

Pittsburg Unified School District
DELAC Meeting
January 23rd, 2018

Present:

Foothill:

Heights: Virginia Martínez, Martha Torres

Highlands: María Rosales

Los Medanos: Dulce Bernal, Susana Sudieh

Parkside:

Willow Cove: Silvia Portillo, Rosa Vela,

Miguel Alvarado

Stoneman: Martha Carabantes

Marina Vista: Lorena de la Cruz

Hillview JH: María Rosales

Rancho Medanos JH: Mirtha Rivas, Dora
Rodriguez, Rosa Varela

MLK, Jr. JH: María Zárate

PHS: María Zárate, María Rosales,
Martha Torres

Educacional Services: Sandra Guardado,
Lorena Asdourian

Welcome and introductions:

Mrs. María Rosales our DELAC president welcomed everyone and started the meeting and she asked the members to introduced themselves. Everyone introduced themselves.

Approval of Minutes: Mrs. Rosales asked the members to review the minutes and moved for a motion to approve them. Mrs. María Zarate Sánchez made the first motion and it was seconded by Mrs. Dulce Bernal, then Mrs. Rosales asked the members if they agreed to approve the minutes and everyone agreed. The minutes for the December 11, 2017 meeting were approved.

ELPAC Exam Presentation:

Mrs. Guardado presented more detailed information regarding the ELPAC test which will be used to measure the progress of ELs. She explained that the ELPAC test is replacing the CELDT test. To help highlight important information regarding the ELPAC, Mrs. Guardado showed a video prepared by the California Department of Education.

The video emphasized the ELPAC assessments are aligned to the ELD standards that are part of the ELA & Literacy Common Core Standards. The assessments will measure how well students understand English when it is not their primary language. The results will provide information that will help the teachers provide additional support in the specific areas. The assessments will test four domains (listening, reading, writing and speaking).

All EL students will take the assessment until they are reclassified. The assessments are organized in the following grade-span:

- Kindergarten (includes TK)
- 1st grade
- 2nd grade
- 3rd – 5th grade
- 6th -8th grade
- 9th – 10th grade
- 11th – 12th grade

The ELPAC has two assessments, Initial Assessment and Summative Assessment. The Initial will only be administered to new students who enroll in our district (who come from another state or another country) and indicate that their first language is any language other than English. The Initial ELPAC will help determine whether the student gets designated as an EL or as an IFEP. The Initial ELPAC will be a shorter test than the Summative assessments since it is only being used to determine placement. The ELPAC Summative test will be administered every year in the early spring (February 1 – May 31st) to all current identified ELs. All ELs will participate in the administration of the ELPAC Summative until they are reclassified.

The student report will give information on how the student did on each domain as well as an overall score. The report will also inform the parents and teacher how the student did on written language (includes the reading and writing domains) and oral language (listening and speaking). The additional detailed information on those two specific areas will help inform the teacher the specific support the student needs and will target their instruction and support to help the student. Mrs. Guardado explained that the areas in which our students struggle the most are usually the reading and writing domains because it is so dependent on the students being able to use academic language. She explained that many ELs have no problem being able to speak the English language but they have trouble articulating and conveying their ideas in the written form. Reading is also difficult for students not necessarily the act of reading and reading fluency but reading comprehension. Students have a difficult time demonstrating that they understand what they read to be able to make inferences and predictions.

Mrs. Guardado asked if any of the members had any questions regarding the informational video. Mrs. Sudieh noticed that there were different tests for the different grade levels and that some grade spans, for example 3-5 and 6-8 have the same test. She wondered if the 3rd graders had a chance to do well in that type of test since it also applied to the 5th graders. Mrs. Guardado explained that although all 3rd – 5th graders will take the same test, the expected performance level range will be different for each grade level. Mrs. Guardado reassured the members that the assessments were created in a manner that it would allow students in the grade span the opportunity to demonstrate what they know.

Mrs. María Rosales commented that she was not clear about the grade span and why the performance expectation was higher from year to year. Mrs. Guardado explained that the rationale behind the performance range increasing from grade level to grade level although they are taking the same assessments is because more is expected from each student's grade level. Students are expected to be able to do more each year simply because it is expected that they are capable of doing more. The goal is to get as many students to be reclassified in the 4th and 5th grade so that they do not have to continue to take the ELPAC exam.

A member asked if the same grade level spans existed with the CELDT. The CELDT had all the same testing grade spans from K-8. The CELDT had only one grade span for high school, 9-12 and the ELPAC has two grade spans for high school students, 9-10 and 11-12.

Mr. Alvarado asked, what happens if the students are in 4th grade and still do not meet the criteria to be reclassified? Mrs. Guardado explained that the goal becomes to continue to help the student develop the English language and will continue to receive English language support throughout the day and will have targeted support during ELD time. If students enter junior high or high school still designated as an EL they are often placed in support classes to help them continue to master the English language. She explained that sometimes that support class takes the place of an elective class.

Mrs. Virginia Martínez asked, do students with an IEP take this test and do they get their supports. Mrs. Guardado explained that all EL students are required to take the ELPAC test until they are reclassified. The ELPAC is an untimed test and students with an IEP receive their services on the test as well.

