



# West Contra Costa Unified School District

## Multilingual District Advisory Committee

### Comité Consejero Multilingüe del Distrito



Minutes of Meetings held on Monday, April 17 (6:30-8 p.m.) - Helms Multipurpose Room  
Tuesday, April 18 (9-10:30 a.m.) – Kennedy HS Library

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

| I | Welcome/Ice Breaker   | Stephanie Sequeira & Rosy Esparza |
|---|---|-----------------------------------|
|   | Co-Chair welcomes MDAC members and starts the meeting by having members introduce themselves and the schools they represent. Co-chair introduces the newly-formed MDAC Steering Committee which consists of one delegate representing each school family determined by our district K-12 Feeder Pattern: Pinole-Richmond-San Pablo families, El Cerrito-Kennedy |                                   |

#### 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)

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TBE: Transitional Bilingual Program – Programa transicional bilingüe



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|            |   |                           |
|------------|---|---------------------------|
|            | families and DeAnza-Hercules families. Co-chair shares her vision of placing English learner needs as a high priority in the district through serious participation of MDAC delegates so that Co-Chairs can advocate for their ideas, concerns and suggestions to be taken more seriously by the superintendent and school board members. One of her wishes is for every school to have a state mandated ELAC committee. Co-Chair states that she has sent an email to the schools that do not have an ELAC in place requesting that they each send an elected ELAC representative to MDAC meetings. Most schools have responded that they are working on developing an ELAC and they will send a representative once one is elected. For the icebreaker, the CO-Chairs ask the delegates to name a tradition they have at home.  |                           |
| <b>II</b>  | <b>MDAC Meeting Norms- Ice Breaker</b>  | <b>Stephanie Sequeira</b> |
|            | <p>The Co-chairs ask the public and delegates to choose agreements for the meeting from a given list. The purpose of the meeting agreements is for the group to encourage behaviors that will help a group do its work and discourage behaviors that interfere with a group's effectiveness. The group broke into 4's and came up with the most important agreements to their group (see below)</p> <ul style="list-style-type: none"> <li>• (#5 change to being tolerant)</li> <li>• #12,#17,#9,#2,#4</li> <li>• #9,#13,#15,#</li> <li>• #15 is discussed to better understand the importance of "naming the elephant". #15 is very essential to the work of MDAC.</li> <li>• #9,#10,#12,</li> <li>• #9,#12,#1, #17, #11</li> <li>• #3, #13, 17</li> <li>• #17,#10,#9</li> <li>• #4, #9, #12</li> <li>• #2,#4, #10</li> <li>• #1,#4</li> <li>• #9,#10,#1</li> <li>• #1,#4,#7</li> </ul> <p>The final list will be completed by the next meeting.</p> |                           |
| <b>III</b> | <b>Review of Minutes</b>  | <b>Stephanie Sequeira</b> |
|            | The Co-chairs ask the public and delegates to review last meeting's minutes and they also explain how the minutes are written and recorded.   |                           |
| <b>IV</b>  | <b>Debrief of Annual CABA Conference</b>  | <b>Marin Trujillo</b>     |

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|  | <p>Next, the Co-Chairs ask the members if they know about the annual CABE (California Association of Bilingual Educators) Conference. Most members do know and share what they know about CABE. Delegate describes CABE as a conference for all allies interested in learning more about the challenges English Learners face and how to best support them to achieve academically. According to the delegate, CABE is a state conference to reflect, learn, and network. This conference is there to support and advocate for English learners to pursue higher education. Delegate states that there are so many different concepts at CABE that are worth exploring for programs like Parent University.</p> <p>Another delegate states that there is so much bilingual information out there that she did not know about before attending CABE. She said it really opened her eyes to see what resources are out there for English learners. The Co-chair suggests going to their school site council if interested in attending CABE next year. The fund proposal will happen on April 28.</p> <p><b>Board member (which board member)?</b> states that he had never attended the CABE Conference before, and this year, he went. He said there is an enormous focus on equity. There is definitely something for everybody there, according to him.</p> <p>Another delegate stated that there has to be a way for more parents to attend. Parents come back with so much inspiration and information to help English learners.</p> <p>A delegate would like information given at CABE. She does not think information received from CABE is benefitting the English Learners in this district the way it should.</p> <p>Public member asked if delegates can talk to principals to see what they are doing to take more parents to CABE. Marin states that anybody can go as long as the school has set money aside for CABE.</p> <p>Public member emphasizes the importance of sharing information learned from the CABE Conference into the MDAC meetings. She suggests making it mandatory for participants who attend CABE to share what they learned with the group.</p> <p>Delegate from Coronado will be presenting what she learned at CABE for parents at the next ELAC meeting.</p> <p>Another delegate states that it creates a sense of community to share CABE's information at various schools.</p> |  |
|--|---|--|

