



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



Minutes of Meetings held on Thursday, June 1 (6:30-8 p.m.) - Helms Multipurpose Room
Friday, June 2 (9-10:30 a.m.) – Kennedy HS Library

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

I	Welcome/Ice Breaker	Rosy Esparza & Stephanie Sequeira
	Co-Chair welcomes MDAC members and starts the meeting by having members introduce themselves and the schools they represent and where they would like to go for vacation this summer.	

- KEY
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 - MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
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II	MDAC Meeting Norms Final List	Marin Trujillo
	<p>Mr. Trujillo reviewed the final list of meeting norms that the MDAC will start using at all subsequent meetings. The list will be included in the agenda at every meeting and a poster of the norms will be displayed at all future meetings. Additionally, the committee will have to develop protocols on how to invoke the meeting norms when one or more of them are not being followed. Mr. Trujillo urged the delegates to brainstorm on creative and fun ways to remind each other when the meeting norms are not being followed.</p> <p>The MDAC meeting norms will be:</p> <ol style="list-style-type: none"> 1. I will stay engaged in the dialogue and work. 2. I will listen without judgement. 3. Respect: ourselves, each other & the space + one mic. 4. Seek to understand: Ask questions to better understand. 5. Be present: Listen actively. 6. Start on time- End on time. 	
III	Review of Minutes	Marin Trujillo
	The April minutes were provided to all delegates, however, due to time the minutes were not reviewed.	
IV	Consultation on the Consolidated Application and Title III Program Improvement Plan	Marin Trujillo
	<p>Mr. Trujillo reviewed the purpose of the Consolidated Application and the timeline used by the State of California to develop fund allocations. Mr. Trujillo informed the MDAC that all DELACs in California are required to review the Consolidated Application.</p> <p>Mr. Trujillo provided a detailed review of the Title-III budget allocation and the proposed expenditures for the 2017-2018 academic year.</p> <p><i>Item A: Professional development for all EL teachers, administrators and paraprofessionals- \$373,500.</i></p> <ul style="list-style-type: none"> • Delegates discussed the challenges of providing professional development due to the teacher shortage in California. • Delegates also shared concerns about the lack of contractual obligation for all staff to participate in ongoing training, suggesting 	

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	<p>that the training should not be optional but mandatory. Delegates suggest that all unions should actively focus on this issue to ensure all staff receive the training they need.</p> <ul style="list-style-type: none"> • Delegates also shared concern that not all schools qualify for Title-I funds and that the percentage to qualify should be lowered to provide more resources to more schools. • Delegates recommend that WCCUSD increase the salary of teachers to ensure all the funds spent on training do not go to waste since many teachers leave WCCUSD within five (5) years. <p><i>Item B: Central Staffing for English learner Department- \$345,450.</i></p> <ul style="list-style-type: none"> • Delegates believe having only one (1) coach for elementary is insufficient and recommend having two (2) coaches for elementary. • Delegates also felt that having a coach focusing just on bilingual program was unwarranted. <p><i>Item C: Services to Non-Public Schools- \$18,000.</i></p> <ul style="list-style-type: none"> • Delegates felt that all funds should be reserved for WCCUSD students only. Mr. Trujillo explained that this is a Federal mandate. • Delegates inquired on what measures are taken to ensure the needs of English learners are being addressed at the Non-Public schools. Mr. Trujillo indicated that Lisa Jimenez would be the best person to share what measures are currently taken to address accountability, but reminded delegates that there are limits to what a school district can require of Non-Public schools. <p><i>Item D: Newcomer Program for 2 high impact secondary sites and 4 elementary sites- \$ 216,580.</i></p> <ul style="list-style-type: none"> • Delegates suggested that middle schools such as Helms MS should also be considered a newcomer high impact site. • Elementary delegates shared that they also need support for newcomers who are in elementary, especially those that do not speak Spanish but dialects from southern Mexico and Central America. • Delegates suggested that instead of hiring 6 full time Graduate Tutors, those funds should be used to help fund Site Coaches who could act as the point persons at each site to help ensure ELD happens every day and reclassification numbers increase. 	
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	<p><i>Item E: Supplementary materials and supplies for CA ELD standards- \$58,470.</i></p> <ul style="list-style-type: none"> • Delegates wanted more information on what type of supplementary materials were going to be purchased. Mr. Trujillo will ask Ms. Jimenez to provide a more detail list of the type of resources that this item covers. • Delegates also wanted to see more funds spent directly on supplies for the students to help them during ELD and help with reclassification. <p><i>Item F: Parent Engagement and Support- \$20,000</i></p> <ul style="list-style-type: none"> • Delegates recommend increasing the allocation. • Delegates also want to know if these funds will be used next year to help with parents attending CABE in Sacramento. Mr. Trujillo indicated that these are the funds that are used every year to help subsidized the cost for CABE for parents. <p>Additional Recommendations:</p> <ol style="list-style-type: none"> 1. The delegates request that Title-III allocation recommendations should be brought to the committee earlier than June, ideally in February so that the delegates can understand the content and provide more timely recommendations. 2. The delegates request a status update for each of the listed items (A-F) in February, 2018. The delegates would like to see specific updates for each element focusing on statistics around efforts and statistics on outcomes. 	
V	<p>Mandarin Dual Immersion School Update</p> <p>Dr. Eric Peterson, provided an update on the West County Mandarin school (previously known as Serra Adult School). Dr. Peterson provided an overview of the multiple outreach activities he has conducted to identify the students for this new school (Cinco de Mayo parade and festival, all Preschool sites, African American Churches, local retail locations).</p>	<p>Eric Peterson & Marin Trujillo</p>

