



# West Contra Costa Unified School District Multilingual District Advisory Committee Comité Consejero Multilingüe del Distrito



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

<b>Elementary Schools</b>			
Bayview	Absent	Madera	Absent
Chavez	<b>Present</b>	Mira Vista	Absent
Collins	Absent	Montalvin	Absent
Coronado	<b>Present</b>	Murphy	Absent
Dover	<i>Absent</i>	Nystrom	<i>Absent</i>
Downer	<i>Absent</i>	Ohlone	<i>Present</i>
Ellerhorst	<i>Present</i>	Olinda	<i>Absent</i>
Fairmont	<b>Present</b>	Peres	<i>Present</i>
Ford	<b>Absent</b>	Riverside	<b>Present</b>
Grant	<b>Present</b>	Shannon	<b>Present</b>
Hanna Ranch	Absent	Sheldon	<b>Present</b>
Harding	<i>Present</i>	Stege	<b>Present</b>
Highland	Absent	Stewart	Absent
Kensington	<b>Present</b>	Tara Hills	<b>Present</b>
King	<b>Present</b>	Valley View	Absent
Lake	<b>Present</b>	Verde	<i>Absent</i>
Lincoln	Absent	Washington	<b>Present</b>
Lupine Hills	Absent	Wilson	Absent
<b>Middle Schools</b>		<b>High Schools</b>	
Crespi MS*	<i>Absent</i>	DeAnza HS	<b>Present</b>
DeJean MS	<i>Absent</i>	El Cerrito HS	<b>Present</b>
Helms MS	<b>Present</b>	Hercules HS	<i>Absent</i>
Hercules MS	<b>Present</b>	Kennedy HS	<b>Present</b>
Pinole MS	Absent	Pinole Valley HS	<b>Present</b>
Korematsu MS	<b>Present</b>	Richmond HS	<i>Absent</i>
		Greenwood Academy	<i>Absent</i>
		Vista HS	Absent

I	<b>Welcome/Ice Breaker</b>	<b>Marin Trujillo</b>
	Marin Trujillo welcomed members. He asked MDAC attendees to introduce themselves and the school they represent. Mr. Trujillo shared an ice breaker activity then asked delegates to use the same ice breaker with the person sitting next to them. The ice breaker was about sharing the story or meaning behind a name. Three to four participants shared how their	

