

**Pittsburg Unified School District  
DELAC Meeting  
November 6, 2017**

Present:

**Foothill:** Martha Rodríguez

**Heights:** Virginia Martínez, Martha Torres

**Highlands:** María Rosales

**Los Medanos:** Evelyn Costacuerta, Dulce Bernal

**Parkside:** Bernarda Sanchez, Alicia Cuevas

**Willow Cove:** Silvia Portillo

**Stoneman:** Lidia Martínez

Martha Carabantes, Wendy Novas

**Marina Vista:** Laura Rodríguez

**Hillview JH:** María Rosales

**Rancho Medanos, JH:** Rosa Varela, Dora Rodríguez

**MLK, Jr. JH:** Laura Rodríguez, Catalina Cruz

**PHS:** Martha Torres, María Rosales

**Black Diamond:** No representative

**PUSD:** Dr. Janet Schulze, Superintendent

**Ed Services:** Sandra Guardado, L. Asdourian

**Welcome and Introductions:**

Mrs. Virginia Martínez, DELAC president welcomed everyone and called the meeting to order.

**Approval of Minutes:**

The motion to approve the minutes was done by Mrs. Silvia Portillo, of Willow Cove. Then it was seconded by Mrs. Martha Rodríguez, of Foothill Elementary. Mrs. María, Zárata, requested a correction to be made to the minutes. In the PHS report it was written that she was the president for PHS, but she is not. Mrs. Martínez asked everyone if they agreed to approve the minutes with the correction and everyone agreed.

**Elections:**

Election for officers was opened. Article 1 of the DELAC bylaws was referred, outlining the election process and duties of the officers. The nomination process was opened and Mrs. Guardado, EL and DLI Coordinators, explained that all officers will receive support and guidance from the district, as a way to help them feel comfortable running for a position. Members expressed interest in the different positions:

- Mrs. Virginia Martínez for Parliamentarian
- Mrs. María Zárata for VP
- Mrs. María Rosales and Mrs. Laura Rodríguez for President.

Mrs. Guardado asked the two candidates interested in the role of the President to describe themselves to the members and share their experience and other school involvement.

Mrs. María Rosales, mentioned that she has been attending DELAC meetings for the last five years. She has 3 students in the district. She is currently the VP at Hillview Jr. High and President at Highlands Elementary.

Mrs. Laura Rodriguez, shared that she has not been involved in DELAC but she has experienced being a committee member of School Site Council. She attends the ELAC meetings and is involved at the MLK.

Mrs. Guardado asked if there were any questions for the candidates and there were no questions directed towards the two candidates. Ballots were given to members to cast their vote.

Mrs. Guardado asked if any member had any questions for Mrs. Virginia Martínez, who expressed interest of the Parliamentarian position. Since she was the only person interested in running for parliamentarian, a motion to elect Mrs. Virginia Martínez as parliamentarian was done by Mrs. Martha Torres and seconded by Mrs. María Zárate, all agreed to have Mrs. Virginia Martínez as our next parliamentarian.

The ballots were collected and counted and Mrs. María Rosales obtained the majority of the votes. A motion, to approve Mrs. María Rosales as the president, was made by Mrs. Silvia Portillo and it was seconded by Mrs. Dulce Bernal and everyone agreed to name Mrs. María Rosales as our DELAC President.

### **Review of District Data:**

Mrs. Guardado prepared a presentation regarding our English Language Learners in the district. She started by giving the definitions of the different terms.

**English Learner (EL):** A student in grades K-12 for who there is a report on the Home Language Survey of a language other than English that is spoken at home and who, upon initial assessment, is determine to not have Proficient English language skills to succeed in the general educational program without language support.

**Initial Fluent English Proficient (IFEP):** A student in grades K-12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment, is determined to be Proficient in English.

**Reclassified Fluent English Proficient (R):** A student in K-12 that is identified as an English Learner upon entering school and whom becomes reclassified as Proficient in English (meeting specific criteria).

**English Only (EO):** A student in K-12 for whom the only language reported on the Home Language Survey is English or American Sign Language.

Mrs. Guardado continued by highlighting the number the total number of students, English Learners, Reclassified, Initial Fluent English Proficient and English Only students for the 2016-2017. She explained that the reason for reviewing last year's data is because this year's information has not been made official yet, since it was just uploaded to the state database in October. In 2016-2017, PUSD had a total enrollment of 11,489 students, 3,538 (31%) of English Learners, 2,283 (20%) of Reclassified, 184 (2%) Initial Fluent English Proficient, 5,477 (48%) English Only. She also gave them the same information for the County and State level for the purpose of comparison. Mrs. Guardado asked the members what they noticed on the data she provided.

