

Pittsburg Unified School District
DELAC & DAC Meeting
March 6, 2023

Foothill: Katy Carreon Barba, Maria Magallon
Heights:
Highlands: Katy Carreon Barba, Rosa Roldan
Los Medanos: Blanca Ruiz Pelayo, David Galicia
Marina Vista: Tasharie Ameral (DAC), Denise Sanchez
Parkside:
Stoneman: Katy Carreon Barba, Marilu Montesinos, Anita Rosales
Willow Cove: Miguel Alvarado, Yaneth Samperio, Mirtha Rivas

Hillview JH: Alma Rodriguez, Yazmin Cano, Fernando Molina, Marilu Montesinos, Anita Rosales, Aidee Cisneros, Diana Lopez, Maria Magallon
MLK, Jr. JH:
Rancho Medanos JH:
PHS: Alma Rodriguez, Yazmin Cano, Fernando Molina, Miguel Alvarado, Yaneth Samperio, Maria Zarate, Matt Linde (DAC), Mirtha Rivas
Black Diamond: Susana Aguilar
PUSD: Sandra Guardado, Nubia Aguilar, Maria Gomez, Eileen Chen

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.

LCAP plan presentation and survey:

Mrs. Guardado introduced Eileen Chen the Executive Director in Educational Services who is presenting the LCAP plan. Copies of the presentation were distributed to members present from DELAC and DAC. Mrs. Chen said this is the start of LCAP season will be presenting at three more community meetings. Mrs. Chen mentioned that the survey at the end of the presentation can be taken multiple times, for example Ms. Lopez who works at Hillview Jr. High can take the survey as an employee and if she had children still in school, she would also be able to take the survey as a parent for the different roles.

Objectives of the presentation: (Refer to presentation slide 3)

- Brief review of the Local Control and Accountability Plan (LCAP) process
- Review LCFF funding formula
- Review Data
- Priority Areas/Goals/Highlights
- Take the LCAP Survey

(Presentation slide 4) Terms used throughout the presentation.

