers are not placed in certain classes of instruction. Questions?

Diana Maruri - What kind of training do teachers receive? What does this training contain?

Dr. Kelly - In college these are typically culturally relevant courses in pedagogy, strategies on how English Learners develop another language such as English and what strategies have been shown to be most effective, such as listening and actively engaging, assessing the student's prior knowledge, cultural affirmation, group work, reading, writing, speaking and listening in one content, using graphic organizers and content accessible to all learners, including the English language. The training is about what underlines the development of English language and which ones are the strategies when teaching primarily in English to English learners. Questions?

Alicia Mignano, Grant - There are 600 teachers in the district, how many teachers have these CLAD or BLAC credentials?

Dr. Kelly - Almost all teachers have this CLAD authorization and some of these have other certifications that are embedded in their credentials, almost all have it.

Diana Maruri, Muir - How do you monitor that teachers apply and put their knowledge into practice?

Dr. Kelly - The principal takes the lead at his school, and we on the educational services team, Dr. Rossi, Dr. Bailey, and myself, meet with principals weekly to monitor that our teachers are incorporating strategies in the classroom, principals, assistant principals and the language interventionist teacher, as well as instructional coaches go and watch how teachers teach to see what they are doing specifically to support English learners in the classroom, principals along with instructional coaches they have professional development days with teachers at their schools.

Alicia Mignano - How do we, as parents, check that teachers have this certification?

Dr. Kelly - To see if a teacher is authorized to teach English Learners, you can go to the CA Commission for Teacher Credentialing website...and you can search for your teacher's name, this information is available to the public and you can see all the credentials a teacher may have.

Veronica Ramírez, Will Rogers - Do teachers take this certification on a voluntary basis?

Dr. Kelly - It is something they must have, they need to have authorization to teach English learners, they must renew it every five years.

Verónica Ramírez - Once they have this certification do teachers receive a higher salary?

Dr. Kelly - No, they do not receive a higher salary for the EL authorization as it is a necessary requirement. It can help them on their salary if they advance in getting additional courses and make them a more marketable teacher to be hired at other schools as they have all their credentials in order.

Diana Maruri - How is it that teachers are being monitored to see that they carry out what they have learned when obtaining their credentials, and that this is shared with the ELAC and how is it that they are helping children in class so that they are reclassified at one point.

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Dr. Kelly - Each school's ELAC can work with principals, and perhaps, have them share some of the shared professional development with teachers in regards to English Learners strategies and how English language development is happening within the general education classroom. This is a good source of information to help you understand how that plays out in the real classroom.

Dra. Freda Rossi reads Margarita Torres's question in the chat: Why, if they have 500 teachers, why is it that every time we ask for help they tell us that they will check if the teacher has the correct credential?

Dr. Kelly - I'm not exactly sure who says that or why they say that ... the credential is public information available for viewing on the website, I can show you how to look up that information... Most of our teachers have the authorization. Teachers can review and strengthen their teaching strategies because that is professional development.

Margarita Torres - At John Muir we have had help with certain things and we have asked many things and they have always told us the same thing when asking the principal, and that we are going to check that the teachers qualify and what they can contribute to us. We never received the help we have asked for and my son is already in the fifth grade and is on his way out, what can we expect in the future?

Dr. Kelly – I am disheartened to hear that. The first contact should be with the teacher instead of the principal, bilingual liaisons are also a good resource to work with the teacher. What would you like the teacher to do? What are you observing and how does the teacher respond to it? It is important to address the teacher directly first.

Daisy Vega - 1) Two years ago there were also three teachers missing to complete their credentials? 2) When are they going to have the time to spend in elementary and middle schools to achieve the goal of English Learners reclassifying in middle school before going to high school? 3) The teachers' monitoring on the report cards with reference to the student's progress in development in English? Who is monitoring the progress of the children to be reclassified?

Dr. Kelly - When there are three people, they are not likely to be the same people, the four teachers we are talking about now are new teachers, I don't think they are the same teachers, they are usually new teachers and they come from outside of California. We monitor their progress to make sure they are doing what is necessary to obtain their English language authorizations. Parents should always request a conference with the teacher at any time during the school year to discuss the student's progress in developing English, they do not have to wait for conference season. We have to monitor where English Learners are and how

they are progressing, this information is shared with principals at principals' meetings to review and find out what is happening in these students' progress. What was the second question?

