

Pittsburg Unified School District
District English Learners Advisory Committee – District Advisory Committee
DELAC/DAC Meeting - May 17, 2021
Zoom Meeting

Present:

Foothill: Martha Carabantes, Tasharie Ameral

Heights: Carmen Amezcua, María Chávez

Highlands: María Rosales

Los Medanos:

Parkside: Ana Karla Reyes, Claudia Barrera

Willow Cove: Miguel Alvarado, Helio Moreno,

Patricia Cerpas, Anabel Cardoza

Stoneman: Angela Carmouche

Marina Vista: Brenda Lynn, Laura Rodriguez

Hillview JH: Aidee Cisneros, Martha

Carabantes, María Magallon, Virginia Martínez,

María Tapia, Adriana Medina

Rancho Medanos JH: Mirtha Rivas, Silvia Portillo, Dulce Bernal, María Chávez, Patricia Cerpas, Miguel Alvarado, Helio Moreno, Susana Sudieh, Marion Barnor

MLK, Jr. JH:

PHS: Virginia Martínez, Heliodoro Moreno, María Chávez, Mirtha Rivas, Laura Rodríguez, Adriana Medina, Anabel Cardoza

Black Diamond High:

Community Member: Dennisha Marsh

Educational Services: Eileen Chen, Shelley Velasco, Sandra Guardado, Maria Gomez, Lorena Asdourian

Mrs. Guardado explained to members that if they need interpretation, they could choose the option of the Spanish Channel. She also explained to the members that they needed to mute the original audio, so they could listen only to the transmission of the Spanish channel that Mrs. Gomez was using to interpret.

Mrs. Guardado introduced herself thanked all of the members for attending and shared that this is the last meeting for this school year. She stated that the first part of the meeting would be a joint meeting with DELAC and DAC to receive information regarding the Consolidated Application and Reporting System. Once that presentation is completed we will then continue just with our DELAC meeting.

Both Mrs. Velasco and Mrs. Chen introduced themselves and proceeded with presentation. Mrs. Velasco is the Coordinator of Elementary Instruction and Mrs. Chen is our Executive Director of Educational Services.

Mrs. Chen mentioned that this information would be presented to the Board for information at the next Board Meeting.

Mrs. Guardado asked the members for permission to record the meeting. Everyone agreed.

CARS Reports. (Consolidated Application & Reporting System) Page 1.

Mrs. Chen mentioned, this would be our Annual Con App. (Consolidated Application).

In summary, all districts that receive Title I, Title II and Title III need to report our programs to the County Office of Education. The presentation was available both in English and Spanish.

Consolidated Application (Con App) Page 2.

- Used by California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

- Out of each state and federal program entitlement, district allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

Mrs. Chen reviewed the ways in which districts receive funding to meet the needs of the students.

LCFF – Local Control Funding formula. Page 3. Mrs. Chen showed the slide with the images that illustrated how the Local Control Funding Formula (LCFF) works. LCFF provides the same amount of funding per student with two adjustments:

- (1) *Grade level,*
- (2) *Demographics, Low income: English Learners, and/or Foster Youth.*

Funding Sources: Page 4.

- Title I
- Title II
- Title III (English Learner, Immigrant)
- Title IV

Page 5. Funding Summary.

	Title I	Title II	Title III EL	Title II Immigrant	Title IV
2018-2019	\$2,498,132	\$317,463	\$337,860	\$0	\$0
2019-2020	\$2,464,616	\$355,669	\$303,436	\$0	\$186,734
2020-2021	\$2,337,034	\$300,571	301,787	*	\$186,186

*Funding is based on the % of Free/Reduced students

In the 3 Year history of the allocation, you will notice the decline. In 2019 for this year, the Parents Family Liaisons, did a big push calling families that had not applied. This year we are feeding all the families. This is why it is important that families complete the Free and Reduce Meal Application regardless of whether the students actually take the food since it more accurately depicts the population that we serve and then are eligible to receive the additional funding.