Mrs. Guardado shared with the members that this year for grades 2nd – 5th the Listening, Reading and Writing domains will be administered to the students by their ELD teachers. Having teachers administer the test should help students feel more comfortable and create a better testing environment. The speaking domain still has to be administered on a one-to-one setting and that will be conducted by the district test examiners. All TK-1st graders will take all four domains in a one-to-one setting with a district test examiner. Mrs. Guardado explained the testing schedule for the different sites and stated that she would bring a copy of the schedule to the following meeting for them to see. All elementary schools have identified 3 days and will adjust their schedule to create a testing window to be able to administer the listening, reading and writing domains to all 2nd – 5th graders.

After the video, Mrs. Guardado gave information to the members with regards to how they as parents can help prepare their student for the ELPAC. She gave them a handout listing suggestions of things they can do to help develop and increase the academic skills of their students in the areas of speaking, listening, reading and writing.

Mrs. Guardado highlighted the fact that the suggestions she included in the guide are suggestions that every parent should be able to apply regardless of their own education level or primary language. She emphasized the fact that all those strategies could be completed in the English or primary language because developing academic skills in any language are transferrable and can help the student experience more academic success.

Mrs. Dulce Bernal commented that when her child was in elementary she did not speak any English, and the teacher suggested flash cards with pictures and the writing.

After going over the list of suggestions that parents can help with to develop or improve academic skills, Mrs. Guardado gave each member a copy of the ELPAC practice test according to their student's grade level. She explained that she wanted them to be able to see the format of the test and see the types of questions and tasks that the students will be seeing and completing on the ELPAC Summative assessment. She encouraged them to use the practice test as a tool to work with their student at home going over some of the questions but stressed the fact that the intent of the practice test was not for them to make their student take the entire practice test in one sitting.

Mrs. Guardado emphasized the fact that this is our first year administering the ELPAC district-wide as well as state-wide. We will use the results to help guide our instruction and identify the supports needed to be able to help our students develop the academic English language. The results will help us make decisions with regards to what programs we use to support our ELs and explore other options to be better prepared for the test with the goal of helping them become stronger academic language learners.

Mrs. Guardado shared that information was being mailed home regarding the ELPAC Summative assessments as well as a Parent Guide describing what parents can do to help. That information was being sent from the district and should be arriving to home by no later than January 27.

ELAC Reports:

Foothill. No one present.

Heights. Mrs. Virginia Martínez reported.

- The CAASPP test was explained.
- A math strategy was taught to the members to allow them to be able to help their students at home with their math homework/practice.

Highlands. Mrs. María Rosales reported.

- The meeting was on January 17th.
- Information regarding the ELPAC test was presented.
- Information regarding ELD rotation groups was explained.

Los Medanos. Mrs. Dulce. Bernal reported.

- The importance of school attendance was emphasized.
- Information regarding parent conferences and prepared them for the type of questions to ask the teachers.
- Suggestions on how to help the EL students in the school.

Parkside. No one present.

Willow Cove. Mrs. Rosa Vela reported.

- The importance of school attendance and the relationship it has regarding student success, the goal is for students to be present at school every day to receive instruction directly from their teachers and have the opportunity to learn.
- Discuss ideas on how to encourage parents to attend the meetings

Stoneman. Mrs. Martha Carabantes reported that the meeting was cancelled.

Marina Vista. Mrs. Lorena de la Cruz reported.

- The meeting was on January 22nd, 2018.
- Information on ELPAC. Mrs. Guardado did a presentation on, what is ELPAC?
- Information on how parents can help prepare their students for the ELPAC

Hillview. Mrs. Virginia Martínez reported.

- Presentation regarding Hillview being a Community school and explain what that meant and the fact that they have additional agencies/organizations working with them to provide their students with additional support (academic/social emotional/behavioral)
- A representative from Lincoln Center shared information about their program and how they are working with the students at Hillview.

Rancho Medanos. Mrs. Dora Rodriguez reported.

- Had a guest presenter covering information regarding Restorative Justice.

MLK, Jr. JH. No report this time.

PHS. Mrs. María Zarate reported:

- Reclassification criteria were presented.
- Information about scholarships was presented and everyone was encouraged to have their students apply to as many scholarships as possible.
- Information regarding the grades a student needs to earn in order to be college eligible and the fact that D's will not allow students to go directly to a 4 year school/university. Students who earned D's in their high school career will need to go to the community college first and then transfer to a 4 year school.
- Information about the School Safety Plan was shared.

Mrs. Zarate asked the question, what is the high school doing now that marijuana is legal, to prevent the students from bringing the drug to school? Can the school take the time to go over the consequences and dangers of doing drugs? She also asked if a training or information meeting could be made available to parents to help them identify the warning signs and signs of being under the influence.

Mrs. Guardado clarified that the legalization of marijuana is only a right that applies to adults and not minors. She explained that is illegal for minors to be in possession or under the influence of any drugs. Mrs. María Rosales expressed the desire to get more information and training regarding this matter.

Black Diamond. No one present.

The next meeting will be on Tuesday, February 13, with the District Advisory Committee (DAC).

The meeting was adjourned at 7:00 p.m.