

Pittsburg Unified School District
District English Learners Advisory Committee –DELAC and
District Advisory Committee – DAC
March 9, 2021

Present:

Foothill: Martha Carabantes

Heights: Carmen Amezcua,
Martha Torres, María Chávez

Highlands: María Rosales

Los Medanos:

Parkside: María Aldaba

Stoneman:

Willow Cove: Miguel Alvarado,
Helio Moreno, Brenda Lynn

Marina Vista: Ana Pérez, Dalia Medina,

Hillview Jr. High: Martha Torres, Aidee
Cisneros, Martha Carabantes, María
Magallon, Virginia Martínez, María Tapia
Lorena Asdourian

Rancho Medanos JH: Miguel Alvarado,
María Dulce Bernal, Silvia Portillo, Helio
Moreno, María Chávez, Susana Sudieh,
Marion Barnor

MLK, Jr. JH: Ana Pérez,

PHS: Helio Moreno, Martha Torres,
Virginia Moreno, María Chávez, Mirtha
Rivas, Dora Rodríguez

Black Diamond Jr. High:

Community Member: Dennisha Marsh

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

Other: Patricia Cerpas

Welcome and Introductions:

Mrs. Guardado and Mrs. Velasco welcomed all the members to tonight's joint meeting.

Mrs. Guardado asked the members for permission to record the meeting. Everyone agreed to record the meeting.

LCAP Part II. Mrs. Eileen Chen, Executive Director.

LCAP Community Meetings. Page 1

Mrs. Chen thanked the members for allotting time for her presentation. She mentioned that if members had questions to enter them in the chat as she was presenting. She also informed them that they could also unmute themselves as ask their question aloud. Mrs. Chen stated that a lot of the information on the presentation they had already seen at the previous meeting. Tonight you will get more information on data. A member asked if they would get a copy of the presentation. The presentation was made available to the members in English and in Spanish. Mrs. Chen mentioned that the principals would also share this information with the different stakeholder groups at their individual school sites.

Objective Page 2.

- Brief review of the Local Control and Accountability Plan (LCAP) process
- Review Budget
- Review 3 – year data
- Review actions/services in each Priority Area
 - Take the LCAP Survey

Mrs. Martinez also asked about the data and whether that would be included in the presentation. Mrs. Chen responded that the data is included in the presentation. The principals have their own presentations that they are updated and would present it their ELAC and School Site Council meetings.

LCAP Process. Page 3.

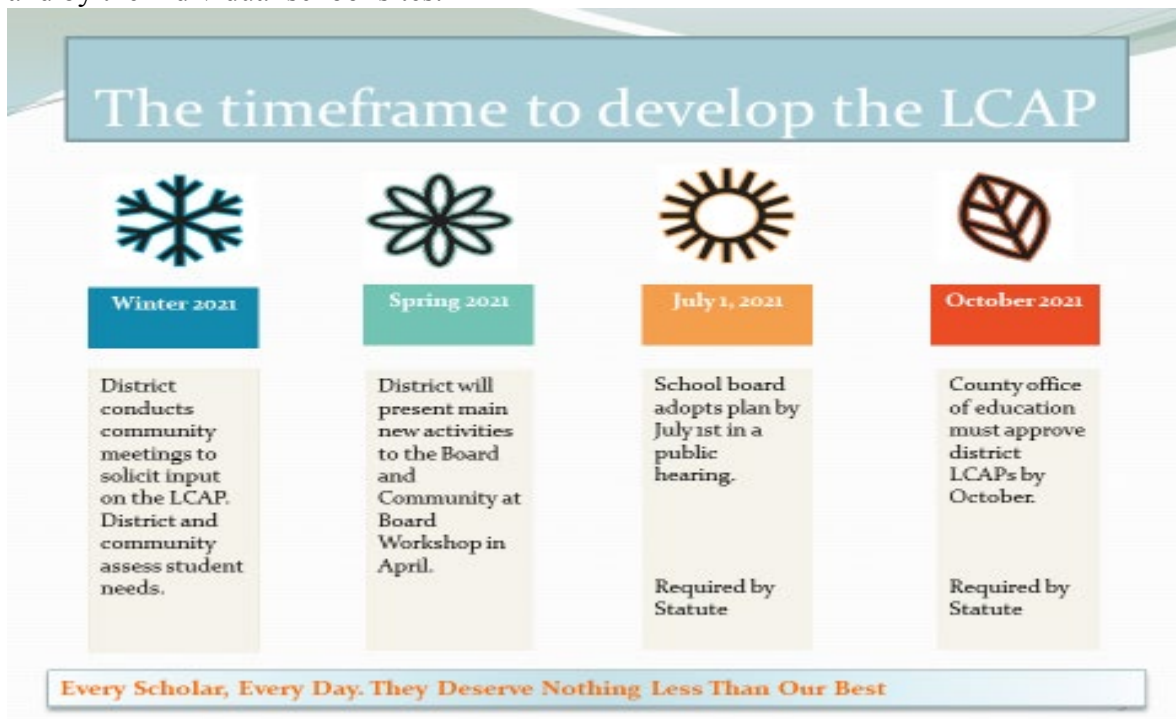
- ❑ The Local Control and Accountability Plan (LCAP) is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
- ❑ LCAP community meetings are an opportunity for stakeholders to provide feedback on our current activities and initiatives.
- ❑ 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 of COVID 19. Page 4 Mrs. Chen explained, we do not have an LCAP for this year, because of Covid it was suspended for 20/21 but it was replaced with the Learning Continuity and Attendance Plan LCP for this year.