Student Demographics for each school. Page 6.

Student Demographics

SITE	Site Code	CBEDS (Oct)	Free/Red Lunch (Nov)	Free/Red Lunch % (Nov)	English Learner (2019)	English Learner % (2019)
Foothill	101	564	359	64%	155	27%
Heights	102	595	424	71%	173	29%
Highlands	103	536	402	75%	152	28%
Los Medanos	104	698	502	72%	179	26%
Parkside	105	633	511	81%	202	38%

Willow Cove	106	654	485	74%	299	46%
Stoneman	107	633	461	73%	115	18%
Marina Vista	108	632	462	73%	162	26%
Hillview	231	952	676	71%	201	21%
Rancho Medanos	230	891	638	72%	233	26%
Martin Luther King	234	691	524	76%	192	28%
St. Peter Martyr	129	*	*	*	*	*
Pittsburg High	250	3604	2283	63%	705	20%
Black Diamond	353	246	168	68%	74	30%

Mrs. Chen explained that all of this information is based in last year data. I will update the information once the application is updated in the Spring. We allocate Title I funding based on the percentage of students who are Free/Reduced meals.

Title I. Improving Academic Achievement. Page 7.

SITE	Site Code	CBEDS (Oct	Free/Red Lunch	Title I \$
Foothill	101	564	359	\$83,782
Heights	102	595	424	\$98,602
Highlands	103	536	402	\$94,390
Los Medanos	104	698	502	\$116,386
Parkside	105	633	511	\$121,507
Willow Cove	106	654	485	\$112,510
Stoneman	107	533	461	\$107,038
Marina Vista	108	632	462	\$107,266
Hillview	231	952	673	\$156,060
Rancho Medanos	230	891	638	\$147,394
Martin Luther King	234	691	524	\$121,928
St. Peter Martyr	129	*	*	\$20,332

Pittsburg High	250	3604	2283	\$0
Black Diamond	353	246	168	\$40,570
TOTAL		11,491	8510	\$1,284,266

Funding to provide direct Services focused on **economically disadvantaged students**. Funding may be

used to support supplement services for academic subjects: Language Arts, Math, Science, and Social Studies. These funds supplement, but do not supplant, existing resources at the school site. Every school should conduct a needs assessment for developing their Title I budget. Expenditures must be specifically listed in the School Plan for Student Achievement and be approved by Site Council.

- Technology – improve access
- Supplemental supplies
- Professional Development
- Expanded/Summer Learning Opportunities
- Services to support our Homeless/Foster Youth students
- Additional personnel (site based – SPSA)

Mrs. Chen continued to explain that this allocation is based strictly in the number of students entering this school year. The school sites carry-over some of the funds for additional technology. There are some schools that use their own funds to increase the number of technology for distance learning. Even though, we have enough chromebooks for every student there are some devices that need to be replaced. Mrs. Chen emphasized that the schools must have it on their school plan how they plan to use the different funding to meet the needs of the students.

Mrs. Velasco explained that school funding is tricky since some funds are restricted to be used for only certain purposes/programs/students.

Mrs. Chen explained each category and mentioned that the biggest expenses for the district is technology, and summer learning. Summer Math Institute is funded out of Title I. We agreed that the Summer Math Institute is very successful and we want to continue to provide access to the program.

Title I. Page 8.

Mrs. Chen referred to the amount each school receives based on the population they served. She mentioned that St. Peter Martyr School, they need to give certain % of funds for the private school. St. Peter Martyr, is the only private school in our district area that responded to the email and letter sent by the district to see if they want to receive some funds.

Mrs. Lynn asked, does PUSD provides Special Education support to private schools?

I am not an expert on that area Mrs. Chen mentioned. Some students that are in private school have IEPs, (Individual Education Plan) if the students are in our area and belong to our attendance area, they have the right to have receive services through our district.