Glossary of Terms

ACSA – Association of California School Administrators CAA – California Alternative Assessment CAASPP - CA Assessment of Student Performance and Progress CCEIS - Comprehensive Coordinated Early Intervening Services CHKS – California Healthy Kids Survey CSEA - California School Employees Association CSI – Comprehensive Support and Improvement CTE - Career Technical Education DAC – District Advisory Committee DELAC – District English Learner Advisory Committee ECE – Early Childhood Education ELA - English Language Arts ELO-P Expanded Learning Opportunity Program EWI – Early Warning Indicators LCAP - Local Control and Accountability Plan LCFF – Local Control Funding Formula LCP - Learning Continuity and Attendance Plan MTSS – Multi-Tiered System of Support PBIS -Positive Behavioral Interventions and Supports PD – Professional Development PEA – Pittsburg Education Association	RJ – Restorative Justice RTI – Response to Intervention SARC – School Accountability Report Card SEL – Social Emotional Learning STEAM – Science, Technology, Engineering, Arts and Mathematics TIP – Teaching Induction Program TOSA – Teacher on Special Assignment UbD – Understanding by Design UPK - Universal Pre-Kindergarten WOW – Week of Welcome Assessments: <ul style="list-style-type: none">• CAASPP - California Assessment of Student Performance and Progress• Acadience - Early Literacy• iReady (Local: adaptive diagnostic assessment for ELA and Math)• DRDP : Desired Results Developmental Profile (formative assessment instrument developed by the California Department of Education used in Pre-K)
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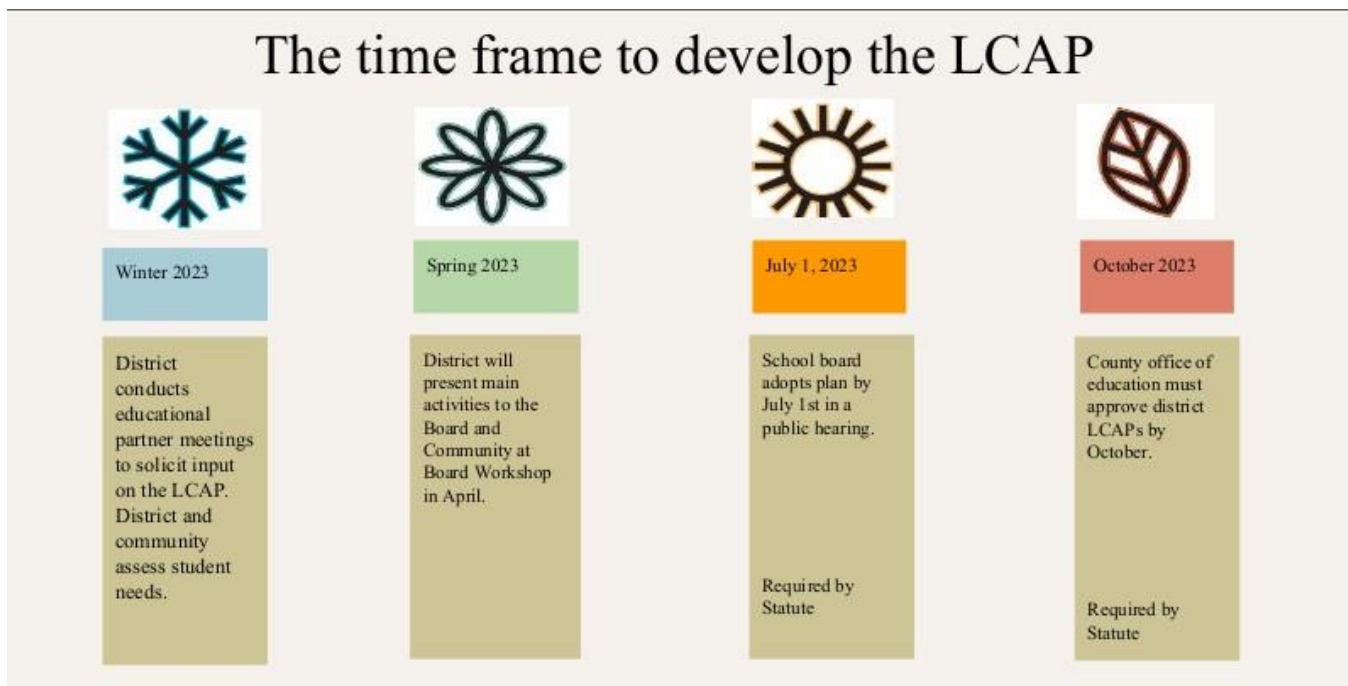
Every Scholar, Every Day. They Deserve Nothing Less Than Our Best

LCAP Process: (Refer to presentation slide 5) 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.

The plan guides everything we do and it is a district plan, it consists of 95 pages. Each school site has its own plan for student achievement must aligned to the district plan. The LCAP community meetings are an opportunity for educational partners to provide feedback on our current activities and initiatives. It is a three-year plan and we are on the last year of this three-year plan. Currently in the process of drafting the LCAP for the 2023-2024 school year. Were on the beginning phase getting all the feedback. This is the first presentation for feedback. Nothing new with the template.

(Refer to presentation slide 7) Components of the LCAP: The first four pages of the plan is the LCFF Budget Overview for parents. Shows how much money we get in certain areas. Then the Plan Summary, next is Engaging Educational Partners, Goals and Actions, Increased or Improved Services for Foster Youth, English Learners, and Low-Income students, Action Tables, and Instructions.

Time frame to develop the LCAP: (Refer to presentation slide 8 below) There will be a workshop in April and feedback will be presented to the Board in June, it's a public feedback, once it's approved it gets sent to the county office. Once the county reads all the plan they provide us with feedback.