- ❑ 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

The timeframe to develop the LCAP. Page 5.

Mrs. Chen explained that we will be having a series of meetings to ensure that everyone who wants to participate and give input has the opportunity to do so. Meetings are being conducted by the district and by the individual school sites.



Winter 2021. ❄️

- District conducts community meetings to solicit input on the LCAP.
- District and community assess student needs.

Spring 2021.

- District will present main new activities to the Board and Community at Board Workshop in April.

Mrs. Chen explained that in April we will have the workshop to the School Board, she would present the data from the survey. In June, she will present the LCAP to the School Board as information and discussion item and in the second meeting she will ask for approval, so that we can meet the deadline.

July 1, 2021

- School board adopts plan by July 1st in a public hearing.
- Required by Statute

October 2021

- County office of education must approve district LCAPs by October.
- Required by Statute

Mrs. Velasco asked, So, I attended this meeting, do I have to attend another meeting? Mrs. Chen responded that all the meetings will be the same so you do not have to attend other meetings but I would encourage you to do so because at each meeting you get to give input for the specific group you are associated with, so that would be the reason to attend multiple meetings despite the content being the same. For example, tonight your input will count as the input of our DELAC/DAC stakeholders.

You can take the survey multiple times, since per example Ms. Lynn can take it at her site. You have different roles: Some of you are parents and teachers/staff. You have the option to take the survey at the sites also. Mrs. Chen mentioned that the information would be 99.9 percent the same. She stated that you would continually update number of responses as each survey is being taken.

Mrs. Chen explain that once we receive input we will submit our LCAP plan to the County Office of Ed for review it and let us know if there are any adjustments needed.

Stakeholder meetings. Page 6.

- LCAP Survey is live as of Friday, January 29, 2021
- As of 2/15/2021, 2890 responses

Stakeholder group	Date(s)
DAC/DELAC	February 9, 2021 and March 9, 2021
All Administrators	February 23, 2021
Community meetings	March 11, 2021: 6:00 PM – 8:00 PM March 12, 2021: 9:00 AM – 11:00 AM March 16, 2021: 6:00 PM – 8:00 PM (Spanish) March 23, 2021: 9:00 AM – 11:00 AM (Spanish)
PEA CSEA	March 16, 2021 <i>To be determined</i>
Student groups	To be determined
School site meeting	March – May 2021

The community meetings go back to back. Based on these dates, we have the second presentation for DAC and DELAC and for the administrators was given in February. We will have other community meetings. The sites, have until May to do this presentations but they are encouraged to do so before the second week of April so we can have their input reflected in the presentation that is given to the Board of Education.