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|  | <p>Social worker from El Cerrito High shared her experiences of organizing an ELAC at her school. She explains how much work it took but that it is very worth it in the end. She hopes that more schools can put in the work to establish a functioning ELAC at their school as it is very empowering for parents.</p> <p>Co-chair advises parents to stay informed and to inform/educate more parents about the annual CABA Conference and how to get more involved in ELAC. She desires more education for parents and more transparency. Another delegate thinks that the district needs to set funds aside specifically for parents to attend CABA.</p> <p>Delegate encourages parents to volunteer, to get more involved, and to look for information from the School Community Outreach Workers (SCOWs) as a great resources according to delegate.</p> <p>Delegate would like somebody like Mary Lugton, EL coach, to educate parents on the importance of reclassification.</p> <p>Co-chair thinks that it is important for parents to get informed about all the English Learner resources available as soon as their children start preschool.</p> <p>Teacher asks how much money is needed to send at least one person from each school to CABA. Marin answered that approximately \$1500-\$2000 is needed per person if the conference is held in Northern California. And about \$2000-\$3000 per person if the conference is held in Southern California.</p> <p>At one school, the SSC (School Site Council) President stated that funds will be approved on April 28 for next school year. She also said that there are funds allocated for CABA but the person going to the CABA conference has to be a part of the SSC.</p> <p>A School Community Outreach Worker shared how amazing her experience was at CABA. She said she was so inspired and recommends it to everyone. She described some of the workshops specifically designed for parents. She stated that it is an event that makes one feel extremely proud of being a Spanish-speaker. She found the keynote speakers to be powerful. They share very touching personal stories that impacted their lives in seeking a higher education. She said that her principal sent her and a teacher. When they returned from CABA they gave a presentation about what they learned. She wishes to see more parents attend.</p> |  |
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|            | <p>Delegate stated that her school had the funds for people to attend CABE but unfortunately nobody went this year. She suggested more education for parents and staff on what the CABE Conference is all about.</p> <p>According to Marin and Co-Chairs, they hope to facilitate a mini-CABE in WCCUSD in the near future.</p>  |                       |
| <b>V</b>   | <b>CELDT Growth Report Review-TABLED</b>   | <b>Marin Trujillo</b> |
| <b>VI</b>  | <b>MDAC Steering Committee Elections</b>   |                       |
|            | <p>Co-chairs stated that there are not enough votes for the subcommittee. She encouraged members to nominate each other or themselves to develop a stronger committee.</p> <p>Co-Chair asked the delegates and public to take MDAC time serious and also to state their concerns. She expressed that she is ready to gather their concerns to take to the school board.</p> <p>Delegate asked if their child is reclassified, can they still be a representative of ELAC. Co-Chair responded that the former reclassified parent becomes an ally and can continue to support but unfortunately, they no longer can represent the school once their child is reclassified.</p>  |                       |
| <b>VII</b> | <b>Development of MDAC Communication to WCCUSD Board</b>   |                       |
|            | <p>Co-chair asks the public and delegates to be more consistent for the sake of helping the EL students. She states that she feels a little frustrated because she has been part of MDAC for 6 years and thinks very little change has been made. Co-chair says she is prepared to represent and advocate as much as she can but she emphasizes the need for consistency from delegates and public. She reminds the group that statements made at MDAC meetings are documented through the minutes. This will help to prepare to advocate for what parents wish to improve the education of their children. As parents, we need to be consistent. She also reminds delegates that EL students make up one of the three target groups which the Local Control Funding Formula was designed to support the most to close the achievement gap.</p> <p>In other words, our English learner children have generated much money to be funneled into our district. Therefore, it is only fair to hold the district decision-makers accountable.</p> <p>Delegate states that the given information about reclassification is inaccurate. Delegate also reminded the members that the home language survey has not been changed in years. She also believes that the title of the survey needs to change to better reflect its purpose.</p> |                       |