Daisy Vega - The second question is regarding monitoring children's progress in English as a second language progress, who would that teacher be?

Dr. Kelly – It would be your child's teacher and then the principal or assistant principal, they have primary responsibility for monitoring the progress of English Learners, the Educational Services department, Dr. Mora, reviews the data and shares this information to the team. The student's teacher should know and see the child's level and progress, this is part of the data reviewed in SSC and the information shared in ELAC.

Claudia –What happens when one feels uncomfortable with the teacher and doesn't seem to care about my son at SAMOHI?

Dr. Kelly - I encourage you to share this information with the student advisor or the director of the house, they can help facilitate the conversation with the teacher, trying to find someone who can help them, such as the bilingual liaison, is important to organize your questions to have a conversation. When I was principal of SAMOHI and I would have a conversation with the teacher and then with the parents to know the problem and to have a discussion with everyone regarding the purpose of the issue. It is important to have a conversation and have someone help parents with the teacher.

Claudia - How to approach the teacher when the teacher didn't care about my son? .... I had these experiences a long time ago when my son was in second grade now my son is in high school. Parents must be well informed about this so that they do not go through what I went through.

Diana Maruri - With reference to the SST, what can you do to support parents in these processes?

Dr. Kelly - Each school has a process for the school study team; it is a conversation with a team when there are concerns about a student: the principal, the school psychologist, the teacher, the bilingual liaison or the counselor, the assistant principal. This is divided into three parts: what can the school do for my child, what can parents do? What can the student do for himself? What can we do to improve and strengthen learning strategies? There are three points to focus on and each party has to do its part to improve a child's learning, share your observations to address the problems.

Diana Maruri, Muir - Parent conferences are usually only fifteen minutes long, but in reality they are extended to 30 minutes due to interpretation. Could the meetings be one hour so that they explain everything to us well?

Dr. Kelly - Good suggestion, the 30 minute parent teacher conference time limit is not the same for English learners as time is not enough, it is something to consider, but again, it does not have to wait for a parent-teacher conference, you can request to meet with the teacher during the school year at any time.

Laura Hernández - The teachers are supervised by the principals and who supervises the principals?

Dr. Kelly - Typically supervised by the superintendent, by Dr. Mora or myself or others from the department of Education Services.

Laura Hernández - Who can we send a complaint to if we have problems?

Dr. Kelly - First try to resolve the issue directly with the person in question, if it is about a teacher then you would have to speak to the principal and if it is about another issue then I would go to the appropriate department but you can contact me or Dr. Mora to follow up.

Laura Hernández –We as parents of English Learners are concerned that they are not reclassified when they are already in high school. How come there are such a high number of English learners in high school that haven't reclassified yet?

Dr. Kelly - This is a complex question and we must ask ourselves these questions: is the student making progress? Is the student at his academic level? Long-term English learners in high school are the most concerning. We have to consider whether or not they are making progress, and then ask why are they stalling? How to work with long-term English Learners? Many times I have seen a high school English learner and I have seen that their academic level of English is still lacking to reclassify and it is worrying because they have little time left and we have to see how to help them with a little push so that they qualify to reclassify.

Dr. Alicia Baillie - It is a national concern, not just at SMMUSD.

Dr. Kelly - A student who is communicating with me or who is writing may still have difficulties with academic language, it's noticeable when the student is an English Learner, they can speak and communicate, but they need to have academic language, it is key so that a student can reclassify.

Laura Hernández - We ask that you please help us get the English Learner's progress reflected on the report card so we know how our child is developing in English.

Dr. Onofre - Two observations: In reference to the three teachers who are not credentialed, can parents know this information?

Dr. Kelly - I don't know if I can share this publicly ... all the teachers are credentialed, we are talking about EL credential to give them clearance to be in the classroom ... I have to think about this.

Dr. Onofre - Out of 27 teachers who had the CLAD credential, how come there are now 500?

