

Manteca Unified School District
District English Learner Advisory Committee
(DELAC)
February 07, 2017

Present

Randi Sousa
Heather Thomson
Maria Lourdes Damian
Jennifer Taylor
Anita Tillotson
Karen Corchero
Nancy Rosario
Laura Aguilera
Brenda Virgen De Reyes
Delfina Saenz
Alejandra Hill
Jacalyn Davis
Mireya Torales
Federico Pacheco
Rene Knapp
Rosa Munoz
Ileana Matas

Katie Francis
David Silveira
Melissa Herrera
Antonia H. Ramos
Inderjit Dhillon
Maria Reyes
Gena King
Lisa Herrin
Mayra Fernandez
Katie Cantu
Adriana Ibarra
Monica Aceves
Elizabeth Juarez
Irma Ramirez
Debbie Doyle
Maria Exiga
Rosa Picon

Margarita Mercado
A. Barrera
Nancy Gomez
Michael Cowan
Christina Benson
Alejandra Sanchez
Angeles Reyes
Aracely Sandoval
Araceli Rodriguez
Nicole Burrows
Dan Beukelman
Brad Harrison
Karla Iniguez
Steve Moretto
Debbie Forte

Call to Order/Welcome

The meeting was called to order by Rosa Picon at 9:35 a.m. Mrs. Picon welcomed everyone to the meeting and thanked them for attending. Mrs. Picon asked that school site staff sit at the same tables as any of their parents in attendance so that they could work together on the LCAP. Debbie Forte, Director of Compensatory Education and her staff in attendance introduced themselves. Mrs. Forte thanked everyone for attending the meeting in such bad weather.

Reading and Approval of Minutes from December 13, 2016

- Mrs. Picon asked the committee members to review the minutes from the previous meeting.
- There were no comments or questions.
- On a motion by Lisa Herrin and a second by Maria Exiga, the motion to approve the minutes passed unanimously.

Review and Discuss - 2016-2017 Winter Consolidated Application for Funding Categorical Aid Programs

- Mrs. Picon introduced Mrs. Forte to review the consolidated application for federal funds. Mrs. Forte explained that there are three funds that MUSD applies for; Title I, Title II, and Title III. As a part of applying for federal funds it is a requirement that we review the application with this committee. The application will be reviewed by the Board of Trustees on February 14th. The application must then be submitted to the California Department of Education (CDE) by February 28th. Note that there are page numbers on the copy being reviewed today, but there are not page numbers on the actual application being submitted to the state. We inserted the page numbers so that as we review the application we can easily reference specifics in the application.

Pages 1–5 These pages show how funds for Title I, Title II, and Title III were spent in 2014-2016. This information was also reviewed last spring.

Pages 6-7 These pages will show you all of the MUSD schools and also show you which schools are Title I schools along with that schools' poverty level.

Page 8 MUSD does not qualify for federal transferability, but we are still required to show this page in our report.

Page 9 This page is for 2016-2017, the current school year. The top line shows how much in Title I funds were given to MUSD this year; \$5,086,796.00. If you look at the fifth row from the bottom you will see that the total amount has been adjusted to \$4,323,777.00. The original amount has been reduced because of administrative and indirect costs. These two dollar amounts are automatically inserted into the report page by the CDE.

Page 10 This page continues discussing Title I funds. The fourth row down, you will see the adjusted amount of \$4,323,777 listed again. When a school district receives federal funds, there are requirements that must be met. Pages 10 and 11 show funds that are subtracted from the total because of required activities. The 5th row shows parent involvement for \$50,000.00. The next row shows \$97.00, which we are required to allocate to non-public schools for Title I services. St. Anthony's school receives services worth a certain dollar amount from MUSD. We do not give them the money to spend, but we provide St. Anthony's students and parents services. We review the students that attend St. Anthony's with the principal of St. Anthony's and verify if the student lives in the boundary areas of one of the five Title I schools. Currently there are six St. Anthony's students from Manteca Unified living in the Title I school boundary areas. We are required to provide services to these six students even if they do not attend an MUSD school. Currently the six students are receiving after school tutoring from a St. Anthony's teacher. Usually the St. Anthony's parents receive a class on helping their students to read. Last month Mrs. Danley and Mrs. Becker came to this meeting and spoke about the Wonders program.

Page 11 The activities shown on this page also show activities that are required. The \$435,000.00 listed under Program Improvement Activities pays for two teachers at French Camp and two teachers at Sequoia to provide supplemental services. These two schools receive extra services because they are both in program improvement. These services used to be only offered after school, but for the first time this year, the CDE allowed us to offer the supplemental services during the school day to service more students and to be more convenient for parents. The \$850,000.00 shown under PI Professional Development is to provide required training to our teachers to improve their instruction because we are in program improvement.

