

Pittsburg Unified School District
District English Learner Advisory Committee
DELAC Meeting - November 9, 2020
Via Zoom

Foothill: Ana Becerra

Heights: Carmen Amezcua, Martha Torres

Highlands:

Los Medanos: Irma González

Parkside: María Aldaba

Willow Cove: Miguel Alvarado, Helio Moreno

Stoneman:

Marina Vista: Ana Pérez, PFL

Hillview JH: Martha Torres, Ana Becerra,
María Rosales

Rancho Medanos JH: Miguel Alvarado,
Irma González,

Dulce Bernal, Leticia Fernández, María Tapia,
María Chávez

MLK, JH: Ana Pérez, PFL

PHS: Helio Moreno, Martha Torres, María Chávez,
María Rosales, María Zárate

Black Diamond:

Educational Services: Sandra Guardado,
Lorena Asdourian

Welcome and Introductions: Mrs. Guardado welcomed everyone and mentioned that as always, we ask you for permission to record the session. The members of DELAC agreed to record the session. Mrs. Guardado asked Mr. Alvarado our DELAC president to introduced himself. He also welcomed all the members present and asked them to introduce themselves.

Mrs. Guardado went over the agenda and mentioned that the October minutes were sent to them earlier. The minutes from the March meeting still need to be translated and will be approved at our next meeting.

Approval of Minutes:

Members took some time to review the minutes. Mrs. Rosales, made the first motion to approve the minutes and it was seconded by Mr. Moreno. All members as committee agreed to approve the minutes of October 19, 2020.

Purpose and Responsibilities of District English Learner Advisory Committee (DELAC)

Mrs. Guardado mentioned, this item on the agenda was an item for the previous meeting that was postponed to grant the discussion with Dr. Schulze more time. Given that many of the sites have already had their first ELAC meeting of the school year, many of you might have heard this information at that meeting.

What is ELAC?

- ELAC – English Learner Advisory Committee.
- SCHOOL SITE Advisory Committee.
- Parent Group that advises to the school Principal and staff regarding the needs of English Learner (EL) students.

What is DELAC?

- DELAC – District English Learner Advisory Committee.
- DISTRICT Advisory Committee.
- Group of parent representatives of each participating school site committee.
- Advises the Superintendent and the School Board members regarding the needs of the EL Students and services provided through the program.

DELAC represents the district. The committee which is comprised of representatives from all of the individual school sites advises the Superintendent/District regarding the needs of English Learners (EL).

Requirements:

- Each school site with 21 or more identified EL students, regardless of their primary language, must constitute an ELAC.
- Each school district with 51 or more identify EL students, regardless of their primary language, must constitute a DELAC.

Mrs. Guardado stated that our parent participation in our school sites and district are strong, so for us having parent representation is has never really been a problem.

ELAC Requirements:

- Parents or guardians of EL students elect the ELAC officers.
- In the committee, the percentage of parents of EL students must represent at least the same percentage of EL students in the school (meaning that the committee should be composed of parents/guardians of EL students).

The parents or guardians that represent our EL students are members, some of this parents are leaders in their schools. They may be parents of students that have already been reclassified but we must monitor these students for four years, so they are still eligible to participate in our ELAC and DELAC meetings.

DELAC Requirements:

- Representatives from each ELAC are elected to be members of the DELAC.
- The *majority* of the *DELAC* members must be parents of EL students not employed by the district.

Responsibilities of the Committees:**Responsibilities of ELAC:**

- The ELAC ADVISES and assists in:
- The development of the School Site Plan based on the district's master plan.
- The development and the implementation of a school needs assessment to determine the needs of the EL students.

In the school Site Council, they are presented on how the schools are using the funds and also is presented to your ELACs committees. The district also, does the Needs Assessment Survey, we will have it in December, since we were not able to complete it last spring due to the Shelter in Place order.

- The ELAC ADVISES and assists in:
- The development of strategies to inform parents of EL students of the importance of regular school attendance.