Dr. Kelly - The EL clearance most typically is the CLAD, it is not the only way to get the EL clearance when a teacher gets a credential, usually in the CLAD the EL clearance is embedded in their credential.

Dr. Alicia Baillie - The BCLAD is separate from the CLAD

Dr. Kelly - BCLAD is the bilingual authorization to teach a certain language it can be for another language, not always for Spanish, however, all Edison teachers have the BCLAD.

Dra. Freda Rossi - Thank you for your presentation Dr. Kelly.

Dr. Kelly - Thank you for your good questions and your time, you got me thinking.

Laura Hernandez - Thank you for your presentation and information.

Dr. Freda Rossi - Introduces Dr. Alicia Baillie, the new Director of Evaluation, Assessment and Research

Dr. Alicia Baillie - Good morning everyone. Shares screen (see PP) - Talks about the ELPAC (see PP) explains each point.

The initial ELPAC assessment is done only once a year and is based on the language survey at the time of enrollment and the information provided by the parent if the student speaks another language at home other than English, now everything it is virtual and has been more complicated because of covid-19, these evaluations must finish in two weeks. Evaluations are done in a one by one. This assessment is done to find out if the student is an English learner or if they are fluent in English. It is important to know if they need extra help to learn English.

Summative ELPAC (see PP) we do it one by one and everything is online via Zoom, this assessment is mandatory by state law and is administered in the spring and is with the objective of measuring the skills of English learners in various areas in English, (reading, writing, speaking, etc.) This test also determines if the student can already be reclassified. The ELPAC performance level being 4 the highest score and 1 is the lowest. Dr. Baillie explains each point. Questions?

Alicia Mignano - my K student has been singled out, we need more communication to let parents know when this test will be administered in advance.

Dr. Alicia Baillie – I agree, I can tell you that we send communications to parents, the teacher is initiating this contact.

Alicia Mignano - My son is in K, we received an email from the district, the communication was not very clear, we really need to know in advance when our children will be evaluated.

Dr. Alicia Bailey - We ask for your patience, we plan schedules, it has been a great challenge, due to covid we have to operate in asynchronous times.

Laura Hernández - If our children are in middle school, who is the person we should contact in regards to his/her progress?

Dr. Alicia Baillie - Each school has a person who takes charge of the progress of the English learner in middle school, excuse me but I do not know their names yet, I would have to see a my list since I am new.

Dr. Freda - I do not supervise that as I do not manage those programs but we could have this information at the next DELAC meeting.

Dr. Alicia Baillie - The ELD person?

Dra. Freda Rossi - You can request this information from the school principal.

Laura Hernández - When can I find out when the ELPAC will be administered to my children?

Dr. Freda Rossi - The ELPAC is scheduled by the district, the teacher should know when the student is scheduled to take that test.

Dr. Alicia Baillie - In each school they will inform you about this, the ELD person at SAMOHI, at JAMS

Nancy Gutiérrez, BCL, JAMS - this year at JAMS it's Tasha Buccioni and Cindy Melwi.

Verónica Ramírez, Will Rogers - I have three questions: how do you evaluate a beginner-level student when they cannot read or write yet?

Dr. Alicia Baillie - The way these tests are administered is different for younger children, we receive these tests from the state, we simply administer them and they are adapted to younger children.

Verónica Ramírez, Will Rogers - How long does it take to be evaluated again if you received a low score?

Dr. Alicia Baillie - There are different ways to reclassify, we only administer the ELPAC once a year and we are looking at other options for students to reclassify sooner.

Verónica Ramírez, Will Rogers - Are teachers notified of the test result?

Dr. Alicia Baillie - Yes, this takes about three to four weeks since it is a state exam.

Dra. Freda Rossi - We only have 9 minutes.

Laura Hernández - If you are brief with your questions we can continue. Do Daisy and Alicia agree?

Daisy Vega - Report from those in charge of checking our children's progress in school. We need this information to know who shall we ask how our children are doing.

Dr. Rossi - Daisy, are you asking someone to present at DELAC on monitoring English Learners?

Daisy Vega - Yes and also with whom the parents can contact in the different schools. And this information goes directly to the ELAC.

