

Pittsburg Unified School District
DELAC
November 5, 2018

Present:

Foothill: Aidee Cisneros

Heights: Martha Torres, Debora Ventura,
Virginia Martínez, Yazmin Cano

Highlands: María Rosales

Los Medanos: Evelyn Costacurta

Parkside: María Vázquez

Stoneman: Martha Carabantes

Willow Cove: Silvia Portillo, María
Chávez, Miguel Alvarado

Marina Vista: Dalia Medina

Hillview JH: Martha Torres, Yazmin
Cano, María Rosales, Virginia Martínez

Rancho Medanos, JH:

MLK, Jr. JH:

PHS:

Black Diamond High:

Educational Services: Sandra Guardado,
Lorena Asdourian

Welcome and Introductions:

Mrs. Rosales, our DELAC president welcomed all the members and called the meeting to order, she asked the members to introduce themselves and to mention their schools.

Approval of Minutes: The members received the minutes by email prior to the meeting. The members were given time to review the minutes in the meeting. The first motion to approve the minutes was made by Mrs. Silvia Portillo of Willow Cove and it was seconded by Mrs. María Chávez of Rancho Medanos, JH. The committee agreed to approve the minutes.

Review of District Data – Needs Assessments Survey.

Mrs. Guardado informed the members about the theme request on having the Child Nutrition Director to come and do a presentation. Right now their department is preparing for an audit and requested to come the second part of the year. Mrs. Guardado will work with Mrs. Nava, Director of Child Nutrition to identify a potential presentation date.

Mrs. Guardado mentioned that she brought the information on the teacher's salary schedule that the members had requested. She distributed the information to the members. She gave them some time to look over the handout, Teacher's Salary Schedule 2017-18. She highlighted the fact that this is last year's salary schedule and that a new one is being created to represent the newly negotiated increase.

She proceeded by explaining to the members how to go about reading the information. She told them that the information is organized by Rows and Columns. The rows are numbered 1-25 and that number represents the number of years an individual has been teaching. The columns are labeled, Class I to Class VI, the columns indicate the number of university credits a teacher has. Hence a teacher gets paid according to the number of years he/she has been teaching and their level of education (according to the number of university credits).

Mrs. Guardado explained that a brand new hired teacher (1st year), that just graduated from college and received their Bachelor's degree, will have a starting salary of \$49,313 (Step 1, Column 1) and a benefits package that usually amounts to about \$10,000 - \$20,000 (dependig on whether it covers the individual, couple or family) which includes medical and pension contributions.

Mrs. María Chávez commented that she received information that the district gives more money to teachers who have more education. Mrs. Guardado reminded them that teachers get paid according to their number of years in the profession as well as the level of education, so the more university credits a teacher has more they are eligible to earn.

Mrs. María Chávez asked if the parents can participate in the negotiation process. Mrs. Guardado explained that only union members can participate in the negotiation process. Each union selects their representatives to be in the bargaining/negotiation committee and work with the district committee to come to agreement on the contracts. Mrs. Chavez mentioned that it would be good to know what it is exactly that the teachers want and what the district is doing about it but it seems like the only way to know that would be to be part of those meetings. Mrs. Guardado explained that negotiation meetings are closed meetings but that updates are shared with the public throughout the negotiation process.

A member mentioned that teachers do not get paid enough and wondered if there was anything they could do as parents to make sure that teachers get paid more.

Mrs. María Zarate mentioned the importance of the ELAC groups in the schools. She stated that if you are in the school, you can notice what is going on. Sometimes they have classes for the parents but parents do not attend and take advantage of the opportunities offered.

Another member said, well if parents are not taking advantage of those opportunities, can we cut those programs and give that money to the teachers to go towards their salary? Mrs. Rosales asked, is that something the district can do? Mrs. Guardado responded by reminding the members of the different funding sources (presentation from Mr. Enrique Palacios) and the fact that we have general and restricted funds, so often the money that is being used for parent classes is money that has to be used for parent engagement. So, those funds could not be used to pay for salary. The different funding sources have to be used for the specific purpose intended.

