

*Pittsburg Unified School District
District English Learners Advisory Committee and District Advisory Committee
DELAC/DAC Meeting Minutes
February 11, 2020*

Present:

Foothill: María Magallón, Michael Allanic,
Tasharie Ameral

Heights: Yazmin Cano, Martha Torres

Highlands:

Los Medanos: Elvia Gracían

Parkside: Ana Reyes

Willow Cove: Miguel Alvarado, Heliodoro
Moreno, Silvia Portillo, Kattya Orellana,
Rosa Varela

Stoneman: Alma Rodríguez, Erica González

Marina Vista:

Hillview JH: Martha Torres, Yazmin Cano,
Alma Rodríguez

Rancho Medanos JH: Miguel Alvarado,
Heliodoro Moreno, Kattya Orellana, Pamela
Butler-Harris, Marion Barnor, Susana Sudieh,
Elvia Gracían

MLK, Jr. JH: María Zárate

PHS: Heliodoro Moreno, María Magallón,
Martha Torres

Black Diamond H:

Community Member: Dennisha Marsh

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

Welcome and Introductions/Call Meeting to Order:

A special welcome to the DAC and DELAC members and Mrs. Eileen Chen, Executive Director of Educational Services. The meeting was called to order at 5:40 pm. Mr. Allanic, a teacher from Foothill and a DAC member started the meeting. All members introduced themselves stating their name and the school they represented.

2019/2020 Consolidated Application Reporting (CARS)

Mrs. Eileen Chen, Executive Director Educational Services and Federal Programs thanked all the members of DAC and DELAC for coming to the meeting.

Mrs. Chen stated that the California Department of Education has a system for all the districts in California to report how they are using their Federal Funds. In February, I give an update and in July, Pittsburg Unified School District will apply for funds.

CARS Reports.

- Used by California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.
- Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

PUSD gets 4 kinds of Federal funding sources.

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

This is the first time that we get Title IV. We may not next year.

Mrs. Chen mentioned, it is important to understand that our funding is based on free and reduced lunch applications. Whether you qualify for Free or Reduce Lunch it is important to apply. The criteria for income eligibility varies by year. Families need to apply because that impact is significant.

Funding Summaries.

| | Title I | Title II | Title III EL | Title III Immigrant | Title IV |
|-------------|-------------|-----------|--------------|---------------------|-----------|
| 2017 – 2018 | \$2,810,376 | \$374,079 | \$367,647 | \$30,285 | N/A |
| 2018 – 2019 | \$2,498,132 | \$317,463 | \$337,860 | \$0 | N/A |
| 2019 – 2020 | \$2,464,616 | \$355,669 | \$303,436 | \$0 | \$186,734 |

*Funding is based on % of Free/Reduced Students***

This is the total amount of funding that the district receives in July, but we do our CALPADS attendance in October. The CDE could adjust the funding, according to the number of applications. The number of the families' applications decreased this year and is because families are not applying.

Mrs. P. Butler-Harris asked. Where could we find this information on the website? Mrs. Chen stated that she would get back to her.

A question was made by Mrs. A. Rodriguez. How could we use Title IV funds? Mrs. Chen, mentioned that she would get to this part of the presentation.

Pittsburg High School does not get Title I funds because we decided that to keep these funds only for elementary and junior high schools eligible. Title I is supplemental funding for low income students.

Title I – Improving Academic Achievement

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

- Supplemental supplies
- Technology
- Professional Development
- Expanded/Summer Learning Opportunities
- Pilot – Intervention program at Heights
- Services to support our Homeless/Foster Youth students

A member asked, can we use this funding for activities? Yes, depending on how we would use it to enhance programs, for example math. It is important that it supplements the education. We have some data on how we have spent funds. If you are in School Site Council, the principals would give an outline of how Title I funds are being utilized to supplement or to enhance regular education programs. These are examples of how Title 1 funds are being used to support students and staff:

- The district right now has funded the schools to have one computer for every four students. Some schools would like to have 3 or less students per computer.
- Staff development, Asilomar, is a Math Conference in October/November.
- SMI - Summer Math Institute at Los Medanos College for 6 and 7th graders.
- Elementary and Junior High Summer School

Mr. Allanic of Foothill asked, are Title I funds being reduced this year? Mrs. Chen answered that it all depends on the number of submitted applications for free and reduced lunch, this year the number of applications are lower. We are encouraging parents to complete the applications during the enrollment and registration process and even the parent liaisons reach out to families to encourage them to apply.