2021 Title Allocation Slide.

Over 2,000,000 you will notice a little over a million is allocated to the sites. I have to pull out money to help support

- Special Ed.
- Family engagement
- Foster and Youth students

- Other activities.
- \$600,000 aside for Summer School and some technology

Then the reminder of the funding is then allocated through the various school sites.

See Next page table for Allocations Page. 9 of presentation.

2020–21 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$2,337,034
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$20,332
2020–21 Title I, Part A LEA available allocation	\$2,316,702

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$23,167
School parent and family engagement	\$23,167
LEA parent and family engagement	\$2,313
* Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
* Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$50,000

Authorized Reservations

Public school Choice transportation	\$10,000
Other authorized activities	\$600,082
2020–21 Approved indirect cost rate	3.53%
Indirect cost reservation	\$78,848
Administrative reservation	\$268,026

Reservation Summary

Total LEA required and authorized reservations	\$1,009,269
School parent and family engagement reservation	\$23,167
Amount available for Title I, Part A school allocations	\$1,284,266

PUSD Annual Evaluation of Title I Services. Page 10.

LCAP	Area of Need	Goal:	Actions taken to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<p>1.9 Students participating in extended learning programs occurring before school, after school (including evening school), and during the summer will include academic components aligned to appropriate grade level, standards based instruction (including online and credit recovery programs) and enrichment opportunities. Extended learning opportunities will also specifically support English Learners and students in K-3rd grade in need of literacy support.</p> <p>\$165,000 Invent Now- materials \$480,000 Summer Program- personnel, study trips and supplies (Title I)</p>	<p>Learning & Enrichment: In JHS and Elementary School students need opportunities to close achievement gaps, to help reduce summer learning loss and to accelerate learning and engagement, through innovative and enriching summer learning opportunities that integrate college/career-readiness and support transitions to JHS and HS.</p> <p>STEAM & College/Career Awareness: Students need and benefit from a focus on STEAM and helping to raise math and science achievement alongside language, reading and writing skills, as well as from college/career awareness opportunities, including college experiences and visits.</p>	<p>Math Learning and Enrichment: Provide a Summer Math Institute on-site at Los Medanos College, with students also visiting other campuses and being assigned former PUSD college students as mentors.</p> <p>STEAM & Language Arts Learning and Enrichment: Provide a STEAM-oriented, hands-on, project-based learning and enrichment opportunity through Camp Invention for Elementary and JHS students that also integrates language development and reading and writing skill development.</p>	<p>Summer Learning Programs offered for K-8</p> <p>Summer Math Institute</p> <p>Summer Learning program K-8 offered that will consist of math and science, opportunities for strengthening English and writing skills, and exploration of computer science.</p>	<p>Summer Math Institute – Math acceleration in coordination with Los Medanos College (JHS, 6 weeks). 192 Students served. 6 Teachers</p> <p>Camp Invention – STEAM, Invention, Hands-On with integrated language and writing development through journaling and online Imagine Learning activities. (Elem, JHS, 4 weeks) – 1019 student served. 65 Teachers</p> <p>**refer to PUSD 2018 Summer Program presentation (Board Meeting – August 29, 2018)</p>	<p>Recommend to continue to offer Summer Math Institute next summer. Consider expanding program if space is available at Los Medanos College.</p> <p>Recommend to continue to offer Summer Learning program for K-8. Will analyze to determine if (1) 4-week program provided better services than (2) -2 week programs.</p>
<p>1.11 District will place a concentrated focus on students at risk of dropping out of school by setting up early warning indicators (EWI) and individualized plans for students at risk of not graduating. Focus on Foster Youth, Homeless Students and English Learners.</p> <p>\$50,000 Technology (Title I)</p>	<p>Students need to have better access to curriculum,</p>	<p>Provide students better access to curriculum via technology.</p>	<p>Laptops were purchased for our students identified Homeless or Foster youth.</p>	<p>Need to improve system to evaluate if access to technology is improving student achievement.</p>	<p>Recommend to continue to provide supports for our Homeless and Foster youths. Improve system to better monitor the devices and ensure students have <u>WiFi</u> access at home.</p>

Mrs. Chen mentioned, for Title I, we can only carry over 15% and last year’s budget. That is the only amount allowed to be carried over. All the carryover funding was to purchase technology. Although, our goal is always to spend the money to meet the needs of the current students. We do our best not to carryover.

