

**Pittsburg Unified School District  
District English Learners Advisory Committee  
DELAC Meeting via Zoom while on Distance Learning  
December 7, 2020**

Present:

**Foothill:** Martha Carabantes

**Heights:** Martha Torres, Carmen Amezcua,

**Highlands:** María Rosales

**Los Medanos:** Oleyvi Brito, Elvia Gracían

**Parkside:** María Aldaba, Ana Karla Reyes, Claudia Barrera

**Willow Cove:** Miguel Álvaro, Heliodoro Moreno

**Stoneman:**

**Marina Vista:** Laura Rodríguez, Dalia Medina

**Hillview JH:** Martha Torres, María Magallón, Martha Carabantes, Aidee Cisneros

**Rancho Medanos JH:** Miguel Álvaro, Silvia Portillo, Oleyvi Brito, Dulce Bernal, Elvia Gracían, Adriana Medina, Kimberly Murray (VP)

**MLK, Jr. JH:** Laura Rodríguez, Dalia Medina

**PHS:** Martha Torres, Laura Rodríguez, María Zárate, Elvia Gracían, Adriana Medina, María Rosales

**PUSD:** Sandra Guardado, Lorena Asdourian

**Welcome and Introductions:** Mrs. Guardado, our Coordinator for English Learners and Dual Language Programs welcomed everyone and asked for permission to record the session. The members of DELAC agreed to record the session. She thanked them for being in the last virtual meeting of this year, 2020.

She asked Mr. Álvaro, our DELAC president to introduce himself. Mr. Álvaro introduced himself and asked the rest of the members to introduce themselves.

**Approval of Minutes: March 10, 2020 and November 9, 2020.**

Mrs. Guardado reviewed the agenda and mentioned that both the minutes for the November meeting and March were sent earlier for them to review.

Mrs. Guardado explained to the members that information was added to some of the slides and it is denoted using red ink to differentiate the original information that was shared at the meeting. The new information includes the data that Mr. Moreno requested. Members took some time to review the minutes. Mr. Moreno, made the first motion to approve the minutes for both dates and it was seconded by Mrs. Barrera. All members as committee agreed to approve the minutes of March 10, 2020 and November 9, 2020.

**Uniform Complaint Procedure**

Mrs. Guardado stated that in today's presentation she was going to review our district's Uniform Complaint Procedure (UCP).

- **Uniform Complaint Procedure (UCP) - Slide 1.**  
*DELAC Meeting, Monday, December 7, 2020*
- **Uniform Complaint Procedure - Slide 2**  
*PUSD shall investigate and seek to resolve complaints using policies and procedures known as UCP adopted by our local board.*

Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity that receives or benefits from state financial assistance.

Mrs. Guardado explained the UCP to the members. She mentioned this information is shared with parents/guardians annually. The information is included in the district's student handbook which is updated annually and included in the registration process. It is important that parents/guardians are aware of the process and steps to file a complaint.

### **Procedure - Slide 3**

- Complaints will be investigated and a written decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint.
- This sixty (60) calendar day time may be extended by written agreement of the complainant
- The complainant has a right to appeal the district's decision to the California Department of Education (CDE) by filing a written appeal within 15 calendar days of receiving the district's decision.
- UCP Officer: Mr. Anthony Molina, Assistant Superintendent, Educational Services Department

Mrs. Guardado continued by going over the process for submitting a complaint. Parents/guardians or any community member can submit a complaint to the district should they feel like they or a student have been a victim of discrimination/harassment/intimidation/bullying due to their age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, mental or physical disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation. Any of these acts are not tolerated in our district. The complaint can be submitted by completing a report either at the school site or district office. Once the report is received it is given to Mr. Molina for him to follow up and resolve.

Mrs. Guardado asked the members if they had any questions.

Mrs. L. Rodriguez asked if a complaint could be submitted under the basis of discrimination because of ethnicity or language?

Mrs. Guardado explained that a parent/guardian has the right to submit a complaint if they feel like they are being discriminated. The parent/guardian has to explain the incident(s) in the report and provide as many details as possible with regards to the claim of the discrimination for the district to then be able to review the information and if necessary conduct an investigation.