Mrs. Chen, mentioned that we are projected to have declining enrollment for next year and the following year and it will be really important that families complete the application for free and reduce meals.

Mrs. P. Butler-Harris asked, what are these projections based on. Mrs. Chen mentioned that the district hires a company named Decision Insite, LLC to do the projections based on new or upcoming construction projects. We had some new apartments close to Stoneman Elementary, and we thought that more new students would enroll in the district but the people moving were families that were already in the district.

Mrs. Zárate commented that there are some new apartments in front of MLK, Jr. Junior High. Mrs. Guardado, mentioned most of the people in those apartments are young professionals who are commuters, people that go on BART and do not have kids.

Mrs. A. Rodríguez mentioned about the apartments by the high school.

Mrs. Chen stated that we do not anticipate an increase. We projected an increase but it did not happened. Below are the student demographics for 2017 and 2018.

Student Demographics 2017

| SITE | Site Code | CBEDS (Oct 17) | Free/Red Lunch (Nov 17) | Free/ Reduced Lunch % (Nov 17) | English Learner (2017) | English Learner % (2017) |
|-----------------------------|-----------|----------------|-------------------------|--------------------------------|------------------------|--------------------------|
| Foothill | 101 | 576 | 395 | 69% | 208 | 36.1% |
| Heights | 102 | 653 | 513 | 79% | 259 | 39.6% |
| Highlands | 103 | 498 | 392 | 79% | 182 | 36.5% |
| Los Medanos | 104 | 733 | 569 | 78% | 233 | 31.8% |
| Parkside | 105 | 649 | 548 | 84% | 260 | 40.1% |
| Willow Cove | 106 | 644 | 498 | 77% | 369 | 57.3% |
| Stoneman | 107 | 639 | 500 | 78% | 185 | 29.0% |
| Marina Vista | 108 | 692 | 547 | 79% | 268 | 38.7% |
| Hillview | 231 | 962 | 709 | 74% | 224 | 23.3% |
| Rancho Medanos | 230 | 963 | 746 | 77% | 271 | 28.1% |
| Martin Luther King Jr. High | 234 | 732 | 569 | 78% | 200 | 27.3% |
| St. Peter Martyr | 129 | * | * | * | * | * |
| Pittsburg High | 250 | 3529 | 2371 | 67% | 667 | 18.9% |
| Black Diamond | 353 | 221 | 150 | 68% | 85 | 38.5% |

Student Demographics 2018

| SITE | Site Code | CBEDS (Oct 18) | Free/Red Lunch (Nov 18) | Free/ Reduced Lunch % (Nov 18) | English Learner (2018) | English Learner % (2018) |
|-----------------------------|-----------|----------------|-------------------------|--------------------------------|------------------------|--------------------------|
| Foothill | 101 | 567 | 348 | 61% | 171 | 30% |
| Heights | 102 | 615 | 445 | 72% | 184 | 30% |
| Highlands | 103 | 517 | 387 | 75% | 143 | 28% |
| Los Medanos | 104 | 711 | 509 | 72% | 170 | 24% |
| Parkside | 105 | 643 | 520 | 81% | 203 | 32% |
| Willow Cove | 106 | 646 | 497 | 77% | 319 | 49% |
| Stoneman | 107 | 598 | 448 | 75% | 111 | 19% |
| Marina Vista | 108 | 648 | 504 | 78% | 183 | 28% |
| Hillview | 231 | 962 | 667 | 69% | 193 | 20% |
| Rancho Medanos | 230 | 902 | 660 | 73% | 248 | 28% |
| Martin Luther King Jr. High | 234 | 711 | 555 | 78% | 191 | 27% |
| St. Peter Martyr | 129 | * | * | * | * | * |
| Pittsburg High | 250 | 3573 | 2277 | 64% | 683 | 19% |
| Black Diamond | 353 | 218 | 154 | 71% | 84 | 39% |

Mr. Moreno asked. Why do we have St. Peter Martyr School on the list? Mrs. Chen mentioned by law we need to have St. Peter Martyr since we serve the private schools. The private schools decide if they want to participate to receive some of the funds and they need to follow the requirements. At St. Peter Martyrs, not all the students are from PUSD area, we only provide funding for PUSD students.

