



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

MINUTES FROM SPECIAL DELAC MEETING

March, 24th, 2022, 5:30 p.m.

Via Zoom

DELAC Members present– Laura Hernández, DELAC President; Alicia Mignano, DELAC Secretary; María Barranco, DELAC Vice President; Verónica Ramírez, Edison; Nancy Orozco, Muir; Daisy Vega, SAMOHI; Cristina Jiménez, JAMS; Delia Escobar, Malibu HS; Yheisi Alfaro, Grant

Parents present: Josy Fajardo, Malibu MS; Aracely Escobar, Tashia Buccioni, Adriana Bravo, Ana Polanco, Malibu Elementary

SMMUSD staff present: Carmen Durand, Coordinator of Family Engagement and EL Programs; Dr. Jacqueline Mora, Assistant Superintendent, Educational Services; Vanina Zalazar, SMMUSD Lead Interpreter; Hilda Salas, SAMOHI, Nalley Gutierrez, BCL; Florinda Vila, BCL; Monica Limon, SMMUSD Interpreter; Alex Aspron, BCL; Lupita Dixon, BCL.

Community member: Dr. Berenice Onofre

Vanina Zalazar – Good afternoon, please choose your language of preference in the Zoom interpretation feature.

Welcome

Laura Hernández, DELAC President: Welcomes everyone present, we also welcome our new DELAC Vice President, María Barranco.

María Barranco, DELAC Vice President: reviews the norms.

Laura Hernandez reviews today's agenda: (for more information, please see [Agenda March 24, 2022](#))

Review the Supplemental LCAP and the mid-year report along with an overview of the ESSER plan, presented by Dr. Mora, SMMUSD Assistant Superintendent.

Alicia Mignano, DELAC Secretary – Takes roll call:

Edison – Verónica Ramírez - present

Franklin – Dorina Gangi – absent

Grant – Yheisi Alfaro – present

JAMS Christina Jiménez - present

Laura Hernández – present

Muir – No one is present

LMS – María Barranco

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

1651 Sixteenth Street • Santa Monica • California 90404-3891 • (310) 450-8338 • www.smmusd.org

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

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

Superintendent: Dr. Ben Drati

Malibu Elementary– Edgar Meinhardt – absent
Malibu HS – Delia Escobar - present
Mckinley – Imelda Rueda – absent
SAMOHI – Claudia García – absent
Will Rogers – Virginia Roque – absent
Community Member – Berenice Onofre, present
Alicia Mignano – We have quorum; however, today’s meeting is only informative.

María Barranco: Reviews the bylaws.

Laura Hernández - Dr. Mora will share a presentation about the Annual LCAP 2021-22 and the mid-year report, as well as the review and input for the Elementary and Secondary School Emergency Relief Plan (ESSER III).

Dr. Mora thanks the participants present, reviews and explains each slide of the presentation. Please see the PowerPoint presentation here: [DELAC presentation 3-24-2022.pdf](#)

The following is mentioned, the background (page 2) and the need to share these updates with DELAC parents, regarding educational data and identified implementations.

Five items are reviewed from the LCAP Annual Update 2021-22 (see pages 3, 4, 5 of the presentation) on how the funds received must be used.

- Item 1 (page 6): Participation of education partners regarding the budget law, how these supplemental funds are used, and to present it to the school board to learn how to utilize them in regards to: The Expansion of Learning Opportunities Grant and the Educators Effectiveness Grant (see page 6), all this was presented to the school board.
- Item 2 (page 7) Use of the concentrated additional funds and item 3 (page 8). The participation of education partners for the only federal funds.
- Item 4 (page 9) The implementation of the ESSER III Expenditure Plan, how they have used these funds: to keep the safety and health of students in various areas... There had been many difficulties to hire substitutes to cover classified staff, this continues being a challenge, and also we have experience many difficulties to hire and retain nursing staff, our human resources department has had interviews to find this type of staff, and this wasn’t just a problem we had, it has been a problem at the national level.
- Item 5 – Use of fiscal resources consistent with LCAP, see page 11 and the mid-year LCAP update; the expenditures and implementation of the LCAP (pages 12, 13).

