

**Pittsburg Unified School District**  
**DELAC Meeting**  
**October 7, 2019**

**Foothill:** María Magallón, Aideé Cisneros,  
Marta Carabantes  
**Heights:** Martha Torres, Yazmin Cano  
**Highlands:** Claudia Escalante, Karina Gutiérrez,  
María Rosales  
**Los Medanos:** Elvia Gracían, Evelyn Costacurta  
**Parkside:**  
**Willow Cove:** Heliodoro Moreno,  
Silvia Portillo  
**Stoneman:**  
**Marina Vista:** Dalia Medina

**Rancho Medanos:** Heliodoro Moreno,  
María Chávez, Mirtha Rivas, Adriana Medina,  
Elvia Gracían, Miguel Alvarado  
**Hillview:** Virginia Martínez, Martha Torres,  
Yazmin Cano, María Rosales, Martha Carabantes  
**MLK, Jr. JH:**  
**PHS:** Martha Torres, Karina Gutiérrez, Claudia  
Escalante, María Rosales, María Magallón, Mirtha  
Rivas, Adriana Medina, María Chávez  
**Black Diamond High:**  
**Educational Services:** Sandra Guardado,  
Lorena Asdourian.  
**Los Medanos College Student:** María Vivanco

**Welcome and Introductions:** Mrs. Rosales, our current DELAC president, welcomed everyone and had the members introduce themselves.

**Approval of Minutes:** The minutes were sent home by email in English and Spanish so the members could be able to review them at home. The hard copies distributed at the meeting were not the correct version, therefore, the minutes would be approved in the next meeting when the correct version is shared with them on November 4, 2019. The members agreed to wait until the next meeting for the approval of the May, 13, 2019 minutes.

**Purpose and responsibilities of ELAC and DELAC.** Mrs. Guardado asked the members, how many schools have had their ELAC meetings. Several schools had already had their first meeting. Mrs. Guardado distributed copies of the presentation on ELAC and DELAC and she explained the function of ELAC and DELAC to the members. Mrs. Guardado also explained the role of parents in each of the committees and the topics that need to be covered at the meetings.

Mrs. Guardado shared with the members that at PUSD we have approximately 3,000 EL (English Learner) students and our total student enrollment is about 12,000. Given our large percentage of ELs it is important to have parental involvement to help us evaluate our programs and make recommendations.

A member asked, when you talk about English Learners, are you referring to Dual Immersion students? Mrs. Guardado explained that not all dual immersion students are ELs. We do have some students in our dual immersion program that are ELs but not all, nor is it a requirement to be an EL.

Mrs. Cisneros asked, how do you identify the English Learners?

Mrs. Guardado took the time to review how ELs are identified. She explained the process used to the members to determine if a student is an EL or not. She explained that the responses on the Home Language Survey are used to determine whether the student needs to be assessed to verify the student's proficiency level in English to determine if they are an Initial Fluent English Proficient (IFEP) or an English Learner (EL). The score on the initial ELPAC will determine the status of IFEP or EL.

Mrs. Magallón asked, is the test only assessing them verbally? Mrs. Guardado explained that the Initial ELPAC assesses students in 4 domains, Listening, Reading, Speaking, and Writing. Based on how the student performs on the test, a score will be generated to indicate the student's overall performance level (Novice English Learner, Intermediate English Learner, and Initial Fluent English Proficient).

The Initial ELPAC is only administered to new students whose home language indicated any other language other than English in any of the 4 questions that are asked. And, it is only administered to determine language eligibility once in the student's educational career.

Mrs. Guardado explained that once a student is identified as an English Learner (EL), the only way to remove that designation is by meeting the reclassification criteria and getting reclassified which makes them a Reclassified Fluent English Proficient (RFEP). ELs will participate in the ELPAC Summative assessment every spring until they are reclassified.

A member mentioned, one of my children was reclassified earlier than my older child and asked why that happened? Mrs. Guardado explained that learning a language is a process and for some students that process of mastering the English language takes longer than for others. She also explained that for the younger siblings the process of acquiring and developing language tends to happen at a faster rate than for the older sibling who did not have someone to interact with and use the English language. It is extremely beneficial to have the older siblings help the younger ones since it does help them master the language.

A member asked, can kinder students get reclassified? Mrs. Guardado stated that we do have criteria to be able to reclassify students in kindergarten and mentioned that we will go over the reclassification criteria in more detail at another meeting.