Mrs. M. Zárate stated, I heard that we are getting a charter school, is that going to affects us? Mrs. Chen answered that Making Waves, a charter school bought a property in Pittsburg and they had some challenges to bring it up to code and have delayed their opening.

Title I

Mrs. Chen explained that at the end of each of the School Plan's document it would show the total amount of Title I funds. Funds are allocated to the sites based on the number of students who qualify for free/reduce meals.

Title I

| SITE | Site Code | CBEDS (Oct 18) | Free/Red Lunch (Nov 18) | Title I \$ |
|----------------|-----------|----------------|-------------------------|------------|
| Foothill | 101 | 567 | 348 | \$81,522 |
| Heights | 102 | 615 | 445 | \$104,425 |
| Highlands | 103 | 517 | 387 | \$90,658 |
| Los Medanos | 104 | 711 | 509 | \$119,238 |
| Parkside | 105 | 643 | 520 | \$121,814 |
| Willow Cove | 106 | 646 | 497 | \$115,021 |
| Stoneman | 107 | 598 | 448 | \$104,948 |
| Marina Vista | 108 | 648 | 504 | \$118,066 |
| Hillview | 231 | 962 | 667 | \$154,611 |
| Rancho Medanos | 230 | 902 | 660 | \$156,250 |

| | | | | |
|-----------------------------|-----|---------------|---------------|--------------------|
| Martin Luther King Jr. High | 234 | 711 | 555 | \$130,013 |
| St. Peter Martyr | 129 | * | * | * |
| Legacy Christian | 128 | * | * | * |
| Pittsburg High | 250 | 3573 | 2277 | \$0 |
| Black Diamond | 353 | 218 | 154 | \$0 |
| TOTAL | | 11,311 | 7, 971 | \$1,296,566 |

Mrs. A. Rodríguez asked: How about Hillview and Rancho Medanos Junior Highs. At Rancho why do they have more funds than Hillview? Mrs. Chen mentioned, that is true. Notice that all schools get certain amount of funds and it is based on the number of students who qualify for free and reduce meals. The school may have more students but it has less applications for free and reduced lunch, so their funding is less to those with higher percentage of free and reduced students.

Mrs. A. Rodríguez commented that she didn't know that Free and Reduced Lunch applications would have this big impact in the funding the schools receive.

Ms. P. Butler-Harris commented that maybe students are bringing their own lunch and that's why they are not applying for food.

Mr. H. Moreno commented that maybe it is not being advertised that parents need to apply. If we are told that we need to apply and that it affects the funding parents would apply.

Mr. Chen mentioned, yes, it impacts Title I and also impacts LCFF (Local Control Funding Formula).

Mr. M. Alvarado, our DELAC president, mentioned many parents do not know the criteria for applying. Many students do not want to eat the school's lunch and parents do not apply. There is a request to have the Director of Child Nutrition to come to talk to DELAC.

Mrs. E. Gracían made a remark regarding students complaining that the fruits are not ripe and food is being wasted. I understand that students must be served fruits but consider offering the items students like and serving fruits that are ready to eat.

Mrs. S. Sudieh mentioned, if this is something that impacts our funding, why are we not doing all we can to make sure students want to eat the food? It is important that we provide the foods that students like and want that way they will apply to get the food.

Mrs. S. Velasco mentioned the point is well made. "We need to make sure that parents apply even if they do not qualify."

Mrs. Chen mentioned that we as a district need to give parents more information about the importance of submitting an application. Before we used to do the applications on a paper pencil form and now it is done online.

Mr. Moreno commented, that may be part of the issue. Parents might not be completing the application because it is online, it might be worth consider allowing parents to complete it on the paper form.

Mrs. Chen continued with Title I presentation and show the table of expenses.

