MINUTES

I. Housekeeping rules and successful management of an effective meeting - Leslie Bracamontes, Program Coordinator
   A. Establish rules on how to speak—remind them to mute the microphone.
   B. Review platform and main functions

Elizabeth welcomed everyone to the meeting at 5:39 p.m. and asked Leslie to go over the housekeeping rules. Carmen reminded everyone to sign in on the chat for attendance and for the raffle at the end of the meeting.

II. Welcome and member presentations – Elizabeth Mora
   A. Elizabeth Mora, president for the Woodland Area
   B. Mónica Figueroa, president for the Santa Rosa Area

The meeting was opened at 5:38 pm by Mrs. Elizabeth Mora. Elizabeth welcomed everyone to the meeting and introduced herself.

III. Agenda Review - Elizabeth Mora
    Elizabeth read the agenda and asked for an approval of the agenda. Oralia Ramos made a motion to approve the agenda, seconded by Esbeidy Pina. Motion passed by majority.

IV. Reading and Approval of Minutes - Elizabeth Mora
    Elizabeth gave the group time to go over the minutes from the previous meeting. Sabas Santiago made a motion to approve the minutes, seconded by Jose Martinez. Motion passed by majority.

V. Public Comment – Elizabeth Mora
    Elizabeth asked for any comments in relation to the agenda items. There were no comments.

VI. New Business
   A. Summer Programs - Area Director
      i) Sarah Williams started with a PowerPoint presentation on summer programs. Sarah Yerman went over the PreK summer programs. There was large growth with the 99 students who attended the 3-week program.
      ii) Sarah Yerman also went over the Writing Champions program with 234 students attending the program.
      iii) Julian Ocegueda went over the Makers Academy with 250 students participating from 42 school districts. 189 students completing 20 + hours.
      iv) Julian also went over the Adelante credit recovery program for 4 counties.
      v) Matthew Johnson presented the Math and Art Academies in June and July. These were 12-day academies of 2 hours per day. 538 students participated.
   B. Programs to be offered, objectives for 2021-22 - Area Director
      i) Sarah Williams went over the Fall Programs projected—Writing Champions, Math Champions, Home Base and Family Biliteracy, as well as support programs for OSYs.
   C. ELPAC/CAASPP - Area Director
      i) Sarah Williams also reported there will be ELPAC and CAASPP testing which had no data due to the Pandemic this past year.
   D. Revise Statutes APAC-Amendment - Elizabeth Mora
      i) Elizabeth went over the APAC Amendment. New officers will be elected in April 2022. This should have been done in an odd year but again, due to the pandemic, it will be done in April 2022 for this year only. This will be a 2-year period. Jose Martinez asked if this would affect the small districts. Carmen responded there will be no effects on small districts, other than elections will be held in April this time. Jose Martinez made a motion to accept the change for April 2022, seconded by Sabas Santiago. Motion passed by majority.
   E. New Regulations for RPAC - Elizabeth Mora
      i) Elizabeth went over the new RPAC regulations that state those districts with DSAs or MOUs will be able to select the officers for the Regional Round Table of 5 officers but with the same authority in the decision-
making. Jose Martinez asked what effect this would have on the small districts. Carmen explained officers at
district levels will continue, the only change would be the Region would have a Round Table. Carmen
responded that all members should be aware of who they vote for. They need to be sure the people they vote
for have the best interests of ALL the districts and not only their own.
ii) Jose Martinez asked what the obligations of the Round Table would be.
iii) Carmen explained the Round Table would be the ones making the decisions for all districts with 5
representatives all having the same authority. No more President, Vice-President, Secretary, Treasurer.
iv) Monica Figueroa asked if the small districts be part of the Round Table. Carmen explained that small districts
will still be invited to the Regional PAC meetings but only the representatives will be able to vote. Carmen
stated all children will still receive services. ME has some programs that are even better that those offered by
districts. The reason for this is because ME knows what our children’s needs are.
v) Elizabeth also reminds members there will also be elections for a SPAC representative.
F. Parent Needs Assessment - Leslie Bracamontes
i) Leslie informed the parents that there would be a survey for them to choose 5 topics. The topics the parents
chose were the following.
   • Mental Health: anxiety, stress, depression, self-esteem, etc.
   • Foster communication skills between Parent and Child
   • Study skills, homework strategies
   • Nutrition/ healthy choices, physical fitness, active lifestyle
   • Strategies/Questions for Parent-Teacher Conferences

G. SPAC State Report- Elizabeth Mora
i) Elizabeth went over information from the SPAC meeting. There is a new Director-Alesha Moreno Ramirez.
Universal PreK within 5 years. Universal lunch in all districts-free. Enrichment programs in all districts. Prep,
recruitment, and retention funding. Special Education funding up. Vaccinations. High School A-G funding.
Anti-discrimination funding. Dual immersion funding.
ii) Elizabeth also spoke about Dream Act and Financial aid for college.

