

**Pittsburg Unified School District**  
**DELAC Meeting**  
**December 9, 2019**

**Present:**

**Foothill:** Martha Carabantes

**Heights:** Martha Torres, Yazmin Cano

**Highlands:** María Rosales, Brenda González,  
Laura Cruz

**Los Medanos:** Dulce Bernal, Elvia Gracían

**Parkside:** Ana Reyes

**Willow Cove:** Miguel Alvarado, Heliodoro  
Moreno, Silvia Portillo

**Stoneman:** Erica González, Alma Rodríguez

**Marina Vista:**

**Hillview JH:** María Rosales, Virginia Martínez,  
Martha Torres, Yazmin Cano, Martha Carabantes,  
Alma Rodríguez

**Rancho Medanos JH:** Adriana Medina, María  
Chávez, Heliodoro Moreno

**MLK, Jr. JH:**

**PHS:** María Rosales, Virginia Martínez, Martha  
Torres, Adriana Medina, Dulce Bernal, Martha  
Carabantes, María Chávez

**Black Diamond High:**

**Ed Services:** Sandra Guardado, Lorena Asdourian

**Los Medanos College:** Eva Padilla

**Welcome and Introductions:** Mr. Alvarado, our new president of DELAC, introduced himself as well as welcomed everyone and asked the members to introduce themselves.

**Approval of Minutes:** Copies of the draft were emailed prior to the meeting for members to read them.

Mrs. Gracían of Los Medanos made the first motion and it was seconded by Mrs. Cano of Heights. Members approved the minutes for the November 4, 2019 meeting.

**Presentation from Los Medanos College:** Ms. Eva Padilla, an ESL/General Ed. Counselor from Los Medanos College (LMC) attended the meeting to share information regarding the different programs LMC has to offer. She shared with the members a copy of the ESL Department courses at LMC that outlines the different courses English language learners can access.

Ms. Padilla explained that there are two different pathways language learners can access through their ESL department, the first one being the **Non-Credit ESL for Career Development and College Preparation**, which are foundational courses that helps students build a strong foundation of general English and basic interpersonal skills. These courses are free for students to access and do not require a placement test, these courses are aimed for beginning to low-intermediate language learners. Successful completion of these courses will then allow students to access the **Credit ESL for Academic and Professional Advancement** courses. These courses are for language learners who are ready to commit to further develop their English for academic and career purposes. These courses help build college-level English language and communication skills. These courses do require a placement test to appropriately place the student. Successful completion of these courses will allow the student to then access the General and Career Education courses offered at LMC. ESL for Academic and Professional Advancement courses along with all the other general education courses do cost money. The cost is \$46 per unit for California residents and \$273 per unit for out-of-state or non-resident students. Students are encouraged to apply for financial aid to reduce the financial burden. Undocumented students can access financial aid support through AB540.

The goals of these courses are to help master the English language to allow them to access the rest of the general education courses and expand their employment opportunities. Ms. Padilla emphasized that these courses are college courses and the expectation is that students will have to devote time to attend the classes as well as do the work to master the language. To learn a language students must practice and be willing to put in the work. She mentioned that she was a teacher in Adult Education in the past and the difference between college and Adult Education is that at college the teachers expect more from the students, to be on time and to do the homework.

Ms. Padilla explained that for students to receive financial aid they need to have earned a high school diploma or GED. AB540 students have to meet a requirement of years in the country as well as hours of attendance in US schools.

Mr. Alvarado asked: What about if we already have a degree in our country but want to still learn or further develop the English language? Ms. Padilla explained that the degree does not impact them being able to access these courses but if they want to receive financial aid, they must have earned either a high school diploma or GED. She reminded them that the Non-Credit ESL for Career Development and College Preparation courses are free for all students the only expenses for these courses are textbooks and transportation.