(Presentation Slide 9) Additional meeting dates.

Educational Partner meetings

Educational Partner Group	Date(s)
District Administrators	February 7 and February 28, 2023
DAC/DELAC	March 6, 2023
FAAS/ PAAACT	April 17, 2023
Community meetings	Tuesday, March 21, 2023 6:00 PM - 8:00 PM (Virtual) Monday, March 27, 2023 6:00 PM - 8:00 PM (In-person) Tuesday, March 28, 2023: 9:00 AM – 11:00 AM (In-person)
PEA CSEA	April 18, 2023 April 4, 2023
Student groups	March - May 2023
School site meeting	March - May 2023

Let's talk about money? How are we funded? We get money from every single student from TK through 12th grade. Preschool and adult center are funded through a different funding source. As an example: We get a hundred dollar for every student TK through 12th grade. Then we get an additional dollar for students in grades TK-3rd grade and 9th -12th grade. Then we have a piece that is called supplemental, any students identified as low income, English learner or foster youth in our district we get an additional dollar. Concentration: Districts that have a population of over 55% of low income, English learners and foster youth, we receive an additional dollar. The max we can receive would be \$103 per student.

Add on grade level for the K-3rd grade the additional dollar is used to keep the class size low. For the 9-12th grade additional dollar is used to improve graduation rates.

(presentation slide 12) Will be presented on Wednesday by Mr. Haria – Detail Multi Year Projection (MYP). Mrs. Chen said she will not explain it but members are encouraged to attend the Wednesday meeting to hear Mr. Haria explain.

DETAIL MULTI YEAR PROJECTION (MYP)									
Description	2022-23 Second Interim			2023-24 Projected Budget			2024-25 Projected Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
REVENUES									
Local Control Funding Formula	143,115,632.00	3,112,595.00	146,228,227.00	149,032,317.00	3,112,595.00	152,144,912.00	148,365,093.00	3,112,595.00	151,477,688.00
Federal Revenue	-	31,031,852.18	31,031,852.18	-	5,531,673.96	5,531,673.96	-	5,531,673.96	5,531,673.96
State Revenue	3,208,967.00	46,596,394.90	49,805,361.90	3,208,967.00	21,094,172.48	24,303,139.48	3,208,967.00	21,094,172.48	24,303,139.48
Local Revenue	2,130,779.96	5,482,940.93	7,613,720.89	2,177,924.03	5,410,164.91	7,588,088.94	357,099.03	5,410,164.91	5,767,263.94
Contributions	(61,748,429.00)	61,748,429.00	-	(62,424,142.00)	62,424,142.00	-	(61,613,715.00)	61,613,715.00	-
TOTAL REVENUES	86,706,950	147,972,212	234,679,162	91,995,066	97,572,748	189,567,814	90,317,444	96,762,321	187,079,765
EXPENDITURES									
Certificated Salaries	40,368,358	32,311,060	72,679,418	38,989,730	36,464,009	75,453,739	45,316,968	31,230,850	76,547,818
Classified Salaries	12,464,730	15,578,206	28,042,936	12,657,098	15,305,722	27,962,820	14,212,805	14,155,186	28,368,281
Benefits	25,158,060	27,072,479	52,230,539	26,363,057	28,756,198	55,119,255	28,882,401	26,976,417	55,858,818
Books and Supplies	4,119,975	8,370,768	12,490,743	4,119,202	5,563,217	9,682,418	4,158,072	4,843,217	9,001,288
Other Services & Oper. Exp	9,238,158	34,951,663	44,189,820	9,493,606	29,240,224	38,733,830	2,973,994	31,120,043	34,094,037
Capital Outlay	99,716	1,118,212	1,417,928	99,716	1,063,192	1,162,908	76,635	660,912	737,547
Other Outgo	355,221	2,915,310	3,270,531	355,221	2,915,310	3,270,531	355,221	2,915,310	3,270,531
Transfer of Indirect Costs	(454,360)	147,982	(306,378)	(454,360)	147,982	(306,378)	(454,360)	147,982	(306,378)
Other Adjustments	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	91,349,959	122,665,679	214,015,637	91,623,271	119,455,854	211,079,124	95,521,827	112,050,117	207,571,943
Net Increase (Decrease)	(4,643,009)	25,306,533	20,663,524	371,795.41	(21,883,105.44)	(21,511,310.01)	(5,204,383.06)	(15,287,795.51)	(20,492,178.51)
FUND BALANCE									
Estimated Beginning Balance	20,945,930	21,507,967	42,453,897	16,302,921	46,814,500	63,117,421	16,674,717	24,931,395	41,606,111
Estimated Ending Balance	16,302,921	46,814,500	63,117,421	16,674,717	24,931,395	41,606,111	11,470,334	9,641,599	21,113,933
Nonspendable									
Committed	7,420,469	-	7,420,469	8,222,181	-	8,222,181	3,123,014	-	3,123,014
Restricted	-	46,814,500	46,814,500	-	24,931,395	24,931,395	-	9,641,599	9,641,599
Assigned	2,436,983	-	2,436,983	2,095,162	-	2,095,162	2,095,162	-	2,095,162
Unassigned - REU @ 3%	6,420,469	-	6,420,469	6,332,374	-	6,332,374	6,227,158	-	6,227,158
Unassigned - Other	-	-	-	-	-	-	-	-	-
Total - Est. Fund Balance	16,302,921	46,814,500	63,117,421	16,674,717	24,931,395	41,606,111	11,470,334	9,641,599	21,113,933