Responsibilities of DELAC:

- THE DELAC ADVISES in:
- Establishing a timeline for the development or revision of the district's master plan taking into consideration each school site plan.

- THE DELAC ADVISES and assists in:
- Creating and administration of the district's needs assessments
- Establishing the goals and objectives of the District Program for EL students.

- THE DELAC ADVISES and assists in:
- Written parent notification regarding their child's participation in the program.

- THE DELAC ADVISES in:
- The district's reclassification process.
- Any waiver requested from the California Department of Education.

Parent Training:

- Adequate and extensive training, including materials for the ELAC and DELAC is required to assist committee members to carry out their legal responsibilities.
- ELAC and DELAC members must commit to participate actively in the committees.
- The committee members must also provide input to the district regarding training that will assist them in carrying out their legal responsibilities.

Why are the committees important?

- They are required by law.
- Strong parent participation/engagement will determine academic SUCCESS of the students

Mrs. Guardado shared that in one of our upcoming meetings we will go over the parent notification letters that we send to the parents of English Learners to inform them of their student's progress. As a DELAC committee your input regarding our Reclassification Criteria and process is also considered. Here at PUSD, we value parent input and as representatives of our DELAC your input is valued and sought after. You also provide input on the LCAP process regarding how to best utilize the funds to meet the needs of our students. You provide us with a school report every month on how the schools are doing and give us information regarding what you want us to add or improve on. We know that having parents involved only helps us as a district provide the best educational experiences for all of our students.

Mrs. Bernal asked is the Needs Assessment sent only to the EL parents?

Mrs. Guardado confirmed that the only parents that are asked to complete the Annual Needs Assessments are parents of current EL students. Mrs. Guardado mentioned that we will review the needs assessment at our December meeting to see if we want to make any modifications or add any questions especially since we are in distance learning. She also shared that the district was also planning to send out more of a general survey regarding the reopening of schools to see how parents feel about returning to in person instruction and when we are ready to get parent input this survey will be sent to all the parents in the district but the Annual Needs Assessment is specific to only the parents of ELs.

Mr. Moreno asked if she could clarify what she meant by a more general survey?

Mrs. Guardado explained that the district is preparing to a survey to ask all the parents in the district to complete regarding how they feel about returning to in person instruction. The board is scheduled to have a discussion for reopening of school at the December meeting. It does not mean that as a district we have decided to reopen schools it is simply a discussion to consider the options and decide on the next steps.

Mrs. Bernal stated, I am also part of the School Site Council at my school site and I think we should suggest that each SSC has an EL parent present in their meetings. This is the committee that approves how the school spends the money to support the students. So it is important that an EL parent is there to advocate for the needs of ELs.

Mrs. Guardado thanked Mrs. Bernal for sharing that and also reminded the members that although the SSC approves the way the school is planning to spend the money to meet the needs of the students, they are required to get input from ELAC regarding how to meet the needs of the ELs. She encouraged them to get involved in their SSCs by attending the meetings or becoming an officer.

Presentation – PUSD Reclassification Criteria

Mrs. Guardado continued with the agenda and started the presentation to review our district’s Reclassification Criteria

Review of Reclassification Criteria - Slide 2

Review of Reclassification Criteria - Slide 2.

Required Criteria (California Education Code Section 313[d])	Pittsburg Unified School District Criteria
English Language Proficiency Assessments for California (ELPAC)	Grades K-12 - An overall score 4
Comparison of Performance in Basic Skills English Language Arts	Grades K-8 ELA DIBELS K-3 rd (on grade level) <u>OR</u> ELA iReady Diagnostic 1 st – 8 th (cut points) <u>OR</u> ELA CAASPP 3 rd – 8 th (standard met) Grades 9-12 ELA iReady Diagnostic (cut points) <u>OR</u> PSAT 9 th – 11 th (cut points) <u>OR</u> ELA CAASPP 11 th (standard met)
Parental Opinion and Consultation	Consultation meeting with parent
Teacher Evaluation	<ol style="list-style-type: none"> 1. YES/NO- Student can participate on par with native English speaking peers in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade level topics, texts and issues, building on other’s ideas and expressing their own clearly and persuasively (CCSS.SL.1) 2. YES/NO - Student can adapt language to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (CCSS.SL.6) 3. YES/NO - Student’s academic performance in class in on par with native English speaking peers with respect to mastery of content