A member asked: Does a GED count as a high school diploma? Ms. Padilla explained that the GED is an alternative method used to demonstrate basic skills. Ideally, all of the students should earn a high school diploma but the GED is recognized as well.

Mrs. Chávez asked, if you earned a degree in your country, can the consulate do a transcript evaluation to have it translated in order for it to be recognized as a degree here in the US?

Ms. Padilla explained that if students have earned degrees in other countries, there are companies that the students and colleges can use to translate the transcripts but it does not always equate to getting the degree fully recognized. Because not every credit or course is recognized, given that courses in other countries are not always equivalent to course requirements taught here. Each situation is different and individuals who have earned degrees in other countries are encouraged to work with the college counselors to see if any of those courses can be counted for credit.

A member asked: What happens when a student has not been reclassified, does that impact them negatively? Ms. Padilla explained that not being reclassified does not have a negative impact other than that the student will have to take a placement test to identify which course level is the most appropriate for them. The way it can impact them is that if the student has not developed the English language at an academic level they will have to most likely take ESL courses prior to being able to access the general English courses. But, the placement test is administered to all incoming students not just non-reclassified students. We have support classes and remedial classes for students who need additional support in furthering their skill set to be successful in college courses. These are courses that are available to all the students who need the additional support.

Ms. Padilla explained that LMC offers supports courses as well as advancement courses that students as young as 9<sup>th</sup> grade can start taking. Once the student has completed 8<sup>th</sup> grade and is at least 14 years old, the student can enroll in college courses at LMC that only cost \$1. Students must be concurrently enrolled at a high school and have permission from the school counselor and a parent to be eligible to enroll in college credit courses. PUSD encourages high school students to participate in this program for the students who are ready to commit to the demands of taking college-level course work. High school students who enroll at LMC have to be students that are motivated and are ready to put in the work, it is not for every student, but parents and school counselors can always encourage them to try.

Mrs. Torres asked, I have a 14 year old student, who is still in 8<sup>th</sup> grade, can she enroll at LMC? Ms. Padilla emphasized that the student must be at least 14 years of old and have completed 8<sup>th</sup> grade. So, the summer after completing 8<sup>th</sup> grade she can start to access these courses, she will need to still get permission from the high school counselor to be able to do this. Ms. Padilla shared the form, a Special Admit Enrollment Form for Eligibility to Enroll in College Credit Classes that students will need to complete to be considered for enrollment at LMC.

A member asked, are these courses offered only in the summer or can students take classes during the school year (Fall and Spring semester)? Ms. Padilla explained that if the student is at least 14 years old and has completed 8<sup>th</sup> grade they can take college courses during the summer as well as during the school year as long as they have permission from their high school counselor and parent to do so.

Another member asked, my child is advanced and is considering graduating in 3 years, can he be accepted at LMC early? Ms. Padilla encouraged the student to complete his 4 years in high school and take advantage of AP courses and explained that he can also enroll in college course at LMC. If he was to graduate early in 3 years, then he will need to apply through the regular application process to be accepted to LMC as a 1<sup>st</sup> year student at LMC.

Ms. Padilla explained to the members that LMC offers a wide range of courses that students can access. She shared with them the Spring course catalog and encouraged them to talk to their students about opportunities at LMC. She encouraged the members who have high school aged students to set up meetings with their school counselors to talk about enrolling at LMC.

A member asked, does LMC offer courses on the weekends or evenings so students can access them? Ms. Padilla explained that LMC has an array of course offerings to help meet the needs and interests of their students. She encouraged them to look through the course catalog.

Ms. Padilla mentioned that on January 14, there will be in person registration at the college. If they have spaces they would be taken. In case the class is full, they could take another class.

Ms. Padilla shared her contact information, cell number (626) 857-6460 and her email [epadilla@losmedanos.edu](mailto:epadilla@losmedanos.edu) with the members and made herself available to meet to discuss their student's individual needs and interest.