- KEY
- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
  - ELD: English Language Development (Desarrollo del Lenguaje Ingles)
  - DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
  - MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
  - LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
  - ELs: English learners (Aprendices de ingles)
  - CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
  - TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District**  
**Multilingual District Advisory Committee**  
**Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room**  
**Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	families chose their name. Marin reminded the audience that ice breakers can help members feel welcome and create a sense of community.	
<b>II</b>	<b>Review of Minutes</b>	<b>Marin Trujillo</b>
	Marin asked attendees to take a few minutes to review the minutes from last meeting. A recommendation was made to add all the students that were reclassified. After a brief discussion, minutes were approved.	
<b>III</b>	<b>Nominations for new MDAC Co-chairs</b>	<b>Marin Trujillo</b>
	<p>Marin encouraged delegates who wanted to nominate themselves to serve as MDAC Co-Chair for a two-year term. He explained that co-chairs must be available to plan 4 weeks in advance for meetings. Delegate asked if MDAC meetings are relevant to Charter Schools, Mr. Trujillo clarified that MDAC only represents ELACs inside WCCUSD schools. Nellie Pino suggested that for future elections, it would be beneficial to include a short bio for each candidate to better understand their vision and motives for MDAC. Mr. Trujillo stated that such recommendation will be reviewed when the MDAC Bylaws are reopened.</p> <p>Stephanie Sequeira suggested having co-chair leaders from each School Family: Pinole/Richmond/San Pablo, El Cerrito/ Kennedy, DeAnza/Hercules. The election ballots were tallied at the end of the Thursday and Friday meeting, the new MDAC Co-chairs for the next two academic years are:</p> <ul style="list-style-type: none"> <li>• Stephanie Sequeira</li> <li>• Rosy Esparza</li> </ul>	
<b>IV</b>	<b>MDAC and LCAP Decision-making</b>	<b>Marin Trujillo</b>
	Marin stated that the district is currently collecting parental input for the committee for LCAP. He also indicated that if the economy continues to improve, the amount received by the district will continue to increase each year, topping off by the year 2020. Mr. Trujillo reminded the delegates that the LCAP funds have more flexibility than prior EL funding (i.e. LEP funds) which came with specific mandates. Now, the decision regarding how EL funds are spent is done locally. WCCUSD received \$45 million dollars to support the needs of English learners, foster youth, and socially disadvantaged students. Marin advised the attendees to carefully review and understand the 5 goals on page 1 of the LCAP pamphlet and the respective services and actions funded under each of the 5 LCAP goals. Mr. Trujillo reminded the MDAC delegates that as members of the MDAC, they have the privilege of focusing merely on the needs of EL students.	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District**  
**Multilingual District Advisory Committee**  
**Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room**  
**Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	<p>Marin reviewed some of last year’s recommendations with the delegates. He emphasized the importance of having MDAC co-chairs who can promote and advocate the recommendations of the MDAC during the LCAP Plan development process. Marin Trujillo continued to promote the need for delegates to actively participate, organize, and advocate. Delegates must remain persistent and clear about their goals. Delegates stated that communication with the school board is crucial. Another delegate suggested the necessity of consistent attendance at board meetings. In order for the school board to understand the passion and need for changes to be made, they need to see the delegate’s consistent attendance and recognize their faces.</p> <p>Marin advised MDAC members not to give up even when it appears that their recommendations have not been heard. A delegate asked about goal 1, item 9. He asked for clarification as it reads too vague. Another delegate commented that the school board indicates that it reviewed the recommendations as shown on the LCAP overview, but it is still unclear if the MDAC recommendations were accepted. Marin explained that not all recommendations made by the MDAC are automatically adopted by the LCAP committee or WCCUSD Board. Delegates asked Mr. Trujillo if they were putting him in a compromising position by demanding that the district clarify if the MDAC recommendations were accepted or not? Marin answered that there is a limit to what he can do as staff to the MDAC, however, delegates should continue to advocate and direct him as staff to follow-up with their concerns and recommendations.</p>	
<b>V</b>	<b>Master Plan</b>	<b>Marin Trujillo</b>
	<p>El Cerrito High delegate asked if the Master Plan for English Learners (MPEL) has been revised since 2014. Mr. Trujillo indicated that the MPEL had not been updated since 2014. The El Cerrito High Delegate, along with other delegates, noted that the MPEL is not being followed as written. Participants were informed that West Ed is going to analyze and give recommendations to the current WCCUSD MPEL. One delegate expressed frustration as she said, “What is the point of a Master Plan that is not being followed?” The same delegate offered that if the master plan is not being followed then there should be consequences. Delegate shared anecdote about a Berkeley family that sued because the MPEL was not being followed. The family won the case and received a big settlement. Another delegate reminds attendees that the Local Control Accountability Plan</p>	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	<p>(LCAC) and Master Plan for English Learners (MPEL) started 3 years ago. Delegate also encouraged others to get educated on how these programs started. She explained that it took dedication and hard work to be where they are now.</p> <p>A List of Comments/Concerns Made by Delegates:</p> <ul style="list-style-type: none"> <li>• Parent expressed sadness at the disservice given to the EL’s in this district. Parent tries to motivate other delegates to wake up, speak up, take action, and help organize so that this movement can gain momentum. Marin added that the MDAC would benefit from having consistent attendance from the all of the delegates.</li> <li>• Delegate comments that teachers complain about the number of students in their classrooms. He continues by stating that teachers can’t control or teach students accordingly. Delegate was highly upset and emotional at the lack of support for ELs in this district. Marin thanked delegates for sharing their thoughts and for feeling comfortable in the space given to discuss how ELs are being served in WCCUSD. He encouraged delegates to continue to open up and speak up about their issues and concerns.</li> <li>• A delegate stated that she is unsure of how to organize the MDAC without Mr. Trujillo’s direct support. The energy and effort is not the same without his facilitation skills according to parent. Marin answered by saying the newly elected MDAC Co-Chairs will spear head the organizing to promote the MDAC priorities. He suggests that a focused subcommittee within the MDAC would help as it has been recommended in the past.</li> <li>• Delegate commented that it is only fair to know where all the LCAP funding is going as it is very unclear. A School Community Outreach Worker (SCOW) comments that EL’s are getting tutoring services through the After School Program, but those services are not helping EL’s. Marin commented that these concerns have been brought up to the school board repeatedly but delegates must continue to</li> </ul>	<p><b>The Delegates</b></p>
--	---	-----------------------------