We only get funded if students are coming to school. Daily attendance is very important. (refer to presentation slide 16) Parent asked about students in virtual. Mrs. Chen responded that yes they count too. Elementary school students on virtual still have to log in every day.

Average Daily Attendance (ADA) - P1

	2022 - 2023	2021 - 2022	2020 - 2021*
Enrollment	10,793	11,015	11,367
TK - 3	89.76%	89.63%	95.64%
4 - 6	91.85%	90.17%	96.04%
7 - 8	90.99%	91.54%	96.43%
9-12	91.34%	92.07%	96.77%
District	90.9%	91.25%	96.23%

Graduation rate: Mrs. Chen said that someone last year requested a comparison of our graduation rate compared to the State graduation rate. (Presentation slide 18) We are a little higher compared to the state rate. Also higher in the English Learners, foster youth, homeless, low income and students with disabilities rates. Can see there is room for improvement in our foster youth.

Female graduation rates are higher than male student graduation rates. May notice there are services at the high school level to help increase male graduation rates (refer to presentation slide 19). Mrs. Chen shared a story about her brother's situation he was part of the wrestling team so his grades were always the best during the season so he could participate but after the season was over her parents had to meet with his teacher regularly to keep him on track to graduate since he was only motivated to keep good grades while he participated in sports.

Data - Graduation Rate

	2022 State	2022	2021	2020
Graduation Rate	87.4%	88.2%	86.9%	86.9%
English Learners	73.3%	83.3%	73.3%	76.4%
Foster Youth	64.1%	66.7%	71.4%	68.8%
Homeless	74.4%	76.6%		
Socioeconomically Disadvantaged (Low Income)	85.1%	88.3%	85.9%	83.3%
Student with Disabilities	75.2%	79.7%	67.9%	61.1%

Ms. Lopez expressed that we need more motivational and emotional support not only in the elementary level as Mr. Alvarado stated, but in the Jr. High level as well since they see bullying and self-harm situations. English Learners coming from other countries coming with their own traumatic experiences. Mrs. Butler-Harris mentioned in regards to male lower graduation rates. Sometimes the males in low income households decide to take paying jobs to help the family financially and lose interest in school work and focus on earning money. DAC Parent made a comment in regards to lower kindergarten attendance that one factor might be the fact that certain charter schools have a full day kindergarten versus our part of the day kindergarten class. Parents may decide to put them in full time day care instead for the convenience specially for working parents.