2018-19 Title I, Part A LEA Allocation and Reservations

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

CDE Program Contact:

Sylvia Hanna, Federal Programs and Reporting Office, shanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Federal Programs and Reporting Office, RDeros@cde.ca.gov, 916-323-0472

| | |
|---|-------------|
| 2018-19 Title I, Part A LEA allocation (+) | \$2,498,132 |
| Transferred-in amount (+) | \$0 |
| Nonprofit private school equitable services proportional share amount (-) | \$23,233 |
| 2018-19 Title I, Part A LEA available allocation | \$2,474,899 |

Required Reservations

| | |
|---|----------|
| Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.) | \$24,749 |
| School parent and family engagement | \$22,337 |
| LEA parent and family engagement | \$2,482 |
| Local neglected institutions Does the LEA have local institutions for neglected children? | No |
| Local neglected institutions reservation | |
| Local delinquent institutions Does the LEA have local institutions for delinquent children? | No |
| Local delinquent institutions reservation | |
| Direct or indirect services to homeless children, regardless of their school of attendance | \$50,000 |

Authorized Reservations

| | |
|-------------------------------------|-----------|
| Public school Choice transportation | \$10,000 |
| Other authorized activities | \$600,000 |
| Indirect cost reservation | |
| Administrative reservation | \$18,170 |

Reservation Summary

| | |
|---|-------------|
| Total LEA required and authorized reservations | \$680,652 |
| School parent and family engagement reservation | \$22,337 |
| Amount available for Title I, Part A school allocations | \$1,771,910 |

She explained and went over the information on the table. Mrs. Chen explained that also included in the School Plan is the annual evaluation of Title I services. This information can be found at the end of the School's Plan.

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

Title II. Supporting effective Instruction.

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

- Teacher Induction Program (TIP)
 - 50 Probation 1 and 2 teachers
 - Partnership with CCCOE and PUSD to complete requirements to clear their teaching credential
- Professional Development Opportunities
 - Silicon Valley Math Initiative (SVMI)
 - Week of Welcome (WOW)
- Program for administrators
 - Vice Principals – Partnership with CCCOE and ACSA to clear their administrators credentials
 - Principals – first two years of support (coaching)

Mr. H. Moreno asked, what determines how do we get Title II funds? Is it by the number of free and reduce lunch applications?

Mrs. Chen mentioned that If we don't get Title I, we do not get Title II.

Title III –This year we are not eligible for Immigrant Funds. The definition of an immigrant students is that of Families that parents work on the certain period and stay here and then go back to home country.

2018-19 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

| | |
|---|-----------|
| 2018-19 Title II, Part A entitlement | \$332,737 |
| Transferred-in amount | \$0 |
| Transferred-out amount | \$0 |
| 2018-19 Total allocation | \$332,737 |
| Professional Development Expenditures | |
| Professional development for teachers | \$114,429 |
| Professional development for administrators | \$70,134 |
| All other professional development expenditures | |
| Recruitment, Training, and Retention Expenditures | |
| Recruitment activities | |
| Training activities | |
| Retention activities | |
| All other recruitment, training, and retention expenditures | |
| Miscellaneous Expenditures | |
| Class size reduction | |
| Administrative and indirect costs | \$6,000 |
| Equitable services for nonprofit private schools | \$12,000 |
| All other allowable expenditures and encumbrances | |
| Total expenditures and encumbrances | \$202,563 |
| 2018-19 Unspent funds | \$130,174 |

Title III English Learner and Immigrant Student Sub grant Programs.

Mrs. Chen mentioned that this was the presentation Mrs. Guardado went into detail with them at a previous DELAC meeting.

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

- Teacher Materials and 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
- WestEd Contract – Willow Cove (ELD school-wide) and DLI schools – focus on reading and writing skills
- Professional Development Opportunities (summer / after school trainings)
- Conferences (Teachers and parents)
- Teacher collaboration time

Below is the Budget for Title III.