Mrs. Chen explained how schools outline and evaluate their plan on their School Student Plan for Achievement. For example for Heights, if it says, that they would use the funds for technology. This information also has to be presented in the School Site Council Meeting and approved and put in the plan according to the goals. Next year, our district will be under Federal program review again and it is important that schools complete the evaluation of their strategies.

Title II. Supporting Effective Instruction. Page 11.

- Provide grants to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

- **Teacher Induction Program (TIP)**
 - 34 Probation I and 192 teachers
 - Partnership with CCCOE and PUSD to complete requirements to clear their teacher credential
- **Professional Development Opportunities**
- **Program for administrators**
 - Vice principals – Partnership with *CCCOE and *ACSA to clear their administrators credentials
 - Principals – first wo years of support (coaching)
 - ACSA Equity Academy
 - All site principals, Assistant Superintendent of Ed Services, Executive Director of Ed Services

*CCCOE (Contra Costa County Office of Education), *ACSA (Association of California School Administrators).

2020-21 Title II Part A LEA Allocations. Page 12. Table

2020-21 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$300,571
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$300,571
Repayment of funds	
2020-21 Total allocation	\$300,571
Administrative and indirect costs	\$9,000
Equitable services for nonprofit private schools	\$2,725
2020-21 Title II, Part A adjusted allocation	\$288,846

These funds are for support of effective instruction. We do a partnership with Contra Costa County Office of Education, so teachers can clear their credentials. There was no charge, prior to this year, next year there will be a charge.

You would notice this year, we have 53 teachers. We have 34 second year teachers. If we have new teachers that they just finished their credentials. The majority is for teachers' induction. Title II is monitored from the district only. If we have a new principal, we can train the new principal with these funds for the first year, and the second year will be done by site funds.

Training. This year we provided numerous trainings to help train our teachers and administrators on the applications and Google functions especially Google Classroom. Funding is also allocated to ensure that principals can attend and participate on the Association of School Administrators.

Mrs. Velasco explained that the purpose of Professional Development is to provide our staff and administrators with the tools and strategies to meet the needs of our students and know how to use the different programs that help our students demonstrate what they know.

Title III – English Learner and Immigrant Student Sub-grant Programs.

Mrs. Chen mentioned that on this slide, all the bullets or points, she copied from Mrs. Guardado’s presentation to the Board at the Board Meeting.

Title III - English Learner and Immigrant Student Sub-grant Programs. Page 13 page.

English Language Acquisition, Language Enhancement, and Academic Achievement Act. The overarching purpose is to ensure that limited-English-proficient (LEP) students (called English learners under California laws), including immigrant children and youth, attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.

- Teacher Materials and Newcomer Material (Lakeshore Learning, Dictionaries, National Geographic, workbooks, school supplies)
- Software and Online Programs (Newsela, Listenwise, Rosetta Stone, iLitELL)
- Subscriptions (Magazines for *DLI schools) *(Dual Language Immersion)
- Reading Intervention Materials (Okapi, Saddleback)
- Laptops and headphones
- WestEd Contract – Willow Cove (ELD school-wide) and DLI schools – focus on reading and writing skills
- Professional development Opportunities (summer/ after school trainings)
- Conferences (Teachers and parents)
- Teacher collaboration time
- Partnerships with outside organizations

Mrs. Guardado mentioned for students that are identified as EL (English Learners), we will provide additional support. Trainings, strategies from West Ed, for the students; conferences for the teachers all with the intent to help provide support for our ELs to be able to become proficient and meet the reclassification criteria.

2020-21 Title III English Learner Student Program Sub-grant Budget. Page 14.