## Needs Assessment Evaluation – Title III Funds:

Mrs. Guardado presented data regarding how English Learners (ELs) are performing in our district as well as how Title III funds are utilized to meet the needs of our ELs.

She reviewed key terminology with the members and described what is a Limited English Proficient/English Learner (LEP/EL), Initial English Proficient (IFEP), Reclassified Fluent English Proficient (RFEP) and English Only (EO). She described the process of how ELs are identified.

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### Definitions

**English Learner:** a student in grades K-12 for whom 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 determined to not have Proficient English language skills to succeed in the general educational program.

**Initial Fluent English Proficient:** 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:** a student in K-12 that is identified as an English learner upon entering school and who becomes reclassified as Proficient in English.

**English Only:** a student in K-12 for whom the only language reported on the Home Language Survey is English or American Sign Language

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### Our Students: 2018-2019

	Total Enrollment	English Learners	Reclassified Fluent English Proficient	Initial Fluent English Proficient	English Only
<b>PUSD</b>	11,345	2,888 (25.5%)	2,750 (24.2%)	221 (1.9%)	5,459 (48.1%)
<b>SPED</b>	1,166	478	57	5	623
Contra Costa	177,940	28,982 (16.3%)	24,435 (13.7%)	8,472 (4.8%)	115,750 (65.1%)
State	6,186,278	1,195,988 (19.3%)	1,131,092 (18.3%)	260,529 (4.2%)	3,582,707 (57.9%)

Information from [DataQuest](#)

Mrs. A. Rodriguez asked, are all the English Learners Spanish speaking students? Mrs. Guardado mentioned not necessarily, although the majority of ELs in our district are Spanish speaking or from Spanish speaking families, we do have other students whose primary language was something other than Spanish.

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### 2018-2019 Percent Students who are English Learners by School (PUSD: 25.5%)

School	Percent ELs
Foothill	30% - 171 students
Heights	29.9% - 184 students
Highlands	27.7% - 143 students
Los Medanos	23.9% - 170 students
Marina Vista	28.2% - 183 students
Parkside	31.4% - 203 students
Stoneman	31.1% - 111 students
Willow Cove	49.4% - 319 students
*****	
Hillview	20.1% - 193 students
MLK Jr	26.9% - 191 students
Rancho	27.5% - 248 students
*****	
PHS	19.1% - 683 students
Black Diamond	38.5% - 84 students

Information from [DataQuest](#)

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### 2018-2019 EL students by Grade

Grade	Number of Students (SPED ELs)	Grade	Number of Students (SPED ELs)
Kinder	315 (32)	6 <sup>th</sup>	209 (40)
1 <sup>st</sup>	250 (21)	7 <sup>th</sup>	238 (43)
2 <sup>nd</sup>	257 (34)	8 <sup>th</sup>	187 (35)
3 <sup>rd</sup>	219 (36)	9 <sup>th</sup>	263 (54)
4 <sup>th</sup>	236 (37)	10 <sup>th</sup>	182 (39)
5 <sup>th</sup>	207 (37)	11 <sup>th</sup>	171 (28)
TOTAL	1,484 (197)	12 <sup>th</sup>	154 (42)
		TOTAL	1,404 (281)

Information from [DataQuest](#)

Mrs. A. Rodriguez asked, when is the initial evaluation administered? Mrs. Guardado explained that the ELPAC Initial is administered only once in the student’s educational career, when the student first enrolls in a public school in CA. The ELPAC Initial is administered within the first 30 days of enrollment. The ELPAC Initial will determine if the student is an EL or IFEP student. Following the administration of the ELPAC Initial, parents will be mailed information home regarding the ELPAC initial results and program placement. Once they are identified as an EL student, they will participate on the ELPAC summative exam given in the Spring until the student is Reclassified.