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	<p>bring this important issue to their attention.</p> <ul style="list-style-type: none"> <li>• Delegate shared her personal story about her daughter who suffered from anxiety in school. When she tried speaking to the principal about getting counseling services for her daughter, the principal replied in a rude dismissive manner that made it clear to the delegate that unless she had medical insurance, there was nothing that could be done for her daughter. Delegate stated that she will remember that event as being one of the most unpleasant experiences in her life. She continues by saying she has never felt so helpless and discouraged but is hopeful and will not give up.</li> <li>• Another delegate shared her story about her son who loves music and is currently taking a music class. However, his trumpet does not work properly. She asked, “How can teachers expect high standards from students when the quality of equipment is not up to standard? This sends mixed messages to the student”.</li> <li>• Another delegate shared a conversation she had with a teacher. According to the delegate the teacher said “there is no time for art and music especially when students are so far behind academically.” Delegate understands that student should not be getting pulled out of classroom for art and music if they are behind. However, delegate can’t comprehend why much class time is wasted by the teacher dealing with management issues. Delegate feels that in Mexico and other Latin American countries, children are in school for half a day. They seem to be more advanced than students in US schools who attend a full day. In the US too many exams are given according to delegate. Delegate says she has observed how stressed out teachers are. Teachers do not have the time to teach because they are always giving exams out according to delegate.</li> </ul>	
--	---	--

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	<ul style="list-style-type: none"> <li>• Another delegate suggested having a speaker, maybe a School Community Outreach Worker (SCOW), go to each school to explain newcomer program and expectations.</li> <li>• Delegate suggested more parent involvement to help student excel and achieve goals. Delegate emphasized parent involvement to teach children the importance of reading and writing. Another delegate shared that at Lake Elementary they have high expectations for reading. Lake provides workshops for parents to instill the importance of reading. The presenter at the workshops give parents hope however, parents get discouraged when they talk to teachers because teachers do not want to follow their newly learned suggestions and recommendations.</li> <li>• Another delegate comments that teachers are always on their phones. He asks “how can they teach kids when they have students watching movies all day while they sit there and read a book or are on their phones?”</li> <li>• Another delegate states: “We need to organize because we are powerful and our children deserve more from this system. More parents need to advocate for our students. I see new faces today but please encourage other parents to keep coming and to keep sharing injustices that are happening every day in and out of the classrooms. We need more passion and consistency.”</li> <li>• Another delegate shares: “There are too many stuck in their old ways and refuse to learn to better themselves as teachers. Those teachers are only hurting the kids. They need to learn to adapt the instruction for different kinds of students because all students learn differently.” Delegate says she has tried to talk to teachers to find other ways of helping her child and teacher gets offended and defensive. Delegate wishes to see more open-minded teachers in the</li> </ul>	
--	--	--

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	<p style="text-align: center;">district.</p> <p>The discussion ended by everyone agreeing that every student learns differently and teachers need to learn to adapt to their students’ learning style. In addition, students are dealing with a lot of different issues at home.</p> <p>Marin reminded MDAC members that as they advocate for students, it is important to do so in a professional manner even when emotions are high, because advocating in an angry way can sometimes have a negative effect. Parents must show composure when expressing needs and concerns and strive to work in partnership.</p>	
--	---	--

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District**  
**Multilingual District Advisory Committee**  
**Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room**  
**Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

<b>VI</b>	<p><b><u>Adjournment at 8:25 Pm</u></b></p>
-----------	---

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEls: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe





**West Contra Costa Unified School District**  
**Multilingual District Advisory Committee**  
**Comité Consejero Multilingüe del Distrito**



Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
 Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library

**GOAL 1**

***Improve student achievement for all students and accelerate student learning increase for ELL and low income students***

Below is a list of recommendations made at the MDAC meetings that took place during the 2015-2016 academic year.

