

Pittsburg Unified School District
DAC/DELAC Meeting - District Advisory Committee Meeting/
District English Learners Advisory Committee Meeting
Tuesday, February 9, 2021
Via Zoom while in Distance Learning

Present:

Foothill: Martha Carabantes,
Tasharie Ameral

Heights: Carmen Amezcua, Martha Torres,

Highlands: María Rosales

Los Medanos:

Parkside: Ana Karla Reyes

Stoneman: Angela Carmouche

Willow Cove: Miguel Alvarado, Heliodoro Moreno

Marina Vista: Ana Perez, Brenda Lynn, Nicole
Jones

Hillview JH: Martha Carabantes, Martha Torres,
Mari Magallón, Virginia Martinez, Aidee Cisneros

Rancho Medanos: Dulce Bernal, Miguel Alvarado,
María Tapia, María Chávez

MLK, Jr. JH: Ana Perez, Nicole Jones

PHS: Virginia Martinez, María Rosales, Martha
Torres, María Chávez, Heliodoro Moreno, Mirtha
Rivas, Martha Carabantes

Educational Services: Eileen Chen, Shelley
Velasco, Sandra Guardado, Lorena Asdourian,
Maria Gomez.

Welcome and Introductions:

Mrs. Velasco and Mrs. Guardado introduced themselves and welcomed everyone and asked the members to introduce themselves mentioning their names and sites. Mrs. Guardado then asked the members for permission to record the meeting. The members agreed.

Presentation on LCAP Part 1.

Mrs. Eileen Chen, Executive Director, Educational Services.

Mrs. Velasco mentioned to members to feel free to ask any questions as Mrs. Chen goes through the presentation. Members were encouraged to ask their questions on the chat or to unmute themselves.

Mrs. Chen thanked everyone and she mentioned that this is a Community Meeting. That is a series of two parts. Mrs. Chen started the presentation.

LCAP Community Meeting/DAC/DELAC Part 1. February 9, 2021. Page 1.

Objective. Page 2.

- Brief review of the Local Control and Accountability Plan (LCAP) process
- Review actions/services in each Priority Area
- Take the LCAP Survey

Mrs. Chen shared that we already had 1700 responses in the survey and that we will be asking them to complete the survey again at the end of tonight's presentation.

Process of LCAP. Page 3.

- The Local Control and Accountability Plan (LCAP) is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- Three-year plan: 2021/22, 2022/23, 2023/24
- We are in the process of developing the 2022 – 2024 LCAP for the 2021 – 2022 school year.

Impact on Covid-19. Page 4.

- LCAP was suspended for the 2020 – 2021 school year.
- Learning Continuity and Attendance Plan (LCP) replaced the LCAP for the 2020 – 2021.
- Memorialized the planning process already underway for the 2020 - 2021 school year.
- Presented to the board in August 2020
- Available on the district website

Mrs. Chen explained Page 4: We did not have LCAP last year, because of the Covid-19 and the schools were not in session and the LCAP was suspended. It was replaced by a document called: “**Continuity and Attendance Plan**” This plan focuses in the actions and services that will be provided due to the impact of Covid-19. The LCAP was presented to the School Board in August 2020 and it is available on the web site.

Next meeting, I can give you an update on the Continuity plan if desired. The LCAP template is now more clear and simpler than in the past. The CDE (California Department of Education) wanted to make it simpler and worked on the improved version in December and it was completed in January and it was intended to be used in January of last year, but because it was suspended it was revised in December of 2020.

What’s new with the LCAP Template? Page 5.

New LCAP template was approved: January 8, 2020, revised December 2020

Sections that remained the same:

- Budget Overview For Parents
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Expenditure Tables

Minor adjustments:

- Annual Update and Instructions (for the 2021-22 LCAP only)
- Annual update for 2019–20 LCAP
- Annual update for 2020-21 LCAP (*separate document*)
- Annual Update for 2022-23 and 2023-24 will be embedded in the template

Mrs. Chen explained the items that we are still required to report. You can see the columns next to each other to see what is required before and now. You would notice some minor adjustments on the right side. The adjustments are for the LCAP plan that we will use for the next 3 years.