Mrs. Guardado explained the four components that students must meet to be reclassified. In order for students to be considered for reclassification they must first pass the ELPAC with an overall score of 4. Then they must meet the requirement that demonstrates that they have met the basic skills demonstrated through the various local of state assessments (DIBELS, iReady, CAASPP, PSAT). Then the student’s teacher completes an evaluation to confirm that the student is ready to be reclassified. Finally, the parent is consulted regarding their student standing and if parent agrees then the student is reclassified.

Mrs. Guardado explained that it is important as parents to know how their student is performing on their assessments and know how far they are away from meeting the reclassification criteria. She asked the members that if they had specific questions regarding the current scores of their students to please put their information on the chat and Mrs. Guardado would reach out to them to go over their student’s specific data either on Tuesday or Thursday.

Mr. Moreno asked, in order to reclassify a student do they have to meet all 4 requirements or if they have some but not all can they be eligible for reclassification? What requirement deems the student as eligible for reclassification?

Mrs. Guardado explained that in order for a student to be considered eligible for reclassification they must meet all 4 requirements. The order of those requirements is:

1. ELPAC evaluation – Must earn a 4 to be considered eligible
2. Basic Skills – Must meet the expected level/score on the identified assessment by grade level
3. Teacher Evaluation – Must receive a YES on all 3 identified language standards – if a teacher does not deem the student ready for reclassification on one of the standards then the teacher must submit an action plan to help the student be ready to be reclassified during the next reclassification window
4. Parent Consultation – Parent must be in agreement with reclassifying their student. 99% of the times parents will be in agreement usually if the parent chooses not to reclassify their student is because of a misunderstanding or because they are afraid that reclassifying their students means that their student cannot longer receive additional supports or services. This is usually clarified in the conversation with site administrator or EL Coordinator.

Mrs. Amezcua asked for clarification on the required ELPAC score and wanted to know if the students had to meet the expected score on each of the assessments listed under Basic Skills. She also wondered if the order could be inverse, meaning a student can be considered eligible if they meet the Basic Skill requirement but not the ELPAC score.

Mrs. Guardado explained that the first requirement that she looks for to identify which students are eligible to be reclassified is the ELPAC score, a student must earn a score of a 4 for her to continue to look at the other criteria to see if they are eligible. If they earned a score of 4 on the ELPAC then she looks at their scores on DIBELS, iReady, CAASPP, PSAT. She explained that if the student has met the ELPAC score of 4 and has met the expected score on DIBELS or iReady, or CAASPP, or PSAT then we consult with the teachers to complete the evaluation and finally consult with the parent(s). Mrs. Guardado emphasized that the first criteria that a student has to meet is the overall ELPAC score of 4. A student cannot be considered eligible for reclassification if they have met only the Basic Skills requirement but have not earned a score of 4 on the ELPAC.

Mrs. Guardado continued to explain that if a student earns an overall score of a 4 on the ELPAC but does not meet the expected level/score on the basic skills assessments (DIBELS, iReady, CAASPP, PSAT) then the student is considered a Potential Reclassified student, meaning that although they cannot be reclassified in the Fall they might be able to meet the expected level/score in the next administration of the local assessments (DIBELS, iReady, PSAT) and then be reclassified in January.

Mr. Moreno asked if the DIBELS and iReady tests administered on the computer.

Mrs. Guardado explained that the DIBELS assessment is administered in a 1:1 setting by the Early Literacy coach, this assessment is not an online assessment. The iReady assessment is administered online, each student logs in to their account and completes the assessment on the computer. The PSAT is also a paper pencil form test that students take in person. The DIBELS and iReady assessments are administered 3 times a year and the CAASPP and PSAT are administered school-wide once a year. The ELPAC assessment is also now administered on the computer. K-2 still complete the writing section using a paper pencil form but the other 3 sections are administered online.