What’s new with the LCAP Template? Page 7

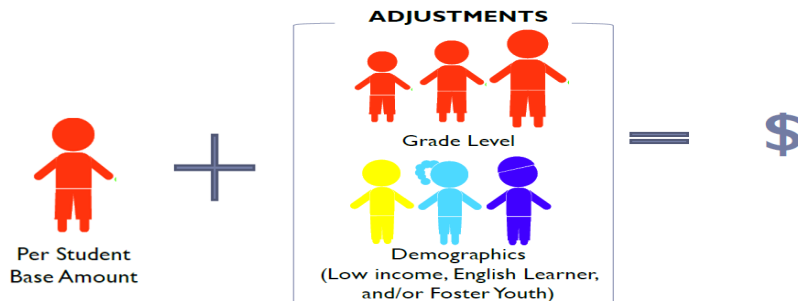
- The new template was done in 2020 and because it was suspended it was revised in Dec. 2020 due to Covid 19. Left side column you can see what was the same.

Sections that remained the same...	Minor adjustments...
<ul style="list-style-type: none"> <input type="checkbox"/> Budget Overview For Parents <input type="checkbox"/> Plan Summary <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Goals and Actions <input type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input type="checkbox"/> Expenditure Tables 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual Update and Instructions (for the 2021-22 LCAP only) <input type="checkbox"/> Annual update for 2019-20 LCAP <input type="checkbox"/> Annual update for 2020-21 LCP <input type="checkbox"/> (<i>separate document</i>) <input type="checkbox"/> Annual Update for 2022-23 and 2023-24 will be embedded in the template

Budget.

The main difference is what we call the annual update. This year is a separate document. We will review the 2019 and 2020 it is an actualization. With the new template is 160 pages and we are hoping to reduce to it to about 120 pages this year.

LCFF – Local Control Funding Formula Page 9.



This is an important graph to see how the Local Control Funding Formula works. We have the base funding that we get for each student then we get additional money for students in grades K-3 and for students who are considered low income, ELs, or Foster Youth. If one student fits in all of these categories, we only get one dollar for that student, we do not get duplicate amount.

Budget. Page 10.

- School Districts must submit budgets for a three-year time period
- School Districts, by law, must have a reserve for economic uncertainties determined by the Average Daily Attendance (ADA).

Districts with ADA	Required reserve
0 to 300	The greater of 5% or \$66,000
301 to 1,000	The greater of 4% or \$66,000
1,001 to 30,000	3% ← PUSD
30,001 to 400,000	2%
Over 400,000	1%

- Pittsburg Unified has a 3% required reserve.
- Most School Districts have an **additional** reserve.

We need to present it a balanced budget for three years in order to be approved by the County Office of Ed. Within the budget you will hear about having certain amount in reserves. Pittsburg’s required percent is 3% and this is according the number of students we have in the district. It is good to have a reserve in case of emergencies or unplanned circumstances, some district have double the amount but Pittsburg only has the required 3%, which is at the discretion of our School Board.

Updated First Interim & Gov. January Budget. Page 11.

This is a Provisional Budget that was presented to the Board on the meeting of 2/27/21.

It is different from the budget that Mr. Haria presented. In December, because it did not included the governor’s budget from January. PUSD benefit from the governor’s budget

Description	2020-21 Adopted Budget			2021-22 Projected Budget			2022-23 Projected Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
TOTAL REVENUES	81,806,465	78,555,758	160,362,223	85,272,880	62,046,714	147,319,594	81,429,381	62,046,714	143,476,095
TOTAL EXPENDITURES	88,654,587	77,489,491	166,144,078	86,839,023	62,032,932	148,871,955	89,268,313	63,234,545	152,502,858
Net Increase (Decrease)	(6,848,122)	1,066,267	(5,781,855)	(1,566,142.52)	13,781.45	(1,552,361.07)	(7,838,932.00)	(1,187,831.55)	(9,026,763.55)
FUND BALANCE									
Estimated Beginning Balance	13,923,050	2,534,229	16,457,278	7,074,928	3,600,496	10,675,424	5,508,785	3,614,277	9,123,063
Estimated Ending Balance	7,074,928	3,600,496	10,675,424	5,508,785	3,614,277	9,123,063	(2,330,147)	2,426,446	96,299
Nonspendable	25,000	-	25,000	25,000	-	25,000	25,000	-	25,000
Committed	2,027,792	-	2,027,792	1,017,626	-	1,017,626	-	-	-
Restricted	-	3,600,496	3,600,496	-	3,614,277	3,614,277	-	2,426,446	2,426,446
Assigned	37,814	-	37,814	-	-	-	-	-	-
Unassigned - REU @ 3%	4,984,322	-	4,984,322	4,466,159	-	4,466,159	4,575,086	-	4,575,086
Unassigned - Other	-	-	-	-	-	-	(6,930,232)	-	(6,930,232)
Total - Est. Fund Balance	7,074,928	3,600,496	10,675,424	5,508,785	3,614,277	9,123,063	(2,330,147)	2,426,446	96,299