Mr. Alvarado stated that he understands the fact that money can only be used for the specific purpose. He wondered if there was something the district could do survey the parents in the community to find out what are the best times and topics that parents want and would increase the participation. He wondered if the district could hire someone to do this kind of strategic planning and targeting of parent populations, that way all the money being used for these types of activities wouldn't get wasted.

Mrs. María Chávez stated that we as Latino parents need to encourage and pressure more of our Latino families to come and attend events. We are the ones that need to be encouraging and pushing each other. When there is a problem, then we do make time to go to the schools but we need to do that more on a consistent basis. We need to take time to volunteer at the schools and get involved. Mrs. Chavez wondered if there is a way to make it mandatory for parents to have to volunteer a certain amount of hours at a school each year.

Mrs. Guardado continued with the meeting and went over the Needs Assessment Survey data that was collected in May 2018. Mrs. Guardado shared that this is a survey that EL parents are invited to complete every year. She noted that a total of 585 surveys were completed and returned to the sites to be counted. We have a total of about 3,400 EL students which represent about 3,000 different families, yet we only received 585 responses, that's not even a 1/4 of the families.

Mrs. Guardado presented the number of responses received by site.

School	Number of participants	School	Number of participants
FOOTHILL	42	HILLVIEW	18
HEIGHTS	47	MARTIN LK, JR	12
HIGHLANDS	23	RANCHO MEDANOS	11
LOS MEDANOS	73	PHS	7
MARINA VISTA	81		
PARKSIDE	30	TOTAL	585
STONEMAN	123		
WILLOW COVE	118		

She continued by sharing the results on the different questions.

- How satisfied are you with your child's ELD program?
 Very Satisfied 41%
 Satisfied 45%
 Somewhat Satisfied 8%
 Not satisfied 1%
 Not sure 4%
- Would you like to know more about the English Language Development Program?
 Yes 79%
 No 21%
- Do you feel that your child is making adequate progress in acquiring English proficiency?
 Above my expectations 20%
 As expected 62%
 I am concerned 12%
 Not sure 6%
- Do you receive adequate information to understand your child's progress during conferences or grading reports?
 Yes 94%
 No 6%

Mrs. Guardado mentioned that she wondered if the parents understand the information they are given regarding their student's progress. Given that so many parents mentioned on question 2 that they would like to know more about the ELD program.

- Are you aware that District funding is connected to your child's attendance at school?
 Yes 86%
 No 14%

Mrs. Guardado stated that all the schools have a poster in about being absent less than 5 days during the school year. If students are absent, funds are lost, and most importantly the students don't receive instruction and support and that impacts their academic progress. Student absenteeism has a double impact, loss of funds and loss of instruction for the student.

6. 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 an SSC member or as a public attendee?
Yes 81 %
No 19%

This committee reviews how each of the school site uses the funds to support their students.

7. Are you aware of the reclassification process and what scores your student must earn in order to be reclassified?
Yes 77%
No 23%

Mrs. Guardado shared that since we just adopted new reclassification criterion this is something that the school sites and I are working on to make sure we get the information out to parents. Mrs. Guardado mentioned that she will have general presentations for parents to attend to learn about the new criteria, there will be meetings during the day and in the evening to give parents opportunities to attend.

Dr. Schulze came by and talked to the members. She expressed her appreciation to the parents for their involvement and asked if they had any questions for her. None of the members had any questions for her but they expressed her gratitude towards her and thanked her for stopping by.

Mrs. María Rosales, our DELAC president, mentioned that parents are unclear about the ELD program and do not really understand the reclassification criterion. She feels that all sites could benefit from a presentation on the reclassification criterion presented directly by Mrs. Guardado. Mrs. Guardado shared that she has made it to a number of the sites and presented the information in an ELAC meeting. Mrs. Rosales emphasized the need to present the information in a manner that makes sense that way parents do not walk away with an incorrect interpretation.