Demonstration of Basic Skills (K-5) - Slide 3

Grade	DIBELS	iReady	CAASPP
Kinder	At or above grade level		
First	At or above grade level	Spring - 458	

Second	At or above grade level	Fall - 458 Spring - 513	
Third	At or above grade level	Fall - 513 Spring - 545	
Fourth		Fall - 545 Spring - 526	Meets or Exceeds Standard (from 3 rd grade)
Fifth		Fall - 526 Spring - 561	Meets or Exceeds Standard (from 4 th grade)

Demonstration of Basic Skills (6-12) – Slide 4

Grade	iReady	CAASPP	PSAT
Sixth	Fall - 561 Spring - 581	Meets or Exceeds Standard (from 5 th grade)	
Seventh	Fall - 581 Spring - 583	Meets or Exceeds Standard (from 6 th grade)	
Eighth	Fall - 583 Spring - 594	Meets or Exceeds Standard (from 7 th grade)	
Ninth	Fall - 594 Spring - 605	Meets or Exceeds Standard (from 8 th grade)	390
Tenth	Fall - 605 Spring - 625		410
Eleventh	Fall 625 Spring - 637		430
Twelfth	Fall – 637 (from 11 th grade)	Meets or Exceeds Standard (from 11 th grade)	430 (from 11 th grade)

Mrs. Guardado went over the expected level or score needed at each grade level on the different assessments used to meet the reclassification criteria which assesses basic skills. She explained that the reason why the iReady assessment has a Fall and a Spring score is because when we reclassify students in the Fall (August/September) we used previous year's score and for the Spring reclassification window we use the current year's assessment and the expectation is higher then since the students would have received grade level instruction for several month and hence the expectation is that students will be performing more at grade level as well.

Mrs. Guardado shared with the members that this year we will not be administering the PSAT to our high school students since the test was not adapted to be able to be administered remotely or online while we are in distance learning. Since the test is still a paper and pencil form as a district we do not feel comfortable bringing students in to test, so this year we will not be administering this test. High schoolers instead will take the iReady assessment.

Mrs. Amezcua asked, is there a mistake with regards to the expected scores on iReady in 4th grade and 7th grade. The expected score in the Fall for a 4th grader is 545 and the expected score in the Spring is 526. Then in 7th grade the expected score in the Fall is 581 and in the Spring is 583. Is that accurate?

Mrs. Guardado responded that it was not a mistake and that the scores were adjusted given how all of our students not just the ELs are performing on the iReady assessment. The expected scores by each grade level that were identified took into account how all of our students in that grade level performed on the assessment and from that an average score was identified for each grade level and that is why in 4th and 7th grade adjustments were made with regards to the expected scores.

Reclassifications Projections by Site (2020-2021) - Slide 5

School	Total ELs (11/9/20)	RFEP Oct 2019	Potential RFEP Dec 2020	Potential RFEP Jan 2021	Total Number of Potential RFEP
Foothill	152	5	4	4	13 = 9%
Heights	177	2	14	2	18 = 10%
Highlands	133	1	15	5	21 = 16%
Los Medanos	188	1	32	1	34 = 18%
Marina Vista	154	2	10	5	17 = 11%
Parkside	182	0	23	3	26 = 14%
Stoneman	128	1	3	2	6 = 5%
Willow Cove	299	4	13	16	33 = 11%
Hillview	196	1	8	19	28 = 14%
MLK	194	1	13	12	26 = 13%
Rancho Medanos	225	6	18	19	43 = 19%
PHS	751	18	8	83	109 = 15%
Black Diamond	79	0	0	3	3 = 4%
Total	2858	42	161	164	377 = 13%

Mrs. Guardado continued with the presentation and reviewed the numbers of projected reclassified students for the 2020-2021 school year. She explained that this year we had a total of 42 students that were identified and reclassified in October. This number is significantly lower than last year and that's because not all EL students were able to complete the ELPAC Summative assessment prior to March 13.