Mrs. Guardado continued with the presentation regarding the roles and responsibilities of ELAC and DELAC.

The ELAC *ADVISES* and assists in:

- The development of the school site plan based on the district's master plan.
- The development and the implementation of a school needs assessment to determine the needs of the EL students.

Mrs. Guardado explained to the members that the school sites have worked to update their Single Plan for Student Achievement (SPSA) and will be presenting their plans to their School Site Council (SSC) committee and ELAC committee to give input. Ultimately, the SSC committee will vote on it but ELAC members can give input and make suggestions. Most school sites will be presenting this information in their upcoming meetings in October, November. Members are encouraged to give input regarding the program and services they provide to ensure that the academic needs of ELs are being addressed.

A member asked, are there extra funds for the English Learners? Mrs. Guardado explained that additional money is allocated to districts specifically to meet the needs of ELs. We get funding for ELs through the LCAP and federal money under Title 3. These funds are to be used to ensure that ELs have the support they need to become proficient in English and be able to experience academic success.

Mrs. Cisneros mentioned, instead of just purchasing more books, she would like to see more tutoring offered in English, the students need at least one hour after school or before school. She mentioned that in the past the district offered additional tutoring at home with the funding we received. She expressed that she would like to see the program put in place again, to have tutors go to the students' homes to help provide additional support.

There was a comment by Mr. Alvarado, regarding how the funds are used at the end of the school year, since it feels like they are just spending it to spend it with no real goal in mind. Who is responsible for making sure that money is being spent on what they wrote in their plan? He shared that it feels like at the end of the year the sites just use the money they did not spend throughout the year on computers with no real plan for how the computers are going to help the students. He mentioned that having more computers is great, but that there are other needs that need to be considered and maybe other ways to use the money at the end of the year.

Mrs. Guardado explained that the SPSA plan will contain a number of goals and strategies that the schools have created to meet the needs of their students. Each goal has to have a defined strategy indicating how it will help meet the students' needs. Each school site has their own individual plan outlining how they plan to meet the needs of their specific students.

Mr. Alvarado asked, how can parents give input on the SPSA and help suggest other ideas that should be considered to address student needs? Like the suggestion to consider adding more school psychologists to campuses to help with the social emotional needs of the students. And also to help assess students for ADD/ADHD.

Mrs. Guardado informed the members that if they as parents wanted to give input on the SPSA they can do so by attending the upcoming site ELAC and SSC meetings when the SPSA will be discussed.

Mrs. Guardado continued and shared that another responsibility they have to do as ELACs is to give input regarding the importance of school attendance and help give suggestions on how to improve daily attendance.

Mr. Moreno asked, are these plans already written? In these committees do they actually take the time to hear input and suggestions or are we just going to be told that we do not have any funds? When were the plans created and what process did they use?

Mrs. Guardado explained that the process to develop the site plan requires the site administrators to seek input from the different groups, from teachers, staff and parents. And although the site administrators have an idea and set of goals already identified the input and different ideas and suggestions from the various groups can help influence how the funds are utilized. The plan can get adjusted throughout the course of the school year to ensure that the needs of the students are being met. Mrs. Guardado also highlighted the fact that the SPSA plans are being presented to the Board for information this upcoming board meeting.

Mrs. Costacurta asked regarding the plan. If they are presenting the plans to the board at the upcoming meeting, does that mean the plans are finalized? How do parents give input if they are already being shared with the board?

Mrs. Guardado reassured the members that the SPSA plans would be shared with parents at their upcoming SSC and ELAC meetings. She also mentioned that the SPSA plans are living documents than can be adjusted throughout the school year if new ideas are presented and put into action in the plan.

Mr. Moreno asked, but if they already shared them with the board, does that mean that's the final plan?

Mrs. Guardado emphasized that the plan can be updated throughout the course of the school year without any need to bring back to the board for approval unless there was a significant change to the plan, then that would have to be shared with the board. Otherwise, the plan can be adjusted as needed to reflect the input of the parents and staff. Mrs. Guardado also stated that the committee that gets to approve the SPSA is the SSC committee.