Laura Hernández – In regards to tutoring, this resource is being used. Have these funds been used for this?

Dr. Mora – We have two projects in regards to tutoring via Zoom. We have the program that provides academic support for students from 1-8 and have been qualified according to their grades and FastBridge tests. We focus in reading and math, in high school, the results from Star Reading tests are used as well as their grades. And we focus specially in students who are English learners, low income, we have seen an increase of participating families in these programs of virtual tutoring after school in elementary and middle school.

We also have another way of supporting all students and that is the chat during the school day offered to students from 6-12 grade. This is virtual and live from 1 p.m. to 8 p.m., and we have seen an increase in participation. We haven’t seen that all students use it, but we are considering

whether or not to continue with the support via chat. Not all students are using it, so we have to see if this will continue.

Laura Hernández – We -most of the parents- need more practice to use the chat.

Daisy Vega – The mentioned budget, is it the past one or the one coming for June? ESSER will continue because it is my understanding that another wave of the pandemic is coming. Is there still money to cover everything that is coming? I understand that there will be no more federal money and we will have to pay for the next doses (vaccines). Will you have those funds in the LCAP for the next year? Will you implement *School Smarts*? Because the new parents must be educated with the technology, it is important for them.

Dr. Mora – In regards to the budget, this a supplement of how the budget is being used this year and also what was done last year is included, from March 13th, 2020 since the pandemic started, from the moment the schools were physically closed. Each of the funds provided have a timeframe to be used. You can see how the funds have been used, these funds of 4 million dollars (protective products for the students and staff, etc.) There are funds for the incoming year to be used for English learners, tutoring, and social emotional services as well as summer school. We have the budget until 2024 to use all the funds.

Daisy Vega – And for the updated *School Smarts* training for the new Latino parents?

Dr. Mora – At this time we are not implementing it, but we can explore whether we are going to have it in the future.

Daisy Vega – It should be updated for the new parents.

Alicia Mignano – I agree with Daisy, we would like to see the *School Smarts* program again for our parents. It has been difficult to hire staff, but we are interested in the EL TOSA, how is that going?

Dra. Mora – In regards of the EL TOSA position, this year we did not have candidates who fulfilled the necessary requirements, we have to keep looking to fill this position, it has been very difficult to find a teacher for this position, we will announce this position again for after the spring, we will continue to look for the coming year.

Alicia Mignano – In regards to the school board, there was a special education presentation where they mentioned that the number of Latino students in special education is a bit high for our district this year, the director of special education and her team offered professional development for psychologists and teachers to help them identify and support English learners within special education, will this be offered next year?

Dr. Mora – We have to offer this training and support for teachers again, it's hard to do these classes because there are no substitutes for teachers while they're taking these classes. The plan is to focus on continuing to do these trainings for the next year for teachers so that they can and know how to support Latino students in special education.

Alicia Mignano – For Latino students?

Dr. Mora – We're not focusing on Latino special education students, not necessarily English learners, the area of focus is for Latino students, we have to see what's going on.

Alicia Mignano – If this is our focus, we are here and we will continue to advocate for our children. Thank you.

Dr. Mora - I agree with you and it is important that you continue to advocate for our students and it is important to make that distinction between Latino in special education students or English learners.

Alicia Mignano – If it is not the language, what is it? What is the problem? Why does this happen?

Dr. Mora – That is why the training is needed, and to conduct an analysis about the Latino students to determine what is happening and what the strategies would be to support our Latino students, and have this information for special education, Latino students need to receive this support.

Alicia Mignano – This is a very important topic for all the parents here, thank you.

Laura Hernández – Will the applications for the EL TOSA be closed?

Dra. Mora – that position was closed this year, but this position will be reopened again in the spring, this position will work with Carmen.