Mrs. Chen explained the table the projected budgeted expenses (6,930.232) for 2022-23 You can see the income and deficit, the expenditures were higher so the deficit is \$5 million in 2021/2022. When we said we benefit from the governor’s budget but we have more expenses that income so we are in deficit in 2021/2022 and in 2022/2023. On 2022/23 we have a deficit of 7,932M

At the February 24 meeting the Board took action on certain items. They voted to reduce SROs (Schools Resource Officers). We have 5 SROs and going to 4 hoping the city will pick up that expense. They voted not to replace others positions for example positions of people who retire, a library tech and also this year someone will retire and they will not replace these positions.

We will make sure that the existing work will be distribute equally in all the schools. The Board voted to relocate some position, with one time funding. Reassign positions and fund with a grant that the district must be expended by 2023.

With this one time funding no employee will lose their job. Most recently, last Sunday, the legislation passed one time funding. So the budget that will be presented tomorrow, will be updated. So I would be updating this slice in the next meeting.

Mr. Moreno. Will this budget be affected by the stimulus package from the governor?

Mrs. Chen: Yes, I would say. But not to the budget that Mr. Haria would present tomorrow.

Mr. Moreno asked would you know how much?

Mrs. Chen: Our funding is based on Title I formula.

There is a question in the chat by Ms. Lynn

Mrs. Chen mentioned that we are using the Title I funds that are required to be aligned with the requirements. If you want to know the requirements, in April or May, I can present in the Consolidated Application.

Data. Page 12

Data – Enrollment. Page 13

- Due to Covid-19, the dashboard has not been completed updated.

	2020	2019	2021
Enrollment	11,367	11,345	11,537
<input type="checkbox"/> English Learners	25.1%	25.5%	29.6%
<input type="checkbox"/> Foster Youth	0.5%	0.5%	0.5%
<input type="checkbox"/> Homeless	1.2%	2.2%	1%
<input type="checkbox"/> Socioeconomically Disadvantage (Los Income)	75.2%	75.5%	77.7%
<input type="checkbox"/> Students with disabilities	10.3%	10.3%	10.2%

Mrs. Chen went over the above table. From 2018-2020 we have 170 less students.

Mr. Moreno commented. Yes, it has changed from 2018, I remember the data from last year. You would expect that it would go down, it shows that we have gone up this 2020. It is good.

Mrs. Chen, it is good, we do a three year projection. Mr. Haria does the projections.

Due to Kinder and TK and we recognize that because of Distant Learning. We are hoping for parents to send to the students to schools.

Mr. Alvarado our DELAC president has a question. I want to clarify my doubt. Will this economic stimulus affect negatively on the budget because of the economy?

Mr. Moreno commented. It is extra funds so it would give us more money right?

Mrs. Chen mentioned, yes, this will positively impact our budget. Whatever passes tomorrow, will impact us positively.

Data – Enrollment. Page 14

	2020	2019	2018
Race/Ethnicity	11,367	11,345	11,537
<input type="checkbox"/> African American	16%	16.4%	16.4%
<input type="checkbox"/> American Indian	0.3%	0.3%	0.2%
<input type="checkbox"/> Asian	3.1%	3%	3.1%
<input type="checkbox"/> Filipino	4.8%	4.8%	4.7%
<input type="checkbox"/> Hispanic	64.7%	64.2%	64.6%
<input type="checkbox"/> Pacific Islander	1.3%	1.6%	1.6%
<input type="checkbox"/> Two or More Races	4.5%	4.2%	4.1%
<input type="checkbox"/> White	5.1%	5.4%	5.2%

This slide is the make-up of our district. 64% Hispanic and 16% African American

Data - English Language Arts Page 15.