The Priority Areas/Goals Page 6.

In the new template, we would have the 5 goals to align with the objectives. You will notice the first priority area would be LCAP 1.

- Engaging and Rigorous Teaching and Learning (*new LCAP Goal #1*)
- Equity, Access and Success (*new LCAP Goal #2*)
- Student and Family Assets (*new LCAP Goal #3*)
- Recruit, Retain and Support Staff (*new LCAP Goal #4*)
- Facilities & Nutrition to Support Student Learning (*new LCAP Goal #5*)

On the next slide, you can see the actions on how they aligned with the areas of priority. The survey asks you to give your feedback on each of the areas of priority.

Mrs. Chen asked if there were any questions either on the chat or that members wanted to make. No questions were asked.

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Engaging and Rigorous Teaching and Learning (*new* LCAP Goal #1) Page 7.

- Advanced Placement courses (AP)
- Courses that provide students the ability to get college credit
- Advancement Via Individual Determination (AVID)- Academic based program to support students to get to college – Elective
- Arts and music opportunities
- Music offered at each elementary school
- Athletic opportunities
- Career Technical Education (CTE) and work-based learning connecting classroom learning to real-world experiences
- College and career readiness supports and counseling for students

Mrs. Chen mentioned that students have to pass the AP test to be able to receive the university credits. These classes also help the students with their grade point average to apply to colleges/universities.

Mrs. Velasco mentioned that PUSD is different from other districts with regards to have open access to these classes. In other districts, the students need to apply or be recommended to get in those classes, but PUSD has open access to all of our students who want to take those classes, we do not have all those additional requirements.

AVID is an elective course offer at the junior highs and high school. This programs support and prepare student for college. In the Junior High or High School is an elective course. In elementary, we have two schools that have it, Foothill and Willow Cove and the practices are being embedded in their 4th and 5th grade classes.

Questions were asked on the Chat:

- What grades does AVID gives services in the elementary? Answer: In the 4th and 5th Grade.
- Mr. Moreno asked: How long is the survey going to be open?

Mrs. Chen mentioned, the survey that you take today, it is specific for DAC and DELAC, this survey will be will be available it would close after this meeting.

The general LCAP survey that is available on our website will be opened until the end of April or beginning of May, so the community and schools can participate. This way the schools get a chance to present their LCAP. We will be updating as we go to report to the School Board, but the final results will be given in June.

Mrs. Chávez had a question regarding the average grades for AP courses and acceptance rate into colleges.

Mrs. Guardado explained that she did not have the specific information to answer Mrs. Chávez questions since the average grade varies from course to course. The information regarding acceptance rate is available on PHS' website by going to the College and Career Center page.

Mrs. Chen continue and mentioned we have Art and Music opportunities and this year all the elementary schools have the opportunity to have Art and Music. Mrs. Chen also mentioned that even though we are on Distance Learning, we will have some opportunities for athletics to resume. College and career counselors at also available at the secondary level.

Engaging and Rigorous Teaching and Learning Page 8.

- College and career counselors at the high school
- Counselors that provide academic and social emotional support to students
- Counselors at all secondary schools
- Dual enrollment (allows high school students to take community college courses)
- Dual Language Immersion Programs where students receive instruction in two languages
- Foothill and Willow Cove Elementary schools
- Hillview and Rancho Medanos Jr. Highs; Pittsburg High

Engaging and Rigorous Teaching and Learning Page 9.

- Library services for students. Monitoring through the use of regular academic, behavior and attendance data reports
- PUENTE - High School College Prep Program
- Science, Technology, Engineering, Arts and Math (STEAM) Education
- Support for students taking college preparatory exams
- e.g. Early Assessment Program, PSAT, SAT, ACT, AP

The high school programs to help with college and career readiness that are offered are: Puente, STEM, support for PSAT, SAT, ACT, and AP. The additional support class for testing preparation (SAT/ACT) was suspended since those tests were suspended due to Covid-19.

Equity, Access and Success. Page 10.

