



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



**Minutes of Meetings held on Thursday, October 27 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, October 28 (9-10:30 a.m.) – Kennedy HS Library**

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

**1. Welcome/Ice Breaker**

Marin Trujillo welcomed MDAC members and started the meeting by having members introduce themselves, the school they represent and to share what is their favorite food as a way to break the ice. After delegates finished introducing themselves, Mr. Trujillo reminded delegates to always remember to use ice-breakers at their ELACs and parent gatherings to ensure all

**Marin Trujillo**

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members feel welcomed.	
<p><b>2. Review of Minutes</b></p> <p>The minutes from May 26, 2016 were reviewed. Mr. Trujillo pointed out the new format of the minutes, which will always list the recommendations that the MDAC has made. All MDAC recommendations have been organized under the five Local Control Accountability Plan (LCAP) goals.</p>	<b>Marin Trujillo</b>
<p><b>3. MDAC and ELAC TRAINING</b></p> <p>Mr. Trujillo began with training members about the roles and responsibilities of the MDAC. He made the analogy of considering the Master Plan for English Learners (MPEL) as the constitution and the MDAC as the entity that ensures that the EL Program is being followed accordingly. He stated that the major goals of this larger group is :</p> <ul style="list-style-type: none"> <li>• To advise the School Board on the implementation of the program</li> <li>• To comment on the Parent Notification Letters, Reclassification Process and evaluate the success of the program.</li> </ul> <p>He asked attendees to review the recommendations made by MDAC members at the last meeting held in May. He continued with the reclassification criteria and the role of the MDAC to recommend and advise the governing board about the strategies in place to support all ELs to reclassify as fluent English proficient students to successfully exit the program in a timely manner. He also mentioned the role of the Community Engagement Department to support the MDAC delegates chosen by their school’s ELAC with training and the necessary tools to inform their parents about district level initiatives. Members were reminded that it is a legal requirement for all schools with 21 or more ELs to have a functioning ELAC. The only exception is Middle College HS who has less than 21 English learners this year. Mr. Trujillo also spoke about the journey of an English learner on the road to reclassification. Attendees reviewed the handout outlining the path to reclassification with the following topics entering in discussion:</p> <ul style="list-style-type: none"> <li>• Identification, Assessment, Instruction, Monitoring, Reclassification as well as the myths about identification, assessment, and instruction.</li> </ul> <p>Mr. Trujillo then provided a thorough explanation of the roles and responsibilities of functioning ELACS:</p> <ul style="list-style-type: none"> <li>• To advise the SSC by reviewing data, ensuring resources and strategies are aligned to the needs at the school via the School Plan for Student Achievement (SPSA) and their capacity to delegate their responsibilities to the SSC.</li> </ul> <p>Specifically, ELAC members must be informed about the section of the SPSA</p>	<b>Marin Trujillo</b>

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that addresses English Learners.

As the final topic, Mr. Trujillo stated the need to elect new MDAC Co-Chairs for a Two-Year Term as our previous Co-Chairs, Stephanie Sequeira and José Andrade completed their term in June of 2015-2016. Some members showed an interest and took the Declaration to Run for MDAC Co-Chair forms. One member asked approximately how many hours a month are required to serve as a Co-Chair to do the job well.

**4. CELDT Progress Report & Reclassification Progress Report**

Next he asked the group to review their school’s data report on reclassification rates and CELDT Progression. The delegates noted that having a percentage rate next to the total number of English learners reclassified would be helpful. Delegates also identified several discrepancies on the report that needed to be corrected. Mr. Trujillo indicated a report with the correct information and inclusion of percentage rate will be added and brought to the December meeting.

The conversation about providing additional resources led to an explanation of the different Goals of the Local Control Accountability Plan (LCAP) and the need for parents of English learners to contribute their voice to the spending of these funds. Attendees reviewed the goals, which MDAC recommended to the LCAP last school year (Item 6 of the Agenda). The following question arose: “How will we know which of these recommendations will be implemented and when?” Many of the delegates did not understand what was the status of the MDAC recommendations (where they adopted or denied) because the LCAP Plan seems to indicate where the MDAC recommendations are linked to an already existing Goal and Action without indication of changes to the current text.

Mr. Trujillo confirmed that on the feedback collection section of the LCAP Plan, the summary section indicates the specific changes and adoptions of new recommendations. Delegates noted that none of the MDAC recommendations were listed. The delegates asked Mr. Trujillo to please clarify what this means at the next meeting.