- Due to COVID-19, the dashboard has not been completely updated.
- Due to COVID -19 CAASPP was suspended for the 2019 – 2020 school year.

	2020	2019		2018	
ELA	*	Orange	40.7 pts below standard	Orange	43 pts below standard
African American	*	Orange	68.8 pts below standard	Orange	65.2 pts below standard
English Learners	*	Yellow	54.4 pts below standard	Orange	58.6 pts below standard
Foster Youth		Orange	86.1 pts below standard	Red	113.5 pts below standard
Students with Disabilities	*	Orange	121.7 pts below standard	Red	130.9 pts below standard

Data – Mathematics. Page 16

- Due to COVID-19, the dashboard has not been completely updated.
- Due to COVID -19 CAASPP was suspended for the 2019 – 2020 school year.

	2020	2019		2018	
ELA	*	Orange	82.5 pts below standard	Orange	84 pts below standard
African American	*	Red	115.2 pts below standard	Red	110.1 pts below standard
English Learners	*	Orange	90.5 pts below standard	Orange	91.2 pts below standard
Foster Youth		Red	147.5 pts below standard	Red	149.5 pts below standard
Students with Disabilities	*	Red	159.6pts below standard	Red	159.9 pts below standard

We have not performed as well in mathematics also.

Data Graduation Rate. Page 17

Mrs. Chen went over the graduation data.

- Due to COVID-19, the dashboard has not been completely updated.
- 2018 and 2019 – Data from CA Dashboard
- 2020 – CDE website; no color

	2020	2019		2018	
Graduation Rate	86.9%	Orange	89 % graduated	Green	90.8 % graduated
African American	84.8%	Orange	88.4% graduated	Blue	91.6 % graduated
English Learners	76.4%	Orange	77.4% graduated	Yellow	80.4 % graduated
Foster Youth	68.8%	* 13 Stu	92.3% graduated	* Less than 11 stu reported data (no: 9)	*
Students with Disabilities	61.1%	Yellow	73.7 % graduated	Yellow	69.9% graduated

The CDE assigns a color code. You can see a difference in 2018 no data for Foster Youth because there were less than 11 students. We only had 9 the minimum in 11 students. On 2019 we had 13 students.

Data – Suspension Page 18

This is our Suspension data.

- Due to COVID-19, the dashboard has not been completely updated.
- 2018 and 2019 – Data from CA Dashboard
- 2020 – Data from DataQuest

	2020	2019		2018	
Suspension	6%	Yellow	6.8 % suspended at least once	Orange	7.7% suspended at least once
African American	12.1%	Yellow	14.5% suspended at least once	Red	16.8% suspended at least once
English Learners	4.6%	Yellow	5% suspended at least once	Orange	5.6% suspended at least once
Foster Youth	17.6%	Red	19.4% suspended at least once	Orange	15.5% suspended at least once
Students with Disabilities	9.6%	Yellow	10.3% suspended at least once	Red	15.7% suspended at least once

We could see the concern with the Afro-Americans and foster students.

Questions. No questions.

The following slide is exactly what we did last month. You can see are 5 priority areas.

5 Priority Areas/Goals Actions and services. Page 20.

- 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 following Slide, each action is under each category area de priority.

Engaging and Rigorous Teaching and Learning. Page 21.

- 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 course
- 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

Note that for elementary, we have AVID in Foothill and Willow Cove.

Arts and Music (see slice for last year Foothill and Heights were part time, now all the elementary offer all day.

Engaging and Rigorous Teaching and Learning. Continued. Page 22.

- College and career readiness supports and counseling for students
 - 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. Continued. Page 23.

- 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

Library services are for all the schools. Even though we are not going to replace some positions. Board approved. Puente is a popular program at PHS for preparation to the college. During regular school year, the PUSD pays for the assessment programs. This year these exams were waived, when we come back to normal, we could have them next year.

Equity, Access and Success. Page 24.

