

DELAC Meeting. (3/5/19)

(taken by Margarita Sandoval)

Meeting began at 5:38

Dr. Judy Argumedo (Director of Academic Support) welcomed everyone to the second ELAC meeting.

She expressed the importance of this meeting to receive parents' feedback needed for two important documents.

Agenda

ELD Master Plan

This is the plan for English learners which was approved in 2012. Things have changed and the plan needs to be updated. Dr. Argumedo, created a table of contents and parents have the opportunity to add items as needed. Parents are encouraged to let us know of any suggestion and their suggestion will be added to the list. This is a long document (130+pages).

English Learners are students who are in the process of learning English. In PAUSD 10% of our students are English Learners. At least 60% of Gunn students speak a second language.

The plan speaks about services for example, how we identify English learners.

It is important to note that Parents are the ones who identify English learners.

At the moment parents fill out the registration form, they write on the form if their student speaks a second language. If a parent say that their child does not speak English, we believe and we will do as parents tell us.

Some parents do not want to identify students as EL. There is nothing we could do about it. We want students to graduate from the program, reclassify, and to be English proficient. We want them to be college ready. We want them to make an inform choice when we talk about reclassification.

Who are the ELD teachers?

- We have the best teachers. They have a BCLAD credential and this could be expensive. Unfortunately, many teachers end up leaving their teaching position to become principals at our school sites.
- We recruit bilingual tutors who speak different languages throughout the district. An approximate 3 million dollars are used to pay for the program known as English Development. Santa Clara County provides training to

prepare our teacher on how to make the curriculum accessible for our EL students. We place a lot of emphasis on Elementary education.

Regarding ELAC, what do parents do at their sites.

Questions from parents:

Why would a parent sign a waiver?

- You cannot wave out of elementary.
- Our data shows that we do have parents who opt out, although statistics show that student do much better when they learn two languages.
- The city used to provide a shuttle that took student to JLS prog.
- Perhaps, having parents talk to other parents and to recommend the program.
- As students graduate from high school it is important to make sure parents/students mention to colleges that students do speak a second language.
- For recommendations of services, funding will come from LCAP- we need to mention it in our LCAP – This funding is need it to pay for primary language tutors.
- In the LCAP document will show what we need to serve our students.

What resources do we need/want?

School library – we do not have books for students who are learning a second language.

Parent comments:

- We need to invest in buying more bilingual books for our children.
- We need to bring this up in our LCAP meeting. We need to have ideas from the different school committees. Perhaps, buying bilingual dictionaries, online resources, such as Math in a different language.
- There are apps available to learn English but the district does not invest in those materials.
- We should be able to ask for bilingual apps. Parents are encouraged to write that on the LCAP.
- Please do enter it in one of the computers and add that request.
- Those requests will be presented to the District Board on April.

Dr. Judy Argumedo presented a survey that she is going to send to all English learners' families. This survey will be sent during the month of April or mid-May DELAC has the opportunity to review the survey. If there any suggestions, parents are encouraged to communicate and add it to the plan.

Survey question

Parents took 10 min. to review survey

A parent makes a comment about adding the "immersion program" in the survey.

Question such as do you use any bilingual application?

- Dr. Argumedo asked if any of the ELAC/DELAC members would like to visit the classrooms that offer a bilingual program? This would be a unique opportunity to see the program in action in the classroom setting.
- She will be sending an email with potential dates and time.
- Parents agree on receiving an email with dates that Dr. Argumedo will send.
- This visit to classroom is aimed to see how the program works in a classroom, what material is used. This will give parents a better idea on what type of suggestions will benefit the students and the program.
- Parents are encouraged to invite parents who might be interested in participating in the classroom visits.
- Rebecca Shen-Lorenson and other staff members could join Dr Argumedo and the group of parents.
- Members present give thanks to parents for attending.
- Meeting adjourned at 6:15pm

LCAP meeting 3/5/19 6:30pm

Meeting started at 6:30pm

Dr. Judy Argumedo welcomed the attendees.

Stake holder engagements -Members present, Chris K. Yolanda C.

- Parents are encouraged to raise their hand if they have questions.
- We have computers to give parents the opportunity to give feedback.
- Computers were set up and distributed throughout the room for parents to use and write any feedback. Dr. Argumedo spoke about LCAP requirements. She explained how a budget is used to serve targeted groups: Subgroups, such as SED, EL, Foster care

Chris K explained about the handout and how these handouts explained two different items.

- The California Dashboard- to report how well schools are doing. And a chart that has colors such as red, yellow, orange, green and blue. Each of these color in the graph shows statistics about absenteeism, graduation rate, suspension rate etc. The dashboard presents the dial color.

The LCAP needs to address area where students are under performing.