Mrs. Chen explained about the allocations for this year. When we submit this is a random allocation and based on expenses. I run a report to see how much is expended at the end of June.

2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$114.40
Estimated English learner student count	2,638
Estimated English learner student program allocation	\$301,787

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$80,000
Program and other authorized activities	\$161,787
English Proficiency and Academic Achievement	\$20,000
Parent, family, and community engagement	\$30,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$5,000
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$5,000
Total budget	\$301,787

Title IV – Students Support and Academic Enrichment. Page 15.

- **Purpose:**

- Provide all students with access to a well-rounded education;
- Improve school conditions for student learning; and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV are Enrichment Funds. We got them for first time last year. We may get them again this year. The Purpose of these funds is to supplement our base programs. For example Credit Recovery is a requirement. We can use Title IV for enrichment opportunities. These funds are inconsistent, we are not sure, if we will get them next year.

2020 -21 Title IV, Part A LEA Allocations. Page 16.

2020-21 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , KDonnelly@cde.ca.gov , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$186,186
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$186,186
Indirect cost reservation	
Administrative reservation	\$3,500
Equitable services for nonprofit private schools	
2020-21 Title IV, Part A LEA adjusted allocation	\$182,686

Questions? Page 17.

Mrs. Barrera from Parkside wanted to know: What Title IV funds are for specifically?

Mrs. Chen responded that these funds are to help provide additional opportunities to students. For example enrichment and tutoring opportunities but only once we have already provided the intervention funds.

Mrs. Marsh had a question for Mrs. Chen. How far can you spread the use of the funds? Mrs. Chen stated that the goal of funding is to use on the current year, it is not intended to carry it over from year to year instead it should be spent the current year to meet the current needs.

Mrs. Velasco highlighted that a lot of this year's funding was used to purchase devices and hotspots to make sure all of our students could connect and attend distance learning as well as be able to access all of the online materials.

Mrs. Chen mentioned that the principals want to make sure that the students have one to one devices and also to have some extras at the schools. In order to make this happen a lot of them are using their school allocation to buy additional devices to make sure they have extra from what the district is already providing.

Mrs. Barrera stated: Some of the things that the district needs to keep in mind. There is a huge need for hotspots or internet. We could give the students the devices but if they do not have adequate bandwidth or have multiple students at home it is not enough

Mrs. Chen agreed and said that it is something that the district is looking into and continuing conversation with Comcast.

Mrs. Guardado asked the members if there were any questions for Mrs. Chen.

Mrs. Tapia mentioned that she agreed that there is a big need with regards to the internet. Some families do not have strong internet or enough coverage and some students are marked absent because they cannot connect.

Mrs. Chen stated that we are working on having PHS be on its own network separate from the rest of the district this way it improves at the other sites.

Mrs. Chavez shared that the district needs to buy more hotspots for families because families have been told that they are only available for foster and homeless students but many other students need them.

Mrs. Chen clarified that Student Services has hotspots just for those students however as a district we made a big purchase in November to make sure we had more available for all the other families that need it.

Mrs. Tapia mentioned that one hotspot is not enough for families with more than 2 students it just does not have enough bandwidth to connect. So for those families they need more than 1.

Mrs. Rodríguez, mentioned that she requested assistance for a hotspot and no one called her back.

Mrs. Guardado asked Mrs. Rodriguez to contact her office so that she could get the help that she needs.

Mrs. Sudieh stated she wondered how all the devices would be allocated once the students return to in person instruction. Before the schools had computer carts but now are all students going to be given computers or are they going to be available only at school. Is it going to be possible for each student to have access to their own computer?

Mrs. Carmouche mentioned that parents need more technical support because you call but no one ever responds or replies to the emails that are sent.

Mrs. Chen shared that the district is working to make sure that each student will have access to their own device/chromebook our younger students TK/Kinder might have something different than a chromebook but they will have access to a device.

Mrs. Guardado mentioned that the district is committed to be a 1:1 district but it does mean that the devices for next school year.