She explained that the students who are identified as Potential Reclassification in December are students that had already meet the expected level/score on the basic skills but did not have the opportunity to take or complete the ELPAC Summative assessment in the spring because of the Sheltering in Place and going into Distance Learning. These students were given the opportunity to take or complete the ELPAC Summative assessment this September/October and will receive scores in December. If they earn an overall score of 4 on the ELPAC then those students will be reclassify in December. The students who are identified as Potential Reclassification in January are students that already earned an overall score of 4 on the ELPAC Summative but need to meet the expected level/score on DIBELS or iReady assessment. Students will have the opportunity to be assessed in December/January and if they earn the expected score then they will be reclassified in January to ensure that they do not have to participate in the ELPAC Summative administration that starts on February 1 – May 31st.

Mrs. Guardado highlighted that if all the Potential RFEP students in December and January along with the ones that were reclassified in October we could have up to 377 students who can be reclassified this year which equals 13% of our ELs students being reclassified.

Mrs. Fernandez asked, are the students who get reclassified this year going to have the opportunity to be recognized and have a ceremony with awards and food?

Mrs. Guardado answered that students will be acknowledged and celebrated but that the recognition will look different than the ceremonies they had last year with food. She emphasized that students will be recognized just in a different way.

Mr. Moreno asked, so the ELPAC Summative that was administered to students this Fall was only administered to students who were considered to be ready? What about the students who are identified as potential in January?

Mrs. Guardado clarified that the students 161 students who are listed as the Potential in December 2020 were the students who were administered the ELPAC Summative this September/October. These students already met the expected level/score on DIBELS or iReady but need to earn a score of 4 on the ELPAC to be eligible for reclassification. These students did not complete the ELPAC Summative assessment prior to us going to Distance Learning and ELPAC testing was suspended.

The 164 students that are listed as Potential in January 2021 are students that earned an overall score of 4 on ELPAC but still need to meet the expected level/score on DIBELS or iReady. These students will have the opportunity to take the DIBELS and iReady assessments again in December/January. If they earn the expected level/score then those students will be reclassified in January. Mrs. Guardado explained that it is important that we reclassify as many students in December and January so that these students do not have to participate in the administration of the ELPAC summative assessment that starts on February 1st and goes until May 31st. Once students are reclassified they no longer have to participate on the annual ELPAC evaluation.

Mr. Moreno asked, how our projection of reclassified students for this year compare to our numbers of reclassified students from last year?

Mrs. Guardado proceeded with the presentation and showed that last year we had projected a total of 392 students to be reclassified which equals 14%. Mrs. Guardado stated that she did not have the actual numbers of the students who were actually reclassified last year but that she would get those figures for them and share that information out. She stated that although she did not have the specific numbers she knew it was lower than 14% since not all 392 identified students were actually reclassified.

Reclassifications Projections Actuals 2019-2020 - Slide 6

School	Total ELs (10/15/19)	RFEP Oct 2019	Potential RFEP Jan 2020	Number Total Potential RFEP	Actual RFEP 2019-2020
Foothill	157	5	6 (1)	11 (7%)	7 (4%)
Heights	173	15	4 (1)	19 (11%)	16 (9%)
Highlands	151	5	14 (2)	19 (13%)	7 (5%)
Los Medanos	179	16	4 (2)	20 (11%)	18 (10%)
Marina Vista	157	18	8 (2)	26 (10%)	20 (13%)
Parkside	201	9	7 (1)	16 (8%)	10 (5%)