- Academic supports and interventions for struggling students. This is specifically academic.
- Expanded Learning Before/After school tutoring
- Academic supports focusing on math at the secondary level
 - Outside contract - Blueprint School
- Academic supports (online tutoring services) at the secondary level
 - Outside contract - Paper Education Company
- Additional academic materials to support reading
- Administrative supports such as Assistant Principals/Vice
- Principals at each school site
- Dedicated supports and staff for Early Literacy in the elementary schools

Mrs. Chen mentioned, I know many of you are part of your School Site Council and you might have seen some that included in the Single Site Plan some of these services being mentioned in those plans, action having to do with the Academic Reading Support, for example: Phonics for K, 1 and 2nd grades. It was asked to Mrs. Lynn, one of our teachers present, if she uses it. She mentioned that was her bible and number one resource to help support her students.

Mrs. Chen highlighted the different ways in which additional support is prioritized in our LCAP to ensure that we can support all of our students. Additional supports to have principals and vice principals at all of the school sites. Early literacy is one of our goals so we have 7 early literacy coaches to help support our elementary sites.

Mrs. Bernal, asked: Let say a parent that has a child in kindergarten or TK, How do they know that they have access to the coaches?

Mrs. Velasco mentioned, our coaches would assess all the students and provide the teacher and parents the information on how they are doing. We are not evaluating TK this year, normally we assess K-3, and we noticed some students are needing the support. The coaches work with the teachers to equip them with the tools to be able to best support the students.

Mrs. Guardado clarified that the coaches help support the teachers so that the teachers can then provide the additional support to their students. She also explained that this year the coaches are helping provide targeted support to our 1st graders based on how they are performing on the assessments.

Mrs. Chen clarified that Pre-K is normally not a group that is mentioned in the LCAP since they have their own funding but given the impact Covid had on the group, we are prioritizing them as a group that can benefit from additional support.

Equity, Access and Success continuation... Page 11.

- Early Childhood Education (Pre-K) programs at each elementary site
- Evening school
 - Opportunity for students to recover credits towards graduation (High School)
- Financial assistance to cover fees of college preparatory exams
- for AP/SAT/ACT/PSAT
- Opportunities to explore/visit a college or university
 - Secondary schools
- Summer Learning – Credit recovery/Acceleration (High School)
- Summer Learning – Elementary
- Summer Learning – Jr. High
- Summer Learning – Summer Math Institute (SMI) – Jr. High
- Student enrichment opportunities during the summer

Mrs. Chen explained the evening schools is after school. It is an opportunity for the students to take evening classes to improve their grades and credit recovery for graduation. In the past the district has paid for all 10th graders to take the PSAT but this was not an expense this year since the test was suspended.

She also shared that we have various opportunities for the students to visit the colleges. It is for the secondary schools. This year we are visiting some schools virtually. In the past students have gone to Berkeley, Saint Marys and Sacramento?

Mrs. Lynn asked if we have the percentage number of students that take the PSAT. Mrs. Chen stated that she did not have that percentage available. Mrs. Guardado mentioned that we administer the PSAT 10 to all 10th graders and it is administered in 10th grade since that test helps identify potential national merit students.

Mrs. Chen mentioned that last year we had a reduction in the summer program offering last year. The only programs offered were limited for high school students to help them recover credits for graduation and some math supports. Mrs. Guardado using Title III funds offered additional support to ELs.

Mrs. Chen asked if there were any questions on Equity, Access and Success.

Mrs. Rodriguez asked, if my student is behind and is unable to improve her grades is she eligible to attend summer school?

Mrs. Chen answered that at this point we have not decided what summer programs will be offered this year. For now we know that we will be offering summer school programming for high school students since that is required but we do not know the specific for the other levels.

Mrs. Guardado shared that like last summer we will be offering language support to some students this summer to target the development and acquisition of the English language since we know that distance learning has had a significant impact on our ELs especially those who have been in the US for less than 3 years.

Students and Family Access. Page 12.