Mrs. Dulce Bernal noticed the significant difference in our EL population (31%) and percentage in comparison to the county (18%) and state (21%). She only highlighted the fact that our reclassification (20%) percentage is also higher than the county (12%) and ate (17%). She wondered if the high percentage of reclassification means that the students are learning.

Since, the topic of reclassification came up, Mrs. Guardado took the time to go over the reclassification criteria. She had the members name the different components needed for reclassification; CELDT, English Language Assessment, Teacher Input, Parent Input.

Information regarding the percentage of English Learners by site was then presented. PUSD has a total of 31% of English Learners. The percentages by school:

Foothill 40%,	Heights 41%,	Highlands 43%,	Los Medanos 35%,
Marina Vista 39%,	Parkside 43%,	Stoneman 29%,	Willow Cove 61%,
Rancho Medanos 28%,	MLK 28%,	Hillview 22%,	
PHS 19%,	Black Diamond 36%.		

The parents noticed the wide difference between the schools and the high percentage of ELs in Willow Cove. The parents wondered if the Dual Language Instruction program is the reason for Willow Cove's high percentage. Mrs. Guardado explained that the majority of the students attend the school they are assigned based on their home address. She mentioned that although there are students attending who are attending Willow Cove to have access to our Dual Language Instruction program, the high percentage of ELs is not attributed to this factor.

Some of the committee members expressed concern for the high percentage of ELs at some of the sites as asked what the district is doing to provide additional support to those sites. Mrs. Guardado explained that additional money is allocated to the sites with higher percentage of ELs. She briefly explained the way funds are allocated by site and how our LCAP plan helps ensure that the needs of our students are met. The members also wondered what is being done to help provide support for the teachers to help ensure that they can support our ELs. Mrs. Guardado explained that a way our district provides additional support to the teachers is through the ELD/DLI instructional coach as well as the different Professional Development.

Mrs. Guardado shared more terminology with the members. She provided them with the CDE definition for the following terms:

**Long-term English Language Learners (LTEL):** students who are English Language Learners in grades 6-12 who have been enrolled in a US school for six or more years and have not meet the reclassification criteria.

**Reclassification: students who meet 4 criteria:** performance of CELDT, teacher input, parent input, comparison on assessment with English proficient peers.

**At Risk for becoming LTEL:** students in grades 3 through 12 who have been enrolled in an US school for four or five years and are not making sufficient progress towards reclassification (intermediate or below on CELDT, standard "not met" on CAASPP-ELA)

Mrs. Guardado explained that the LTEL and at-risk of becoming LTEL are new categories that the CDE has been keeping track of. CDE wants to make sure that our ELs are progressing and getting reclassified. ELs must be monitored for progress and provided support when necessary.

Mrs. Guardado shared the reclassification percentages for PUSD for the last 3 school years. The data showed continual growth being made in this area the past 3 years. From 6% (14-15) to 9% (15-16), 15% (16-17).

Mrs. María Zárte made a comment to with regards to the progress being made in this area. She said that we are doing well and that our reclassification percentage for last school year of 15% is higher than both the county (12%) and state (13%).

The last piece of data that Mrs. Guardado shared was information regarding the number of students who are at-risk of becoming long-term English Learners, which is new data point that the state is keeping. The goal

is for districts to keep track of how ELs are progressing with regards to mastering the language and becoming proficient. Mrs. Guardado shared with the members that it typically takes 4-5 years to learn a language and demonstrate proficiency. She emphasized that being proficient does not just mean just being able to speak and understand English, students must become proficient and demonstrate academic language, especially in the area of reading and writing.

Last year PUSD had 1,652 students who have been ELs for 0-3 years, 630 students who have been ELs for 4-5 years, 388 (62%) of the 630 of the ELs who have been ELs for 4-5 years are at risk of becoming LTELs and 1,266 students who have been ELs for 6 years or more from which 791 (62%) out of 1,266 are LTELs. Mrs. Guardado asked the members if they had any questions regarding this sections.

Based on the data presentation, the members made several comments.

What do we do for students who are not progressing? If a students has been for 9 years as an EL, we need to change something, if we as a district don't see progress, we must do something.

Mrs. Dulce Bernal suggested that we need to make changes and intervene when we see students struggling. For example, if we have students that are stuck and some 2<sup>nd</sup> grade students do not know their site words, or do not know their letters, we need to provide support for them. It would be good if there could be someone to help them with the sounds. Another member asked why, a student cannot be retained back if they do not know how to read or know their basic information, like sound words. She asked why we cannot hold them back a grade like other countries do.