Mrs. Sudieh suggested that the district also considers providing the students with computer bags or covers to help protect the device and minimize being damaged because they were dropped since they are very slippery.

Mrs. Chen said that was a good suggestion since we do want to reduce the number of damaged devices.

Mrs. Marsh stated, I wonder why we use Comcast. Comcast drops, and with the capacity to cover our students, why we do not use other company?

Mrs. Chen answered to Mrs. Marsh. She stated that given how quickly we had to adjust to distance learning Comcast was the company that we worked with to get internet access. So, it does not mean that we have to stay with them but it was who we were able to set up something quickly to help meet the needs of our students. It is something we could look into for the upcoming school year.

Mrs. Barnor had some questions: What happens if the students break a computer? Are we going to charge the student if they break it accidentally? Are parents that have taken this laptop, have to pay it back?

Mrs. Chen explained that our Board Policy outlines, Damage or Repair of instructional materials. But given that this is new our practices will be reviewed. She stated that if they have any concerns on need support regarding

the condition of the device they were loaned they need to connect with their site administrator and work with them to find a solution.

Virtual Learning Academy. Mrs. Guardado and Mrs. Velasco.

Virtual Academy. Mrs. Velasco.

In Pittsburg, we are preparing to go 100% in person for the fall. We want to get our students back as soon as possible.

We are offering this Virtual Academy as an option.

- Who may be eligible?
- It would be someone who is highly gifted.
- A student that is suffering, may have an illness
- A student that may be working now.
- A student that may be working and helping the family.
- It would be for students that are independent and are working independently.

Mrs. Guardado mentioned. We are offering this as an option.

We are planning to come back in the fall 100% in person as our priority.

- This option of virtual.
- Elementary Virtual.
- Secondary. 6-12
- Live in person and asynchronous.
- One year commitment. Especially in Elementary.
- This is not one week in, one week out.
- One year commitment,
- The secondary level. It would be similar to this year. In and out of the school.
- 6-12 Independent work that students would be working on computers.
- We will be working with a company that that would be giving courses, on line
- 6-12 is a program for students that have to be independent learners, get information from the program on the computer and to work independently.
- Embedded, we would have a social emotional support, still on track
- To graduate and meet the requirements A-G.
- A commitment to agree to a year, especially in the high school to meet all the requirements.
- Commitments are required so students cans get their credit.
- Teacher support
- Social emotional support

Timeline.

Mrs. Velasco.

- Mr. Molina presented this to the Board.
- We will have some seminars tomorrow in English and later in Spanish.
- We will send information to our families on the 21st. So we can match students to teachers.

Virtual Learning Option for 2021. (Presentation)

PUSD is fully preparing for in person learning during the fall of 2021. We believe that all student educational needs are best met in person, on our campuses, and with their teacher(s), supportive staff,

and classmates. However, a remote learning opportunity may be the best option for some students and families

Who Might be Eligible for the Virtual/Independent Study Opportunity?

- 1.Highly Gifted students for Purposes on Acceleration
- 2.Students who Face a Particular Challenge
- 3.Students who want an individualized Approach to Delve Further into a Particular Interest
- 4.Students who are at Risk of dropping out of school

Please Note:

Independent study is not for all students. Independent study requires basic academic skills and a level of commitment, motivation, organizational skills, and self-direction not unlike the level required by college students.

Source: California Department of Education

Elementary Virtual Experience:

- 1.Home School Enrolment
- 2.Grades 1-5
- 3.ELA/ELD, Math, Science, Music and PE with a classroom teacher using adopted texts
- 4.Social Emotional Learning
- 5.Synchronous and Asynchronous Learning
- 6.1 year Commitment

Secondary Virtual Experience:

- 1.Home School Enrolment
- 2.Grades 6-12
- 3.Coursework will be primarily completion of online curriculum solution (edgenuity)
- 4.Social Emotional Learning
- 5.Mostly Asynchronous
- 6.1 year Commitment

Mrs. Marsh, asked for the presentation. The presentation was shared via zoom.