Mrs. Carabantes asked, does the UCP process only apply to make reports against adults and school personnel or does it also include student to student incidents?

Mrs. Guardado clarified that this procedure is intended to address either adult to adult or adult to student concerns. Student to student incidents need to be reported to the school site and it is addressed by the administrators at the site.

Mrs. Carabantes asked, can a parent submit a complaint because the school does not enroll a student due to missing documentation? Could this be considered discrimination especially if the student is of a different ethnicity?

Mrs. Guardado explained that there are certain documents that are required for enrollment and they are required for all students regardless of their ethnicity, so that would not be viewed as discrimination.

Mrs. Rodriguez asked, can a student be disciplined because they are late to school or get picked up late if the student is of a different nationality?

Mrs. Guardado stated that school attendance is mandatory and can be addressed in a disciplinary manner with the student and parent/guardian. The same attendance rules apply to all students and we have a district process to address attendance concerns.

Mrs. Carabantes asked, what are the steps to submit a report if you feel like you are being harassed or discriminated?

Mrs. Guardado explained that there is a form that a parent/guardian can complete and submit either to the school site or directly to the district. The report can be made in person or written report can be attached to the form. If parents/guardians need assistance to complete the form they can go to the district and support will be provided. If needed the report can be submitted in the parent's primary language and it will be translated. Once the report is submitted it is given to Mr. Molina to investigate. Mr. Molina will contact the parent/guardian and follow up on the report. In some cases, I have been asked to follow up with parents because I speak Spanish but ultimately Mr. Molina will handle the concern and provide interpreting or translating services to the parent. Mr. Molina will conduct an investigation and if needed will meet with the parent in person or over the phone to inform them how the issue was resolved. He has 60 days from the day the report gets submitted to resolve the complaint and notify the parent/guardian. The process can be extended only if the parent/guardian agrees to the time extension.

Mrs. Guardado continued to explain that the person presenting the complaint has the right to appeal the decision of the district if they are not satisfied with the resolution. In order for that to happen the complaint must submit a written appeal within 15 calendar days of receiving the district's decision to the California Department of Education (CDE). Mrs. Guardado shared that in the time that she has been with the district, she is not aware of any complaints being appealed at the state level. Most complaints have been resolved either at the site or district level.

Mrs. Zárate made a comment regarding something that occurred in the past. She mentioned that many years ago we had a problem with a teacher and when we presented the information to the principal, the principal was not able to do much since the principal stated that the teacher union protected the teacher. So, the only thing that could be done to resolve the issue was to remove the teacher from that specific site and moved the teacher to another school. Mrs. Zarate asked if it is true that the teacher's union can protect teachers even if they are bad?

Mrs. Guardado explained that teachers do have certain protections by the union. To be able to remove a teacher from their position there has to be a lot of strong evidence to prove that they are bad for students. And removing them from the specific school site and placing them at another site is a way to be able to resolve the concern. Of course if it is something egregious or unlawful then disciplinary action can be taken immediately to remove the teacher. Mrs. Guardado continued to explain that the specifics of what the disciplinary action was taken to address the concern that was submitted will not be shared with the complaint. They will simply notify the complaint that the issue has been addressed and resolved.

Mr. Alvarado then stated that this was not fair for employees to have this type of protection. It is not fair that they get protected by their unions when the parents and students do not have unions.

Mrs. Guardado mentioned that all disciplinary matters are handled privately, all employees have this protection. The specifics are never shared with the public.

Mrs. Rodriguez stated that she had heard that a teacher was drinking alcohol while conducting class on zoom and that supposedly the students did not see that teacher again.

Mrs. Guardado stated that she was not aware of such situation.

Mrs. Barrera mentioned that employees do have certain protections from their unions. And even expanded to say that California's Labor Code is an Employment at Will. This means that an employer or employee may terminate employment at any time, with or without cause or prior notice. But, this does not apply to public-sector employees, like teachers, because any disciplinary action must follow the contract that has been established and agreed upon by the unions and the district. But none the less this should not discourage parents from making the reports and following the UCP process. The reason why this process exists is to make sure parents and students are treated fairly.

Sr. Alvarado stated that he understood what Mrs. Barrera but feels that parents should be made aware if a teacher is moved from one school site to another as the way to address the complaint that was submitted. It is important for parents to know if a teacher is dangerous or not good for kids, to ensure that they protect their students.