VII. Adjournment - Elizabeth Mora
   Esbeidy Pina made a motion to adjourn the meeting, seconded by Marbella Estrada. Motion passed by majority.
Meeting was adjourned at 7:11 p.m.

Next meeting: October 21, 2021 at 5:30 p.m.
Summer Program Summary
Resumen del Programa de Verano

2021
School Readiness - Programa Preescolar

- Virtual Program for 3, 4, and 5 year old students in June and July
- Students work with a teacher individually or small groups of up to 5 students
- Daily activities included: reading a book, alphabet work, math, music, movement, completing a page from a workbook, tracing or cutting with scissors

Results:

- 33 students in Home Based PK
- 59 students in Family Biliteracy
- 99 Students were served in summer PK
- Average growth per student was 8 points on a 30 point assessment

Programa virtual para estudiantes de 3, 4 y 5 años con sesiones en junio y en julio
- Estudiantes trabajaron con una maestra individualmente o en grupos de 5 estudiantes.
- Las actividades diarias incluyeron: leer un libro, trabajar del alfabeto, matemáticas, música, movimiento, completar una página de un cuaderno, calcar o cortar con tijeras

Resultados:

- 33 estudiantes en preescolar en el hogar
- 59 familias en programa lectoescritura bilingüe familiar
- 99 estudiantes en programa de verano
- el crecimiento promedio en la evaluación fue de 8 puntos de 30 posible
Writing Champions

Woodland and Oroville only

- Oroville 2nd grade writing workshop - July 8 students
- Book writing workshop 9 students
- Writing and photography workshop grades 7-10 - 7 students
- Rock and Roll Writing - 3 students
- Writing for newcomers Grades 3-4, 5-7 - 46 students

Students in all classes showed growth

- 234 students served through June through June + 73 July = 307 in 2020-2021

Talleres solo en Woodland y Oroville

- Taller de escritura de segundo grado en Oroville - julio - 8 estudiantes
- Taller de escritura para grados 4-10
- Taller de escritura de libros 9 estudiantes
- Taller de escritura con fotografía - grados 7-10 7 estudiantes
- Escritura basada en música Rock 3 estudiantes
- Taller de escritura para los recién llegados - grados 3-4, 5-7 - 46
- Estudiantes en todas las clases demostraron crecimiento
- 234 estudiantes participaron durante el año escolar y 73 en julio = 307 in 2020-2021
Virtual Learning Program

- Focus on reading and writing in English with storybooks that align with interactive science (STEM) projects

We ran this program in June and July, we hired 10 teachers.

In total, **250** students participated in the Makers program from 42 school districts. 189 students completed 20+ hours.

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Programa de Aprendizaje Virtual:

- Enfoque en lecto-escritura en inglés (ELA) con libros de cuentos ligados a los proyectos interactivos de ciencia (STEM)

Tuvimos este programa en los meses de junio y julio con 10 maestros.

En total, 250 estudiantes de los grados kinder a 2do recibieron este programa. 189 completaron más de 20 horas.
Adelante Credit Recovery

Adelante is a Credit Recovery summer program. We had this program in the following counties:

Sonoma, Napa, Mendocino, & Lake counties.

We served 393 students.

- Napa Valley 120
- Sonoma 238
- Mendocino-Lake 35

Adelante es un programa de verano de recuperación de créditos. Tuvimos este programa en los siguientes condados:

Sonoma, Napa, Mendocino, Lake

Servimos un total de 393 estudiantes.

- Napa Valley 120
- Sonoma 238
- Mendocino-Lake 35
The goal of the Math and Art Academy is to improve the math skills and increase the sense of self-pride and cultural awareness of every student.

This virtual learning service focused on students identified as Academically At-Risk. This year, school districts received additional funding to hold summer school programs. Because the Migrant Education Program is a supplemental, or "in addition to" type of service, Migrant Education staff recruited students to participate our Math and Art Academy at times when students were not attending summer school.