Mrs. Marsh asked how will parents be notified that they have been approved of denied into the virtual program. What can parents do if they get denied into the program but parents really want their student to participate in the program.

Mrs. Velasco explained that every parent will have the right to apply and if they are denied they will have the right to a meeting to discuss why.

Mrs. S. Guardado stated that at this point we do not know how many parents will apply. Our duty is to offer a good program and make it accessible to those families who want to be considered. She stated that tomorrow they Mr. Molina will host a webinar to go over the more detailed information and there will be time to answer questions, she encouraged the members to attend.

Timeline: Please note these are targets and subject to change. Mrs. Velasco.

- 1.School Board Presentation: 5/12/21
- 2.Initial Parent Information Webinars: 5/18/21 and 5/20/21
- 3.Interest Survey Sent to Families 5/21/21

4. Webinars for interested families will occur during the beginning of June with applications going out to interested families immediately following.
5. Student selection process begins and staff is hired: mid-June
6. Families are notified whether their child/children have been selected to participate in the virtual program: mid-late June
7. Student and Family Orientation by Program: Early August- Mid August
8. First Day of School: August 11, 2021!

Mrs. Velasco mentioned that the presentation would be in our web side.
Questions?

Update on Summer Questions.

Summer Programing. Mrs. Guardado explained that the main goal for our summer program is to provide our students the opportunity to attend in person and get comfortable with being back interacting with other students. Here is what our summer programming will look like this summer.

SUMMER SESSION

	Elementary	Junior High	High School	Extended School Year (ESY)	Newcomers - Summer Language Academy
Dates / Locations	July 19-30	June 14-July 2	June 14-July 16	Elementary: June 11-July 9 Junior High, High School, & Adult Ed: June 11-July 16	July 19-July 30
Hours	4 hour Student day Teacher Hours: 5 hours total	4.5 hour Student day Teacher Hours: 5.5 hours total	5 hour Student day Teacher Hours: 6 hours total	Elementary : 5 hours Junior High, High School, and Adult Ed.: 6 hours	5 hour Student day Teacher Hours: 6 hours total
Grade Levels	Current PK-4	Rising 6th - 8th	Rising 9th - 12th	Current K - Adult Ed.	Rising 6th - 12th
Locations	All Elementary	All Junior Highs	All High Schools	Elementary: Parkside Junior High: Hillview High School: PHS, BDHS Adult Ed: Adult Ed Campus	P wing at PHS

Our families have been informed very well by the parents' liaisons.

Mrs. Velasco went over the Summer School Learning sessions.

- 4 hours for elementary. The hours would be different for each school.
- The Special Ed Site: PHS, Black D. Hillview and Parkside.

Mrs. Chávez, wanted to know if you are still accepting the applications.

Yes, on the letter there is a link. Or you can find it on the website.

There was a question regarding the schools?

- Depending on the school that the child home address corresponds.
- For High School students, if they have to recuperate credits, the student needs to talk to the counselor, It is different from the Jr. and elementary. They need to contact the counselors.

My child got an invitation to have extra credit, the counselor has not responded. I have not gotten an answer from the counselors Mrs. Rodriguez mentioned. Mrs. Guardado would call Mrs. Chavez.

Mr. Moreno: I want to know why the High School is only offering credit recovery. Mrs. Guardado: We do have AVID, Puente and Band. These funding are from Title I and Covid Relief Act funds. This year we are using some of the Covid Funding. So we are offering summer “Early Back Program” to all the elementary and junior highs to help the students.

Mrs. Marsh asked a question with regards of credit recovery. This year has been a struggle, for a lot of students, in not getting the credit. I think is not a good opportunity not offering classes to the students, to be prepared to the next grade level. Some students did the work, but my not be prepared for the next level. I know there was some tutoring, but it was not a general information. I knew because I was in a SARB meeting.