Mrs. María Chávez also expressed the same concern. She has heard parents being confused and thinking that the reclassification criterion only applies to bilingual students. She feels it is important to get information out to parents. She emphasized the importance of sharing the information they learn here at DELAC with other parents. She mentioned that they must work on getting more parents to attend meetings.

Mrs. Guardado responded by letting the members know that at our January meeting she would go over the Monitoring Process for ELs and RFEP students. That way they will know how student's progress will be monitored and what we will do if a student is not progressing towards meeting the reclassification criterion.

Mrs. María Zárate commented that when parents have the conference with the teachers, teachers should inform them about how their child is doing in the program. She emphasized the importance of making sure that teachers can explain to them what they are doing in ELD and how they are progressing.

Mrs. Mirtha Rivas shared that at Rancho Medanos JH the vice principal, Ms. Bridges, had a meeting with parents to individually explain to them how their student is doing and how they are progressing. Ms. Bridges had a similar conversation with the ELD students; she wants to make sure they know what they need to do to get reclassified.

Mr. Alvarado mentioned that he knows that Los Medanos Elementary has outperformed other sites consistently on the state tests (CAASPP) and wonders what strategy they are using to do this. What is happening there that is not happening at the other sites? Why do they always do better than the other sites? If we know that they are doing something that is working, why are we not duplicating this at the other sites?

Mrs. Guardado told the members that they meet with the principals once a month and share best practices in regards to what the different sites are working on and doing to promote academic success. So, information is shared but it is difficult to replicate at other sites.

Mrs. Zarate shared that at Los Medanos, everyone works as a team. The teachers and principal are all on the same page and they get parents to buy in to their system. Everyone works together to make things happen for the students. She said stated that's not always the case at other sites, she doesn't see as many parents involved at other sites as she sees at Los Medanos.

ELPAC Results

Mrs. Guardado went over the ELPAC results with the committee. She reminded them that last year was the first time we administered the ELPAC exam, so this is the first time we are receiving this data. The data indicates how we did in comparison to the county and state. The ELPAC was administered to 3,289 students. The ELPAC has 4 levels, 4 is the highest and 1 is the lowest.

The first table of information illustrated the number of students who took the exam by grade level and their mean scores.

ELPAC – Number of Students and Mean Scores

Grade	Same Test				Same Test				Same Test				
	K	1	2	3	4	5	6	7	8	9	10	11	12
Total 3,289	430	401	317	303	296	231	254	210	224	190	161	151	121
Overall	3	4	3	3	3	3	3	3	4	3	3	3	3
Oral Lang	3	4	4	3	3	4	3	4	4	3	3	4	4
Written Lang	3	4	3	2	3	3	3	3	3	2	2	2	2

Overall Score
(Speaking, Listening,
Reading, Writing)

Oral Language
Speaking
Listening

Written Language
Reading
Writing

The next slide gave the percentage of the general score by grade level.

ELPAC – Overall Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
4	36.5%	45.4%	43.2%	6.6%	20.9%	34.6%	25.2%	44.3%	55.4%	23.7%	26.7%	31.1%	30.6%
3	29.5%	29.4%	36.6%	46.5%	48.9%	44.2%	41.7%	35.7%	31.3%	33.2%	29.8%	38.4%	32.2%
2	24.4%	16.7%	15.8%	31.0%	20.6%	14.7%	23.6%	13.8%	9.8%	28.9%	29.8%	19.2%	23.9%
1	9.5%	8.5%	4.4%	15.8%	9.4%	6.5%	9.5%	6.2%	0%	12.3%	14.3%	11.3%	13.2%

Level	State	County	PUSD
4	30.6%	31.1%	33.1%
3	34.6%	33.7%	36.7%
2	20.2%	19.7%	20.8%
1	14.7%	15.6%	9.4%

Mrs. Guardado highlighted the fact that PUSD outperformed the State and County.

Mrs. Guardado mentioned that when reviewing the data it is evident that the grade that had the lowest amount of students earning an overall 4 was 3rd grade and that she wondered why. She shared with the members that the same trend occurred at the county and state level. So, this will be a grade level that she will keep an eye on and see how we do this coming year, given that we do not have any comparable data.