2019-20 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2019-20 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
 Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-6257

Estimated Entitlement Calculation

| | |
|--|-----------|
| Estimated English learner per student allocation | \$107.75 |
| Estimated English learner student count | 2,836 |
| Estimated English learner entitlement amount | \$305,579 |

Note: \$10,000 minimum program eligibility criteria

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

Budget

| | |
|--|------------------|
| Professional development activities | \$60,000 |
| Program and other authorized activities | \$20,000 |
| English Proficiency and Academic Achievement | \$207,579 |
| Parent, family, and community engagement | \$8,000 |
| Direct administrative costs (Amount cannot exceed 2% of the estimated entitlement) | \$6,000 |
| Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$4,000 |
| Total budget | \$305,579 |

Title IV – Student Support and Academic Enrichment

- 1st year receiving this – only for one (1) year
- Purpose:
 - Provide all students with access to a well-rounded education;
 - Improve school conditions for student learning; and
 - Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

What this means is condition, safety, mental health support; actual support for the students.

How are we going to use it? We have conditions or requirements. Mrs. Chen continued. We have the A.L.I.C.E.: (Alert, Lock down, Inform, Counter, and Evacuate) training for all the staff.

Mrs. S. Guardado brought a speaker to talk to all ELD students in the Junior Highs and PHS to motivate them to be reclassified.

Mrs. Chen continued, there is a pilot at Parkside Elementary on how to improve school conditions. There is a component that could be of enrichment.

Los Medanos Elementary has created a Chess Class in the afternoon. This helps students with their math skills. They have also added dance and rhythm classes that also help them in math by understanding patterns.

Mrs. M. Zárate mentioned that Foothill Elementary has a program called “The Leader in Me” and the teacher has been motivating the students to do well in school.

Mrs. D. Marsh made the statement, you only have 20 or 30 students in this program. How would that impact the whole school population? It is only unfair that only students in the After School Program can participate in enrichment programs like chess and dance.

Mrs. Chen mentioned that there are some programs that are funded with the district funds and others that are offered through our After-School program that is grant funded.

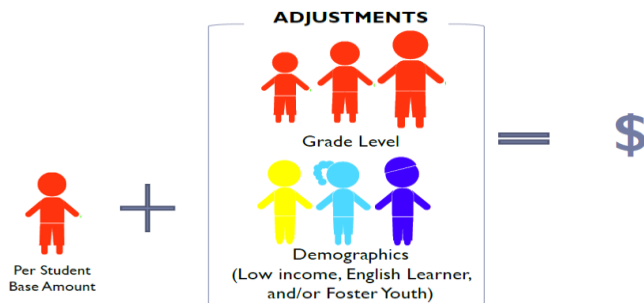
Mrs. P. Butler-Harris asked about Title IV. Do we get Title IV for preschools? Mrs. Chen responded with that this money does not include preschools.

Federal Program Monitoring (FPM)

- Review: January 14th – 17th
- Area:
 - Compensatory Education (Title I)
 - Supporting Effective Instruction (Title II)
 - English Learner (Title III)
 - Education Equity
 - Fiscal Monitoring
 - Uniform Complain Procedures

Mrs. Chen mentioned that two years ago Willow Cove Elementary and Los Medanos Elementary were reviewed. This year Heights Elementary and Rancho Medanos Junior High were reviewed. It was a challenge because we did not have internet. Mrs. Guardado had to submit paper work for those schools.

LCFF – Local Control Funding Formula



LCAP

(Local Control and Accountability Plan)

Mrs. Chen explained that the template changed for the next three years. You will notice that last LCAP followed the guidelines of our last superintendent.

- New LCAP Template for 2020 – 2023
 - Opportunity to make adjustments
 - 2017 - 2020
 - Goal 1: PUSD will work towards the full implementation of the Pittsburg Learning Model which focuses on identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed

spacing guides, analyzing data from common assessments, and identifying strategies and intensive interventions and enrichment activities.

- Goal 2: PUSD will implement professional development and coaching protocols and practices at the site, department and grade level with a focus on the implementation of CCSS through the use of adopted texts, supplemental materials, district identified instructional strategies, data analysis, and effective planning practices
- Goal 3: Pittsburg students will be supported physically, socially, emotionally and psychologically in environments that are conducive to learning. Community and parent/guardian engagement will increase through improved communication and the coordination of resources and efforts to ensure students are college and career ready upon graduation.