Mrs. A. Rodriguez asked, are the students in Dual Language Immersion Programs (DLI) included in the count of EL students? Mrs. Guardado explained that Foothill, Willow Cove, Hillview and Rancho Medanos are the 4 schools that have our DLI programs and their count of ELs includes the students in the DLI programs that are also ELs. Mrs. Guardado clarified the point that not all DLI students are ELs, there are some students in our DLI programs that are IFEPs and EOs.

## Data from the California Department of Education (CDE): Definitions

- **Long-term English Language Learners (LTEL):** Students who are English language learners in grades 6-12 who have been enrolled in a U.S. school for six or more years, has remained at the same English language proficiency level for two or more consecutive prior year and have not meet the reclassification requirements.
- **Reclassification:** student must meet 4 criteria: performance on the ELPAC (English Language Proficiency Assessments for CA); teacher input; parent input; comparison on an assessment with English proficient peers
- **At-Risk for becoming LTEL:** students in grades 3 through 12 who have been enrolled in a U.S. school for four or five years and are not making sufficient progress towards reclassification (Level 2: Somewhat Developed or below); standard "not met" on CAASPP-ELA)

A member asked, what is the goal in our district, for reclassification? Mrs. Guardado answered that our goal is to reclassify students within the first 4 to 5 years of being identified, which ideally means getting students reclassified by 3<sup>rd</sup> and 4<sup>th</sup> grade if they were identified as ELs in Kinder or TK. The goal is to get them reclassified before they go to junior high because otherwise students get stuck and become long-term English learners (LTELs).

## Reclassification over 3 years

	2016-2017	2017-2018	2018-2019
PUSD	14.9% (543 students)	11% (389 students)	18% (616 students)
Contra Costa	12.1%	12.5%	13.9%
State	13.3%	14.6%	13.8%

Information from [DataQuest](#)

Mrs. A. Rodríguez asked, does the criteria for reclassification change every year? Mrs. Guardado explained that our reclassification criteria has changed the last two years due to the change that occurred from the CELDT to ELPAC exam and to follow the guidelines adopted by the State Board of Education, regarding the ELPAC proficiency level established as a Level 4. She mentioned that she does not foresee the need to change the established reclassification criteria next year, so it should remain the same moving forward.

## ELs by Years in program and Category

	EL Students 0-3 years	EL students 4-5 years At-risk	EL students 6+ years At-risk	EL 4+ Years NOT At-Risk or LTEL
PUSD	1,107 (19.6%)	492 (8.7%)	1,224 (21.7%)	65 (1.2%)
SPED ELs	115	80	283	0
Contra Costa	14,798 (27.7%)	4,932 (9.2%)	8,721 (16.3%)	531 (1%)
State	607,888 (26.1%)	220,738 (9.5%)	342,983 (14.7%)	24,379 (1%)

\*these are students who have been ELs for 4 to 5 years and are not making sufficient progress towards reclassification

\*students who have been ELs for 6 years or more and are not making sufficient progress towards reclassification become LTELS (Long-term English Learners)

Information from DataQuest

## ELPAC Proficiency Level

	Level 4* Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Minimally Developed
PUSD	15.52%	42.11%	30.92%	11.45%
SPED ELs	6.57%	23.72%	37.72%	31.99%
Contra Costa	15.25%	37.15%	30.32%	17.28%
State	16.40%	37.77%	30.12%	15.71%

\*The State Board of Education approved **Level 4\*** as proficiency criteria needed for reclassification

<https://caaspp-elpac.cde.ca.gov/caaspp/>

## ELPAC – Overall Performance Percentage at Each Level

Level	ALL	K	1	2	3	4	5
4	15.5%	19.8%	6.4%	7.5%	8.2%	22.1%	16.0%
3	42.2%	43.5%	42.1%	49.6%	40.3%	48.1%	47.6%
2	30.9%	31.8%	39.5%	35.4%	36.2%	23.4%	30.1%
1	11.4%	4.9%	12.0%	7.5%	15.3%	6.4%	6.3%
Level	6	7	8	9	10	11	12
4	16.5%	27.3%	22.5%	12.1%	15.4%	10.1%	13.3%
3	47.5%	38.2%	50.6%	34.9%	37.4%	26.3%	32.6%
2	27.0%	23.9%	19.1%	34.5%	27.6%	40.5%	34.8%
1	9.0%	10.5%	7.9%	18.5%	19.6%	22.9%	19.3%

