

Pittsburg Unified School District
DELAC Meeting
February 7, 2023

Foothill: Katy Carreon Barba, Martha Carabantes

Heights:

Highlands: Katy Carreon Barba

Los Medanos: Claudia Galicia

Marina Vista:

Parkside: Nancy Canas

Stoneman: Katy Carreon Barba, Marilu Montesinos,

Willow Cove: Miguel Alvarado

Hillview JH: Alma Rodriguez, Yazmin Cano, Marilu Montesinos

MLK, Jr. JH:

Rancho Medanos JH:

PHS: Alma Rodriguez, Yazmin Cano, Martha Carabantes, Miguel Alvarado, Maria Zarate

Black Diamond: Susana Aguilar

PUSD: Sandra Guardado, Nubia Aguilar, Ernestina Chamorro

Welcome and Introductions:

Mrs. Guardado welcomed everyone to the DELAC meeting. Went around the room and everyone introduced themselves as well what school their student(s) attend.

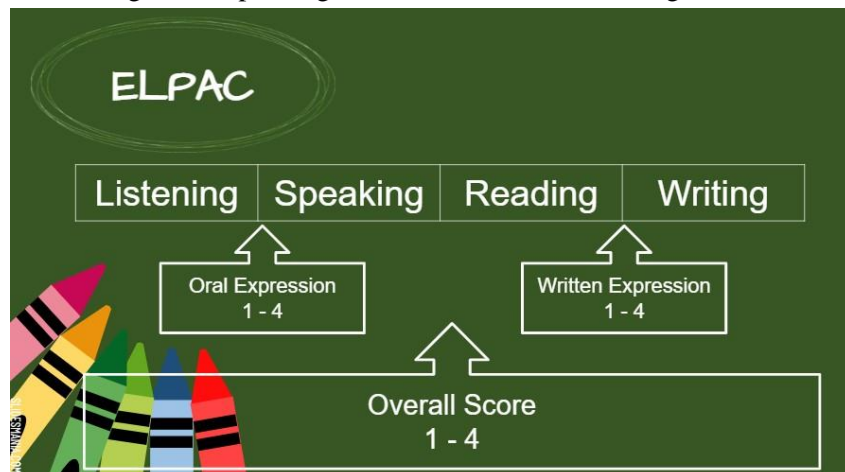
Approval of Meeting Minutes:

Mrs. Guardado asked if everyone had a chance to review the minutes from the previous meeting that took place on Monday, January 23, 2023. Minutes were emailed to everyone to review. Mrs. Cano motioned to approve the minutes, Mrs. Rodriguez seconded the motion. Minutes approved.

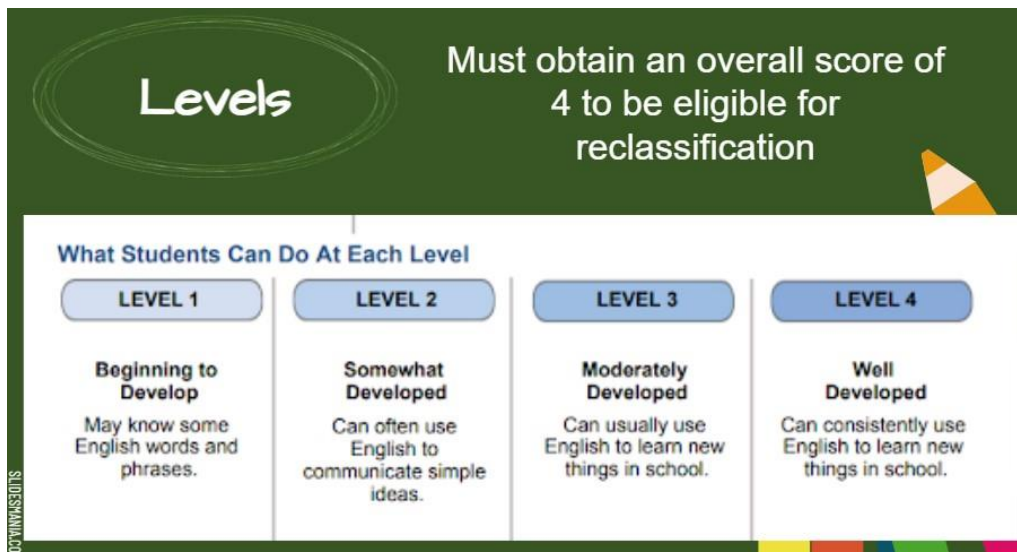
ELPAC Presentation:

Mrs. Guardado started the presentation by mentioning that the ELPAC Summative testing is done every year in the spring time. We are in the process of preparing for ELPAC Summative testing. ELPAC scores are part of the criteria for the reclassification of English Learner students. Students will continue taking the ELPAC test every year until they are reclassified. About a week ago a letter was sent home to all the parents of students that will be testing with instructions on how to access the practice test for their students to prepare for the actual ELPAC Summative test. The testing will be administered from February 1 through May 31, 2023.