Dr. Alicia Baillie - You should receive regular reports from your teacher on your student's progress, we have multiple assessments and measures to progress the English development for EL's, every day in each classroom through district measures and site local measures students are being monitored to know how they are doing.

Daisy Vega - It would be nice for teachers to give those reports to parents.

Dr. Freda Rossi - How to access board meetings online through the SMMUSD website, share your screen, explain various steps to enter the board and how you can comment. I can help you if you need help.

Laura Hernández - It is important to know this information about these meetings, we need to inform ourselves and support each other to help our children and we as parents be heard, and taking our requests to the board of directors is important, we have to give it the necessary follow-up and continue to insist.

Alicia Mignano - Dr. Rossi, did you request that we be put on the agenda for the school board? Since we have things to ask for, we have to follow up on our requests so that changes are seen and things improve, so that English Learners are reclassified sooner, and to ask for funds to be available for important necessary programs, continue to communicate with key people to achieve our goals.

Dr. Freda Rossi - The DELAC officers, Laura, Daisy and Alicia, are the ones who approve the agenda, I meet with the three of them to develop the DELAC agenda on the website, these meetings are public, anyone can attend. I'm going to ask Sarah Wahrenbrock. She's the one coordinating the board's agenda, and ask her if she can add the DELAC officers on the agenda for the next board meeting.

Laura Hernandez - Thanks for clarifying this Freda, you are a great support for us, really.

Daisy Vega - We are more present and much more alert in this group, we have to be active to achieve the goals of students to be reclassified before going to high school, we have to be focused on this, this is our main goal. Our meetings are transparent.

Laura Hernandez - ELAC reports from each school one at a time, briefly. Please go ahead.

Alicia Mignano: ELAC reports from each school:

Edison - Guicela Alvarado: safety plan and ELAC recommendations

Grant - Yheisi Alfaro, Alicia Mignano: until March we will have an ELAC meeting, students from K, 1st and 2nd do a program of reading called K House.

JAMS - Lucy Prieto: we had a meeting, the teacher Mrs. Buchioni was in charge of the English Learners and offered help for these students about classes for ELs. The assistant principal discussed the ELPAC exams that will be administered before Spring Break.

John Muir, Diana Maruri - nothing to report

LMS - María Barranco - nothing to report, we have not had an ELAC meeting.

Malibu Elementary - Edgar Meinhart - a survey was conducted for parents regarding ELs and their needs, recommendations are also being added to the ELs school council for inclusion in the SPSA.

Malibu MS - Josie Fajardo: B&G club tutors and homework assistance programs for students.

McKinley- Imelda Rueda: nothing to report.

SAMOHI - Laura Hernandez: Couldn't enter the meeting.

Will Rogers - Veronica Ramirez - we had a presentation with Lorraine Fuentes, St. John's social worker and therapist on mindfulness and self-compassion in these difficult times, Cathy Taylor from Crest informed us about Crest programs and a presentation they will have On February 24, Rachel Faulkner spoke to us about SM Ed Foundation and the importance of donating.

Alicia Mignano - Thank you for your reports.

Dr. Freda Rossi - We have our second session, the Leadership Academy on Thursday, February 4th from 9-11am, I invite you all. Middle school principals have come together and are developing a presentation to discuss the process for determining equity at the district level, LMS principals, Florence Culpepper, and JAMS principal, Steve Richardson and another middle school principal want to address the DELAC to share with you a recommendation at the middle school level to ask the district to establish equity, it will be held on February 10th at 5pm. Will Laura, Alicia and Daisy be available?

Laura Hernández, Daisy Vega and Alicia Mignano - Yes

### **Public Comments**

Laura Hernández - Next regular meeting will be March 1st from 9-11am. Thank you all, and thanks to the bilingual community liaisons for being present.

Dr. Freda Rossi - If you need copies of these presentations you can see it on the district website at DELAC meetings, you can access this information on the SMMUSD website, the state requires us to have this information because they are public meetings.

Laura Hernández - Thank you for being here and for supporting us.

Closure 11:30 am

*\*Minutes transcribed by Florinda Vila*

*Minutes approved by the DELAC on March 1, 2021.*