In order to maximize the number of students we could serve, there were 18 classes in June, and 20 classes in July. Each class ran for approximately 12 days, for 2 hours per day. All but two classes had bilingual teachers. Each teacher was supported by a bilingual assistant.

A total of 538 students received this service. We are expecting to collect the final evaluation report and student data by the end of the day, tomorrow.

El objetivo de la Academia de Matemáticas y Arte es mejorar las habilidades en matemáticas y aumentar el orgullo propio y conciencia cultural de cada estudiante.

Este servicio de aprendizaje virtual se centró en los estudiantes identificados como académicamente en riesgo. Este año, los distritos escolares recibieron fondos adicionales para realizar programas de escuela de verano. Debido a que el Programa de Educación Migrante es un tipo de servicio complementario o "adicional", el personal del Programa de Educación Migrante reclutó estudiantes para participar en nuestra Academia de Matemáticas y Arte durante horas en que los estudiantes no asistían a la escuela de verano.

Con el fin de maximizar el número de estudiantes que pudimos servir, hubo 18 clases en junio y 20 clases en julio. Cada clase duró aproximadamente 12 días, con una duración de 2 horas por día. Todas las clases tenían maestros bilingües excepto dos. Cada maestro fue apoyado por un asistente bilingüe.

Un total de 538 estudiantes recibieron este servicio. Esperamos recopilar el informe de evaluación final y la fecha del estudiante al final del día, mañana.
What did students learn?

**Week 1: What is Art?** Students studied the works of Frida Kahlo, Pablo Picasso, Diego Rivera, and others. A sample lesson included the study of self-portraits and a discussion around the reasons why so many artists paint portraits of themselves. Students created their own self-portraits.

**Week 2: Community Art/Murals.** Students compared and contrast Street Art vs. Graffiti, Mexican Muralism and Aztec Murals, and the Murals at Chicano Park (San Diego) and San Isidro (Tijuana). Artists included Rivera, Siqueiros, and Orozco.

Students received kits with watercolors, watercolor paper, and washable paints.

A Celebration Event included a Student Art Gallery Exhibition

¿Qué aprendieron los estudiantes?

**Semana 1: ¿Qué es el arte?** Los estudiantes aprendieron sobre las obras de Frida Kahlo, Pablo Picasso, Diego Rivera entre otros. Un ejemplo de una de las lecciones fue: el estudio de autorretratos y una discusión sobre las razones por las cuales tantos artistas pintan retratos de sí mismos. Los estudiantes crearon sus propios autorretratos.

**Semana 2: Arte comunitario / Murales.** Los estudiantes compararon y contrastaron el arte callejero con el graffiti, el muralismo mexicano y los murales aztecas, y los murales en Chicano Park (San Diego) y San Isidro (Tijuana). Los artistas incluyeron a Rivera, Siqueiros y Orozco.

Los estudiantes recibieron kits con acuarelas, papel de acuarela y pinturas lavables.

Un evento de celebración incluyó una exhibición de galería de arte para estudiantes.
Updates on Data : Actualizaciones en los datos

Assessments of language development, ELPAC, and academic proficiency, CAASPP, will be administered this year.

Last year schools were given the freedom to give their own assessments, or to use the state system.

We do not have any current data to share since there have been no statewide assessments in place during the pandemic.

Este año se administrarán los exámenes de desarrollo del lenguaje, ELPAC y competencia académica, CAASPP.

El año pasado, las escuelas tuvieron la libertad de realizar sus propios exámenes o de utilizar el sistema estatal.

No tenemos ningún dato actual para compartir, ya que no se realizaron exámenes estatales durante la pandemia.
Upcoming Fall Programs

After the success of this summer, we will have more great services to offer our students this fall.

For K - 10 we will have Writing Champions and Math Champions - these after-school intervention programs address needs in English Language Arts and Mathematics.

For PreK we will have two programs available; Home Based and Family Biliteracy. These programs serve our 3, 4 and 5 year-olds in early literacy and numeracy.

We will also continue to offer our support programs for case management of 9th graders and health workshops for Out of School Youth (OSY).

Después del éxito de este verano, tendremos más servicios excelentes para ofrecer a nuestros estudiantes este otoño.