Stoneman	114	9	1 (0)	10 (9%)	9 (8%)
Willow Cove	293	21	17 (6)	38 (13%)	27 (9%)
Hillview	201	11	25 (6)	36 (18%)	17 (8%)
MLK	191	7	31 (3)	38 (20%)	10 (5%)
Rancho Medanos	222	12	40 (7)	52 (23%)	19 (9%)
PHS	663	11	94 (16)	105 (16%)	27 (4%)
Black Diamond	75	0	2 (0)	2 (3%)	0 (0%)
Total	2777	151 (5.4%)	241 (8.7%)	392 (14%)	187 (7%)

**The information provided in red are the actual number of students reclassified last year, this information was updated after the DELAC meeting. The only information shared at the meeting was the information provided in the black color font.*

Mrs. Rosales asked, is any consideration being taken into account by the district or state regarding the reclassification criteria being amended this school year since we are in distance learning? I recall that two years ago the expectation was for students to earn an overall score of 3 or 4 on the ELPAC, can we go back to expecting only an overall score of 3? Is that something that can be considered especially because it is difficult to earn a score of 4 but now that we have been on distance learning since March it is going to be even more difficult?

Mrs. Guardado explained that we have not received any new guidance from the state amending any of the reclassification criteria regarding the expected score of 4 on the ELPAC. The one thing the state did do with regards to the ELPAC was reconfigure the test to allow districts to be able to test remotely while in distance learning, this is how we were able to administer the ELPAC summative to the 161 students in September/October. As a state and district we want to make sure we do not reclassify any students prior to being ready because we want to make sure that when we reclassify student they have demonstrated that they have mastered the English language at a level that will ensure that they can be achieve academic success without additional supports. In our district our reclassified students always outperform all of the other students on any assessment.

ELAC Reports

Foothill: No report.

Heights: Mrs. Torres reported.

- Our next meeting will be November 19th.

Highlands: Mrs. Rosales reported.

- Our next meeting will be in December.
- We had a Fall Festival, the Parent's Club prepared small bags with candy and small items for the students; it was a drive through and the teachers wore in costumes and distributed bags the students.

Los Medanos: Mrs. I. González reported.

- Did not have a meeting this month.

Marina Vista: Mrs. Medina reported.

- Up to now, we have not had a meeting.
- Mrs. Ana Pérez, the Parent Liaison, is here; Mrs. Guardado mentioned that they will work on a plan for MV. Mrs. Perez will connect with Ms. Medina to start getting parents involved.

Parkside: Mrs. Aldaba reported.

- Meeting is scheduled for tomorrow, November 10.

Stoneman: No report.

Willow Cove: Mr. Moreno reported.

- Meeting will be next Tuesday.

Hillview: Mrs. Becerra reported.

- First meeting was held last week.
- New officers were elected and introduced.

MLK, Jr. JH: Mrs. Perez, reported.

- First meeting was held last month.
- Information regarding the roles and functions of parent representatives was presented.

Rancho Medanos: Mrs. Chávez reported.

- Our last meeting was October 18th.
- Next meeting is scheduled to take place in December.
- There was confusion with regards to the election of this year's officers and expected responsibilities of each office.
- Mrs. Murray will go over the process and roles and responsibilities of officers at our next meeting.
- Mrs. Guardado will attend the ELAC meeting in December to help clarify any information.

PHS: Mrs. Chávez reported.

- Meeting is scheduled to take place tomorrow.
- We had a short meeting last month just with the officers to talk about ideas for this year.

As the ELAC reports were being shared, Mrs. Guardado looked up last year's reclassification information and shared it with the members. She shared our district's reclassification rate and how we compare to the reclassification rate of the county and state.

Selected District Level Data - 0761788--Pittsburg Unified
for the year 2019-20

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Pittsburg Unified	0761788	11,367	2,850 (25.1 %)	2,999 (26.4 %)	267 (9.2 %)
<u>County Total:</u>		178,406	28,454 (15.9 %)	34,062 (19.1 %)	3,561 (12.3 %)
<u>State Totals:</u>		6,163,001	1,148,024 (18.6%)	1,407,927 (22.8%)	164,653 (13.8%)

Mr. Moreno asked to see previous year's information. He also asked, what year did we accept the ELPAC score of 3?