Mrs. María Zarate wondered if the impact on 3rd grade was the comprehension factor. Mrs. Guardado responded that she wondered if the fact that 3rd graders take the same test that 4th and 5th graders do, if the test is just written at a higher level for 3rd graders to access. Overall, 3rd graders still did well; they just did not have a high number of them getting an overall score of 4 on the test.

Mrs. María Vazquez, from Parkside, asked why each grade level doesn't have their own test. She doesn't feel that was fair to the students. Mrs. Guardado shared that the state created the tests and they decided on the grade spans.

Mrs. Martha Carabantes of Stoneman asked, can we send a letter to the state petitioning for individual tests? Mrs. Guardado shared with the members that feedback was submitted to the state regarding the tests. And, that as a state they will continue to make revisions and adjustments to the tests, although that doesn't foresee the grade spans changing at least for this next round of administration since they have to have data to compare to.

Mrs. Guardado continued the presentation and gave information on how the students did on Oral and Written Language domains as well as the individual domains of Listening, Speaking, Reading and Writing. She was proud to share that on all of the domains PUSD did better than the county and state.

ELPAC – Oral Language Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
4	41.9%	58.4%	58.9%	29.0%	43.6%	54.9%	50.8%	66.2%	71.4%	42.6%	42.2%	58.9%	55.3%
3	33.0%	28.9%	29.3%	43.2%	36.2%	30.3%	33.1%	23.3%	23.1%	30.5%	29.8%	25.8%	23.9%
2	14.7%	7.7%	7.9%	16.5%	15.2%	9.1%	11.2%	6.7%	0%	15.8%	18.0%	9.3%	14.9%
1	10.5%	4.9%	3.8%	11.2%	5.1%	5.6%	5.1%	0%	0%	11.5%	9.9%	0%	0%

Level	State	County	PUSD
4	45.2%	46.6%	51.0%
3	30.5%	29.3%	30.9%
2	12.7%	12.2%	11.4%
1	11.6%	11.9%	6.7%

ELPAC – Written Language Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
4	32.6%	35.7%	35.3%	0%	12.2%	20.8%	7.5%	26.2%	44.2%	8.4%	8.7%	11.9%	14.1%
3	15.8%	25.9%	32.5%	25.4%	38.9%	42.4%	23.2%	24.8%	22.8%	23.7%	28.6%	27.2%	26.5%
2	38.4%	18.5%	14.5%	37.6%	30.7%	21.7%	37.4%	28.6%	21.4%	31.6%	23.6%	41.1%	30.6%
1	13.3%	19.9%	17.7%	33.9%	18.2%	15.2%	31.9%	20.5%	11.6%	36.3%	39.1%	19.9%	28.9%

Level	State	County	PUSD
4	20.9%	20.4%	22.0%
3	25.6%	24.8%	27.1%
2	28.3%	27.9%	28.6%
1	25.2%	26.9%	22.3%

ELPAC – LISTENING Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Well Developed	60.5%	74.3%	64.4%	24.4%	32.4%	38.5%	24.4%	41.4%	49.1%	42.6%	33.5%	42.4%	36.7%
Somewhat/Moderately	32.1%	21.9%	33.1%	61.1%	60.1%	54.6%	62.2%	50.5%	45.1%	39.5%	49.7%	38.4%	43.8%
Beginning	7.4%	3.7%	0%	14.5%	7.4%	6.9%	13.4%	8.1%	5.8%	17.9%	16.8%	19.2%	19.8%

Level	State	County	PUSD
Well Developed	44.4%	43.7%	46.3%
Somewhat/Moderately	42.8%	42.3%	44.12%
Beginning	12.7%	13.6%	9.6%

ELPAC – SPEAKING Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Well Developed	32.1%	47.6%	61.5%	51.2%	63.2%	71.4%	72.1%	81.9%	87.9%	55.3%	62.7%	75.5%	60.6%
Somewhat/Moderately	53.9%	43.4%	32.5%	36.9%	29.4%	21.7%	23.2%	13.8%	9.4%	34.7%	27.9%	17.9%	31.3%
Beginning	13.9%	8.9%	5.9%	11.9%	7.4%	6.9%	4.7%	0%	0%	10.0%	9.3%	0%	8.1%