<https://caaspp-elpac.cde.ca.gov/caaspp/>

Mrs. Guardado explained how our ELs performed on the ELPAC Summative that was administered this last Spring (February 2019 – May 2019). She reminded the members that the State Board of Education determined that a score of 4 is needed to be considered proficient and ready to be reclassified.

A member asked, is the ELPAC exam the same for regular students and SPED students? Mrs. Guardado explained that the same test is administered to our SPED students but the only difference is that they have

access to accommodations that are specified in the student’s IEP plan. Mrs. Guardado shared that the State is working on finalizing an Alternative ELPAC assessment that will be used to test our SPED students.

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### CAASPP – ELA Achievement Level

	Met or Exceeded Standard	Standard Exceeded LEVEL 4	Standard Met LEVEL 3	Standard Nearly Met LEVEL 2	Standard Not Met LEVEL 1
<b>PUSD</b>	35.46%	10.61%	24.85%	25.03%	39.51%
EOs	44.22%	13.72%	30.50%	25.46%	30.32%
RFEPs	57.71%	16.41%	41.30%	27.18%	15.11%
<b>ELs</b>	6.82%	0.44%	6.38%	23.53%	69.65%
<b>SPED</b>	4.90%	1.32%	3.58%	13.02%	82.08%
Contra Costa	54.45%	26.31%	28.14%	20.16%	25.40%
State	50.87%	22.23%	28.64%	22.40%	26.73%

<https://caaspp-elpac.cde.ca.gov/caaspp/>

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### CAASPP – ELA Achievement Level By Tested Grade

	Met or Exceeded Standard		Met or Exceeded Standard
3 <sup>rd</sup> Grade	38.42%	6 <sup>th</sup> Grade	33.20%
ELs	8.81%	ELs	4.08%
4 <sup>th</sup> Grade	35.08%	7 <sup>th</sup> Grade	34.54%
ELs	9.25%	ELs	7.08%
5 <sup>th</sup> Grade	35.98%	8 <sup>th</sup> Grade	41.26%
ELs	5.91%	ELs	5.88%
		11 <sup>th</sup> Grade	30.34%
		ELs	6.04%

<https://caaspp-elpac.cde.ca.gov/caaspp/>

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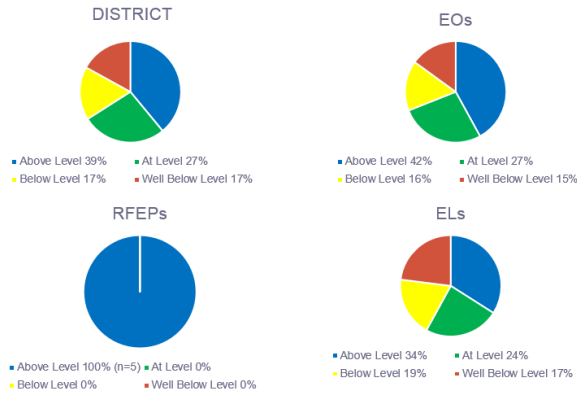
## DIBELS

Grades K-3

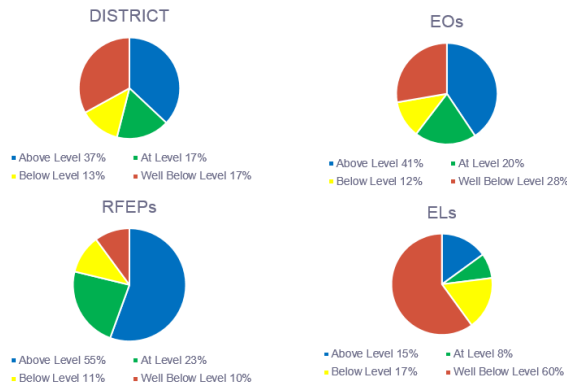
Measures the acquisition of early literacy skills