ELPAC Summative test consist of four sections: Listening, Speaking, Reading and Writing. To determine the score, the state groups listening and speaking together gives us an oral Expression level score of one through four. The reading and writing is also grouped together and then provides us with a written Expression score of one through four. Then they provide us with an Overall score level of one through four (refer to presentation slide 3) Mrs. Guardado asked the members present where they think students typically score the highest and lowest of the four sections. Response was highest in speaking/oral and lowest is the writing.

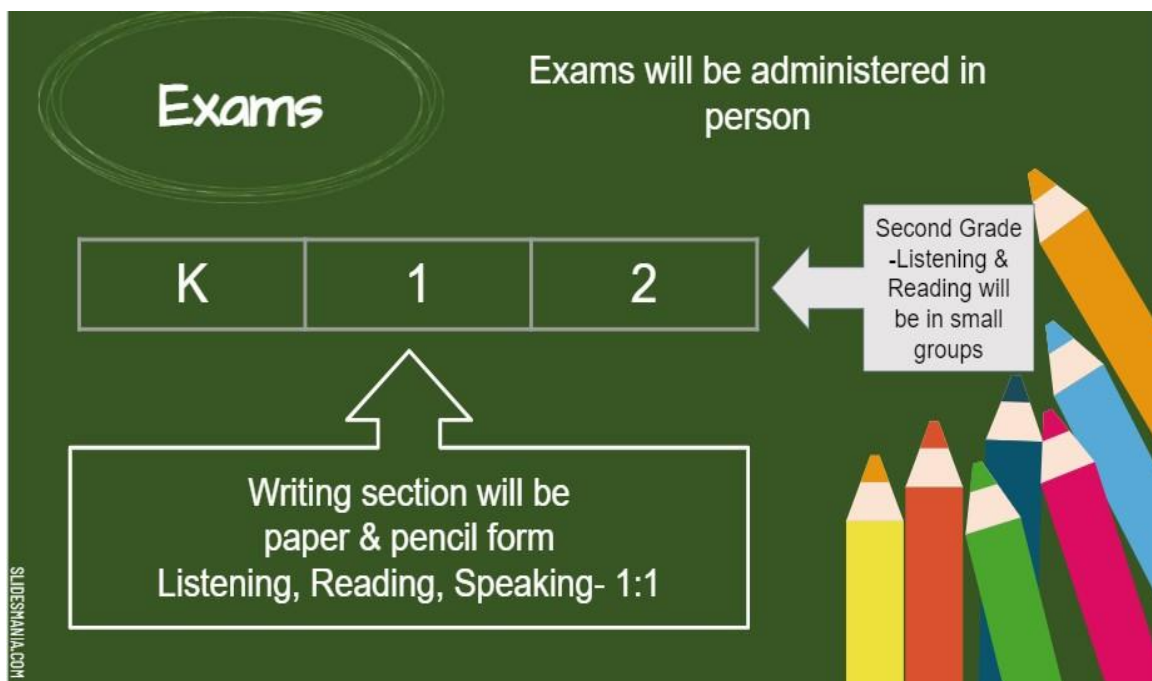


Typically, it is easier for students to develop their listening and speaking skills. If a student doesn't know how to read, then it's hard for them to develop the necessary skill of writing. The more vocabulary one has the easier it is to develop writing skills. Students will receive an overall score of one through four. In order for a student to be reclassified they must obtain an overall score of four (4) on their ELPAC test (Refer to presentation slide 4)