Level	State	County	PUSD
Well Developed	53.7%	56.7%	60.6%
Somewhat/Moderately	32.9%	30.4%	31.3%
Beginning	13.3%	12.9%	8.1%

ELPAC – READING Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Well Developed	23.9%	45.6%	42.9%	0%	12.2%	16.0%	9.1%	27.1%	45.5%	11.6%	11.2%	9.3%	16.5%
Somewhat/Moderately	65.3%	32.2%	33.8%	50.5%	63.2%	63.6%	23.2%	24.3%	22.3%	38.4%	40.9%	50.3%	33.1%
Beginning	10.7%	22.2%	23.3%	46.5%	24.7%	20.4%	67.7%	48.6%	32.1%	50.0%	47.8%	40.4%	50.4%

Level	State	County	PUSD
Well Developed	22.8%	22.50%	23.11%
Somewhat/Moderately	42.0%	40.6%	43.1%
Beginning	35.1%	36.9%	33.8%

ELPAC – WRITING Performance Percentage at Each Level

Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Well Developed	52.0%	29.4%	28.4%	15.2%	34.5%	46.8%	9.9%	24.8%	32.6%	14.2%	12.4%	39.1%	30.6%
Somewhat/Moderately	31.2%	54.9%	61.8%	67.9%	58.5%	45.9%	84.3%	71.4%	65.2%	71.1%	76.4%	54.8%	66.1%
Beginning	16.7%	15.7%	9.8%	16.8%	7.1%	7.4%	5.9%	0%	0%	14.7%	11.2%	0%	0%

Level	State	County	PUSD
Well Developed	27.9%	27.2%	29.8%
Somewhat/Moderately	56.7%	55.5%	59.8%
Beginning	15.3%	17.3%	10.4%

Mrs. Guardado shared that she was not surprised to see that students did better on the Oral Language than the Written Language. The oral language is made up of the speaking and listening domains, whereas, the written language that includes the reading and writing domains. Overall, it appears that where our students need the most support is in Reading and then in Writing.

Mr. Alvarado stated that it is natural for our students to perform better in the oral language than written language since that is the natural progression of how language is acquired and mastered. For him it is logical that our students scored the lowest in reading, since it involves not just the act of reading but also the comprehension factor and students being able to make inferences and deductions of what they are reading. The same thing with writing, students need to understand what they need to write about and then actually produce a cohesive writing sample. He asked knowing that reading is where our students struggled the most, what can parents do to help?'

Mrs. Guardado emphasized the importance of parents reading with their students every day. This is something all parents can do to help, regardless of whether you are reading to them or with them in English or Spanish or any other language for that matter. Knowing how to read is not just the sole act of reading the words but is rooted in being able to understand and comprehend what you are reading. It is important that as parents read to their students they take the time to ask them questions about what they read. Have them point out the main ideas, identify the main characters, the problem/conflict in the story and how the problem/conflict is resolved. Being able to answer these types of questions will help the students become stronger readers and will help them be successful in their academics.

Members shared their own observations of their students when they read and their own struggles with reading. They noticed that if students are interested in what they are reading they read faster and can share what they read but if they do not like what they have to read they struggle to get through it and don't engage with the text at the same level.

It was requested by the members if more support can be provided to the parents with regards to how they can help their student learn how to become a stronger reader. They asked if maybe this is something that the parent liaisons can work on and bringing more of these types of classes to the sites.

A member mentioned the she was aware of a parent class in Concord called TANDEM that discusses Reading Strategies. Maybe this is something we can look into and bringing it to PUSD.

ELAC Reports.

Foothill. No report.

Heights. Mrs. Jazmin Cano reported.