**Needs assessment.** Mrs. Guardado went over the results of the needs assessment survey from the feedback parents gave at their specific sites and then compiled all of the scores to determine how we look as a district. She shared with the committee the number of surveys that were completed by school sites. Mrs. Guardado highlighted the fact that there was a significant drop in our number of surveys completed by the parents from the previous year. Gathering input from Foothill and PHS was impacted due to the fact that the VP overseeing their ELAC committee left to take another job. And, overall the participation was not as strong as the previous year.

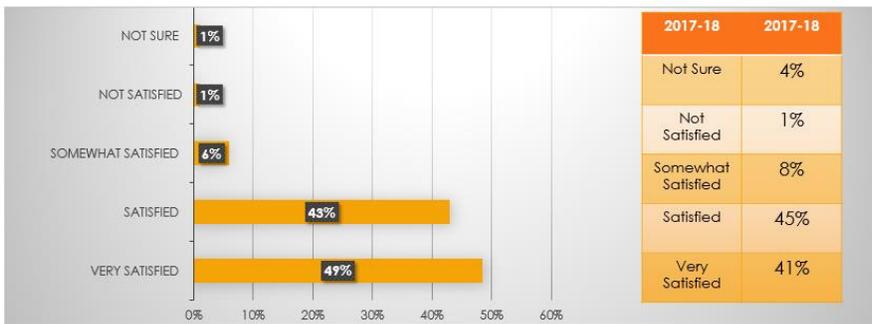
## Participation by School Site

School Site	Total	School Site	Total
Foothill	0	Stoneman	33
Heights	38	Willow Cove	80
Highlands	38	Hillview	11
Los Medanos	65	Martin Luther King, Jr	12
Marina Vista	20	Rancho Medanos	12
Parkside	64	PHS	0
		<b>Grand Total</b>	<b>373</b>
		<b>2017-2018</b>	585

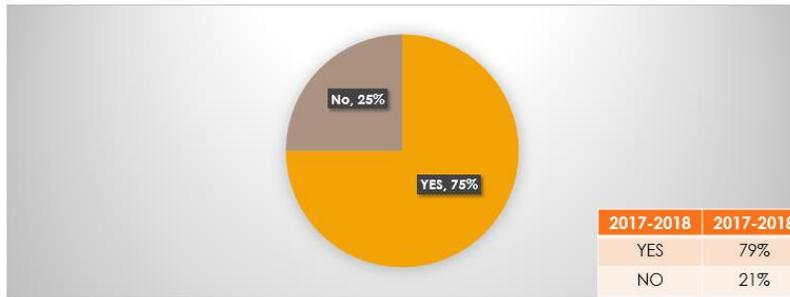
Mrs. Guardado reminded the committee that last year’s Needs Assessment Survey was changed from the previous year to reflect the input from the DELAC committee and added two additional questions to the survey.

Mrs. Guardado reviewed the results for each of the questions and compared how the results looked from the previous year.

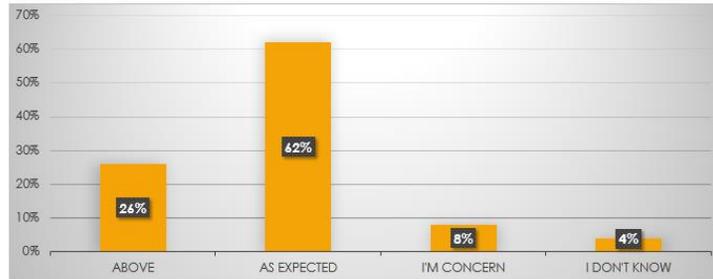
## QUESTION 1- How satisfied are you with your child's ELD program?