- Dedicated Parent and Family Liaisons
- Dedicated resources and staff for Restorative Justice in secondary schools
- Dedicated resources and staff to support students who exhibit behavior challenges
- Behavior specialists
- Coordinator of Social and Emotional Supports
- Dedicated resources and staff to support Full Service
- Community School initiative
- Full Service Community School Coordinators
- Multi-Tiered System of Support (MTSS)/Coordination of Services Team(COST) facilitators

Mrs. Chen listed the programs above and mentioned they had to do with the Personnel Department and programs in the schools. She highlighted that Highlands and Hillview are Full Services Community Schools. We have coordinators at those two sites and although they reside at those two schools, they work with the district with MTSS and COST teams.

Mrs. Guardado mentioned that the goal of the MTSS and COST teams are to identify the students who need additional support and connecting them to the resources and services.

Students and Family Access. Page 13.

- Multiple ways to communicate with families
- Website, auto dialer, text, flyers, newsletters, social media.
- Nursing services – 2 hours a day
- Support our students with health needs
- Parent education, services, workshops and training
- Social Emotional/Mental health counseling and
- Supports for students at each site
- Outside contractor – Lincoln
- Coordinator of Social and Emotional Supports

Mrs. Chen mentioned, I know you get a lot of information from the school and districts and through various modes of communication to invite you to participate in parent workshops and meetings that are sponsored by our district personal and different companies and agencies in our community. The Parent and Family Liaisons provide many training and workshops for the parents.

Recruiting and support for the diversity staff. Page 14.

- Comprehensive salary/benefits package
- Top 3rd in the county
- Instructional coaching for teachers
- New teacher professional development

- Teacher Induction Program (TIP)
- Paid opportunities for teachers to collaborate outside the work day
- Payment of fees for required tests
- Professional development for PUSD employees
- Certificated and classified

Mrs. Chen mentioned that the TIP, Teacher Induction Program, the district provides support to teachers who are working to clear their teacher credentials. The teachers in this programs have mentors for two years. We recognize the hard work, and we compensate them to collaboration. In some cases we pay for some test fees that teachers need for their credential. We are also intentional in making sure that we offer professional development for certificate and classified personnel. Any staff development out of their work time they are compensated.

Any questions? No questions.

School facilities and Nutrition to Support Students' Learning. Page 15.

- School facilities
- Access to meals on a regular basis
- Access to technology and connectivity
- Emergency preparedness and Health and Safety programs
- Garden Curriculum
- Resources for integrating technology in the classroom
- Resources to support staff and student safety
- Security Resource Officers
- Campus Resource aides
- Crossing Guards

The Survey. Page 16.

- The LCAP survey provides opportunities for stakeholders to share feedback and ideas in support of increasing student academic achievement, developing equitable learning environments, and building meaningful partnerships.
 - Different roles
 - DAC/DELAC stakeholder group
- Feedback on each Priority Area
 - Strongly Agree/Agree/Disagree/Strongly Disagree/NA

Mrs. Chen mentioned that maybe you have already taken the LCAP survey and that's okay because tonight you will be completing it in a different role. All of you have multiple roles: Parent, teacher, DELAC or DAC member, anyone in this meeting can take it. It is O.K. to take it again. Mrs. Guardado mentioned that the feedback they provide tonight will capture the input gathered by this specific group. The survey should take 10 minutes. Mrs. Velasco mentioned that their input is valued and taken into account when looking at what services and actions are highly valued and needed. Your input helps us make informed decision on how to use the funds to support our students.

Let's Take the Survey. Page 17.

We will do the survey now. Mrs. Velasco informed the DAC members that once they completed the survey they were done for the evening.

Mrs. Guardado mentioned that the last question is an open ended questions that they can use to provide suggestions or help emphasize the services that they consider to be the most important or needed. Think of what services or supports students are going to need once we resume in person instruction and explain why we need to consider supporting or expanding those services.

Mrs. Velasco put the link for the survey on the chat and mentioned to everyone that this link would open the survey, you can take it now.

DAC members concluded their meeting at 7:10 PM.

DELAC Continued with the meeting.

ELAC Reports:

Foothill: Mrs. Carabantes reported.

- The next meeting will be on February 11th.

Heights: Mrs. Amezcua reported.