LCAP 2020 - 2023

- 2020 – 2023
- Shifting toward District Priority Areas
 - Goal 1: Engaging and Rigorous Teaching and Learning
 - Goal 2: Equity & Access & Success
 - Goal 3: Student & Family Assets
 - Goal 4: Recruit and Support a Diverse Staff
 - Goal 5: Facilities & Nutrition to Support Student Learning
- LCAP Stakeholder Meetings
 - LCAP Survey was available until January 31, 2020
 - Future meetings: TBD

Mrs. Chen ask everyone if they had questions. Mrs. Chen also mentioned to everyone that she hoped all had taken the survey. Tomorrow there will be a Board Meeting to talk about possible reductions. The survey results are available both from information we had in December and then in January.

I would like to be here in March for the LCAP but I am waiting for directions from the Board to know when we will proceed to get input for this year's LCAP process.

Ms. T. Ameral stated that she did not understand why the LCAP survey did not require a force ranking and rather it made her choose a specific number by selections instead of ranking each choice. She would like it to be changed next time.

Mrs. S. Portillo asked if any of these funds can be used for mental health. Can any of the funding we receive be used for additional mental health training for teachers that have students with problems?

Mrs. Chen mentioned that some students have IEPs and the staff members who work with them receive on-going training to know how to meet the needs of the students. We also have Dr. Catalde and behavior specialists that can support students and staff. Dr. Catalde offers a series of professional development opportunities to support staff and address student behavior and classroom management skills.

Mrs. M. Zárate also asked regarding training for staff in classes for one on one aides. She shared that she has received training. Mrs. Chen mentioned that Special Education has their own funding and they provide ongoing training to their staff.

Mrs. Y. Cano commented that on the Survey there was a question regarding the facilities: "Clean and well maintained schools." This question should not be there, this is a right. School must be clean and well maintained why are we having to make a choice about that?

Mrs. Chen mentioned that with the Williams Act, they come and visit the schools to check them for this, they check on teacher's credentials, facilities and books. If the rating is poor the district has to comply and address the findings.

Mrs. Y. Cano commented that her expectations are that having clean facilities is a right and we do not need to wait for a review to tell us what we need to fix or address. Our expectation should be that we have clean and safe facilities.

Mrs. A. Rodríguez also commented that why is even a question on the survey to choose. This should be a must. Cleanness at the school is a must. This question shouldn't have been asked.

Mrs. Chen mentioned that we have funding for custodians or gardeners, but there may be three people and it has to do with personnel.

Mrs. A. Rodríguez mentioned that she didn't like that the survey could be done one time. No Mrs. Chen mentioned you could do it several times. Mrs. A. Rodriguez, mentioned she was told only one time and she has students in several schools.

Mrs. Moreno also mentioned that they were told they could take the survey only one time.

Mrs. Chen said that she would take that information and make sure that for any future surveys it is made clear that parents can complete the survey more than once if they chose to provide information for each individual school site they have students attending.

Mrs. S. Velasco asked Mrs. Chen, in closing, to help with summarizing all of the information the members heard today, what should be the most critical information that they should share with their school sites?

Mrs. Chen mentioned that they need to share the importance of completing and submitting the free and reduce meal applications. Even if families do not qualify it helps us have accurate numbers. Our free and reduce meal applications impacts our funding and the amount of money each site is allocated.

Mrs. S. Velasco added, parents need to know that even if students do not use the free and reduced lunch or if you do not qualify it is important to apply so schools get more funding.

It was mentioned that all schools get free breakfast.

Mrs. Zárate asked: How is the income determined? The government has income requirements.

Mrs. P. Butler-Harris mentioned that what she heard tonight, she did not know was based all on the number of free and reduce applications.

Mrs. S. Sudieh asked, If you fill the lunch applications and you do not qualify does the school still get the funds? Yes. She also asked that if they see something not healthy at the school, could they bring the concern here.

Mrs. Chen explain to first take the concerns to their school administrators and give them an opportunity to address your concern and find a solution.

Mr. Moreno wanted to know if we could apply for Title IV funds aging this year. He also asked if there is a place in the website where we could look at this information.

