

Pittsburg Unified School District  
DELAC MEETING.  
May 21, 2018

Foothill: Margarita Rodríguez,  
Martha Rodríguez, Aidee Cisneros  
Heights: Virginia Martínez  
Highlands: María Rosales  
Los Medanos:  
Parkside:  
Willow Cove:  
Stoneman: Martha Carabantes  
Marina Vista:

Adriana Medina  
Hillview: Martha Rodríguez, María Rosales  
MLK, Jr. JH: María Zárata, Catalina Cruz  
PHS: María Zárata  
Ed Services: Sandra Guardado, Lorena Asdourian,  
Maria Gomez  
Special Guest: Dr. Janet Schulze, Superintendent  
Enrique Palacios, Deputy Superintendent  
Norma Gonzales, Assistant Superintendent of HR,  
Anthony Molina, Executive Director of Ed Serv.

Rancho Medanos JH: Mirtha Rivas,

**Welcome and Introductions:** Mrs. María Rosales, our DELAC president welcomed everyone and started the meeting. The meeting started at 5:35 PM. Mrs. Rosales had the DELAC members introduce themselves.

**Minutes Approval:** Mrs. Rosales instructed the members to review the minutes from the previous meeting. Mrs. Martha Rodríguez made the first motion and Mrs. Virginia Martinez seconded the motion to approve the minutes. The committee agreed to approve the minutes.

**Negotiation process (Teacher contract):** Mrs. Sandra Guardado explained that we have guests joining us today to talk to us about the negotiation process that leads to a mutual agreement of the contract. They are here today since there were several requests made from members to have a presentation around this topic. Dr. Janet Schulze, Superintendent, Mrs. Norma Gonzales, Assistant Superintendent of Human Resources, and Mr. Enrique Palacios, Deputy Superintendent, introduced themselves to the members. They stated that they were here to help them understand the process. Mrs. Gonzales shared some history and the function of the unions and how the negotiation process works. She explained that we are part of a public entity and for that reason we have to have the negotiation process to help determine the salary and benefits. She informed the committee that PUSD has two labor unions, CSEA and PEA. She was happy to inform the committee that we had finished negotiations with CSEA (classified staff). She stated that we were still in the process of negotiating with PEA (certificated staff, teachers, counselors, psychologists). Ms. Gonzales explained that the three major topics being discussed with PEA were class sizes, teacher compensation and school safety. She explained that another big function of her role is to help recruit and retain the best teachers for our students.

Mr. Palacios, Deputy Superintendent, went over the information on the presentation he created about the different funding sources and explained how a budget gets created. He gave an explanation of each of the funding sources and explained the intended group or purpose. He explained the difference between restricted and unrestricted funding sources. Mr. Palacios, explained that General Funds are used to pay for the daily operational cost of running the school sites. Salaries are paid from this fund as well. He emphasized that when we negotiate with the unions, we negotiate only with what is available on the General Funds since all the other types of funds are linked to a defined group or purpose.

Dr. Schulze mentioned that this information is available for the public to access on our district web page. She emphasized that the resources are available both in English and in Spanish. She also shared that Mr. Palacios held a public meeting to go over this information with anyone who was interested. She mentioned that

messages were sent home and invitations were also extended to members of the staff and even members of the community.

Mr. Palacios continued with his presentation. He listed the different types of restricted funds that we have access to in this district. He named Title I, Title II and Title III. He stated that Title I and Title III funds are allocated for specific students. Title III is the funding source that Mrs. Guardado manages to help support our English Learners. Title II are funds that are only intended to be used to pay for professional development. He emphasized that these funds cannot be touched during the negotiation process. Only general funds can be used to negotiate.

Mr. Palacios proceeded by sharing the financial document that he uses to create a 3 year budget. He explained that in order for him to create a budget, he needs to create a budget that reflects all the daily operations of the cost of the district being covered for 3 consecutive years. So, right now the current budget we are working with is reflected in this document and you can see that it includes budgets for the 17/18, 18/19, and 19/20 school years. He explained to them that his job is to ensure that as a district we submit a balance for 3 consecutive years without ever going into a negative which causes deficit spending. He indicated the total left from the total proposed expenses is the sum lump that they have to be able to negotiate.