- We had a meeting on January 28th.
- Information regarding the LCAP process was shared.
- Information about the ELPAC exam was presented and AP showed the parents how to log in to access the practice tests. In order for students to be eligible for reclassification they have to earn an overall score of 4 on the ELPAC.

Highlands: Mr. Rosales reported.

- Last meeting was held yesterday, February 8th.
- Presentation regarding the importance of attendance. This year the school has had to give a lot of support to the students who are reporting to zoom classes and the parents are being called and making home visits to help them connect.
- Reclassification. Seven students were reclassified this year. The school will have a recognition for these students.

Los Medanos: No report.

Parkside: Mrs. Reyes Reported.

- Our meeting will be next Thursday.

Marina Vista: Mrs. Perez reported.

- We are having our meeting on 2/16/2021 with our new Vice Principal.

Stoneman: No report.

Willow Cove: Mr. Moreno reported.

- We had our meeting this morning.
- The ELPAP assessments for Willow Cove will start from March 8th and student will test from 9:00 am to 11:00 am.
- Reviewed the different programs that are available to help support students:
 - Programs that are used for ELs: Imagine Learning.
 - Other programs for all the students: *iReady*, Reading A-Z
 - Other for Special Ed. Read 180
 - Maravillas in Spanish and Wonders in English,

- No decision has been made regarding CAASPP testing, will get more information when a decision has been made.
- Next meeting will March 16

Hillview JH: Mrs. Torres reported.

- Meeting was today.
- Presentation on High School requirements per parent request.

MLK. Mrs. Perez reported.

- February meeting was cancelled.
- Next meeting will be in March.

Rancho Medanos JH. Mrs. Chávez reported.

- Next meeting will be on Wednesday.
- Last month we talked about the Reclassification and about the exam of ELPAC exam.

PHS: Mrs. Chávez reported.

- Next meeting is next week at 9:00 a.m.

Mrs. Guardado wanted to invite DELAC parents to the CABA 2021 Conference. We have enrolled a group of teachers to CABA 2021. The conference was in Sacramento two years ago, and some parents went. This year is a Virtual Conference. Members were encouraged to participate. The dates for the conference are March 23rd to March 27th. The sessions are from 2:00 to 7:00 p.m. and it concludes on Saturday from 8:00 am to 1:00 pm.

Social Emotional Support. Mrs. Guardado mentioned we have started to provide additional support for EL students from 2nd to 5th grade. We will have groups by grade level and will be offering a couple of groups in Spanish to help support students who need additional support.

Mr. Alvarado thanked Mrs. Guardado for listening to their feedback and organizing a program to help provide additional support to the students who really need it. This helps validate that our feedback does lead to actions and that you listen to the suggestions we make as parents/members.

Mrs. Guardado expressed her gratitude for this committee and for their suggestions and advocating for the needs of the students.

Mrs. Chávez stated that she would like more information to help address the social emotional needs of her students. She would like to help reinforce what her students are working on. She asked if the junior high and high school counselors could provide more support to parents on this area.

Mrs. Guardado mentioned the program we are using is called “Choose Love.” There is a component for parents that we be shared with families.

Mrs. Carabantes had a questions regarding the letter for ELPAC practice tests. When we opened the practice test we did not see any questions or understand what to do.

Mrs. Guardado explained that the practice test for the Speaking section is not as helpful as the other sections since it does not really show them any questions, it just shows them how the test formatted. But she encouraged them to have their students try the other 3 sections.

Mrs. Bernal asked if the Social Emotional program is only for all elementary.

Mrs. Guardado mentioned, that for now the program is for 2nd to 5th in all the elementary. We are using funds from Title III for English Learners. In total right now we have identified 88 students. The reason why it is limited to these grade levels is because we want the students to be a little more independent to be able to engage with the material that is being covered and discussed. Junior high and high school students have access to counselors within the school day and if needed after school. The goal of this program is to provide additional social emotional support to the elementary grade students who do not have access to those services during the day.

Approval of Minutes: Mr. Moreno made the first motion to approve the minutes for January. It was seconded by Mrs. M. Torres. Members approved the minutes.

Meeting adjourned 7:45