Suspension rates: (presentation slide 24)

Data - Suspension

	2022 State	2022	2021	2019
Suspension	3.1% suspended at least one day - Medium	5.4% suspended at least one day - High		6.8% suspended at least once
English Learners	3.2% suspended at least one day - Medium	3.7% suspended at least one day - Medium		5% suspended at least once
Foster Youth	12.4% suspended at least one day - Very high	21.3% suspended at least one day - Very high		19.4% suspended at least once
Homeless	5.5% suspended at least one day - High	10% suspended at least one day - Very high		17.5% suspended at least once
Socioeconomically Disadvantaged (Low Income)	4% suspended at least one day - Medium	5.8% suspended at least one day - High		7.4% suspended at least once
Student with Disabilities	5.4% suspended at least one day - High	8.9% suspended at least one day - Very high		10.3% suspended at least once

Parent mentioned that before students would get suspended for every little thing but now it seems like there are no consequences. Another parent mentioned that staff is trying to lower the suspension rate. High suspension rate within the African American student population. Mrs. Chen stated that they are working on a new discipline matrix that will be presented by Ms. Clark at next month's meeting.

Goal 1: Engaging and Rigorous Teaching and Learning – (refer to presentation slides 28-31). We are not required this year to provide virtual but we decided to keep it this year for families that are still uncomfortable coming to school. Currently have about 40 in virtual.

Goal #1: Engaging and Rigorous Teaching and Learning Highlights

- Higher graduation rate compared to the state
- Continued to offer Virtual Independent School K-12
- Implementation of new PUSD Board approved Ethnic Studies Course at Hillview JHS and Pittsburg High School
- Increased dual enrollment courses at PHS to include LMC's English 100
- Planning completed with LMC to implement additional dual enrollment courses in Math and ECE
- K-8 Science adoption implementation
- Implementation of designated ELD utilizing Amplify materials
- Secondary Literacy - Reading Apprenticeship Professional Learning from West Ed - Hillview Jr. High
- Project Lead The Way (PLTW) Robotics class at Rancho Medanos Jr. High
- Expanded AVID classes to all grade levels 6th, 7th and 8th - Rancho Medanos
- DLI Kindergarten enrollment numbers back to pre-pandemic status
- Piloting five (5) hour Kindergarten and Transitional Kindergarten day
- Implementation of Developmentally Appropriate Free Choice time in Kindergarten daily

Feedback from members present: If parents want to see a full day kindergarten class this is the perfect place to comment. DAC members were given green post its to comment and DELAC were given purple post its to write their comments. Mrs. Guardado commented that if there are current programs/services that you see are working or not working, let us know or if you see a need or if there is something else you'd like to see that may help our students, let us know so we can look into it. Mrs. Chen allowed a 2-minute block of time for everyone to post their comments under goal 1. Parent requested for zero period PE to be indoors during winter time. Her daughter has gotten sick from being outdoors during class and that affects her attendance since she has to stay home sick.

Goal #2: Equity, Access and Success: (refer to presentation slides 34-37).

Goal #2: Equity, Access and Success Highlights

- Expanded Learning, tutoring, and enrichment supports
 - Robust summer program in 2022. Continue in 2023.
- EPOCH In person Equity Training at all School Sites
- Improve Your Tomorrow to support our AA male students
- Hired retired teachers/additional personnel to help provide additional language support for ELs and EOs with foundational skills
- After school tutoring to help support ELD Scholars to meet reclassification goals (Rancho)
- SEL support for newcomers (ELD 1-4) at Hillview and PHS - (Dr.Dargan)
- Additional counselor at PHS to help support newcomers (ELD 1-4 students)
- Newcomer pull out language support
- Kinder - 3rd grade data deep dive PDs and planning sessions with Instructional coach
- Increased access to behavior support aides.
- Multiple professional development opportunities/workshops for SPED staff and families.