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	<p>Dr. Peterson also clarified that the school will probably move to a more permanent location next year. Next year the school will share the campus with Serra Adult school and there will be physical divisions to ensure student safety. Additionally, the West County Mandarin school will provided early drop off starting at 7:30 am and a sliding scale after school program that will end at 6:00 pm Monday-Friday. Dr. Peterson stated that in the next 10 years the need will be for multilingual not just bilingual adults.</p> <p><i>Feedback/comments from Delegates:</i></p> <ul style="list-style-type: none"> • Some delegates expressed concern about expanding the Dual Language Immersion Program (DLI) when the current DLI programs are not staffed adequately (i.e. after school tutoring in the language being taught in the DLI program). • Additionally some delegates expressed concern with the rigor of the current bilingual programs and with the consistency of English Language Development (ELD) at several schools. One delegate indicated that her son had not received ELD at all this year. Mr. Trujillo informed this delegate that they have the right to submit a Uniform Complaint regarding this allegation. • Delegates would like a report on the ethnicity of students who have enrolled in this new school to ensure there is equitable representation. • Delegates suggest that the school should provide more outreach to new families next year and spend enough time helping them explore the benefits and discuss any concerns that parents may have about learning a 3rd language. • Delegates appreciate the amount of attention to this new program but would like the same level of attention and accountability to the quality and consistency of ELD at all schools. 	
VI	MDAC Steering Committee Elections-Next Steps	<i>Marin Trujillo</i>

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	<p>Mr. Trujillo updated the MDAC delegates on the status of the new MDAC Steering Committee. Mr. Trujillo reported that two high school families did not receive any nominations (De Anza High and Hercules High Families).</p> <p>Mr. Trujillo suggest that the MDAC pause the election of the steering committee until the beginning of next year so that more delegates can be identified. The delegates agreed.</p>	
VII	MDAC Delegates Recognition 2016-2017	Marin Trujillo
	<p>The following schools received a certificate of recognition for sending an ELAC Delegate to the MDAC to four (4) or more meetings this year:</p> <ul style="list-style-type: none"> ➤ Chavez Elementary ➤ Coronado Elementary ➤ Fairmont Elementary ➤ Grant Elementary ➤ King Elementary ➤ Lake Elementary ➤ Riverside Elementary ➤ Shannon Elementary ➤ Tara Hills Elementary ➤ Washington Elementary ➤ De Anza High School ➤ El Cerrito High School; ➤ Pinole Valley High School ➤ Greenwood Academy 	
VIII	Adjournment	Marin Trujillo
	<p>Mr. Trujillo wished all the delegates a restful summer and informed the committee that this was potentially his last meeting as the assigned staff member to the committee. Mr. Trujillo stated that he was very proud of the work that the delegates have done over the years and encourages them to continue moving forward and making the MDAC a strong voice for all English learners.</p> <p>Delegates thanked Mr. Trujillo for his support of the MDAC and expressed sadness that he will not be part of the committee next year. Delegates would like to recommend that Mr. Trujillo remain part of the committee because of the culture that he has created at the monthly meetings. Mr. Trujillo indicated that he would be happy to continue helping with the</p>	

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	committee if his supervisors agree.	
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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 th 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	
14	Mandatory summer school for all English learners	
15	Implement stronger instructional programs that include music and	