Mrs. María Zárate shared that she is studying Child Development, and mentioned that a child gets the maturity at 7 years old. The activities in the classroom should be based in the interest of the students. Teachers need to find ways to engage the students and meet their needs.

Another member stated that some students learn in different ways. What is happening? What are the reasons, why is there is no retention?

Mrs. María Zarate made a recommendation. We as DELAC parents need to go and observe the ELD classes, we need to go see what is happening. It would be good to observe and bring back the information.

Another member asked, what happens if my student says that what they do in her ELD class she has already done, that is the same thing. What can be done to change things?

Mrs. Guardado assured that members that attention will be given to their questions and concerns. She mentioned that she would be sharing the information with the sites. Support and attention is being given to the sites to continually work towards meeting the needs of our ELs. She also explained to them that the reason for sharing the data was to help give them understanding of how we are doing and where we need to improve upon and focus our work and attention. Data should be used to help us make inform decisions and drive the work that we do both at the sites and district level, this is reflected on our LCAP plan.

Mrs. Guardado made the members aware of the two assessments that have changed or will change that are used as a criteria for reclassification. She informed them that the CELDT will be changing to the ELPAC and that it will be administered for the first time this Spring. She told the members that at a future meeting she will discuss this topic more at length. She also reminded them that the CAASPP replaced the CST/STAR tests. Also worth noting was the fact that PUSD has adopted new English and Math curriculum for K-5. The new materials are available in both English and Spanish, for our DLI program. The English

curriculum also has ELD materials and resources. Given that we have new curriculum also means that teachers need time to learn the new materials and adapt their lessons to integrate all of the resources it has available. But, overall having new curriculum is a really positive thing.

A point was raised by Mrs. Silvia Portillo regarding the ELD rotation. She commented that students waste time changing classrooms some students are just waiting or some of them run. Is it necessary to change classrooms for ELD? Mrs. Guardado mentioned that the rotation groups are formed according the EL level of the students and their grade level, then they are assigned to an ELD teacher. Most ELD groups only have 2 levels.

A member shared that the ELD rotations groups at Willow Cove seem to work very fast. She also shared that in the DLI program, the students switch between their English teacher and Spanish teacher, and asked why this cannot be done at the other sites. She continued by asking how are we supporting teachers adapt to the new standards to help them meet the needs of our ELs. How are teachers supported and learning how to use the new curriculum?

Mrs. Guardado mentioned that the rotation groups are taking place at all the elementary sites. She confirmed that Willow Cove has 5<sup>th</sup> grade team in their DLI that does switch off, but that's their preference and it is not influence by the district. Mrs. Guardado explained that as a district and at their individual school sites, teachers receive support to help meet the needs of our students. She highlighted that during the Professional Development Day in October 2017 and coming up in January 2018, information was presented focusing on meeting the needs of our ELs. The K-5 staff had the opportunity to receive training from the publisher for our English Language Arts curriculum.

### **Providing Input to Single Plan for Student Achievement (SPSA)**

Mrs. Guardado explained to the members that purpose of the SPSA. She mentioned to the members that during the month of November, all the sites will be working on updating their SPSA. She highlighted the different components that need to be included in the plan. The plan should include information regarding; School vision and mission, school profile, data analysis to identify the needs of the students, description of barriers and school goals based on data, school and student performance data, planned improvements, expenditures plan, School Site Council membership, and recommendations and assurances. Mrs. Guardado explained to the members that often in the SPSAs you will see information similarly to the one they saw today regarding our ELs.

She emphasized that at each ELAC has the responsibility to review and provide input to the SPSA. Mrs. Guardado is hopeful that the more they see data and get comfortable interpreting the data and asking questions will help them become more comfortable in providing sound feedback and suggestions with regards to what each site should be doing to address the needs of our ELs. Data is used to guide the decisions being made regarding how the funds allocated to the sites and how they are used to bring about programs and resources to help meet the need of each site and influences what is included in our district's LCAP plan.

Dr. Schulze came in and greeted the members. The members acknowledge her and invited her to be part of the conversation. The members described positions and programs that they have seen that have come about using LCAP funds, positions like the parent liaison and classes/workshops like Loving Solutions and Early Literacy series to focus on our reading program. Dr. Schulze mentioned that all these examples of programs/opportunities came as a result of the parents' request and input in the LCPA. We welcome and listen to the input of parents and work to implement their suggestions. She also cited other samples in which LCAP funds are being used to help ELs, she talked about the laptops we purchase for our

newcomers at PHS and Hillview JHS. Dr. Schulze said, “*Todo por los Estudiantes*”. Everything for the students.”