Ana Polanco, Malibu Elementary – In regards to the funds for kids in special education, my son is in elementary school, he has autism. How difficult is it to have a person with him in the classroom? The fact that he doesn't have someone helping him constantly is affecting him. He has his IEP, but he doesn't have someone next to him helping him. He comes home with a lot of homework and doesn't understand, that worries me because I don't know how they are working with him in school. Is it due to lack of staff? Before, he received one-on-one help, and it has been difficult to find someone this year, and he is going to go to MS soon. I am worried about him.

Dr. Mora – My suggestion is that you to have a meeting with the special education team and talk about your son's needs with them so they can see which strategies are included in the IEP, this way they can continue helping your child. You have to share your concerns about you son, because this would be a service that would be provided.

Dr. Mora – I will continue with the next topic:

The mid-year LCAP update: Criteria Q12 (see pg. 12). This information was shared with the school board on February 3rd, 2022.

- Mid-year update: LCAP Expenses and implementation (see page 13)

Dr. Mora reviews the LCAP goals 1, 2, 3 (see pages 14-21). She explains each expense related to the actions (reviews each action described in the slides), if there was progress and/or if this was accomplished, the lack of substitutes has been a big problem hindering the compliance of many things.

- For Goal 1 there are 20 actions.
- For Goal 2, Carmen worked to comply with these actions, each item is reviewed.
- For Goal 3, there are 5 actions, one of them has to do with Restorative Justice, this had to be postponed again due to low participation and lack of substitutes for the teachers. The same has happened with other activities. Now, the actions for Goal 3 pages 18, 19, we need to continue working to support our students. We haven't had the staff needed to carry out many of these activities (see page 20), so these goals have not been met due to lack of substitutes and staff.
- Closing (page 22) – We had to overcome several challenges to hire staff, this year has been difficult, nevertheless, we are here and we have continued working so that students can have a safe environment and can continue learning. We do all this work for them.

Dr. Mora reviewed the following topics:

The review and input to the Emergency Expenditure Plan for Primary and Secondary Schools (ESSER) III (see page 24)

- Background (page 25) - Federal funds approved by the U.S. Congress were provided. With response to Covid-19 on March 11, 2020 to support different schools. There have been several funds that have been provided to respond to the impacts of the pandemic.

In order to receive these funds, they are very specific on how they should be used and how their implementation should be done.

- ESSER Expenditure Plan requirements (page 26), each item is reviewed.
- ESSER Expenditure Plan schedule (page 27). They can be used from March 13th to September 30th 2024, they must be used for allowed expenses.
- ESSER III Expenditure Plan Programming Requirements (page 28).
- Expenses allowed in the ESSER III Expenditure Plan (page 29) each point is reviewed.
- Summary of planned ESSER III expenses (page 30) reflects the monetary amounts of how the expenses have been implemented for each section of the plan.
- Student Identification and Learning Monitoring (page 31): Identification of Tier III and Tier II Students: Diagnostic Assessments, Grades, Surveys.
- Strategies for safe and continuous in-person learning (page 32) information reviewed: Name of the action and planned expenses and total expenses.
- Addressing the impact of instruction time loss, review of the name of the action, planned expenses, and total expenses (page 33).
- Use of remaining funds (page 34) review the name of the action, planned expenses, total expenses, and being able to provide Chromebook computers to teachers and students for digital learning.

Alicia Mignano – Can we use the ESSER funds until September 2024, these funds don't end up in the school general fund?

Dr. Mora – No. These are federal funds and their use is very specific. They remain like that.

Alicia Mignano – Those funds stay there and must be used specifically?

Was there support in the class with instructional assistants, was this paid by the Santa Monica Ed Foundation?

Dr. Mora – This year, the SM Ed foundation did not provide the funds for the instructional assistants, but the EESER funds were used. Before this was possible, but this year the foundation did not raise enough money to cover some things, it has been very difficult. This year the SM Ed Foundation is working with the PTA to raise funds for next year.

Alicia Mignano – What is the vocabulary tool kit?

Dr. Mora – It is a software and an additional support that can be used after school, and the classroom interventionists and/or teacher can use.

Alicia Mignano – The \$1.3 million was used for all digital learning?

