

**Manteca Unified School District  
District English Learner Advisory Committee  
February 10, 2016**

**Present**

Randi Sousa  
Anita Tillotson  
Jen Taylor  
Maria De Lourdes Damian  
Maria Ines Anderson  
Suzanne McCreath  
Mary C. Dorman  
Karen Corchero  
Saudi Contreras  
Maria Rodriguez  
Laura Guzman  
Brenda E. Reyes  
Marivel Barrera  
Maria Lopez  
Jacalyn Davis  
Teresita Castro  
Ana Sierra  
Maria Caloca  
Kat Brown Snyder  
Ileana Matas

Katie Francis  
David Silveira  
Lori Scott  
Inderjit Dhillon  
Rita Granderson  
Gena King  
Veronica Zamora  
Maria Gouveia  
M. Reyes  
Sandy del Mundo  
Veronica Aleman  
Sandra Landin  
Maria Guadalupe Espinoza  
Yolanda Vazquez  
Lisa Herrin  
Maria Nunez  
Adriana Garcia  
Gladis Macias  
Katie Cantu  
Mayra Fernandez

Maria Herrera  
Monica Aceves  
Rosario Padilla  
Debbie Doyle  
Margarita Mercado  
Maria Exiga  
Michael Cowan  
Araceli Alfaro de Gutierrez  
Rebecca Robinson  
Celia Gonzalez  
Ana B. Doroteo  
Jessica Camacho  
JJ Ramirez  
Cristy Ricketts  
Troy Fast  
Ma Elena Castaneda  
Brad Harrison  
Debbie Forte

**Call to Order/Welcome**

The meeting was called to order by Debbie Forte at 10:35 a.m., in the absence of Rosa Picon (chair) and Dalia Molina (vice-chair). Mrs. Forte introduced herself as the Director of Compensatory Education and her staff in attendance at the meeting. Mrs. Forte thanked everyone for coming.

**Reading and Approval of the Meeting Minutes from November 03, 2015**

- Mrs. Forte asked the committee members to review the minutes, attached to the meeting agenda.
- There were no questions or comments, so Mrs. Forte asked for a motion to approve the minutes.
- On a motion to approve by Teresita Castro and a second by Rebecca Robinson, the minutes were unanimously approved.

**Review and discuss the 2015-2016 Winter Consolidated Application for Funding Categorical Aid Programs**

- Mrs. Forte advised the committee members that she was going to review the Consolidated Application for federal funding with them; comments and/or questions were welcome.
- Page 1 – 2013-2014 Title I, Part A Closeout Report  
All monies received for the 2013-2014 fiscal year were spent.
- Page 2 – 2013-2014 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months  
All monies received for the 2013-2014 fiscal year were spent.
- Pages 3 & 4 – 2013-2014 Title III, Part A LEP YTD Expenditure Report, 27 Months  
All monies received for the 2013-2014 fiscal year were spent.
- Pages 5 – 2014-2015 Title I, Part A Carryover  
All monies received for the 2014-2015 fiscal year have been spent.
- Page 6 – 2014-2015 Title III, Part A LEP YTD Expenditure Report, 18 Months  
MUSD received \$494,896 in Title III funds for 2014-2015. The Title III entitlement was spent on an EL Coordinator and trainings for teachers. All new teachers are trained in a program called Structures and Strategies, which is a multiple day training. This is a very expensive program because we pull teachers out of the classroom and have substitute teachers in their classrooms while they attend training. Another program purchased was Rosetta Stone for our English Learners. In 2014-2015 we offered unlimited Rosetta Stone licenses to all of the school sites. We also

bought each school site a headset with microphone for each student license. These headsets are expensive, but very sturdy. The Rosetta Stone program is listening, as well as the student recording themselves speaking, so a good headset is important. We also paid an additional cost for students to have access to Rosetta Stone at home using a device of their own, or using the device provided by MUSD, if they are in the higher grades. English Language learner focus has been very strong in MUSD this year. We have also been training the Program Coordinators at the K-8 sites. The PCs have been training their teachers on four different modules related to English Language learners. Mrs. Forte stated that Micaela Reyes, the EL Coordinator, Julie Smith, the Staff Development Coordinator and she have started visiting school sites and have been very excited at what they have seen. The sites visited so far include Great Valley, George Komure, Nile Garden, French Camp and Lathrop Elementary. They are very excited to report to you that they have seen some really great English Learner instruction. The quality of instruction has greatly increased from last year. There is also a request for more Bilingual Aides, in the LCAP. There are currently thirteen openings for Bilingual Aides. The district has not been able to increase Bilingual Aide positions because there have not been enough applicants for the positions. Mrs. Forte informed everyone that if they are interested, they can go online and apply.