Mrs. Chen mentioned that we would know in July if we would get Title IV funds. She stated that we will add this information to our website. Mrs. Chen thanked everyone for attending.

Approval of Minutes:

Copies of the DAC and DELAC draft minutes were mailed prior to the meeting for members to review ahead of time.

DAC time went over their regular time and it was tabled that the minutes for the January 21, 2020 meeting would be approved in the next meeting. Ms. T. Ameral, of DAC made the first motion and it was seconded by Mrs. A. Rodriguez. A motion to approve DAC Minutes next meeting was approved by all DAC members.

For DELAC Mr. Alvarado asked the committee for a first motion. Mrs. Magallón made the first motion and it was seconded by Mrs. Zárate. All members agreed to approve the minutes for the January 13, 2020 meeting.

ELAC Reports.

Foothill: Mrs. Magallón and Mrs. Zárate reported.

- We did not have a meeting in January.
- Mrs. Zárate commented that at Foothill they have the program “The Leader in Me”, if you have this program in your schools you could see the different in behavior. The students at Foothill have improved a lot.

Heights: Mrs. Cano reported.

- Information ELPAC (English Language Proficiency Assessments for California) testing was shared by Mrs. Phan
- The Asthma Clinic was at the school and information was shared.
- Mrs. Phan, VP taught how to cook egg rolls and Math Strategies.

Highlands: No representative present.

Los Medanos: Mrs. Gracían had to leave prior to giving her report.

Marina Vista: No representative present.

Parkside: Mrs. Reyes reported.

- Today we had a brief meeting.
- Reminder of the importance of the upcoming state testing ELPAC and CAASPP.

Stoneman: Mrs. Rodríguez reported.

- **January report:** Dr. Catalde and Ms. Erin had a talk on what is needed to access or to be in Special Education, for example anxiety, emotional problems.
- Mr. Alegria gave a talk about A.L.I.C.E. (**A**lert, **L**ockdown, **I**nform, **C**ounter, and **E**vacuate), this information was for the staff. They are developing one for the elementary schools
- **February report:** Mrs. Linda Pineda explained about Dibbles testing for grade 1st to 3rd but at Stoneman they also test the 4th & 5th grades.

- Mrs. Guardado explained the process of reclassification and shared the importance of doing well on the upcoming ELPAC. She showed the members how to access the ELPAC practice tests online for students to practice prior to the actual administration.

Willow Cove: Mr. Moreno reported.

- Today we had a brief meeting.
- Talk about the ELPAC administration this spring. K-5th grade.
- CAASPP in April for 3rd to 5th grade.

Hillview JH: Mrs. Torres and Mrs. A. Rodríguez reported.

- ELPAC administration in February.
- Mrs. A. Rodríguez mentioned that this is the first time the ELPAC will be administered in computers.
- Discussed the difference in PUENTE and AVID programs.
- Report on the site funds and expenditures.

MLK, Jr. JH: No representative present.

Rancho Medanos JH: Mr. Alvarado reported.

- We have not had our February meeting yet.

PHS: Mrs. Torres reported.

- No meeting in January.

Our next DELAC Meeting will be on Tuesday, March 10 with DAC, possibly Mrs. Chen could report on LCAP. In April we have A.L.I.C.E. (**A**lert, **L**ockdown, **I**nform, **C**ounter, and **E**vacuate.) These are the security procedures if there is an active shooter.

There was a petition by Mr. Alvarado, DELAC President. It was requested that maybe in the next meeting we could have Mrs. Watson, from Special Education to come to go over concerns that many parents have if the LCAP Meeting does not take place in March.

Mrs. Guardado ask the members about the priority of the following topics: Child Nutrition, Special Ed. or A.L.I.C.E. Parents agreed to the following:

1. A.L.I.C.E.
2. Child Nutrition.
3. Special Ed.

Mrs. Guardado suggested to the members that they write concrete questions and to send them to her before we have the Special Education meeting.

Mrs. A. Rodríguez mentioned that we could have a survey to ask which topics the parents want. Mrs. Guardado mentioned that we do that at the end of the year.

Meeting adjourned at 7:30 pm.