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	games to develop language (especially for younger students).	
16	Help Schools establish high expectations for all students using the Efficacy model	
17	Establish a “Newcomer School”	
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	
20	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
4	Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*	1.09
8	Establish a stronger bilingual DLI program district-wide where parents are informed about their choices for bilingual education.	1.09 & 1.10
9	Increase the number of bilingual teachers	Goal-2
12	Increase the number of teachers and administrators with a positive perspective on home language	1.09~
No.	Remaining Recommendations	Status
1	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	
2	Have ELD* coaches helping parents/relatives of newcomers to create an extra support at home	
3	Address the fact that substitute teachers need training on ELD* practices to use the time effectively and not affect the flow of student learning	
4	Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*	
5	Stop allowing ELs* to become LTELs*	

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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 Después 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 sharing ideas	
5	Parent workshops specifically for parents of ELs about ELD and	

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	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 CABA 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	
29	Use Familias Unidas Program	
30	Continue sending parents to conferences such as CABA to become better	

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	informed and exposed to how other parents of English learners are making a difference for their children’s education	
31	Continue efforts to increase parent participation in our schools, at the district level and in their community such as Parent University.	
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	
33	Plaza Comunitaria Program from Mexican Consulate	
35	Set up a parent library where resources for parent development can be shared	
35	Create a parent page on our website with video links on various topics and in different languages	
36	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.

No.	Recommended Actions Prioritized from the list below to the DLCAP on May, 2016	Status
9	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.	1.09 & 1.10
8	Increase the number of teachers and administrators with a positive perspective on home language	
2	Have ELD coaches helping parents/relatives of newcomers to create an extra support at home	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 an extra support at home	
3	Provide ELD* Tutors at all schools	
4	Provide more ELD* instructions in K-6 th grade.	
5	Expand the TBE* program beyond third grade because currently it diminishes the value of the home language	
6	A stronger bilingual DLI* program where parents are informed about their choice for bilingual education	

KEY

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- MDAC: Multilingual District Advisory Committee (Comité multilingüe consejero del distrito)
- LTEls: Long Term English learners (Aprendices de inglés de largo plazo)
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7	Show school level data of schools reclassification data comparisons and CELDT* levels growth	
8	Increase the number of teachers and administrators with a positive perspective on home language	
9	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
11	Establish a stronger bilingual DLI program where parents are informed about their choice for bilingual education	1.09 & 1.10
12	Increase the number of bilingual teachers who can help our English learners master English.	Goal 2
17	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	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	Use more data to track student progress at midyear point to improve/modify instruction	
3	Allow newcomer students to transfer to schools that provide more support than their residence school	
4	Provide more ELD instructions in K-6 th grade	
5	Conduct inspections of ELD quality at all sites	
6	Actively publicize and promotes the benefits of bilingualism to parents, staff and community	
7	Reduce recess time for ELs to maximize instructional minutes	
8	Stop testing during the summer	
9	Help schools establish high expectations for all students using the Efficacy model	
10	Establish a “Newcomer School”	
11	Establish a stronger bilingual DLI program where parents are informed	

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	about their choice for bilingual education	
12	Increase the number of bilingual teachers who can help our English learners master English.	
13	Create an EL's task force at each site (Principal, SCOW, faculty, intervention person, tutor if applicable/instructional aide (Please see Sanger Unified model)	
14	Support current residents that could teach or work on WCCUSD	
15	Increase the number of teachers and administrators with a positive perspective on home language	
16	Improve customer service of front office staff and all district staff members to foster welcoming environments	
17	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	
18	School personnel need to change their attitude; be more inviting, at a minimum welcoming-more staff training is requested	
19	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
1	Desired outcomes on English language proficiency are included and are measured by CELDT, language development benchmarks, or other indicators.	
2	English proficiency as reported by AMAO-2 increases yearly and is reported by grade level and years in US schools.	
3	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 criterion for LTELs and that information for this indicator may not be available until the State has finalized their criteria.</i>	
4	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.	

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VI	MDAC Steering Committee Opening of Elections (this item was discussed after item # 7)	Marin Trujillo
	Marin asked delegates to nominate themselves or another delegate for the MDAC Executive Committee Chair- positions. 4 delegates will get elected to represent their school families that are not currently represented (Pinole, Hercules, De Anza, Kennedy). Marin reminded the delegates that once they get elected, the expectation is that they the meet with the MDAC Co-Chairs prior to any upcoming meeting to decide on the agenda topics. These delegates will serve when the elected MDAC Co-Chairs are unable to fulfill their duties.	
VII	English Learner Advisory Committee (ELAC) Needs Assessment-TABLED	
VIII	Parent University Spring Schedule (Discussing during item # 5)	
IV	Announcements	
	Mr. Trujillo reminded delegates that the next meeting would take place on Monday, April 17 and Tuesday, April 18.	

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