Mrs. Guardado: We are offering an enrichment Bridge Program, this is enrichment it is not part of the credit recovery program but targeted support. This is to help students be ready for Algebra. We are also providing programs for afterschool.

What is the name for the program? It is Bridge Program? Did the information, went to the families?
Mrs. Guardado mentioned that the information should have gone to the families.

Mr. Alvarado. Have you have a different strategic for the next school year, to be able to give time to the students? Since you have said that the schedule would be different.
Has there been any conversations, to make sure that’s students are understanding the lessons, and the assignments for homework correspond to the lesson?

Mrs. Guardado asked: Are you talking regarding Summer school? Or next Fall program?
Mr. Alvarado: For the next school year in person. Would the schedule be complete day, like we had before?

Mrs. Guardado: Our goal is to open in Aaugust, we are going back to the schedule that we used to have in person prior to going to distance learning.

Mrs. Velasco: We will also looking back some afterschool, extended opportunities and intervention for next year.

Mr. Moreno, thanked them. He had some concerns on the high school schedule for the fall.

Mrs. Guardado, I know we will have six periods.
Mr. Moreno asked: Are we going to have Algebra II in the summer? Mrs. Guardado I will follow up with that question.

Mr. Moreno mentioned that he registered his child in LMC for Algebra II and suggested to parents to register their child in LMC, next Wednesday for high school students. There are certain steps that you have to follow, give to the counselors to give permission to approve and to take to the class.

Mr. Moreno mentioned the form is on line, once you register the student, the form is sent to you by email, and the counselor signs it electronically.

1. Register at LMC.
2. The web site has a video for the high school student's instructions.

The link was put in the chat for the high schools students.

Someone mentioned that her child is in the High School and did all the process in the website. We did not know what happened. Mr. Moreno. On the first email, you get the Student Id from Los Medanos College.

Mrs. Guardado, explained about the web site of LMC. They have a zoom meeting available. If you have a problem navigating the system.

DAC Meeting adjourned at 7:38.

Minutes approved for DAC. First Motions by T. Ameral and seconded by another member.

DELAC continued.

Approval of February 9, 2021 minutes

1. First Motion to approve February's meeting done by Mr. Moreno.
2. Seconded by Mr. Alvarado
3. Approved by all members.

Approval of April Minutes:

1. First motion for April minutes done by Mr. Alvarado
2. Seconded by Mrs. Chavez
3. Approved by all members.

ELAC Reports:

Foothill. No report.

Heights. Mrs. C. Amezcua reported.

- Our meeting was on March 11th.
- Talk about the ELPAC evaluation information on how to take the test.

Highlands. Mrs. M. Rosales reported.

- The meeting was on May 10th.
- Mrs. Belleci, our vice principal talked about the access to take the Survey for the Needs Assessments.
- Retention and Acceleration Policy.
- ELPAC and ELD support.
- Reclassifications.
- Thanked ELAC for the attendance to the ELAC meetings.

Los Medanos. No Report.

Parkside. Mrs. A. Reyes reported.

- The meeting was on May 6, 2021.
- We talked about the promotion of the 5th graders.
- Summer school.

Marina Vista: No report.

Stoneman: No Report.

Willow Cove: Mr. H. Moreno reported.

- We had our meeting on April 22nd with the School Site Council.
- Mrs. Chen, presented the LCAP and the survey.

Hillview JH: No Report.

Rancho Medanos JH: Mr. M. Alvarado reported.

- The las meeting was in April and the information was already reported.

MLK, Jr. JH: No report was given.

PHS: Mrs. M. Chávez reported.

- There was a meeting in April, but I couldn't attend because I had my vaccine appointment.
Mrs. Chávez mentioned that there would be a meeting at PHS tomorrow and also at Rancho Medanos.

Mrs. Guardado mentioned that this is the last meeting we would have for this school year. As an option, you can email me, and we could program another meeting.

Mrs. Guardado thanked the members for their dedication especially this year. Their input make an incredible difference and help us address the needs in our district.

The meeting was adjourned at 8:05 pm.