- For example, by looking at the chronic absenteeism, one could ask what are we going to do for that group to improve?
- We have to report in any subgroup performance to all students in blue.
- This is not a simple measure, in regards to how our students do on CAASP. For example, it measured how did it change from last year?
- We use this chart as the 27 areas and groups that we need to focus on and to make sure to bring them up to a better color.

Governance and compliance- PAUSD addresses those areas that are taken from LCAP to make a process and to align them with the state expectations.

Current draft 19-20.

- Each goal is indicated at the top of the graph as well as the list and action that was taken to address that goal. If something is writing in the far-right corner, this show the difference.
- Parents are encouraged to read and take a look at the 6 pages document and an administrator will be back to share parent's recommendations.
- See handout
- STE= career and technical education
- HUR = Historically under represented (Black, Latino, Native America, Filipino, VTP, SED).
- Discussion about survey to members of the community, climate. We refer to this as the giant basket of things. High quality teaching-
- Questions by one parent. Who contributes 2.02? – see what is working on ELA measures. NW offers a measure? A question from a parent: Why do we not call NWA an assessment? This will be added to teaching materials.
- Things that might appear in the LCAP
- Manual will be created – from a large perspective. There is no problem in mentioning in the LCAP.

Question: A through G. what is this? –

Answer: this is what the California State University system requires. We make sure our students are taking the correct courses to graduate and attend a university.

Why do we do not align what the universities ask for? For example, PAUSD asked for three years of a second language and the UC only ask for two years.

Parent mention that students are asked to take a lot more courses they are require to take and this puts a lot more pressure in the students.

Parents express concern about the many courses that students need to take in addition to what UC colleges request.

The LCAP is renewed every year so it's good to receive this feedback.

Dr. Argumedo, allowed parents to use the available computers to give feedback LCAP stakeholder feedback... Let's Talk LCAP... parents can access it through PAUSD website.

Dr. Argumedo demonstrated how to give feedback online.

- Parent complained and infers that she has given feedback before and was not taken into consideration. Her comment was that all her effort to be

present and give feedback was because she feels not heard and did not receive any call back.

- Yolanda clarifies that with the system on line the PAUSD staff is obligated to improve and listen to the families. Parents suggest to have a website to make suggestions that are seen by everyone and to avoid this way having to repeat the same suggestion over and over. Apparently, this is available on the phone and online.
- Suggestion by Yolanda C., if parents do not see the suggestion, please follow up and check again, perhaps there is a problem with the system
- Yolanda C. suggested it to look at a broader spectrum and allocate funds to other programs that might need it.
- A student who is not engaged in a positive environment will not be successful. It is important to have a frame to help SEL students be successful. We need to calibrate due to feedback given. Calibration is important.

School funding -school principals monitor the funding by looking at what their site needs. School Site Council decides what they want to see in their sites.

How do we get students connected? (for example).

- We need flexibility and need a lot of different things and different eyes on it.
- For example, a count and a piece of data suggested that students at PALY were standing outside at 7am in the morning. A parent made a proposal to fix that situation. Thanks to Dr. Argumedo who initiated an email to fix the problem, this was soon fixed. This type of events encourages parents to participate and take advantage of this opportunity to benefit all the children. Even though the child of the parent who made the request was not standing at 7am, the parent knew this benefited other children.
- Attendees found out their request was heard and written in the LCAP.
- Parents requested to have the LCAP available for review before it gets published.
- Comments are found in Google sheets.
- Parent attested to have received feedback on the situation of kids standing on the cold... the feedback that it was giving was to inform as the goals were written.

- For some of the topics the theme could be unclear in regards to how to interpreted the recommendation and it might be seen confusing.
- There was no name on many of the notes perhaps that was the reason why there was no email to respond to the parents who give feedback.

A theme is identified and it is taken from there to add it to the LCAP

- Parents want to see that what they say means something and that the board heard it.
- A parent seemed to be more interested on the data. He was encouraged to ask questions to his child's school principal. CAAASP scores is a once a year score (parents received those assessments results by mail). Goals were written and according to the teachers who are in a grade level team. Students are given extra support to score high in the assessments.
- A parent was curious as to how his child performs according to the California Dashboard (in general).
- College writing - they had to re adjust the assessment to reflect and re-align.
- For those students who are doing poor in the CAAASP, they will be invited to receive extra support. District wide.
- The information is valuable to teachers and principals, so they are making benchmarks and trying not to make the formative assessment not to weigh on our children. The suggestion is to find the school site SIPSA.
- We write plans at the sites (principals will be sending invitation to parents who want to attend to this meeting at the school sites).
- How is my school performing in comparison with the rest of PAUSD schools? Parent request to create a data chart that parents are able to understand.

Meeting adjourned at 7:45pm