Dr. Schulze mentioned that every district around here, negotiated salaries between zeros to three percent. The highest was 3% by Acalanes District. Brentwood and Martinez, could not offered anything. Antioch offered 2.25%. She continued to explain that we are not that different from the other districts, we do not have much to offer. And shared that what we are offering PEA is comparable to what other districts have done. She highlighted that in regards to compensation we are still in the top third of the other districts. Dr. Schulze mentioned that if we received \$100 we cannot spend \$105, we simply cannot do that.

Mrs. Zarate, one of the members, asked, "Is there a way for us to have less students per class?" Dr. Schulze answered, "If we want to do that, we just have to budget for it. It costs more to have lower class sizes. There is also the space concern. In order to have smaller class sizes it also requires more classrooms and currently we don't have much space, it would require us to build more classrooms and that just doesn't seem doable." Our class size average is in line with the county and state averages. Dr. Schulze added "the state of California needs to decide if they want smaller classes they also need to allocate funds for that."

Mr. Palacios continued going over the 3 year proposed budget. He explained the total that is used to negotiate with CSEA and PEA. He explained to the members how the budget is constantly being adjusted as unexpected expenses come up but that his ultimate goal is to always have a balanced budget. He explained how much money is expected to be allocated yearly by the State but also mentioned that sometimes the amount that they were told is not always what actually comes in since the State budget is also constantly fluctuating and getting adjusted. Mr. Palacios explained the impact Special Education has on the budget, since the state does not give sufficient money to fund all of the expenses that arise. Special Education has a significant impact on our budget.

Mr. Palacios continued to go over the 3 year budget. He also shared that as he creates the budget he also has to make sure there is a minimum of 3% reserve. It is important that there is always a reserve of 3% to help cover any unexpected expenses. Mr. Palacios stated that districts have the discretion to create a bigger reserve but that is not our practice. Our board members want to make sure that we use the funds on our current students rather than creating a larger reserve. Once all the expenses are budgeted for and a 3% is accounted for in the reserve, that's the amount that we have to be able to negotiate with. That's the amount that we tell the syndicates (unions) we have to negotiate. Mr. Palacios shared that 80% of the budget is used to cover employee expenses. He also stated that whatever percentage is agreed upon in negotiations it has to

be budgeted for in the consecutive years' budget. Every budget is interdependent of each other and the goal is to always have a balanced 3 year budget.

Mr. Palacios stated that the funds under LCAP are restricted funds. These funds need to be used on specific programs or purposes to accelerate student learning.

Dr. Schulze listed some of the programs/initiatives that are being paid for with LCAP funds:

- After school programs
- Family liaisons
- Early literacy

Mrs. Carabantes asked, how does the future look regarding school funding?

Mr. Palacios stated that there are two factors that will impact what school funding looks like in the future. In November we will have a new governor. The new governor will get to restructure the budget and can impact the amount that is allocated for schools. The other factor that impacts school funding is the amount that has to be allocated to cover the cost of the percentage that the district is responsible to contribute towards benefits (medical and retirement).

Dr. Schulze shared that districts are always in conversation with the state. They are always pleading for more money to be allocated to the districts. She said that our school board even passed a resolution to send to the state asking for an increase of general funds for the schools.

Mr. Palacios explained that keeping class sizes is something that is important to us but there is ways to help manage those numbers. The high school just got an additional 30 classrooms to help accommodate more students. The numbers at the high school are high but we do our best to address the concerns. There are a couple of construction projects slated to start soon and with every new project we look at ways in which we can add more classrooms from what already exists. Projects such as Heights elementary help us not only add additional classrooms but also have beautiful school sites. Parkside is the next school site that will be re-built and there are also plans to get rid of the old portables at Los Medanos. These are all projects that will help but this work doesn't happen overnight.