Mrs. Guardado restated that the specific details regarding any disciplinary action will not be shared with parents. The way the UCP process is resolved is by notifying the complaint that the concern/issue was addressed. And if the complaint is not satisfied with the resolution they do have the right to appeal it to CDE within 15 days of receiving the resolution.

Mr. Moreno asked, what it exactly that the complaint receives. If they are not getting any specific information regarding how the matter was addressed then how do they determine if they are satisfied with the resolution or if they should consider appealing it to the state, if they do not have any information?

Mrs. Guardado explained that the complaint will receive notification of the issue being resolved but that is it no specific information is shared. Mrs. Guardado stated that she would ask what specifically is shared with the complaint and will share that with the members at the next meeting. She admitted that she had never actually seen what is actually shared with the person who submits the report.

Mrs. Rodriguez, thanked Mrs. Guardado for this information. She stated that it is important for parents to be aware of the process that is in place for them to submit any complaints.

Mrs. Guardado encouraged the members that for any issues or concerns they should always start by reporting them to the specific school site. She mentioned that it is always good to start there at that level. But that if the problem was significant or egregious enough then they should certainly consider reporting to the district first. And clarified that making a report does not always mean that they are submitting an UCP complaint.

Mrs. Zarate asked, is there was a discipline matrix to address employee behavior? If not is it something that the district can create? That way parents would be aware of the type of disciplinary sanctions that exists.

Mrs. Guardado mentioned that this type of document does not exist because every disciplinary case is addressed on an individual basis.

Mrs. Vasquez asked, so the employees have their unions to protect them but what do parents and students have as protection?

Mrs. Guardado reminded the members that they always have their sites to go to report any concerns. They also have the personnel at the district office to help provide additional support as well as the process. PUSD prides itself in being a student-centered district and meeting the needs of our students and protecting them are our first priorities. Mrs. Guardado shared in the 3 years that she has been with PUSD she is not aware of many UCP complaints not being resolved or that were appealed to the state. She assured the members that the UCP process

is there to protect all of our students and parents/guardians and that any report that is submitted is given attention and if needed investigated by Mr. Molina. Mr. Molina certainly takes the time to listen to the complaint and does his best to resolve it. She assured the members to trust the process that has been set in place to address these types of concerns. .

Mrs. Guardado asked the members if there were any more questions. No more questions were asked.

### **Needs Assessments Survey Input**

Mrs. Guardado informed the members that usually we administer this Needs Assessment survey in the Spring, typically in May. But, given that we were Sheltering in Place due to Covid-19 and in distance learning the survey was not administered. Normally, at this meeting I am sharing with you the results from the survey but this year instead you will have the opportunity to give input with regards to the questions that are included in the survey and give input on whether you would like to alter, add, or omit certain questions or customize them to reflect our current reality of being in distance learning.

Mrs. Guardado used last year's presentation to show the members the questions that were included in the previous survey. The questions that were included were:

### **Needs Assessment questions from 2019/2020 presentation for DELAC Meeting of October 7, 2019**

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

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

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

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

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

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

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

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

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

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

Mrs. Guardado reminded the members that two years ago with the input of DELAC members questions 5 and 6 were added to the survey. She also stated that in the past we have asked parents to complete this survey on paper form. This year's Needs Assessment Survey will be completed electronically. Parents will be emailed a link to complete the survey given that we are in distance learning. The survey will be available in English and Spanish.

After reviewing the questions from the previous survey, Mrs. Guardado asked the members to give suggestions on whether they wanted to add or change the wording on any of the questions.

Mrs. Zárate asked, are the EL students getting additional language support now? Prior to being in distance learning the students that are ELs got additional language support during the rotation block and extra help or support after school? Is that still happening?

Mrs. Guardado mentioned that all ELs at the elementary level are receiving designated English support during ELD time (20 minutes a day) and also have access to Imagine Learning to help provide them with additional support to develop and master the English language. Additional support beyond that varies from site to site and some students are receiving support after school. Mrs. Guardado shared that a group who is receiving additional language support are our newcomer students, those who have been in the US for less than 3 school years and were born in another country. We have identified about 60 newcomers and they are being given an additional hour of language support once a week by a group of retired teachers. This is a new program that we started this year to support the language development of our newest students. We also purchased licenses to an additional language program, Rosetta Stone English K-6 to help support these students. They are encouraged to practice at home and log on to the program at least 20 minutes a day.