No.	Recommended Actions Prioritized from the list below to the DLCAP on May, 2016	Location in LCAP
5	Actively publicize and promote the benefits of bilingualism to parents, staff, and community	1.09
6	Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*	1.09
18	Expand the TBE* program beyond third grade because currently diminishes the value of the home language	
19	A stronger bilingual DLI program where parents are informed about their choice for bilingual education	1.09 & 1.10
No.	Remaining Recommendations	Status
1	Teach through culture to help students feel proud of their roots regardless of their background	
2	Have ELD* coaches helping parents/relatives of newcomers to create extra support at home	
3	Use more data to track student progress at midyear point to improve/modify instruction	
4	Provide more ELD* minutes/instructions in K-6 <sup>th</sup> grade	
5	Actively publicize and promote the benefits of bilingualism to parents, staff, and community	
6	Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*	
7	Stop ignoring LTELs* (kids who are stuck)	
8	Ensure EL* students are taught at their ELD level	
9	Stop allowing ELs to become LTELs*	
10	Consider learning styles when developing goals and teaching strategies	
11	Reduce recess time for ELs* to maximize instructional minutes	
12	Stop CELDT* testing during the summer	
13	Provide ELD* Tutors at all schools	

KEY

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTELs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

<b>14</b>	Mandatory summer school for all English learners	
<b>15</b>	Implement stronger instructional programs that include music and games to develop language (especially for younger students).	
<b>16</b>	Help Schools establish high expectations for all students using the Efficacy model	
<b>17</b>	Establish a “Newcomer School”	
<b>18</b>	Expand the TBE* program beyond third grade because currently diminishes the value of the home language	
<b>19</b>	A stronger bilingual DLI program where parents are informed about their choice for bilingual education	
<b>20</b>	Show school level data of schools reclassification data comparisons and CELDT levels growth	

**GOAL 2**

**Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals.**

No.	Recommended Actions Prioritized from the list below to the DLCAP on May, 2016	Status
<b>4</b>	Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*	<b>1.09</b>
<b>8</b>	Establish a stronger bilingual DLI program district-wide where parents are informed about their choices for bilingual education.	<b>1.09 &amp; 1.10</b>
<b>9</b>	Increase the number of bilingual teachers	<b>Goal-2</b>
<b>12</b>	Increase the number of teachers and administrators with a positive perspective on home language	<b>1.09~</b>
No.	Remaining Recommendations	Status
<b>1</b>	Provide teacher aides due to the large number of students in the classroom and the need that they individually hold is too much for one single person to address	
<b>2</b>	Have ELD* coaches helping parents/relatives of newcomers to create an extra support at home	
<b>3</b>	Address the fact that substitute teachers need training on ELD* practices to use the time effectively and not affect the flow of student learning	
<b>4</b>	Provide more concentrated support and time to ELs at the elementary	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTELs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District**  
**Multilingual District Advisory Committee**  
**Comité Consejero Multilingüe del Distrito**



Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
 Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library

	level (K-6) to prevent LTELs*	
5	Stop allowing ELs* to become LTELs*	
6	Provide ELD* Tutors at all schools	
7	Provide teacher aides in ALL classrooms	
8	Establish a stronger bilingual DLI program district-wide where parents are informed about their choices for bilingual education.	
9	Increase the number of bilingual teachers	
10	Support current residents that could teach or work in WCCUSD	
11	Continue bringing competent bilingual teachers from Mexico and Spain to work in the DLI* and TBE* programs at elementary and secondary levels	
12	Increase the number of teachers and administrators with a positive perspective on home language	
13	Provide cultural and sensitivity training for all staff who work with newcomer students	
14	Have district follow-through with personnel requisitions when personnel additions are being recommended by SSC*	
15		

**GOAL 3**

**Increase parent and community engagement, involvement and satisfaction.**

No.	Recommended Actions Prioritized from the list below to the DLCAP on May, 2016	Status
8	Continue providing and expanding the Parent University model.	3.02
14	Provide parent workshops specifically for parents of ELs about ELD and the reclassification process.	1.09
32	Look into combining best practices from the program attended at CABE, Familias Unidas Destrás del Aprendizaje (Families United by Learning) and our district Parent University classes.	3.02
No.	Remaining Recommendations	Status
1	Have ELD coaches helping parents/relatives of newcomers to support learning-at-home	
2	Train Parent University graduates so they can become mentors and tutors for EL students	
3	Recruit volunteers that are reflective of the district’s diverse population to provide help to ELs in their native language	
4	Start a Facebook page for MDAC members to continue networking and	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTELs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