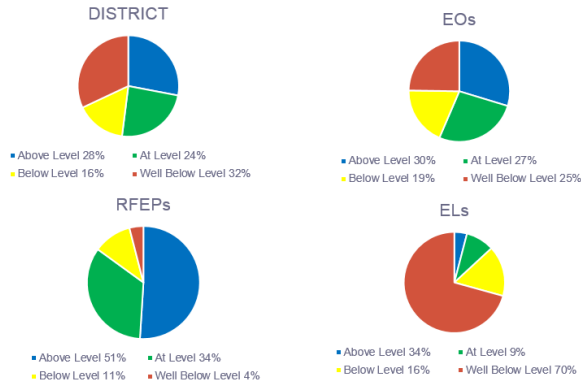
## DIBELS, End of the Year – Kinder



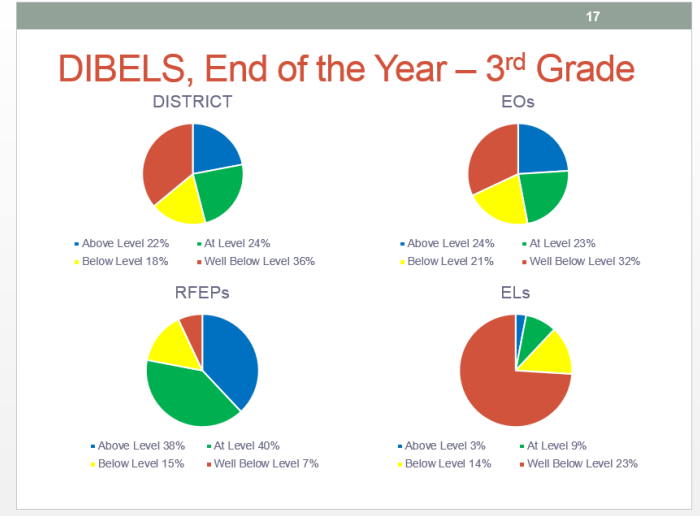
## DIBELS, End of the Year – 1<sup>st</sup> Grade



## DIBELS, End of the Year – 2<sup>nd</sup> Grade







Mrs. Guardado reviewed how our students are performing in some of our local assessments (DIBELS and iReady) by grade level. She explained that the achievement gap between EOs and ELs increases as the students progress through the years. It is imperative that our students develop reading skills to be able to experience academic success. Mrs. Guardado highlighted the fact that our RFEP students tend to score higher than their EO peers in all grade levels.

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### Title III Funds

- Supplemental Materials
- Teacher Development
- Teacher Planning
- Parental Support and Involvement
- Other Services

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### Supplemental Materials

- ❖ Teacher Materials
- ❖ Newcomer Materials (Lakeshore Learning, Dictionaries)
- ❖ Software and Online Programs ([Listenwise](#), [Rosetta Stone](#), [iLitELL](#))
- ❖ Subscriptions (Magazines for DLI schools)
- ❖ Reading Intervention Materials (Okapi, Saddleback)
- ❖ Laptops for newcomers at Hillview and PHS



## Teacher Development

- ❖ ELD Facilitators Monthly Meetings
- ❖ DLI Monthly Business Meetings
- ❖ WestEd Contract – Willow Cove (ELD school-wide) and DLI schools – focus on reading and writing skills
- ❖ Professional Development Opportunities (summer / after school trainings)
- ❖ Conferences
- ❖ Sub – coverage



## Teacher Planning


- ❖ Teacher collaboration time to plan and integrate effective strategies to help ELs
- ❖ DLI teachers collaboration time to plan and integrate effective strategies



## Parental Support and Involvement

- ❖ Parent Informational Meetings
- ❖ Parent Workshops
- ❖ Conferences for parents and parent liaisons

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## Other Services

- ❖ Consultant Services
- ❖ Partnerships with other organizations
- ❖ Student field trips

Mrs. Guardado explained to the members how the Title III funds are utilized to meet the needs of our ELs and RFEP students, since they have to be monitored for 4 years once they are reclassified.