Mrs. Guardado shared the reclassification rate for the 2018-2019 and 2017-2018 school year. She stated that the year that we honored the score of 3 on the ELPAC was during the 2018-2019 school year. We first administered the ELPAC summative assessment during the 2017-2018 school year.

Selected District Level Data - 0761788--Pittsburg Unified
for the year 2018-19

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Pittsburg Unified	0761788	11,345	2,888 (25.5 %)	2,971 (26.2 %)	616 (18.0 %)
<u>County Total:</u>		177,940	28,982 (16.3 %)	32,907 (18.5 %)	4,285 (13.9 %)
<u>State Totals:</u>		6,186,278	1,195,988 (19.3%)	1,391,621 (22.5%)	175,746 (13.8%)

Selected District Level Data - 0761788--Pittsburg Unified
for the year 2017-18

District	District Code	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Pittsburg Unified	0761788	11,537	3,416 (29.6 %)	2,597 (22.5 %)	389 (11.0 %)
<u>County Total:</u>		178,060	30,734 (17.3 %)	30,787 (17.3 %)	3,902 (12.5 %)
<u>State Totals:</u>		6,220,413	1,271,150 (20.4%)	1,366,262 (22.0%)	193,899 (14.6%)

Mrs. Guardado shared that last year’s reclassification projection was 14% and our actual reclassification rate was 9%. The projection rate for this year is 13% and hope to be able to get at least 11% of actual reclassified students.

Mrs. Cisneros asked Mrs. Guardado if she knew anything regarding the meal application because she received a phone call and was confused about the request to complete the application.

Mrs. Guardado explained that there is a lot of effort in getting parents to complete the meal application this year because the number of students that applied and qualified for free and reduced meals is significantly lower than previous years. We want to make sure that parents take the time to complete the application so the school sites are calling families to get them to apply.

Mr. Alvarado brought up a concern regarding the lack of accuracy of the gradebooks on Aeries. He shared that teachers are not updating the gradebook on a consistent basis which makes it difficult to not only know how the students are doing but causes conflicts between the parents and students since the information is not accurate. He requested if something could be done to demand that teachers update their Aeries gradebooks on regular basis to ensure that the information is up to date when they receive the updates that are sent periodically to update the parents on their student’s progress otherwise there is no real value to those reports since they are not accurate because it does not reflect all of the work that has actually been completed or what assignments are missing. The only tool parents have to monitor their student’s progress and grades is through Aeries. Parents do not have access to Google Classrooms to be able to track and monitor their student, so for that reason teachers should be expected to regularly update their Aeries gradebook to ensure that parents have the latest information and do not get into arguments with their students regarding missing assignments that are not actually missing.

Mrs. Guardado acknowledged the concern and explained that there are some teachers who are having trouble maintaining their Aeries gradebooks updated since the majority of them are grading assignments in Google Classroom. And the practice of updating and syncing the Aeries gradebook with what is on the Google Classroom varies from teacher to teacher.

Mrs. A Perez and other members made remarks around being understanding and appreciating all that the teachers are doing and to be patience with them if there is a delayed in updating the gradebooks. Teachers are doing a lot and have had to adjust to too many changes and we need to be considerate of that.

Mr. Moreno stated that the issue is with the fact that as a district we have made it clear to parents that the tool to use to monitor student progress is Aeries. So, if the district is going to put all this effort in training parents to create and use Aeries then the district should make the expectation clear to teachers that they need to update their gradebooks on Aeries regularly to ensure that parents have the latest and most updated information regarding their student grade and assignments.

Mrs. Guardado stated that she will share the concern with the sites to help ensure that gradebooks are getting updated regularly to minimize the conflicts between parents and students due to not having the most updated information.

Mrs. Guardado reminded the members that requested specific information regarding their student's scores on the ELPAC or other assessments that she will reach out them either on Tuesday or Thursday.

The next meeting is December 7, 2020.

Meeting was adjourned at 7:40 PM.