Page 12 The past two pages we reviewed were requirements; the next page shows what is allowed for Title I funding. We do not have to offer these items, but it is recommended that we do. The first \$20,000.00 shown is to cover certain test and licensing requirements that teachers need to fulfill. At times the requirements are very hard, so we reserve funds to pay for extra classes. The next amount is \$24,972.00 which is for instructional materials for interventions. Next is \$62,000.00, which we use for preschools. If you have signed up one of your children for Kindergarten; at registration, you are handed a sheet for the Kindergarten bridge program. The bridge program is either a one or two-week program and is held right before school starts. This allows the Kindergarten students to meet their teachers and see their classroom. We also have our Bilingual paraprofessionals in the classrooms to help the students when they first enter, if needed. This is a program that we receive great feedback from our parents on, because it helps the Kindergartners get ready for school before school officially starts. We use these funds for materials, supplies, teachers, and the bilingual paraprofessionals. When you enroll your child in Kindergarten and you receive a kit (crayons, scissors, etc.) for your child, that kit is paid for with this money. The last amount is for Technical Assistance in the amount of \$807,567.00. At each school, we have a program called Read 180. This fund pays for Read 180 materials at each of the elementary schools plus it pays for a half time teacher. Read 180 is a program that gives students extra help to read on grade level. This is a large amount of money but the program shows great progress, so we feel that it is important to continue this program and that this is a good use of the money. This year the elementary schools received new computers for the Read 180 program and a couple of the high schools received additional licenses to use for their English Learners.

- Page 13 This page adds up all the Title I monies that we just spoke about, including both the required and allowed reservations. The last amount shown is how much money is left over to give to the Title I schools.
- Page 14 This is a summary page for Title I, Part A School Allocations.
- Page 15 This page shows how the remaining \$2,053,370 is divided between the five Title I schools. Column one shows the name of the school and column 6 shows the percentage of low income students. Column 7 shows the dollar amount per student and row 12 shows the total school allocation. There are five Title I schools this year; French Camp, Great Valley, Lathrop, Lincoln, and Sequoia. We are required to fund the schools in the order of how much poverty is at that school. For example, French Camp has 558 low income students; 84.67% of the total student enrollment is low income. French Camp received \$800.00 per student, for a total of \$456,065.00 of Title I funding.
- Page 16 At the bottom of the list is St. Anthony's school. They have 6 eligible students and received \$3,482.00 worth of services this school year.
- Page 17 This page shows Title II funds, which are used for teacher training and class size reduction. Most of these funds are also used to pay for Read 180 teachers.
- Page 18 This page shows Title III funds. We received \$511,294.00, for English Learners
- Page 19 This page also shows Title III funds for the last six months. This page details how much we have spent and how much we have left.
- Page 20 The last page shows that we can use Title I and Title II funds together for specific programs. We have never blended our funds this way, but this will allow us to do so if we need to in the future.

- There were no comments or questions. Mrs. Picon asked for a motion to approve the Winter Consolidated Application for Funding Categorical Aid Programs and to submit the application to the MUSD Board and the CDE. On a motion to approve by Brenda Virgin De Reyes and a second by Debbie Doyle the motion to approve passed unanimously.

2017-2018 LCAP Consultation and Stakeholder Input Collection

- Mrs. Picon introduced Mrs. Forte to speak about the LCAP consultation and stakeholder input. Mrs. Forte reviewed the documents that were placed on the tables that the committee members were sitting at. Mrs. Forte stated that there was a lot of information contained within the various documents to assist the committee members in their discussions about the LCAP. The documents on each table are listed below:
 - a. 2017-2018 Local Control Accountability Template
 - b. 2016-2017 LCAP – in English and Spanish
 - c. Annual Update – This document has what we said we were going to do and what we have done so far, this year; the planned Actions/Services and the actual Actions/Services. This was provided in English and Spanish
 - d. LCAP At A Glance – provided in English and Spanish
 - e. District Data – These documents talk about test scores, graduation rates and will give you an idea of how we are doing in our district in regards to achievement.
 - f. Parent LCAP Survey in English and Spanish. Mrs. Forte asked the parents to please fill out and leave the survey before leaving today.
 - g. Input Document for Goals 1, 2, 3 that includes every Action/Service. Mrs. Forte asked the committee members to read the Action/Service and then as a group recommend to keep that A/S, don't keep (remove) the A/S or change the A/S. This document was provided in both English and Spanish.
- Mrs. Forte explained to the committee members that they were going to be asked to work on certain goals first and then if they had time they could look at the other two goals. There was not a time limit to the meeting today and committee members were told that they could continue working on the LCAP for as long as they wanted to, but that an official adjournment would still be required.

Once everyone seemed to be finished working, the committee would be called together to officially adjourn. Mrs. Forte reminded the committee that the information received at today's meeting would be used for the 2017-2018 LCAP.

- At the last meeting, the LCFF rubric was mentioned. This information was expected to be released in January by the CDE in time for the meeting today, but the rubric has been delayed until March. The rubric is a report that will show you how we did on graduation rates, test scores, suspension rate, expulsion rates, and more.
- Mrs. Forte reminded the committee member to make sure and bring the completed surveys and Input documents to the front table once they were done working on them. Mrs. Forte assigned specific goals to each table group and asked that there be an administrator at each table. Mrs. Forte stated that she would walk around the table groups to answer any questions.

Adjournment

Mrs. Picon asked for a motion to adjourn the meeting. On a motion by Maria Exiga and a second by Jacqueline Davis the motion passed unanimously. The meeting was officially adjourned at 10:57 a.m., but the committee was advised that they could continue working on the LCAP input if they wanted to.

PS/ps