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|  | <p>Co-chair explains to members that if a language other than English is chosen in the survey, then the student has to take a test that determines what level of English they are in. The survey is there to determine if the student will be taking the exam. It is results of the exam which determine if the student is an English Learner or not.</p> <p>Lisa Jimenez, the EL Coordinator, states that one of her goals is to get EL's to college. She also reaffirms that if the student does not reclassify, he/she cannot attend college. She tells the group that she will be working with Marin and Mary Lugton, the EL coach, to bring more education, resources, and information to parents on the subject of reclassification. Lisa shares that there are many students with who have not exited the EL Program (reclassified) because they cannot pass the writing portion of the exam. Lisa also shared that the EL Department and the Special Education Department will be collaborating to support the Special ED EL students in the district. She says they are trying to come up with a better system to support and get them to reclassify.</p> <p>Delegate feels strongly about restructuring the CELDT exam. The time given to take the test and content need to change to make it fair according to delegate. Marin answers by saying that it will be changing in the near future.</p> <p>Another delegate expresses how important it is for students to read at home for at least 20 minutes. It is imperative for them to learn how to read by the second grade to increase their CELDT scores.</p> <p>Public member asks for a more realistic agenda. Public member says the current MDAC agenda has a "thousand" points however, only 2-3 are being discussed at meetings.</p> <p>A SCOW states that there is a point person at Chavez that works with EL students who need the most support. Public member recommends a point person for each school who can monitor EL progress and provide additional support for ELs who are not on track to exit the program in a timely manner.</p> <p>Teacher comments that Bilingual Aides are a huge asset to the EL classrooms, but she does not understand how their wage is lower than SCOWs and Grad Tutors. More appreciation and support is needed for the Bilingual Aides according to teacher.</p> <p>A SCOW states she hopes to see more advocacy and support for ELs and their families. She states that as a school community worker, she has seen</p> |  |
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|             | many injustices towards English learners in our district. She thinks it is time to assign a point person who can take care of monitoring the progress of ELs and addressing complaints/concerns from English learner parents. |  |
| <b>VIII</b> | <b>English Learner Advisory Committee (ELAC) Needs Assessment</b>   |  |
|             | Surveys are given to ELAC representatives to find out how members feel about their ELAC meetings.   |  |
| <b>IX</b>   | <b>Announcements</b>  |  |
|             | May 22-Reclass ceremony.  |  |

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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.