Having Dr. Schulze present in the room generated member’s questions for her. A member made the request of having warming areas for students since winter is coming. She wondered, if it would be possible for kids to stay inside and have recess and lunch inside rather than outside especially for those who suffer from asthma. Dr. Schulze assured her that all the sites are proactive in keeping students safe and protected from the elements of the weather (too hot/too cold and rain). She encouraged the members to speak with their site principal and make the request directly to them if their specific student needs to stay inside.

Other members had questions regarding the academic needs and learning needs of their individual students and how they can get additional support (academic and socioemotional) for them. A couple members voiced their requests and they were encouraged to stay behind and give their specific information to Lorena. Mrs. Guardado said she would share the information with the specific sites. Given the overall interest in this topic, Mrs. Guardado said that for the next meeting she will bring the steps outlining how parents go about requesting additional support. Members asked how they can access the after-school intervention programs and asked if the individual teachers can provide additional support for homework. Dr. Schulze explained that all sites have the resources to be able to provide additional support to their students.

A member inquired on how we identify students who need additional support and what do we do to help them. Mrs. Guardado talked about the different programs that we have throughout the district that grant the students access at home to continue to practice and reinforce skills, programs like iReady and Imagine Learning.

Mrs. Dulce Bernal shared that the Pittsburg Public Library provides homework help for one hour. She emphasized that there is help available but that they as parents need to go out and request it. She encourage other members to take their students to the public library, where they can get additional support.

Another member shared that at Heights had a Parent Math Class to help teach parents how to support their child in math. They were taught strategies on how they can help and connect with their child on this subject. She felt that this kind of class was very beneficial since it gave her the tools to help her feel comfortable helping her children with math.

**Mrs. Rosales, our new president asked for the ELAC Reports:**

**Foothill.** Mrs. Martha. Rodríguez reported.

- Single Plan for Student Achievement (SPSA)
- Data of the tests performance.

**Heights.** Mrs. Martha Torres reported.

- The importance of grades K- 3
- Mathematics Technics for the parents

**Highlands.** Mrs. María Rosales reported.

- Single Plan for Student Achievement (SPSA)
- DACA Presentation and Rights for immigrant students

**Los Medanos.** Mrs. Evelyn Costacurta reported.

- The importance of school attendance and being on time
- Supporting the children in ELD, Imagine Learning, tutorial
- Mrs. Doolittle is at Stoneman now, and the district is sending another person to Los Medanos to help the teachers
- Information about too many absences and that you could go to court

**Parkside.** Mrs. Bernarda Sánchez reported.

- School budget and resources

**Stoneman.**

- Information a Pamphlet about the funds for LCAP
- LCAP funds are used to pay for a Parent Liaison and someone in the office that speaks Spanish
- Traffic concerns were discussed

**Willow Cove.** Mrs. Silvia Portillo reported.

- There was information on how the State and Federal funds are distributed
- Funds are being used to pay to buy laptops and other resources
- Brand new cafeteria just opened

**Marina Vista:** There was no report. Mrs. Laura Rodríguez did not attend the previous ELAC meeting to be able to give a report.

**Hillview.** Martha Rodríguez, reported.

- Elections: Ángeles Rios, President, María Rosales, VP, Martha Rodríguez, DELAC Representative.
- Would like to offer ELD classes for parents

**Rancho Medanos.** Dora Rodriguez reported that they had not had their meeting yet.

**MLK.** No report. Mrs. Catalina Cruz, was unable to attend the ELAC meeting.

**PHS.** Mrs. María Zárate reported.

- Parent Meeting regarding FAFSA Federal Student Financial Aid for graduating seniors.
- On October 24<sup>th</sup>, two LMC counselors made a presentation to the ELAC members about the technical careers that are available at the community college. Mrs. Zarate has the contact information of the counselors and if desired can make arrangements to have them come present at one of our DELAC meetings.

**Black Diamond.** No representative present.

Mrs. Bernal mentioned that help is needed in the City Park this Saturday, November 11<sup>th</sup>, for the construction of a new playground for the children. First five and other organizations will be there.

Lorena mentioned to the parents if they would like to have a Potluck for the December meeting and parents agreed. Lorena will call parents to coordinate the food.

The meeting was adjourned at 7:23 pm. Next meeting is scheduled for, Monday, December 11, and the January meeting will be on Tuesday, January 23 joint meeting with the District Advisory Committee (DAC).