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## Suggestions

- What other services, programs, or supports should we consider adding to support the achievement of our ELs?
- Are there any services, programs, or supports that we should consider amending or eliminating?

Member input regarding Needs Assessment Presentation

- Additional support and resources to be able to support students who are performing at or above level in comparison to their ELs and EOs peers but who are not performing at their own individual performance level. Additional support to help them reach their own individual highest potential.
- Additional support and attention to help develop reading skills. It is evident on the scores that our ELs are struggling in that area which will impact their ability to produce writing. Consider hiring intervention teachers to help students after school.
- Hire more qualified and prepared teachers that know how to teach reading skills.
- More access to computers since the testing platforms are all on computers, all students at all ages need to have access to computers to develop the computer skills they need to navigate the tests (iReady, CAASPP, and now ELPAC).
- Expand the computer program to include elementary students (newcomers at Hillview and PHS are loaned a laptop to access specific programs (Imagine Learning and Rosetta Stone)) to help them practice and accelerate the development of the English language.

- Increase the use of the practice tests (ELPAC/CAASPP) and provide students constructive support and feedback and for teachers to know what areas to focus their instruction if students are struggling in particular areas. Consider offering practice test sessions.
- Consider hiring a company to conduct an independent audit to help identify the areas of strengths and weakness in our EL program.
- Help reduce the class sizes so that teachers have time to go around and provide all of their students with the support and guidance they need.
- Look at the practices of the districts in which ELs are performing well and go visit them to learn from what they are doing.
- Additional support for ELs at the secondary level, especially at the high schools, since many of them get stuck being LTELS and never reach reclassification.
- Consider hiring an individual that can help analyze our community and to help identify the best way to reach out to parents to help increase the parental involvement and engagement.
- Reduce the amount of money allocated for additional pay for teacher planning/collaboration.

Mr. Moreno asked, are Title III funds protected funds? How is the current situation with the district budget impacting the services that are in place to help meet the needs of ELs? Mrs. Guardado explained that Title III funds can only be spent on ELs and RFEP students, so the funds are protected in that sense. But, reductions in the general budget can impact how Title III funds are utilized to meet the needs of ELs.

Mrs. Guardado encouraged the members to complete the LCAP Survey that the district sent out to gather input regarding that programs and services that are valued. The results will help inform the decision the School Board will have to make regarding upcoming budget re-organization and reductions.

Mr. Moreno encouraged the committee members to attend the upcoming Sub-Committee Meetings (December 17 and January 15) and Board Meeting (January 22) since information is going to be shared regarding upcoming budget reductions. He stated that it is important that they are present to serve as the voice for our EL students who need all the support they can get to help them be successful.

Several members asked if they could request a presentation to better understand the district's budget and status moving forward. Mrs. Guardado stated that she would work on getting Mr. Haria, Associate Superintendent of Business Services to come present to the committee. The members requested if Dr. Schulze could also be present. The members stated that they were willing to extend the meeting time (5:30 – 8:00 PM) to ensure that there is sufficient time to cover all of the topics.

ELAC Reports – tabled for upcoming meeting – January 13, 2020.

Discussion and presentation topics for January 13 DELAC Meeting:

- A.L.I.C.E. training
- Uniform Compliant Procedure (UCP)
- Budget presentation (if personnel is available)

Meeting adjourned at 7:55 pm.