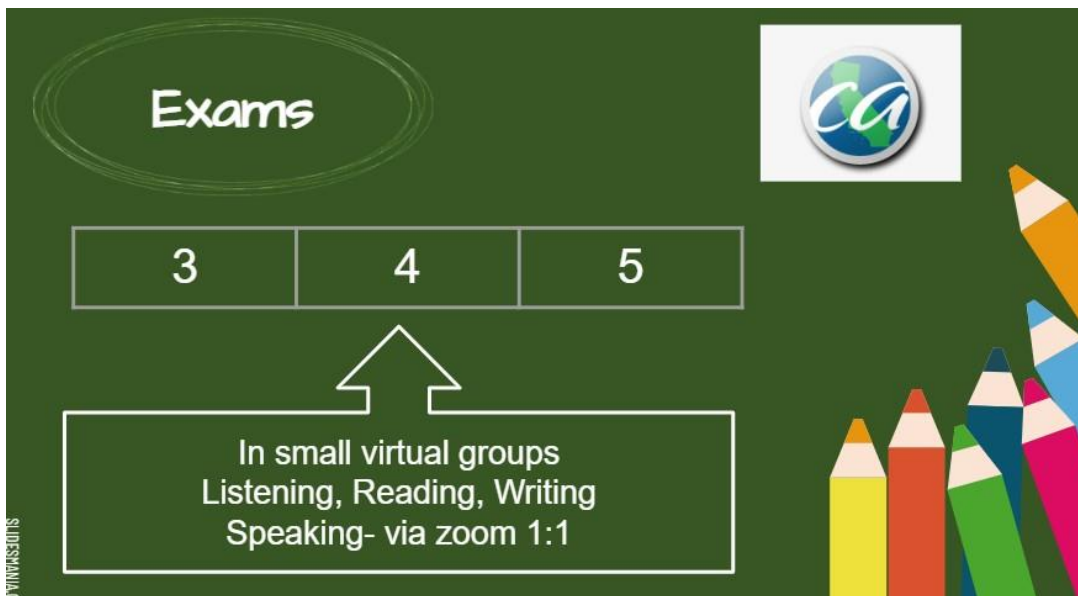


Mrs. Guardado asked members present what level students struggle to move past. Response was level 3. Typically, students will progress from level 1 to level 2 within a year to a year and a half. For students moving from level 2 to level 3, it'll usually take a student from three to four years to reach the level. If a student isn't moving forward the main reason usually is that they are not developing the vocabulary skills, not reading.

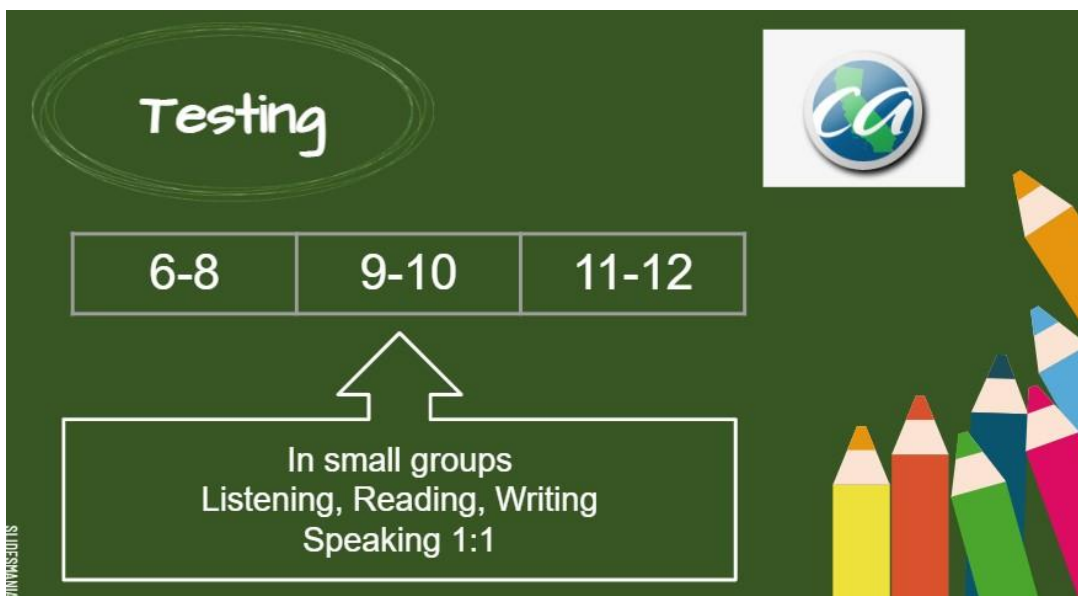
Exams for grade levels: Kinder, first and second – the writing section will be in paper and pencil form and the listening, reading and speaking sections will be administered 1:1, for second grade the listening and reading sections will be administered in small groups (refer to presentation slide 5)



Exams for grade levels: third, fourth and fifth - the ELPAC Exam will be administered in small groups for the reading, listening and writing sections. The speaking will be administered individually one on one (refer to presentation slide 6).



Students in grades 6-8, 9-10, 11-12 will have the exam administered in small groups for the listening, reading and writing sections. The speaking section will be administered one on one. Membered asked how the small group testing is administered (refer to presentation slide 8). Mrs. Guardado explained that a group of up to 20 students will be called out of class and into the library for the testing.



Mrs. Guardado explained the difference between the Initial ELPAC test and the Summative ELPAC Test. The Initial ELPAC test is used to identify if a student is an English Learner as a new student. Summative ELPAC test identifies what level student is in as an English Learner. Test is created by the state.