- Discussed the importance of reclassifying students in 5th grade prior to going to junior high and what the school is doing to help.
- Presentation about the Breath Mobile (asthma and other allergies)
- On November 15th, we will have the Reclassification ceremony.
- Mrs. Phan reviewed math strategies with the members.
- Requested funds to raffle items as prizes for members who attend and participate.
- Parents help to create a Día de los Muertos altar to help celebrate and teach students about the Latino culture and traditions.

Highlands. Mrs. María Rosales reported.

- On October 17th, we had a presentation about the Breath Mobile on asthma and allergies.
- Discussed safety during Halloween.
- Reviewed Parking and Street safety.

- Overview of the ELPAC exam.

Los Medanos. Mrs. Evelyn Costacurta reported.

- Mrs. Mia Aguirre, our vice principal explained the reclassification criterion and informed them that letters had been sent home to those families that have students being reclassified.
- Went over the School Safety Plan to secure the school, in case of violence, fire or earthquake. She gave detailed information about how they share the information with the teachers so that they know what to do.

Parkside. Mrs. María Vazquez reported.

- Mrs. Guardado came to our meeting and went over the new Reclassification criterion and answered questions.
- They went over the list of reclassified students.

Willow Cove. Mrs. Silvia Portillo reported.

- They haven't had a new meeting to report anything since last month.
- But had conference week at school with teachers and parents.
- 4th graders participated on a school field trip.
- We were going to have a Health Day, but it had to be cancelled.
- Tutoring, in math and reading is taking place after school.
- Music students were invited to participate in PHS Music Showcase.
- Reclassification Ceremony scheduled for November 7th.

Stoneman: Mrs. Martha Carabantes reported.

- Our meeting was on October 12th and our next one is on November 9th.
- Information of ELAC
- Discussed plans for the Reclassification Ceremony
- Presentation about school funds (Title 1) and LCAP (Local Control and Accountability Plan)

Marina Vista. Mrs. Dalia Medina reported.

- Presentation about the Breath Mobile.
- We also had the ceremony for reclassification. 67 Students were reclassified.
- We had Physical Education Night/Health Night, we had a good turnout. Information about exercise and nutrition was covered. They also answered questions about medical assistance for immigrant families.

Hillview. Mrs. Martha Torres reported.

- Mrs. Campos introduced the new officers and thanked them.
- Presentation on what ELAC is and encouraged them to go to the school website to find information.
- Participated on the Street Smart meeting.
- Mrs. Campos wants us to meet with her to give her ideas of topics to cover and discuss.
- Remodeling update and reviewed school priorities.
- Ms. Alcalá had a presentation on Latinos Unidos Club and the things they want to do this year.

Rancho Medanos: Mrs. Elvia Gracián reported.

- We will have the meeting on November 9th.

MLK. Mrs. Zarate had to leave.

- Mrs. Sandra Guardado mentioned that they had their Reclassification Ceremony.

PHS. Mrs. María Chávez reported:

- Discussed the number of students that are being reclassified and the number of students who have not met the criterion.
- Presentation about the new schedule to help provide additional support to students during the day. They will be adding an intervention period to the student's schedules.
- The Latinos Unidos Club came to ask for help regarding fund raising. We gave them ideas to sell chips, candy or drinks. The principal said that you can only sell 30 minutes after school. No food from the home is allowed.
- The members asked Mrs. Guardado if there was something she could do to help them be able to sell those items after school because 30 minutes later makes no sense because everyone is gone. Mrs. Guardado explained that there are strict guidelines and regulations regarding food sales. Junk food cannot be sold on campus until 30 minutes after the school day ends. Those are regulations by the state not the school. Mrs. Chávez asked, if they could be given those regulations so that they know what they can and cannot sell to students. We want to be able to help raise funds for the students to give the students scholarships but not being able to sell until 30 minutes after school doesn't make sense.

Mrs. Guardado reminded the members that if they are interested in going to the CABA Conference in January to let us know ASAP. The conference is on Thursday, January 24th and we plan to meet at the district and leave at 6:00 a.m.

Meeting adjourned at 7:35 pm.

Next meeting is on Monday, December 10.