## QUESTION 2 - Would you like to know more about the ELD program?

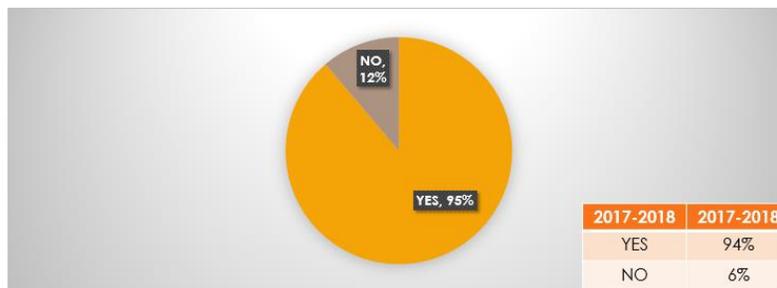


## QUESTION 3 - Do you feel that your child is making adequate progress in acquiring English proficiency?

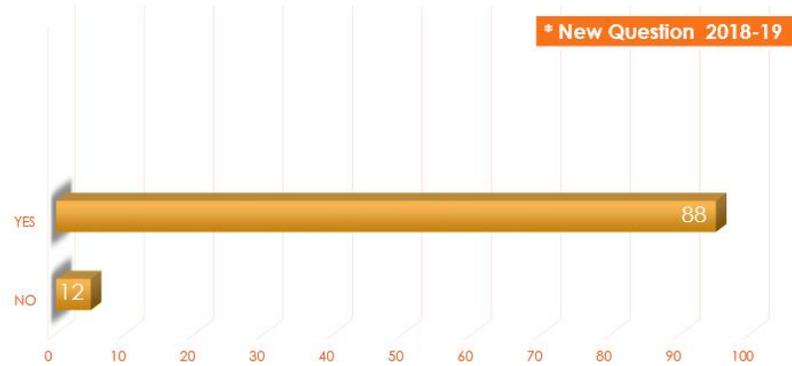


2017-2018	2017-2018
ABOVE	20%
AS EXPECTED	62%
I'M CONCERN	12%
I DONT KNOW	6%

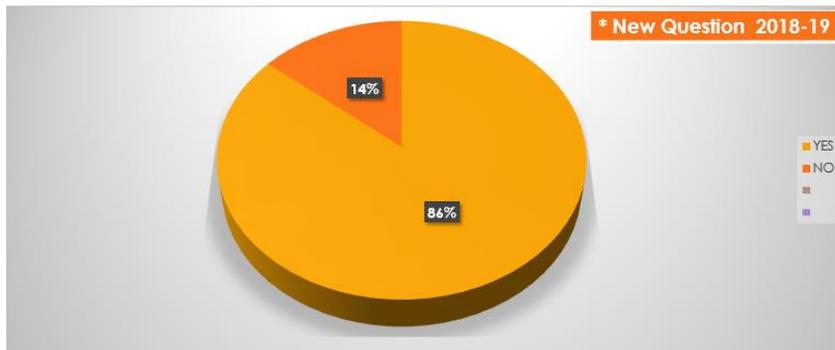
## QUESTION 4 - Do you receive adequate information to understand your child's progress during conferences or grading reports?



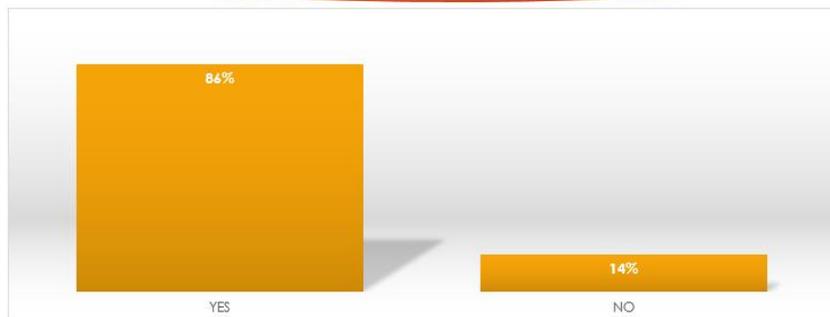
QUESTION 5\* – Do you know that you have the right to request an additional conference, apart from the parent conferences, with your student's teacher(s) if you have specific questions regarding your student's academic progress?



QUESTION 6\* – Do you receive specific information on how your student is progressing in the English Language Development support class (rotation group in elementary schools)?

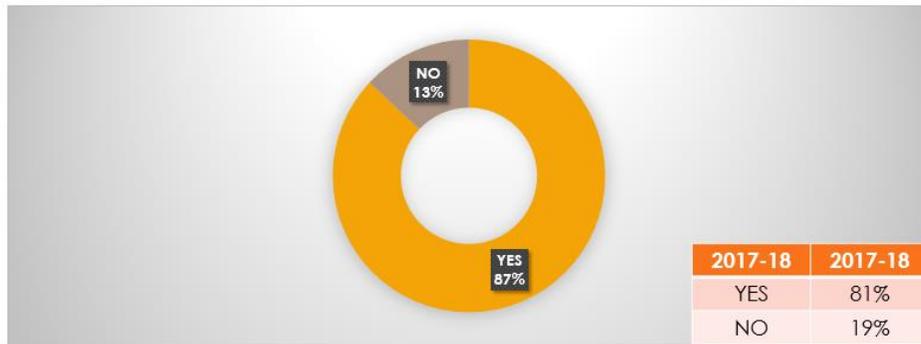


QUESTION 7 - Are you aware that District funding is connected to your child's attendance at school?