The more they use the use the language the more academic vocabulary they pick up and advance academically. Member asked what Mrs. Guardado means by academic. Mrs. Guardado as an example asked members when your child speaks to a friend what kind of words/tone do they use, they responded with informal and simple, versus her doing a presentation her wording and tone is more formal and more expressive to get her points across to her audience. More technical in the language she uses, speaking in a more educated method.

Question to parents: How can you help your student?

- Read with your students and ask them questions about what they are reading. It is very important that you read together and ask questions to make sure that students are understanding what they are reading. Use pictures or illustrations and have your student describe what they see or what is happening.

- Ask questions and have your student respond in complete sentences.
- Explore ELPAC practice tests to help familiarize with the format.
- Have conversations with your student about trying and doing their best on the test.

Several members mentioned that they read in English and Spanish to their kids to help develop both languages. We value and celebrate being multi lingual. Member asked what programs/resources we have for students learning English that that are new to the language. Mrs. Guardado responded that we offer Rosetta Stone for students of 7th grade through 12th grade and Malexia for lower grade levels. Programs offered on the computer and only to students who were not born in the US and have been with us for less than 3 years.

Mrs. Guardado passed out to parents a reference sheet of questions they can ask their students. Questions for literature reading as well as informative reading. Mrs. Guardado showed books to members as examples of informative reading material vs literature reading.

In slide 10 of the presentation testing dates were provided by school for the group testing sessions. Mrs. Guardado express that it's very important that the students are present in school on those dates. Members stated that is important for the teacher to encourage the students to do their best not only before the testing but during it as well and to advise them to take their time and not rush through it.



Testing Schedule for ELPAC Summative



Escuela	Semana Asignada	Grados
Foothill Elementary	February 27 - March 3	2-5
Heights Elementary	March 6 - March 10	2-5
Highlands Elementary	March 6 - March 10	2-5
Los Medanos Elementary	March 20 - March 24	2-5
Marina Vista Elementary	March 13 - March 17	2-5
Parkside Elementary	March 20 - March 24	2-5
Stoneman Elementary	February 21 - February 24	2-5
Willow Cove Elementary	March 13 - March 29	2-5
Hillview Junior	February 27 - March 3 <i>ELD - March 13 - March 26</i>	6-8
Martin Luther King, Jr.	March 6 - March 10 <i>ELD - March 13 - March 26</i>	6-8
Rancho Medanos	March 27 - April 6 <i>ELD - March 13 - March 26</i>	6-8
Pittsburg HS	February 21 - April 6	9-12
Black Diamond HS	April 3 - April 6	9-12

Language Support – Elementary: Pathway towards reclassification (refer to slide 11)

- ELD – Students identified as English Learners/Limited English Proficient (typically ELPAC total score of 1, 2 or 3). Rotation groups of 30-45 minutes typically 3-4 days per week focusing on English language development and skills in speaking, listening, reading, writing and listening.
- ALD – Students identified as limited English proficient (typically ELPAC total score of 4), reclassified students, or English-only students. Rotation groups of 30-45 minutes each day focusing on academic language especially reading and writing skills.
- Intervention – additional support to students during the school day (universal access) and may be invited to participate in additional after school support especially if student is performing below grade level and/or reading 2 or more grade levels below grade level

4 Tiered Language Support – Junior High: Pathway towards reclassification (refer to slide 12)

- ELD 1-4 – for students who have been in the country for less than 3 full years and are still in the trajectory of developing and mastering the English Language (ELPAC level 1 – Mid 2)

- Reading support – For students who have been enrolled in our district/another district in CA, for 4+ years and have not yet reached a high level of English language proficiency and are reading at the first or second grade level (ELPAC Level 2 – Low 3). This class is in lieu of a general elective class.
- LTEL 6-8 – For students who have been enrolled in our district/another district in CA, for 4+ years and have not yet reached a high level of English language proficiency and are reading at a third or fourth level (ELPAC level 2 – Low 3). This class is in lieu of a general elective class.
- AVID Excel – For students who have been enrolled in our district/or other district in CA, for 4+ years and are making progress towards proficiency and need more support with academic language to help them with their literacy skills (reading and writing) and for recently reclassified students (within the last year or so) that could benefit from additional support (ELPAC level 3-4). This class becomes their elective class.

ELAC Reports:

Foothill –

Heights –

Highlands –

Los Medanos –

Marina Vista –

Parkside –

Stoneman –

Willow Cove –

Hillview –

MLK Jr. –

Rancho Medanos –

PHS –

Announcements/Update:

Tuesday, March 7, 2023 Joint meeting with DAC – Topic is LCAP

Our next DELAC Meeting is Tuesday, March 7, 2023

Meeting Adjourned at 7:45pm