Dr. Mora – Yes, this money was used to buy computers and to replace Chromebooks, this is done every year.

Dr. Mora – The ELO fund is being used and other available funds to buy software and Google programs such as *MyOn*, *NewZella*, *Brain Poppy*, *Google Enterprise*, etc. to be able to continue with all those supports.

Daisy Vega – During the presentation, the slides were shown very fast, how much money from ESSER has been spent? I would like to read everything, because there is a fund that has not been used, it's a fund to help students in mixed schools, it's very important that these schools have good ventilation, we can't leave behind other schools, it would be very beneficial if this money could be used for these facilities, I am talking about John Muir school.

Dr. Mora – I am going to include all my information and any additional information so you can take your time to read everything. (Page 30 this information is reviewed again from pages 32, 33, 34 where the total expenses are reflected from each action regarding ventilation). These funds have already been used for this, if you have questions you may speak with the principals. All the schools have adapted so that they have the necessary ventilation. These funds can't be used to paint the schools, they are very specific. In page 29 it is described in which actions the expenses are allowed.

Berenice Onofre – What happened with Irene Castillo’s position? She was in charge of supervising that all the schools would have the same opportunities and equity in all aspects, she was the director of curriculum and instruction.

Dr. Mora – This has been implemented now with Carmen Durand’s position, monitoring the English learners’ programs as well as family engagement, and there will be another position for the English learners’ programs that will support Carmen’s work and I will support too.

Dr. Mora speaks about everything that is being done to monitor English learners who have been classified and how successful this program has been so far.

Berenice Onofre – That position was very important and very necessary.

Dr. Mora – Yes, I am aware of all the coordinators and we are developing the necessary strategies, there is still work to do, and we continue working to figure it out and see how some students are progressing based on the tests that they are administered, we are making adjustments so that all students have access to all that is necessary to progress, we have to implement different ways for them to take advantage of the concepts that are being taught in the classes. We will continue working to be able to provide different strategies, the best possible instruction for our students. Thank you for your suggestion.

Alicia Mignano – The program *Ellevation*? We are very happy with this program that will be used to keep parents informed.

Dr. Mora – *Ellevation* is a platform and digital tool that focuses specifically in monitoring English learners to begin with the reclassification process for those who have achieved the first two requirements, they are already candidates and the monitoring is done, and the parents are informed about the student’s performance or if the student needs help with English.

Dr. Mora – I need more time to talk about the ESSER funds and to obtain your input about it, and how to apply the rest of the funds that are still remaining, because we have not been able to hire all the necessary staff for the schools. We could have another special meeting to make the adjustments that are needed after we find out how much we used this year.

Dr. Mora – It is important to listen to your opinions and ideas, now I have more information to share about the LCAP update and the supplement (this requires another meeting). Before this was just a report, but now we must inform you about the mid-year updates. It is very important for me to share this information with our DELAC, besides the school board.

Laura Hernández – Yes, we are going to have another meeting to talk about the topics that are pending, after spring break.

Alicia Mignano – Of course, we thank you for your time, Dr. Mora, and for how well you explain to us all the information. If there are funds that haven’t been used yet, we have many ideas.

Dr. Mora – I know you all have many ideas to share with me, that is why it is so important to hear this from you, and to have a list with all these ideas to be able to get ahead.

Alicia Mignano – Of course, it’s important to bring our ideas. We are going to read all the documents and we will think of ideas, and we will be in touch, then we will add it to the calendar for the special meeting to continue with this topic. Thank you very much.

Laura Hernández – Public comments

Berenice Onofre – About long-term English learners: How are they identified? What is the intervention like for them? Are they in the MS and/or HS? Who helps these long-term English learners? I would like to know about how they are especially helped, if this issue of newly arrived English learners and long-term English learners in the upper grades could be added on the agenda, thank you.

Carmen Durand – Reviewed the dates for ELAC meetings in the schools.

Next DELAC meeting: Monday, April 25th at 9am.

Alicia Mignano – Please fill out the survey.

Laura Hernández – Thank you all for being here, good evening.

Closing: 8:19 p.m.