Dr. Schulze mentioned that PUSD is the 3<sup>rd</sup> highest paying district in the county and that she has worked hard to move us up on that list. Prior to her getting here, PUSD was one of the lowest paying districts. We want to make sure we have competitive salaries that attract highly qualified staff. Ms. Gonzales was proud to share that we have been able to higher candidates with prior experience.

Mrs. Rivas asked: What is the average salary for a teacher? Ms. Gonzales shared that the average salary is about \$85,000+ and clarified that for the beginning teachers the starting salary is less. She also explained that benefits are also covered by the district. The district provides medical and vision insurance. Ms. Gonzales talked about the Vision Plan Program for teachers and classified employees.

Mrs. Carabantes asked, what about helping the teachers with the high class sizes by adding teacher aides, wouldn't that be cheaper than adding more classrooms? Having a teacher and an aide in the classroom means that the students can get more help.

Dr. Schulze mention that we have hired a numbered of aides to help in our Special Education classrooms. She went on to add that "it is possible to add more aides but that it all ultimately depends on what the priority is and how we want to use the funds we are given,"

Mr. Palacios stated that our class average is 32. Reducing the class size average leads to having to hire more teachers and creating more space.

Mrs. Zarate commented: Can you probably say: We cannot reduce your class size, but will add an aide? The average of students in a classroom at the high school is 28 and the highest is 34. She proceeded by adding, at the middle schools, the teachers have 34 students and cannot control them. And even the aides we have need more training to work in the classroom and how to deal with the needs of students.

Dr. Schulze said that last year we had professional development days for our classified staff. We had a training for our classroom aides to help equip them with more tools to help them be effective in the classroom. We got really good feedback from those who participated in the training, many shared that it was really beneficial. This is practice that we will continue in the future. We know that our special education classrooms need more support and training around how to deal with students with higher needs like autism. Dr. Schulze shared that over the last three years our number of special education students has increased as well as the number of students who are autistic. She explained that this is why it is important that we continue to support our teaching and support staff with training with how to address the needs of this student population.

Mrs. Rosales, DELAC president, asked “what would be the impact if you honored what the teachers (PEA) are asking for?”

Mr. Palacios, shared “right now this is total amount that we have to negotiate with the teacher union. If the union wants more than what we have available then the extra money has to come from somewhere else which leads us to make adjustments in other areas or even cut programs. And, we are just not doing that.”

As he was giving the response, a member asked, what program are you referring to cut? Mr. Palacios, said he was not referring to anything specific that it was just an example. He stated that we are not in that situation now to make any cuts.

Mrs. Cisneros asked, is there anything possible that can be done to reduce their class load? What can be done?

Mr. Palacios stated, we do what we can to help reduce the class size. But we just do not have the number of classrooms to add to. At PHS we added 30 classrooms, but in four years, they will be not enough. And when we talk about the average of students per class the majority of the classes are still under the number of 34 per class. There are obviously some classes that have more but that’s not the majority.

Dr. Schulze explained that we are being more selective in which students from other districts we approve. She stated that we stopped taking in new students from other districts that only ones that are approved to stay are those that have been with us in the past, but at this point we simply do not have room to allow other students from other districts to come in, our priority is our PUSD students.

Mrs. Cisneros stated, I am worried the teachers have more students.

Mrs. Rivas asked Dr. Schulze a clarifying question, so, do you mean that we will only allow Pittsburg residents to attend our schools, correct?

Dr. Schulze clarified that the only intra-district transfers we will approve are those of students who have already been with us and we will allow them to continue attending Pittsburg schools. Other requests will be looked at as a case by case basis since it depends on the individual situation. She emphasized that there are two groups who are protected and have the right to attend our schools, they are students with extraordinary situations. The two groups are students who are homeless or in foster care. We are responsible for providing them with an education regardless of their address.

Mrs. Portillo asked, have you agreed to a contract?

Dr. Schulze stated, we will meet with them next Thursday.

Mrs. Cisneros asked, will they be happy with what you present?