- Academic supports and interventions for struggling students
 - 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
 - Early literacy coaches at the elementary level

Another contracts online Paper Education Company. It is 24 hours academic support on line, for secondary level and it is based on a chat for 24 hrs. We provide academic materials for reading support, each teachers from K-12

Equity, Access and Success cont... Page 25.

- Early Childhood Education (PK) 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. S. Sudieh had a question on the chat regarding the reduction in the library techs. She expressed concern in the impact the reduction will have on the sites without a library tech and how it will impact the students.

Mrs. Chen explained that library techs are going to be equally allocated to serve and provide services for all of the elementary sites. They work and duties might be restructured to ensure that the needs of the teachers and students are met and the reduction of staffing does not impact the schools negatively.

Mrs. Chen explained the types of summer programs we have offered in the past. Last summer we offered PHS summer school recovery program. Math Institute, and Mrs. Guardado had a support program for English learners. Two years ago we had all those programs plus offering for elementary and junior high students. These services were included in the survey.

Student and Family Assets. Page 26.

- 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

We have 7 dedicated Parent and Family Liaisons and a coordinator.

Questions on the chat.

With these cuts, will this increase the job and responsibilities for the libraries techs?

In Distance Learning, we do not have students coming to the library, as we return we will not have students going to the library. So even though their jobs may change, they would be to be able to cover all the needs.

The sites that do not have community coordinators they have a Multi-Tiered System of Support (MTSS)/Coordination of Services Team (COST) facilitator.

Student and Family Assets cont... Page 27.

- 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

We have a contract with a nursing help services for students with diabetes.

Parents' education workshops by Mrs. Leticia Preciado via Zoom, support for Google Classroom.

Questions. Mrs. Cerpas. Could you repeat regarding the diabetes? Mrs. Chen replied.

We contract with an outside company to provide two hours with a medical company and it is to provide services to some students that may need to have a shot for insulin if they have diabetes.

Mrs. Cerpas, thanked Mrs. Chen.

We have an outside contract with Lincoln Center, they are providing online support. Prior to Covid, they use to meet with students at the schools.

Recruit, Retain and Support Staff. Page 28.

- Comprehensive salary/benefits package
 - Remain in the 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

Instruction and Training for teachers according the grade level. We have 11 teachers' coaches. This year, we provided training for the new Adoption for the curriculum for the Dual Language Immersion and English only teachers. We also have Teacher Induction mentors that provide support to newly hired teachers clear their credentials.

Facilities & Nutrition to Support Student Learning. Page 29.

- 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 30.

- The LCAP survey provides the opportunity for stakeholders to share feedback and ideas in support of increasing student academic achievement, developing equitable learning environments, and building meaningful partnerships.
 - Different roles
 - Administrator
 - District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC)
 - PEA/CSEA
 - School Site Council (SSC)/English Learner Advisory Committee (ELAC) - sites
 - Site staff
 - Students
 - Parent/Guardian
 - Community members
 - Feedback on each Priority Area
 - Strongly Agree/Agree/Disagree/Strongly Disagree/NA

Let's take the Survey. Page 31.

Some of the questions on the survey.

Priority area: Support. Mrs. Chen mentioned that last year when we had the dots

There was a section on services, installations and nutrition.

How do we prioritize the services, security and meals?

In this survey how you feel about the cleanliness, the access to meals, garden program, Campus resource officers.

Mrs. Chen mentioned, last month I did not share about the budget. This time you can take the survey again. So when I present it to the board it will have answers about the budget.

Mrs. Guardado explained why we are asking them to take the survey again. She explained that at last month's meeting we presented the district priority areas and the list of services and actions that fall under each of the priority areas. Today, we reviewed that information but also gave you specific data points to let you know how our student are doing in the different areas as well as specific information regarding our budget. So, with now given that specific information, you can take the survey again having that context. The new information might help inform the way you rank or prioritize an action or service/program.

A member made a remark about wanting to give more specific input regarding the quality and food selection for the student who receive free/reduced meals.

Mrs. Guardado and Mrs. Chen reminded the member that the last question in the survey is an open-ended question that they can use to give input or suggestions on things they would like to emphasize as important or provide an explanation. Comments can be added in the last question.

Members completed the survey.

Meeting was adjourned at 7:25 PM.

Next DELAC Monday, April 12th

Next DAC Tuesday, April 13th