Additionally the delegates listed additional ideas that should be considered to ensure English learners receive the support they need:

*All Delegates*

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<ul style="list-style-type: none"> <li>• The need and desired of parents to be trained as tutors to help English learners during school time and at home (to be listed in LCAP Goal-3).</li> <li>• The development of a report/process to monitor the quality and rigor of ELD (to be listed in LCAP Goal-1).</li> <li>• To ensure ELD teachers receive the training they need and not make it optional professional development (to be listed in LCAP Goal-2).</li> <li>• The need for more coaches at the site to help the schools (to be listed in LCAP Goal-2 and 5).</li> <li>• To notify parents before their child takes the CELDT and provide practice tools before the test (to be listed in LCAP Goal-2, 3 and 5).</li> <li>• To ensure CELDT testers are trained to ensure they don't intimidate students during testing time (to be listed in LCAP Goal-2, 5).</li> </ul>	
<p><b>5. Explanation of Parent Notification Letters</b> He announced that the recommendation to create a video to inform parents about the home language survey would be presented as a draft at the MDAC meeting scheduled for February.</p>	<i>Mr. Trujillo</i>
<p><b>6. Local Control Funding Formula Plan Overview</b> See item four (4)</p>	<i>All Delegates</i>
<p><b>7. District Wide EL Needs Assessment</b> This item was tabled due to time constraints. It will be reviewed at the next meetings.</p>	
<p><b>8. Update on Home Language Video</b> He announced that the recommendation to create a video to inform parents about the home language survey would be presented as a draft at the MDAC meeting scheduled for February.</p>	
<p><b>9. District Budget Engagement Committee MDAC Representative</b> This item was tabled due to time constraints. It will be reviewed at the next meetings.</p>	
<p><b>10. Opening of MDAC Elections for Co-Chairs</b> As the final topic, Mr. Trujillo stated the need to elect new MDAC Co-Chairs for a Two-Year Term as our previous Co-Chairs, Stephanie Sequeira and José Andrade completed their term in June of 2015-2016. Several members showed an interest and took the Declaration to Run for MDAC Co-Chair forms. One member asked approximately how many hours a month are required to serve as a Co-Chair to do the job well. It was recommended to include more information in the MDAC Tool Kit regarding responsibilities.</p>	

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<p><b>11 Announcements</b></p> <ol style="list-style-type: none"> <li>1. LCAP meetings meeting dates were given to all delegates.</li> <li>2. Delegates were informed about the CAFE conference, which will take place in Anaheim in March 2017. Delegates inquired on any travel limit restrictions (i.e. how many teachers and parents are allowed to attend the event). Mr. Trujillo indicated he did not have that information but would research and provide more information as soon as possible.</li> </ol>	<p><b>All Delegates</b></p>
<p><b>12. Adjournment</b></p>	

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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 <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	
14	Mandatory summer school for all English learners	
15	Implement stronger instructional programs that include music and games to develop language (especially for younger students).	

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<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 level (K-6) to prevent LTELs*	
<b>5</b>	Stop allowing ELs* to become LTELs*	
<b>6</b>	Provide ELD* Tutors at all schools	

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<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.**

No.	Recommended Actions Prioritized from the list below to the DLCAP on May, 2016	Status
<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 Destrás del Aprendizaje (Families United by Learning) and our district Parent University classes.	<b>3.02</b>
No.	Remaining Recommendations	Status
<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 reclassification	

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<b>6</b>	Actively publicize and promote the benefits of bilingualism to parents, staff and community	
<b>7</b>	Parent conducted workshops about SSC, ELAC, MDAC- parents helping parents	
<b>8</b>	Continue providing and expanding the Parent University model.	
<b>9</b>	More trainings on how to educate parents on ELAC, SSC and PTAs	
<b>10</b>	Workshops that help ELACS increase their ability to monitor ELs' data to understand progress	
<b>11</b>	Continue providing training to parents to develop parent leadership	
<b>12</b>	Strengthen link of MDAC to WCCUSD Board to better understand what they are doing to better EL programs	
<b>13</b>	Host yearly school level ELD parents/teacher meetings	
<b>14</b>	Provide parent workshops specifically for parents of ELs about ELD and the reclassification process.	
<b>15</b>	Help parents and students understand the CELDT results	
<b>16</b>	Communicate with parents regarding academic progress before there is an issue	
<b>17</b>	Monitor quality of ELACs centrally	
<b>18</b>	Stop sending CELDT results (from the State) in English (some of the graphs are in English still)	
<b>19</b>	Take as many parents as possible to the next CAFE Conference	
<b>20</b>	Include in annual notification the previous year's letter as well, or additional letter to explain CELDT and ELD level progression	
<b>21</b>	Hold annual meetings at all schools to explain EL yearly expectations and explain ELD progress	
<b>22</b>	Develop a district app to increase two-way communication	
<b>23</b>	Develop YouTube videos to help parents understand information on their own time at home or on the go	
<b>24</b>	Try Skyping meetings	
<b>25</b>	Develop a Parent University Graduates social media account	
<b>26</b>	Develop HLS video to help parents understand how the HLS informs instruction	
<b>27</b>	Develop videos that promote the value of bilingualism	
<b>28</b>	A stronger bilingual DLI program where parents are informed about their choice for bilingual education	
<b>29</b>	Use Familias Unidas Program	
<b>30</b>	Continue sending parents to conferences such as CAFE to become better informed and exposed to how other parents of English learners are making	

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	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	
<b>7</b>	Show school level data of schools reclassification data comparisons and	

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	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 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)
- 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, October 27 (6:30-8 p.m.) - Helms Multipurpose Room  
Friday, October 28 (9-10:30 a.m.) – Kennedy HS Library**

<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.	

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