Improved your tomorrow is an outside contract. Mrs. Butler-Harris asked if the mentors for our African American students through that program are African American. Mrs. Chen responded that the ones that came and presented were African American but not 100 % sure if all of their mentors are African American. Members were given two minutes to write their comments on post its. Members commented that they would like to see more motivational assemblies.

Goal #3: Student and Family Assets (refer to presentation slides 40-42).

Goal #3: Student and Family Assets Highlights

- ❑ Access to nurse services at all sites
- ❑ Mindfulness across all elementary sites and piloting at Rancho Medanos
- ❑ District Parent Liaison for newcomer families
- ❑ Communication specialist for parent engagement
- ❑ Family nights/events (Literacy, PE/Mindfulness)
- ❑ Parent Institute for Quality Education (PIQE) parent series for parents of PHS students
- ❑ Development of Families of African American Scholars (FAAS) Committee
- ❑ Social Emotional Learning support through Art intervention for ELD students at Hillview Jr High and Pittsburg High School provided by Dr. Dargan

Mrs. Chen wants to recognize that we have been short staff since not all schools have a parent liaison. Restorative Justice Facilitators at all secondary school sites. Nurses increased to 4 hours because of the needs for students. Community schools at all Jr. highs as well at Highlands Elementary. Very important that all parents get on Parent Square since that is our main communication tool for families. Mrs. Guardado has a new Parent Liaison for our Newcomers here at the district site. Members given two more minutes to provide their comments. Mr. Alvarado asked for more school activities to involve the whole family. He mentioned that in Mexico City they have a family camping night at school on Fridays. In a safe environment to interact with their family and community. Mrs. Chen like the suggesting, we usually have activities for parents and separate for students. Nice idea to have family activities. Another parent suggested father/daughter and mother/son dances at the elementary school level and with approved parent volunteers partnering with motherless or fatherless students so they can also participate. Mrs. Chen also liked the idea.

Goal #4: Recruit and Support a Diverse Staff (refer to presentation slides 45-47)

Goal #4: Recruit and Support a Diverse Staff Highlights

- ❑ 8.5% salary increase for 2022-2023
- ❑ 100% paid dental, vision and medical at Kaiser rate
- ❑ 40% Salary increase in Past 9 years
- ❑ Unlimited years service credit
- ❑ \$5000 signing bonus: Science, Math, SPED, DI, SLP & PUSD Grads
- ❑ \$2100 stipend for Special Day Class teachers; \$1750 stipend for Dual Immersion teachers
- ❑ Equity questions for all interviews
- ❑ MOU for mentor teachers to support new teachers at each site.
- ❑ Coaching for Administrators
- ❑ Multiple professional development opportunities/workshops for SPED staff
- ❑ Ethnic Studies professional learning and curriculum development
- ❑ Instructional Coaching for all secondary emergency credentialed teachers and opt-in coaching available to veteran teachers.
- ❑ New to Rancho teacher meetings weekly to help new teachers transition to PUSD/RMJH
- ❑ New Teacher Professional Learning Series for all new secondary teachers within the first 2 years of entering the profession
- ❑ PHS ELD and Sheltered Teachers - Book study & Collaboration time - One (1) Saturday a month
- ❑ Districtwide Professional Development with EPOCH: with in person deep dive (modules 3 and 4)
- ❑ Number of Participants for - CA Association of African American Superintendents & Administrators (CAAASA), CA Association of Bilingual Education (CABE) and ACSA conferences

Our district provides a very competitive benefits package for our staff. Professional development opportunities for staff that is paid. Mrs. Zarate suggested CPR training for staff such as aides and cafeteria staff. Mrs. Chen mentioned that staff

is required to have CPR training gets it every year.