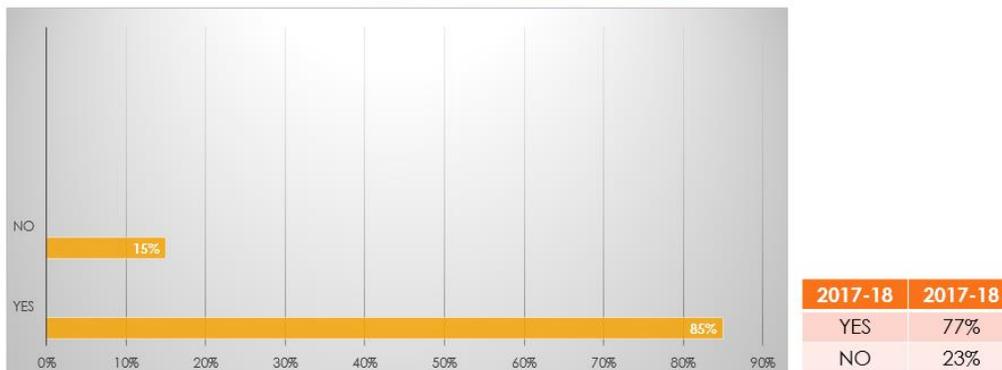


Year	YES	NO
2017-18	86%	14%

QUESTION 8 - Are you aware that the School Site Council makes decisions about how to spend funding including the English Learner Program and that you can attend as a SSC member or as a public attendee?



QUESTION 9 - Are you aware of the reclassification process and what scores our student must earn in order to be reclassified?



QUESTION 10 – Share the needs you see for ELD program?

School Site	Number of Comments	School Site	Number of Comments
Foothill	0	Stoneman	8
Heights	10	Willow Cove	16
Highlands	3	Hillview	10
Los Medanos	11	Martin Luther King, Jr	2
Marina Vista	3	Rancho Medanos	2
Parkside	9	PHS	0

Mr. Alvarado mentioned that the district needs to do more to solicit more feedback from parents. He suggested that we maximize the methods the district has to send information home. He also shared that he does not feel like the robo calls/messages and Peachjar are the most effective way to reach parents, since parents can easily ignore the messages. He asked, is there a way that you can send a text to the parents to encourage them to complete and return the survey?

Mrs. Guardado stated that the district does not have a texting program, all the messages sent by the district are through a program that we use to make phone calls and send emails but do not have a way to send text messages.

Mrs. Chavez mentioned, can the district send messages via WhatsApp? Parents should be able to download that application and be able to receive messages that way. Mrs. Guardado explained that the programs the district uses to communicate are BlackBoard Connect and Peachjar. We do not have a texting feature, some schools have Remind accounts and send messages and updates that way to parents but not the district.

Mr. Moreno shared that he did not feel like the number of responses were a good representation of the EL community. He felt like the sample size is too small and more importantly that the parents that completed the survey are for the most part those who are involved and hence do not paint an accurate picture of how the general EL parent or non-involved parent actually feels, since only the engaged parents are the ones that completed the survey. He would like to see other forms to actually encourage and seek the input of more EL parents.

A member asked, can the survey be added to the data confirmation process in the spring that way more parents have to complete the survey. Mrs. Guardado said she would look into it since it would require us to find a way to only ask the EL parents to complete the survey.

Mr. Alvarado, mentioned that as a way to increase feedback from parents, the schools should consider creating incentives for the students to return a completed survey. He shared ideas like, free dress day, homework excused pass, extra credit pass. He feels like if the incentive is something that student wants to earn, the students themselves will pressure their parents to complete it and that way our data would be a better representation of the EL parent feedback.

### **Future Topics:**

Mrs. Guardado asked the members if there were any topics they would like to see discussed at future meetings. The members made suggestions regarding:

- Parent Volunteer – the process and requirements
- Teacher contract
- After school programs – expanding the selection of what is offered. Would like to see more sport integration into our after school programs.
- Revisit the topic of the food that is offered to our students, as well as explore ideas regarding how to prevent so much of the food to going to waste because students do not want it but have to take it.