| <b>No.</b> | <b>Recommended Actions Prioritized from the list below to the DLCAP on May, 2016</b>                   | <b>Location in LCAP</b> |
|------------|--|-------------------------|
| <b>5</b>   | Actively publicize and promote the benefits of bilingualism to parents, staff, and community           | <b>1.09</b>             |
| <b>6</b>   | Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*      | <b>1.09</b>             |
| <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>1.09 &amp; 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 extra support at home               |                         |
| <b>3</b>   | Use more data to track student progress at midyear point to improve/modify instruction                 |                         |
| <b>4</b>   | Provide more ELD* minutes/instructions in K-6 <sup>th</sup> grade                                      |                         |
| <b>5</b>   | Actively publicize and promote the benefits of bilingualism to parents, staff, and community           |                         |
| <b>6</b>   | Provide more concentrated support and time to ELs at the elementary level (K-6) to prevent LTELs*      |                         |
| <b>7</b>   | Stop ignoring LTELs* (kids who are stuck)  |                         |
| <b>8</b>   | Ensure EL* students are taught at their ELD level  |                         |
| <b>9</b>   | Stop allowing ELs to become LTELs*   |                         |
| <b>10</b>  | Consider learning styles when developing goals and teaching strategies                                 |                         |
| <b>11</b>  | Reduce recess time for ELs* to maximize instructional minutes  |                         |
| <b>12</b>  | Stop CELDT* testing during the summer  |                         |
| <b>13</b>  | Provide ELD* Tutors at all schools   |                         |
| <b>14</b>  | Mandatory summer school for all English learners   |                         |
| <b>15</b>  | Implement stronger instructional programs that include music and                                       |                         |

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|           | 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.**

| <b>No.</b> | <b>Recommended Actions Prioritized from the list below to the DLCAP on May, 2016</b>   | <b>Status</b>          |
|------------|--|------------------------|
| <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>           |
| <b>No.</b> | <b>Remaining Recommendations</b>   | <b>Status</b>          |
| <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 level (K-6) to prevent LTELs*  |                        |
| <b>5</b>   | Stop allowing ELs* to become LTELs*  |                        |

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

**GOAL 3**

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

| <b>No.</b> | <b>Recommended Actions Prioritized from the list below to the DLCAP on May, 2016</b>  | <b>Status</b> |
|------------|---|---------------|
| <b>8</b>   | Continue providing and expanding the Parent University model.   | <b>3.02</b>   |
| <b>14</b>  | Provide parent workshops specifically for parents of ELs about ELD and the reclassification process.  | <b>1.09</b>   |
| <b>32</b>  | 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. | <b>3.02</b>   |
| <b>No.</b> | <b>Remaining Recommendations</b>  | <b>Status</b> |
| <b>1</b>   | Have ELD coaches helping parents/relatives of newcomers to support learning-at-home   |               |
| <b>2</b>   | Train Parent University graduates so they can become mentors and tutors for EL students   |               |
| <b>3</b>   | Recruit volunteers that are reflective of the district's diverse population to provide help to ELs in their native language   |               |
| <b>4</b>   | Start a Facebook page for MDAC members to continue networking and sharing ideas   |               |
| <b>5</b>   | Parent workshops specifically for parents of ELs about ELD and  |               |

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# West Contra Costa Unified School District

## Multilingual District Advisory Committee

### Comité Consejero Multilingüe del Distrito



Minutes of Meetings held on Monday, April 17 (6:30-8 p.m.) - Helms Multipurpose Room  
Tuesday, April 18 (9-10:30 a.m.) – Kennedy HS Library

|    |  |  |
|----|--|--|
|    | 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                             |  |
| 29 | Use Familias Unidas Program  |  |
| 30 | Continue sending parents to conferences such as CAFE 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   |  |
| <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 CAFE, 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   |                        |
| <b>6</b>   | A stronger bilingual DLI* program where parents are informed about their choice for bilingual education   |                        |

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|          |   |  |
|----------|---|--|
| <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  |                        |
| <b>10</b> | Establish a “Newcomer School”   |                        |
| <b>11</b> | 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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|             |  |                       |
|-------------|--|-----------------------|
| <b>VI</b>   | <b>MDAC Steering Committee Opening of Elections (this item was discussed after item # 7)</b>   | <b>Marin Trujillo</b> |
|             | 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. |                       |
| <b>VII</b>  | <b>English Learner Advisory Committee (ELAC) Needs Assessment-TABLED</b>   |                       |
| <b>VIII</b> | <b>Parent University Spring Schedule (Discussing during item # 5)</b>  |                       |
| <b>IV</b>   | <b>Announcements</b>   |                       |
|             | Mr. Trujillo reminded delegates that the next meeting would take place on Monday, April 17 and Tuesday, April 18.  |                       |

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