Goal #5: Facilities and Nutrition to Support Student Learning Highlights (refer to presentation slides 49-51)

Goal #5: Facilities and Nutrition to Support Student Learning Highlights

- Safety coordination and safety services
- CRAs at all sites and District Office
- Increased security cameras and replaced gradient ones
- New radios and site antennas at sites
- Ring doorbells installed at the main office at all sites (except Parkside)
- Amazon Echo screens were provided so office staff can see the front door
- New safety door knobs for Stoneman (coming soon)

Mrs. Chen mentioned that LCAP doesn't fund facilities or nutrition but gets put on the LCAP presentation to get community feedback. Technology we currently have a computer for every student in the district. We used to not have CRAs at the elementary. Now every elementary has one and every Jr. High have two or three. We now have a CRA at the District office and Alicia Bush our new School Site Safety Supervisor.

Goal #6: Differentiated Assistance (refer to presentation slides 54-58)

Goal 6: Differentiated Assistance

- Differentiated Assistance Criteria 2022
 - A least one student group meeting the criteria in at least two priority areas

LCFF State Priority Area	State Indicator Criteria
Pupil Achievement (Priority 4)	<ul style="list-style-type: none"><input type="checkbox"/> Very Low Status on both the English Language Arts and Mathematics Academic Indicator; or<input type="checkbox"/> Very Low Status on the English Learner Progress Indicator
Pupil Engagement (Priority 5)	<ul style="list-style-type: none"><input type="checkbox"/> Very Low Status on the Graduation Rate Indicator; or<input type="checkbox"/> Very High Status on the Chronic Absenteeism Indicator
School Climate (Priority 6)	<ul style="list-style-type: none"><input type="checkbox"/> Very High Status on the Suspension Rate Indicator

Require goal because Pittsburg qualifies. African American student group qualified in Priorities four, five and six. English Learners qualified in Priorities four and five. Our foster youth also qualified in all three. Our homeless also qualified in all three areas. Ours students with disabilities also qualified in all three areas. This means that state is monitoring us and these student groups. The only one we didn't have a goal for our homeless and foster youth and will need to see that other services we can provide to help these student groups.

LCAP Survey: Will be used to collect feedback regarding the LCAP and Expanded Learning Opportunity Program (ELO-P) – need feedback if families need more before school or after school programs. Survey can be taken multiple times for different roles such as a student, parent or guardian, community member, certificated staff (PEA), classified staff (CSEA), Administrator, other PUSD staff.

Calendar Survey for 2024-2025

- ❑ The PUSD is looking for your feedback regarding:
 1. Spring Break after Easter (traditional format)
 2. Spring Break before Easter (since Easter is so late)
 3. Spring Break always during the last week of March (to align with other East County districts)

- ❑ Please click on the survey link to look at the following example DRAFTS of each type of calendar, and choose the option you would prefer to see in 2024-2025.

- ❑ The results of this survey, and similar surveys of other employee groups, will be shared with the calendar committee and the School Board, and will help us guide the decision making process.

- ❑ Survey will be open until March 17, 2023.

Presentation slide 64 provided the links to both the LCAP Survey and the Calendar Survey:

Let's take the survey(s)...

LCAP Survey

<https://www.surveymonkey.com/r/3Y6MZRT>

Calendar Survey

<https://forms.gle/G75ZbvCxFdq5PO5g9>

Approval of Meeting Minutes:

Didn't get a chance to approved minutes from previous meeting will move to next month's DELAC meeting to approve.

ELAC Reports: ran out of time will move to the next meeting.

Foothill –

Heights –

Highlands –

Los Medanos –

Marina Vista –

Parkside –

Stoneman –

Willow Cove –

Hillview –

MLK Jr. –

Rancho Medanos –

PHS –

Announcements/Update:

Our next DELAC Meeting is Monday, April 3, 2023

Meeting Adjourned at 8:35pm