## West Contra Costa Unified School District Multilingual District Advisory Committee Comité Consejero Multilingüe del Distrito



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

	sharing ideas	
5	Parent workshops specifically for parents of ELs about ELD and reclassification	
6	Actively publicize and promote the benefits of bilingualism to parents, staff and community	
7	Parent conducted workshops about SSC, ELAC, MDAC- parents helping parents	
8	Continue providing and expanding the Parent University model.	
9	More trainings on how to educate parents on ELAC, SSC and PTAs	
10	Workshops that help ELACS increase their ability to monitor ELs' data to understand progress	
11	Continue providing training to parents to develop parent leadership	
12	Strengthen link of MDAC to WCCUSD Board to better understand what they are doing to better EL programs	
13	Host yearly school level ELD parents/teacher meetings	
14	Provide parent workshops specifically for parents of ELs about ELD and the reclassification process.	
15	Help parents and students understand the CELDT results	
16	Communicate with parents regarding academic progress before there is an issue	
17	Monitor quality of ELACs centrally	
18	Stop sending CELDT results (from the State) in English (some of the graphs are in English still)	
19	Take as many parents as possible to the next CAFE Conference	
20	Include in annual notification the previous year's letter as well, or additional letter to explain CELDT and ELD level progression	
21	Hold annual meetings at all schools to explain EL yearly expectations and explain ELD progress	
22	Develop a district app to increase two-way communication	
23	Develop YouTube videos to help parents understand information on their own time at home or on the go	
24	Try Skyping meetings	
25	Develop a Parent University Graduates social media account	
26	Develop HLS video to help parents understand how the HLS informs instruction	
27	Develop videos that promote the value of bilingualism	
28	A stronger bilingual DLI program where parents are informed about their choice for bilingual education	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

<b>29</b>	Use Familias Unidas Program	
<b>30</b>	Continue sending parents to conferences such as CABE to become better informed and exposed to how other parents of English learners are making a difference for their children’s education	
<b>31</b>	Continue efforts to increase parent participation in our schools, at the district level and in their community such as Parent University.	
<b>32</b>	Look into combining best practices from the program attended at CABE, Familias Unidas Destrás del Aprendizaje (Families United by Learning) and our district Parent University classes	
<b>33</b>	Plaza Comunitaria Program from Mexican Consulate	
<b>35</b>	Set up a parent library where resources for parent development can be shared	
<b>35</b>	Create a parent page on our website with video links on various topics and in different languages	
<b>36</b>	Hold Magic Rimes training for parents to support learning-at-home	

**GOAL 4**

**Improve student engagement and climate outcomes, and allocate services to ELL and LI students.**

<b>No.</b>	<b>Recommended Actions Prioritized from the list below to the DLCAP on May, 2016</b>	<b>Status</b>
<b>9</b>	The establishment of English Learner Task Force at each school to focus specifically on the educational needs of English learner students and Parent Engagement Leadership needs.	<b>1.09 &amp; 1.10</b>
<b>8</b>	Increase the number of teachers and administrators with a positive perspective on home language	
<b>2</b>	Have ELD coaches helping parents/relatives of newcomers to create an extra support at home	<b>1.10</b>
<b>No.</b>	<b>Remaining Recommendations</b>	<b>Status</b>
<b>1</b>	Teach through culture to help students feel proud of their roots regardless of their background	
<b>2</b>	Have ELD coaches helping parents/relatives of newcomers to create an extra support at home	
<b>3</b>	Provide ELD* Tutors at all schools	
<b>4</b>	Provide more ELD* instructions in K-6 <sup>th</sup> grade.	
<b>5</b>	Expand the TBE* program beyond third grade because currently it diminishes the value of the home language	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEls: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



**West Contra Costa Unified School District  
Multilingual District Advisory Committee  
Comité Consejero Multilingüe del Distrito**



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

<b>6</b>	A stronger bilingual DLI* program where parents are informed about their choice for bilingual education	
<b>7</b>	Show school level data of schools reclassification data comparisons and CELDT* levels growth	
<b>8</b>	Increase the number of teachers and administrators with a positive perspective on home language	
<b>9</b>	The establishment of English Learner Task Force at each school to focus specifically on the educational needs of English learner students and Parent Engagement Leadership needs.	