Dr. Schulze stated, our salaries are higher in comparison with other districts. It is a difficult position but is the reality in our work. Sometimes it is hard to see what is good in your own home. We have many fantastic teachers, and we want to give them all we can, and we will continue with fulfilling all of our responsibilities. We want to the best for our students.

Mrs. Cisneros made the remark of, maybe we won't send our students to school. And then she asked, Mr. Molina, what is the possibility of you returning to Hillview?

Mrs. Gonzales added, we have a good relationship with the teachers. We are offering signing bonuses (\$5,000) for hard to filled positions (Math, Science, Sped, and Dual Language) and also for teachers that have graduated from PHS.

Mr. Palacios mentioned that we have hired 24 teachers that graduated from PHS. It is great to be able to do this because these individuals already know the community and they do well because they know what is like to live in Pittsburg and the type of students we have.

A member asked if the salary is the same for a beginning teacher to an experienced one?

Mr. Palacios shared that we have a document that has a table indicating the salaries based on years of experience and level of education. Mr. Palacios also shared that on top of their specific salary we also need to add an additional 20% which reflects that contribution towards the employees' benefits.

Ms. Gonzales added that in our district we cover our employee benefits regardless if they are an individual or a family. We also cover their vision and dental plans. Dr. Schulze mentioned that not all districts do this, some just contribute a certain amount but not here we cover the majority for individuals and families.

Mrs. Guardado told the members that we would share the employee salary table with them.

The members thanked the staff for taking the time to go over the information with them and to answer their questions. They were very appreciative of the information since the members expressed being unclear of the situation and how the process works.

### **Update LCAP:**

Mrs. Guardado proceeded with the meeting. She shared with the members the LCAP summary containing all of the feedback that we had received from the various meetings that were held to allow for people to give their input regarding the services that are covered using LCAP funds.

She explained the meaning of the different colors:

Green: Programs that are valued and want to continue and do not want to see them cut.

Yellow: Programs that have questions and need to be clarified, if needed they can be cut.

Red: Programs that if we have to cut any of them, we should start with these ones.

Some information still needs to be added to the document. We will have an update in October. The information in the document reflects the input from 20 different groups that gave their input.

### **Update Federal on Federal Program Monitor (FPM): EL Program**

Sandra distributed a document with information on the finding from the FPM for the EL Program and went over it with the parents.

From May 8 to May 11 the auditors were here. They concentrated in Los Medanos and Willow Cove for the EL Program.

The auditors reviewed all of the material we submitted regarding our EL program and identified 3 areas (EL 6, EL 14, EL 19). In order to resolve these findings we must submit more information.

**How we identify our ELs.** We must update the way by which we identify our ELs. We have 3, 400+ English Learners in our district but there were some that were incorrectly identified or did not have all of their information reflected on our student data system. There were also a number of students that were missing test scores and a system of tracking the students' test scores needs to be established.

**Information on ELs that are in Special Ed.** Samples of students' IEP were submitted and there were areas that had incorrect information or missing information. In order to resolve this, the two departments (SPED and EL Programs) must collaborate and create a training to ensure that all IEPs are completed accurately. These trainings will take place at the beginning of the school year.

### **Reclassification and Monitoring of students**

With regards to the reclassification criteria, new criteria needs to be established. The areas that need to be addressed are:

- a. Assessment of English language proficiency – needs to reflect the new test (ELPAC) instead of the prior test (CELDT)
- b. Teacher evaluation – must establish guidelines for teachers that are objective to fairly be able to evaluate student's academic performance
- c. Parent Consultation – create an opportunity for parents to be actively involved in the reclassification process and have input
- d. Comparison of student's performance skills – establish criteria that allows our kinder students the opportunity to be reclassified given that we have a TK program. We also need to expand the criteria used for 9-12 graders, since our Quarter assessments are not standardized normed tests and it is limiting for 12<sup>th</sup> graders to reclassify since we only have the CAASPP data.