Mrs. Guardado also mentioned that thanks to your suggestions, we have contracted 7 counselors that are going to be able to provide social-emotional support to elementary students. We will start this program in January and this support will be for 2<sup>nd</sup> – 5<sup>th</sup> graders. The groups will gathered via zoom afterschool/evenings. Teachers are helping identify students and we will be contacting families to invite students to participate. This idea came as a result of you asking for more support for elementary students and thanked the members for your input.

Mr. Alvarado made the suggestion to add a question to the survey regarding social-emotional support and whether parents are aware that they can request additional social-emotional support for their students.

Mrs. Guardado stated that she would work on the wording and create a question regarding knowing how to request additional supports for their students.

Mrs. Zárate shared that she is concerned and wondered if students get misidentified and are identified as English learners but in reality they just have a learning disability and need SPED support or social-emotional support.

Mrs. Guardado shared that there might be some instances of misidentification but that she does not see it as a major problem. She explained we do have a number of students who need additional social-emotional support and we need to continue to find ways to meet those needs.

Mr. Alvarado made the suggestion to add another question on whether parents know how to request additional academic support and get help to identify if the student might have a learning disability. He shared his own experience in requesting additional support for his student who ultimately qualified for an IEP.

Mrs. Guardado stated that an additional question would be created to ask parents if they are aware that they can request additional academic support to help address any academic concerns that might lead to helping identify if there are bigger needs that need to be addressed.

Mrs. Guardado reminded the members that as parents they have the right to request to have meetings with their students' teachers to discuss how they are doing academically and are progressing. And encouraged them during parent-teacher conferences to ask questions specifically on how their student is doing in Reading, Writing and Math.

Mr. Moreno made the observation that he did not see any questions specifically about distance learning and how that is working. He made the suggestion that a question be asked specifically how things are going for their students during distance learning.

Mrs. Guardado explained that the reason why there is currently not a question specifically about distance learning is because these were the questions that were included in the 2019 survey since we did not administer the survey in 2020. And agreed that specific questions about distance learning will be added.

Mr. Moreno made the suggestion to add a question regarding how parents felt their student is doing in distance learning. Are they doing better, worse or the same in distance learning?

Mrs. Guardado stated that his question would be added.

Mrs. Bernal made the request to add a question asking parents if they would like to receive information regarding strategies on how to help your EL at home.

Mrs. Guardado stated that an additional question would be added regarding additional support for parents to know how to help their EL student.

Mrs. Guardado asked the members if they were okay with her omitting question 6 (QUESTION 6\* – Do you receive specific information on how your student is progressing in the English Language Development support class (rotation group in elementary schools)?) from this year’s survey given that we are not doing rotation groups while in distance learning.

The members agreed to omit this question for this year’s survey and add 5 new questions from the input gathered today.

Mr. Alvarado brought up a concern he has regarding how teachers are teaching while in distance learning. He feels like there are some teachers that are not making time to check in with students to make sure that they understand what they are learning and know it well enough to be able to complete the assignments that are assigned. He shared that some teachers are just delivering instruction without checking for understanding or asking a lot of questions so this leads to students like his not being able to complete the homework assignments because of the lack of understanding or the assignments get completed incorrectly just to be able to turn in something so it does not show up as missing assignments. He feels like there are a lot of students who are struggling to communicate with their teachers and asking for additional support. Distance learning is not working for all students and teachers need to do a better job at making sure students are understanding what is being taught and not just assigning work for the sake of assigning work.

Mrs. Zarate shared that he is not the only parent who has that concern. She feels the same way and students are not communicating to the teachers that they are not comprehending the material and that is the reason why they are not turning in the work.

Mr. Alvarado stated that teachers need to be made aware or reminded of effective strategies to check student understanding and concentrate on covering material more in depth vs simply covering a lot of material without any student really understanding what is being taught. Student need to be asked more questions and participate more so that it is not just the teacher talking.