**GOAL 5**

**Provide basic services to all students, including facilities, access to material and technology.**

No.	Recommended Actions Prioritized from the list below to the DLCAP on May, 2016	Status
<b>11</b>	Establish a stronger bilingual DLI program where parents are informed about their choice for bilingual education	<b>1.09 &amp; 1.10</b>
<b>12</b>	Increase the number of bilingual teachers who can help our English learners master English.	<b>Goal 2</b>
<b>17</b>	Explore establishing and English Learner Task Force at each school to focus specifically on the educational needs of EL students and Parent Engagement Leadership needs	<b>1.09 &amp; 1.10</b>
No.	Remaining Recommendations	Status
<b>1</b>	Teach through culture to help students feel proud of their roots regardless of their background	
<b>2</b>	Use more data to track student progress at midyear point to improve/modify instruction	
<b>3</b>	Allow newcomer students to transfer to schools that provide more support than their residence school	
<b>4</b>	Provide more ELD instructions in K-6 <sup>th</sup> grade	
<b>5</b>	Conduct inspections of ELD quality at all sites	
<b>6</b>	Actively publicize and promotes the benefits of bilingualism to parents, staff and community	
<b>7</b>	Reduce recess time for ELs to maximize instructional minutes	
<b>8</b>	Stop testing during the summer	
<b>9</b>	Help schools establish high expectations for all students using the Efficacy model	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe



## West Contra Costa Unified School District Multilingual District Advisory Committee Comité Consejero Multilingüe del Distrito



**Minutes of Meetings held on Thursday, December 8 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, December 9 (9-10:30 a.m.) – Kennedy HS Library**

<b>10</b>	Establish a “Newcomer School”	
<b>11</b>	Establish a stronger bilingual DLI program where parents are informed about their choice for bilingual education	
<b>12</b>	Increase the number of bilingual teachers who can help our English learners master English.	
<b>13</b>	Create an EL's task force at each site (Principal, SCOW, faculty, intervention person, tutor if applicable/instructional aide (Please see Sanger Unified model)	
<b>14</b>	Support current residents that could teach or work on WCCUSD	
<b>15</b>	Increase the number of teachers and administrators with a positive perspective on home language	
<b>16</b>	Improve customer service of front office staff and all district staff members to foster welcoming environments	
<b>17</b>	Explore establishing and English Learner Task Force at each school to focus specifically on the educational needs of EL students and Parent Engagement Leadership needs	
<b>18</b>	School personnel need to change their attitude; be more inviting, at a minimum welcoming-more staff training is requested	
<b>19</b>	Hire more bilingual personnel for all offices and in the classroom	

The group identified the following indicators for recommendation to the DLCAP and the WCCUSD Board of Education:

No.	Recommended indicators to the DLCAP on May, 2016	Status
<b>1</b>	Desired outcomes on English language proficiency are included and are measured by CELDT, language development benchmarks, or other indicators.	
<b>2</b>	English proficiency as reported by AMAO-2 increases yearly and is reported by grade level and years in US schools.	
<b>3</b>	Numbers of Long Term English Learners and students at risk of becoming Long Term English learners are reported and a decrease in numbers or % of these EL students is expected yearly. <i>The MDAC is aware that the state is revising the criteria for LTELs and that information for this indicator may not be available until the State has finalized their criteria.</i>	
<b>4</b>	The number of EL students and the % of EL students reported by grade level and years in US Schools who meet the district reclassification criteria are expected to increase.	

**KEY**

- LCAP: Local Control Accountability Plan (Plan de responsabilidad de control local)
- ELD: English Language Development (Desarrollo del Lenguaje Ingles)
- DLI: Dual Immersion Instruction (Instrucción de inmersión dual)
- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTELs: Long Term English learners (Aprendices de inglés de largo plazo)
- ELs: English learners (Aprendices de ingles)
- CELDT: California English Language Development Test (Examen del Desarrollo del lenguaje Ingles)
- TBE: Transitional Bilingual Program – Programa transicional bilingüe