Para los grados K-10 tendremos el programa de Campeones de Escritura y Campeones de Matemáticas: estos programas de intervención después de la escuela abordan las necesidades en artes del lenguaje inglés y matemáticas.

Para PreK tendremos dos programas disponibles; Escuela en Casa y alfabetización bilingüe familiar. Estos programas son para nuestros niños de 3, 4 y 5 años en alfabetización y aritmética temprana.

También continuaremos ofreciendo nuestros programas de apoyo para estudiantes de noveno grado y talleres de salud para jóvenes que no asisten a la escuela (OSY).
Para Más Información...

Especialistas de la Educación de Padres

- Maria del Carmen Payan - Santa Rosa, cpayan@bcoe.org
- Gabriela Lopez-Valle - Woodland y Oroville, glopez@bcoe.org

Números del Teléfono de Las Oficinas de Área

- Oroville, (530) 532-5855
- Woodland, (530) 666-1977 ext. 1651
- Santa Rosa, (707) 526-1272 ext. 1
Encuesta de Temas Solicitados / Parent Needs Assessment

2 questions | 27 participated

1. Selecciona 3 temas de interés / Select 3 topics of interest (Multiple Choice) *

27/27 (100%) answered

- Estrategias o preguntas para asistir a las Conferencias entre Padres y Maestros / Strategies/Questions for Parent-Teacher Conferences (12/27) 44%
- La Importancia de la Asistencia Escolar Regular / Importance of Regular School Attendance (8/27) 30%
- Plan del Control Local y de Responsabilidad (LCAP) / Local Control and Accountability Plan (LCAP) (4/27) 15%
- Aprender sobre las Diferencias en Sistemas Escolares de México a Estados Unidos / Differences Between the U.S. and Mexico's School System (4/27) 15%
- Fomentar la Comunicación entre Padres e Hijos / Foster Communication skills between Parent and Child (16/27) 59%
- Intimidación/Cibernetica / Bullying/Cyber Bullying (11/27) 41%
- Destrezas para el estudio/estrategias con tareas / Study skills, homework strategies (16/27) 59%

2. Selecciona 3 temas de interés / Select 3 topics of interest (Multiple Choice) *

27/27 (100%) answered

- Salud Mental: ansiedad, estrés, depresión, como sentirse mejor de sí mismo, etc. / Mental Health: anxiety, stress, depression, self-esteem, etc. (17/27) 63%
- Nutrición saludable, bienestar físico, actividad física / Nutrition/ healthy choices, physical fitness, active lifestyle (13/27) 48%
- Uso de vapeadores, cigarros electrónicos, cigarillos y drogas / Vaping, Electronic Cigarettes, Cigarettes and Drug Use (7/27) 26%
- Inmigración, DACA / Immigration, DACA (6/27) 22%
- Requisitos para Graduarse de la Preparatoria, Requisitos de Ingreso a la Universidad/Clases A-G, Ayuda Financiera y Becas / Graduation Requirements, College Entrance Requirements/A-G, Financial Aid (12/27) 44%
- Programa Ocupacional Regional (ROP)/Programa de Educación de Carreras Técnicas / Regional Occupational Program (ROP) / Career Technical Education (CTE) Program (7/27) 26%
- Otros programas colegiales: Asistencia para el Colegio Programa Migrante, Programa de Equivalencia de Prepa, etc. / Other college programs: College Assistant Migrant Program, High School Equivalency (9/27) 33%
Untitled Poll

1 questions | 32 participated

1. Empate (Single Choice) *

32/32 (100%) answered

Requisitos para Graduarse de la Preparatoria, Requisitos de Ingreso a la Universidad/ Clases A-G, Ayuda Financiera y Becas (13/32) 41%

Estrategias o preguntas para asistir a las Conferencias entre Padres y Maestros (19/32) 59%
* MIGRANT EDUCATION PROGRAM (MEP) UPDATES

Celina Torres, Administrator
Alesha Moreno-Ramirez, Director of the Multilingual Support Division, CDE

CALIFORNIA STATE BUDGET FOR THE 2021-2022 SCHOOL YEAR:
*Universal Transitional Kindergarten (TK) and State Preschool:
Universal TK will begin gradually over five years; by 2022-2023 districts will begin receiving funds to gradually establish programs, and funds will be expanded by 2025-2026.

*Universal school meals:
State meal funding is increased to provide breakfast and lunch for all students, regardless of income eligibility. It started in 2020-2021.