Mrs. Guardado also explained that PUSD needs to revise and establish a more productive process to Monitor ELs to help prevent LTELs as well as to monitor students who get reclassified. Reclassified students must be monitored for a total of 4 years after their reclassification date to ensure that they continue to experience academic success and if needed provide them with additional support to help them be successful.

Mrs. Guardado asked the members, what they would like for us to consider as we revise our Reclassification criteria for next year.

The committee members shared the following comments:

Mrs. Rosales commented. We need more information from both teachers: from regular Ed teacher and teachers and ELD also, not just the regular teacher.

Another member stated “We are creating long term ELs, I think the reclassification criteria is too high and does not allow the students the opportunity to meet it.”

Mrs. Zarate, commented, yes how come some students are still in the 12 grade and have not been reclassified. Are we doing enough to help them?

Another member made a comment regarding the skills of the teachers and whether they have the right skills and strategies to help ELs. She also wondered how we use the money we get for ELs and if our interest to not reclassify them is so that we can continue to collect money for them.

Mrs. Guardado explained to the committee that she is responsible for managing the Title III funds that we are given to support our ELs. We use money from this fund to send teacher to conferences and offer other staff development to help support the teachers. As a district we also provide trainings during the PD days to help support the teachers in this area.

A member mentioned, as a parent, can we pressure the district to see how can you help reclassify more of our students? Mrs. Guardado answered yes. As the DELAC committee they get to give input and suggestions as to what our criteria should look like and what things we should consider.

Mrs. Guardado guided them through the process of understanding of what components needed to be taken into account. ELPAC is the new test that is will be used to measure English language proficiency. The scores will come in during the summer months and they will be analyzed to see what levels should be considered for reclassification. The members suggested that we concentrate on selecting a score that grants many of our ELs to be reclassified. It was suggested that we allow students with a score of 2 to be reclassified. Mrs. Guardado said she could take that into consideration but she shared that a score of 2, it's too low of a mark.

Mrs. Guardado then talked to them about the assessments that are used to measure "basic skills" and explained the ways we could change some of this criteria. Members asked to lower the expectation of how students performed on those test, since they felt they were too high. Mrs. Zarate stated "the district expects a lot from the students." Mrs. Martinez shared that students have a difficult time getting reclassified because they cannot pass the CAASPP or don't do well on iReady. Mrs. Rosales wondered if it was possible for the CAASPP standard to be lowered.

Mrs. Cisneros asked what we could do to better inform parents. She said that this year feels a little better but more needs to be done.

Mrs. Cisneros continued and asked, "If we as parents, receive a letter that the students did not qualify to be reclassified. What can we do as parents so that they can get reclassified?"

A member asked if the reclassification criterion applies to all students including the DI students. Mrs. Guardado clarified that every student who is an EL has to meet the reclassification criteria in order for them to be reclassified, this includes our DI students. The expectations are the same for all ELs regardless of their grade level or program.

Mrs. Guardado thanked the parents for their input and said she would take it into account as she worked to revise the criteria and would meet with them again in August or September prior to getting it board approved.

A member asked, "In which month do they start the ELD classes?" It is important that they start right away as soon as the school year starts. Mrs. Guardado said that ELD classes should start soon after the school year starts.

Another member asked when they would receive the ELPAC scores. Mrs. Guardado said that they should come in over the summer and that they would be mailed home.

A member wondered if the new ELPAC scores would cause the reclassification number to be even lower, since she felt that the test was more difficult. Mrs. Guardado said that as a district they would look at all the students' scores to help determine the average score to grant the students who are ready to be reclassified. She said her goal was similar to theirs, to get as many students reclassified. But she also wants to make sure that students can continue to experience academic success after they get reclassified.

**The Summer Program:** The Summer programs is different from the regular program.

**ELAC Reports:** Due to the length of the meeting, ELAC reports were not shared.

Mrs. Zarate suggested to have the DELAC Meetings from 5:30 to 7:30 to be able to cover  
The reports from the schools.

Meeting was adjourned at 7:18 pm.