- Pages 7 & 8 – 2015-2016 Title I, Part A Notification of Authorization of Schoolwide Program  
The next two pages are for notification of Title I schoolwide status. Mrs. Forte advised the committee that she will be looking for a recommendation from them to approve Great Valley Elementary applying for Title I schoolwide status. Currently Great Valley is a targeted Title I school. Being designated as targeted does not allow them to spend their Title I money on all of their students. If the committee approves Great Valley as schoolwide, they will be able to spend their Title I money on all of their students and all of their programs.
- Page 9 – 2013-2014 Federal Transferability  
MUSD is not eligible for federal transferability.
- Page 10 – 2015-2016 Title I, Part A LEA Allocation  
This page shows the current years Title I allocation.
- Pages 11 & 12 – 2015-2016 Title I, Part A, Reservations, Required  
When school districts receive Title I money, they are required to set aside money for specific activities. Some required activities that we are required to set aside funds for are parent involvement, services for homeless students, school choice for our program improvement schools, and supplemental educational services at our program improvement schools.
- Pages 13 & 14 – 2015-2016 Title I, Part A Reservations, Allowed  
These pages detail the programs and services that we do not have to fund, but that we are allowed to fund with Title I monies. These two pages show the programs that we are reserving money for, such as technical assistance to schools. These technical assistance funds pay for Read 180 teachers at the schools. We have also set aside \$62,000 for the preschool bridge program. The bridge program is either a five or eight day program that occurs right before the student enters kindergarten. The bridge program allows students who are signed up to come to school right before school starts to meet their teacher and get used to their classroom, so that they have a smooth start to kindergarten. Page 14 shows a summary of the allowed and required reservations and the amount that we have remaining.
- Pages 15, 16 & 17 – 2015-2016 Title I, Part A School Allocations  
These pages show the Title I school allocations and also detail which schools are eligible for Title I funds. Column 6, shows the percentage of low income students at each school. For instance French Camp has a poverty level of 84%. The first five schools (French Camp, Great Valley, Lathrop, Lincoln, and Sequoia) all have percentages above 75% and therefore qualify for Title I funding for the 2015-2016 school year. Also shown are the amounts that the schools will receive per student and their total school allocation.
- Page 18 – 2015-2016 Title I, Part A Program Improvement Midyear Activity and Expenditure Report  
This page shows Title I midyear activity and how much has been reserved. Also shown are how many students applied for choice and how many applied for supplemental educational services and how many actually used the services offered.
- Page 19 – 2015-2016 Title II, Part A LEA Allocations and Reservations  
This page shows 2015-2016 Title II funds. These funds are used for teacher development and training.
- Page 20 – 2015-2016 Title III, Part A LEP LEA Allocations  
This page shows Title III funds for the current school year.
- Page 21 – 2015-2016 Title III, Part A LEP YTD Expenditure Report, 6 Months  
This page shows Title III expenditures for the last six months. This report does not show money encumbered which means set aside for tutoring, trainings, and salaries, that haven't been spent yet.
- Page 22 – 2015-2016 Consolidation of Administrative Funds  
This page shows a request to combine use of our Title I and Title II funds and programs.
- Page 23 – 2015-2016 Substitute System for Time Accounting

This page allows us to use an alternate form of accounting. MUSD does not use this format.

- There were no comments or questions.
- Mrs. Forte asked for a motion from the floor to approve the committee's recommendation for Great Valley to become a schoolwide Title I school. On a motion by Michael Cowan and a second by David Silveira the motion passed unanimously. Mrs. Forte commented that Great Valley would be very happy with the approval because Great Valley had to do a lot of work, including a presentation to become designated as a schoolwide Title I school.

### **Title III Annual Measurable Achievement Objectives and Title III Letter**

- The next two documents on the agenda are the Title III Annual Measurable Achievement Objectives and the Title III letter. The letter is required to be sent out every year to all English Language learner parents. MUSD has two annual measurable objectives goals. The objectives are listed on the data page, in the area titled Preliminary 2014-2015 Title III Accountability Reports.
- AMAO 1 is the goal for MUSD, which was that 60.5% of students would make progress in English. 54.7% of students made progress. This is a slight increase from the year before. AMAO 2 has two parts. The first part is for English Learners who have been in school less than 5-years. The target was 24.2%. 22.1% students achieved English proficiency. Part 2 is for students who have been in US schools 5+ years. The goal was 50.9%. 42/1% achieved proficiency. Title III letter is sent out because the targets were not met. Mrs. Forte stated that she believes that 2015-2016 scores will go up, because teachers are implementing many wonderful teaching strategies to improve and achieve the goals set.

### **2015 English Learner Population Rankings**

- This page shows the percentage of English Language learners by school site. This page is for your information only.

### **2016-2017 LCAP Consultation and Stakeholder Input Collection**

- Every year because MUSD receives Local Control Flexible Funding, the district has to write a Local Control Accountability Plan (LCAP). An LCAP presentation that had been shown to site stakeholders groups was shown. The group focused on LCAP Goal 3. Mrs. Forte stated the next two meetings will focus on Goals 1 and 2. The posters lining the walls (in English and Spanish) show the Actions/Services of Goal 3. The committee focused on determining if actions and services for Goal 3 were going to be kept, modified, or removed cx.
- Different groups have different responsibilities. For the LCAP, the school Board, the Superintendent and his leadership team make the ultimate decision about budget and what is included in the LCAP. It is the job of teachers, students, parents, staff members, and community members to make recommendations on what should be included in the LCAP. Mrs. Forte stated that it is her job to take the recommendations she receives from the various stakeholder groups and give this information to the Superintendent and the School Board, so that they are aware of what the different groups are asking to be included in the LCAP.
- Mrs. Forte advised the committee members that the video would be posted to the Manteca USD website and gave the website address ([www.mantecaUSD.net](http://www.mantecaUSD.net)).
- Mrs. Forte asked the committee members to use the LCAP At A Glance document, which was placed on each of the tables, in order to review and discuss the Actions/Services of Goal 3. The same Actions/Services are listed on each of the posters (one per poster). Members reviewed/discussed Goal 3 as a table group or work individually. There were sticky notes and pens placed on all of the tables for the committee members to use to write comments on and to also identify which Actions/Services they recommend that MUSD keep, modify or remove.

### **Adjournment**

- After collecting information for the groups, Mrs. Forte asked for a motion from the floor to adjourn the meeting. On a motion by Maria Exiga and a second by Katie Francis to adjourn the meeting, the motion passed unanimously. The meeting was adjourned at 11:39 a.m.