*Expanded learning opportunities:
Provides funds for after-school enrichment and summer school for low-income students.

* Educator Preparation, Retention, and Professional Development:
Provides funding for programs to prepare, recruit, and retain teachers, administrators, and qualified personnel in K-12 education.

*Special Education:
Increases the state base for special education funding, supports early intervention services for preschool-age students, and provides remedial learning supports for students with disabilities.

*A-G Program:
Provides $ 547.5 million to help increase the number of high school students with increased access and resources to complete A-G courses.

* Anti-bias:
Provides funds of ten million for this program, which will be used for training and curriculum to prevent and address prejudice towards any group of people based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status or idiom.

*Dual Immersion:
Provides one-time funding of $ 10 million to CDE to administer the Dual Language Immersion Program (DLI), the program will expand access to quality learning in two languages.
*Vaccines and Health Resources*

**CA Vaccinate 58 Hub, Department of Public Health:** [https://www.vaccinateall58.com/](https://www.vaccinateall58.com/)

**Together for Our Well-Being, Mental Health and Well-being Tips for Today. California Hope:** [https://calhope.semel.ucla.edu/home](https://calhope.semel.ucla.edu/home)

**ALL IN for Health:** Health tools and materials to print and share with families: [https://www.allinforhealth.org/health-toolkit/](https://www.allinforhealth.org/health-toolkit/)

*INFORMATION ON FINANCIAL AID FOR THE UNIVERSITY*

By the Financial Aid Commission

There are two applications in California:

**Free Application for Federal Student Aid (FAFSA),** for US citizens and permanent residents, [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**California Dream Act Application (CADD),** for undocumented students who meet AB540 eligibility, [www.caldreamact.org](http://www.caldreamact.org)

If you need help completing the application, you can get it from the free workshops at **Cash For College**, offered in multiple languages, is for high school students, university and families, they are experts and volunteers.

**Important Dates:** To apply for aid for the 2022-2023 school year, the tax information for the year 2020 (two years ago) will be used. The FAFSA and CADD application opens on the 1st. October 2021 and the last day is March 2, 2022.

**September 2** is the second CalGrant deadline only for students attending a California Community College (CCC)

It is necessary that approximately a week after you have completed the financial aid application, you must create your Web Grants for Students account at [mygrantinfo.csac.ca.gob](http://mygrantinfo.csac.ca.gob), and then you have to verify that the high school or community college has loaded your GPA to CSAC before the deadline.

**CALIFORNIA DREAM ACT APPLICATION (CADD)**

For undocumented students, with or without DACA status, students from countries with TPS status and people with a U visa.

**Males 18-25 years of age** must register for selective service.

In most schools there is a resource for students called Dreamer Resource Centers, where they give support, academic advice and assistance with the unique immigration status of dreamers.
TYPES OF FINANCIAL AID:

GRANTS, free money based on needs that does not have to be paid, is awarded by the federal, state and campus government.

SCHOLARSHIPS, free money based on merit that does not need to be repaid.

WORK STUDY, work and pay money on campus, earnings are applied to tuition, fees, etc.

FEDERAL LOANS, fixed, low-interest money that needs to be repaid after you graduate from college.

In certain situations, universities may review and modify a student’s eligibility for aid under the following circumstances: loss or reduction of income, parental separation or divorce, change of dependency status, being in foster care, death of a parent, unreimbursed overspending for medical / dental coverage, and loss of home due to natural disaster or wildfire.

* SOCIO-EMOTIONAL PRACTICES FOR THE 2021-2022 SCHOOL YEAR

Laura Diaz, CABE personnel

According to the WHO, there is a psychological impact on children and young people as a result of confinement, which triggers mental health problems, poor social relationships, and a decrease in academic competence.

There are anxiety disorders manifested in children and adolescents by separation, specific, social, generalized, obsessive compulsive, post-traumatic stress and panic.

We should develop social skills in children and young people with a preventive approach, such as:

Interaction (communication and dialogue, active listening, assertiveness)

Critical Thinking (decision-making, problem and conflict resolution, goal planning and personal plan design)

Affective (self-knowledge, self-esteem. Control of emotions, expression of feelings and emotions)

WHY IT IS IMPORTANT TO IDENTIFY OUR CHILDREN'S EMOTIONS?

To apply four dimensions of emotional education:

Empathy, self-regulation, self-knowledge and motivation.