A member mentioned that she would like to continue the conversation regarding the school lunches. She shared that she has been at the school sites and witnessed students wasting a lot of food especially the fruit and milk. She asked if there was a way for the students to not have to take the items they know they are not going to eat. Is there a way that a donation pile of the food the kids do not want can be created that way instead of wasting the food, it can instead be donated.

Mrs. Guardado reminded the members that based on the presentation last year, there are guidelines that must be followed regarding the types of food that can be served to students. A student food tray must include an item from each of the five food groups identified.

Mrs. Costacurta asked, can the money being wasted on food that the students do not eat a lot of, go towards other things? Mrs. Guardado explained to the committee that Food Services gets their own separate funding and that it cannot be used to pay for other programs or ideas.

Mrs. Guardado shared that at upcoming meetings she would be going over the reclassification criteria, the Evaluation of the district's EL program and elections would be held for a new DELAC board.

## **ELAC Reports**

**Foothill:** Mrs. Cisneros and Mrs. Magallón reported the following:

- We had a meeting at the beginning of September and the principal shared with them that reading intervention was going to be a key focus for them and have the goal to increase the percentage of students reading at grade level.
- Members were informed that all 4<sup>th</sup> and 5<sup>th</sup> graders are focusing on AVID strategies.
- Reading intervention, targeted support is being provided with the assistance of retired teachers.
- Students in the DLI program now have access to a Spanish assessment that helps measure how the DLI students are progressing in Spanish.
- Has various partnerships to help provide students' additional opportunities such as, a collaboration between Los Medanos College theater students, will be putting on a Day of the dead program on November 1<sup>st</sup>.
- Will have the Disney musical production again this year in the spring.

**Heights:** Mrs. Cano reported

- Had great participation/attendance at the first meeting that Mrs. Phan helped facilitate.
- Reviewed the responsibilities and functions of an ELAC, it was determined that their ELAC meetings will be held the 3<sup>rd</sup> Wednesday of each month.

**Highlands:** Mrs. Escalante reported

- Representative of DELAC was selected in the meeting on September 25.
- Review ELAC responsibilities and roles.

**Los Medanos:** La Sra. Elvia Gracián reported

- The first meeting was held on October 4<sup>th</sup>.
- New parent representatives were elected
- Reviewed the purpose of ELAC roles
- Discussed the importance of doing well on the assessments and impact it has on students being eligible to be reclassified.

**Marina Vista:** Mrs. Medina reported

- First meeting was held and the new principal, Mrs. Bridges was introduced
- Parents are concerned of the lack of parental involvement and support at the site

**Parkside:** No representative present

**Stoneman:** No representative present

**Willow Cove:** Mrs. Portillo reported

- First meeting was on September 26<sup>th</sup>
- Explanation of ELAC
- New ELAC board was selected
- Reviewed their Title 1 program and how funds are being used to purchase more student computers, help pay for intervention time after school and offer training for parents

**Hillview:** Mrs. Torres reported that the first meeting had not yet taken place.

**Martin Luther King, Jr:** No representative present

**Rancho Medanos:** Mrs. Chávez reported

- First meeting was on September 6<sup>th</sup>.
- New ELAC board was introduced, Mr. Alvarado was voted into the position of president
- Review ELAC roles and responsibilities
- Parent Club donated Spanish books to the Spanish class for students in the DLI program to have supplemental materials for students to be able to read at their appropriate reading levels.
- Started discussion regarding how heavy the students' backpacks are due to the fact that AVID requires such a big binder along with the specific materials needed for the other classes. Backpacks are getting to heavy and parents are afraid of the potential harm.

**PHS:** Mrs. Chávez reported

- ELAC meeting held on September 8<sup>th</sup>
- ELAC Roles and responsibilities
- Elections still need to take place
- Met new Assistant Principal, Mrs. Vanessa Fortney who will be working with this year's ELAC
- Gave input regarding types of parent trainings and workshops needed for parents.

Mrs. Guardado thanked everyone for attending the first DELAC meeting of the 2019-2020 school year. Next DELAC Meeting will be on November 4<sup>th</sup>.

Meeting adjourned at 7:47 PM