Mrs. Guardado thanked the members for sharing their concerns and it would not hurt to remind teachers once we start the second half of the school year of effective strategies to check for understanding and increase student participation.

Mrs. Zárate shared that she has noticed that there is not a lot of student participate on some of the zoom classes. She mentioned that typically in a class of 30, she at most sees 10 student participate and majority of them do not even turn their cameras on. Not having their cameras on makes it really difficult to know if they are even paying attention or understanding the material. It should be a rule that all students have their cameras on or if not the expectation should be that then the teacher is going to call on you to make sure the student is there paying attention.

Mrs. Bernal shared that during distance learning she finds group work to be really difficult on students. The majority of the time one or two students get stuck doing all the work and it is unfair because all the students get a grade even though only some students actually did the work.

Mrs. Barrera stated that she knows that distance learning is more challenging for students but knows that most teachers are trying their best to still meet the needs of the students. It is difficult to check for understanding when cameras are turned off but she reminded that it would not be fair to require students to have their cameras on when not all students can do that for various reasons.

### **ELAC Reports.**

**Foothill.** Mrs. Carabantes reported.

- The meeting was on November 12<sup>th</sup>.
- Presentation regarding how site funds are being used to meet the needs of the students.
- The school goals and priorities were shared, this year they will be focusing on reading and math skills as well as ways to meet the social-emotional needs of the students.
- Funds are being used differently this year since we are in distance learning and some of the programs we had to support students have been altered.

**Heights.** Mrs. C. Amezcua reported.

- The meeting was on November 19<sup>th</sup>.
- Information on the School Plan was shared and the school has identified 4 themes (reading, math, social-emotional) that they are using to measure student learning and progress during distance learning.
- Reviewed how funds are being used differently this year since we are in distance learning.

**Highlands.** Mrs. Rosales reported.

- Meeting was held today but was unable to give a report since she was not able to attend the meeting.

**Los Medanos.** Mrs. Gracián reported.

- The meeting was on December 4<sup>th</sup> but was unable to give a report since she was not able to attend the meeting.

**Marina Vista.** Mrs. L. Rodriguez reported.

- No meeting has been held but school is working to get the committee going after the passing of Mrs. Valdez.

**Parkside.** Mrs. Reyes reported.

- The meeting was on November 10<sup>th</sup>.
- There was a presentation on the School Plan. The majority of information on the School Plan is for when we return to in person instruction.
- Students participate in mindfulness activities once a week and those strategies are also shared with parents and she finds those strategies to be really useful to reduce her own stress levels.



- Information reading reclassification process and that students are monitored for 4 years to make sure they are doing well.

**Stoneman:** No representative present.

**Willow Cove.** Mr. Moreno reported.

- The meeting was on November 17th.
- Information regarding the School Site Plan was shared. The goals of the school this year are to focus on reading, supporting ELs, culture and climate of the school.
- Received information regarding how the funds are being used to meet the needs of students during distance learning. There have been such adjustments made to the types of programs since some of them like tutoring programs are not as successful while in distance learning.

**Hillview.** Mrs. M. Torres reported.

- Our meeting was today, December 7.
- Reclassification information was reviewed.
- Information regarding the Safety Plan was shared although not much applies since we are in distance learning.

**Martin Luther King Jr. JH:** Mrs. L. Rodriguez reported.

- A meeting was held but was unable to give a report since she was not able to attend the meeting.

**Rancho Medanos.** Mrs. Chávez reported.

- Meeting will take place tomorrow, December 8.
- Mrs. Guardado will attend tomorrow's meeting to clarify any information to the members.

**PHS.** Mrs. Rosales reported.

- The meeting was on November 9th.
- Discussed the positive things of distance learning.
- Mr. Whitmire attended the meeting and parents shared with him the importance that the teachers enter their grades on Aeries on time.
- Mrs. Fortney, the Assistant Principal encouraged parents that when they email the teachers to copy her that way she can help follow up on their questions. Mrs. Rosales encouraged the parents to also include Mr. Whitmire in those emails.

Mrs. Guardado wished everyone safe and happy break. She reminded the members to be safe, wear their masks and stay inside.

Next meeting is January 11, 2021.

Meeting was adjourned at 7:41