

The Charter School of SAN DIEGO

English Learners Advisory Committee

Minutes

April 19, 2023

1.0 Opening/Role call

Meeting called to order at 2PM. The meeting was held virtually on Zoom.

Parents/Staff present:

Alex Carillo (Learning Lead); Ana Maria Rojas, (ELAC President/Equity and Inclusion Administrator); David Saldana (ELAC Vice-President/Teacher); Amanda Mendoza (SpEd Teacher); Amy Butler (Teacher on Special Assignment); Jacqueline Martinez (SpEd Teacher/ ELAC Secretary); Jay Garrity (Learning Lead); Vanessa Vallon (Learning Lead); Noemi Delgadillo (SpEd Teacher/Translator); Katie Pittman (Teacher); Vi Sharpless (Teacher); Jacqueline Eskue (Teacher); Christopher Thompson (Teacher); Lori Anderson (Teacher); Elizabeth Tamayo (EL Parent); Lizabela Ortiz (EL Student); Maria Mendiola (EL Parent); Jose Mendiola (EL Student); Julian Garcia (EL student); Emmanuel Balderas (EL Student); Joaquin Hinojosa (EL Student); Isabella Balderas (EL Parent); Adrian Garcia (EL Parent); Tristan Salazar (EL Student); Erika Sandoval (EL Parent); Julia Espinoza Vasquez (EL Parent)

Meeting facilitator (Mrs. Ana Maria Rojas) reviewed how to access translated meeting subtitles, reviewed the meeting agenda, ELAC introductions and purpose. Mrs. Rojas reviewed ELAC legal responsibilities, including DELAC responsibilities for schools with more than 51 ELs, and ELAC's purpose to advise the principal and school staff on programs and services for English Learners.

2.0 New Business

Ms. Martinez reviewed the minutes from the meeting we held in October. Results of Election: The members all voted in favor of Ana Maria Rojas as President, David Saldana as Vice-President, and Jacqueline Martinez as Secretary.

Mrs. Rojas reviewed Needs Assessment. The committee reviewed current supports for English Learners. Achieve3000, teachers organize literature circles and small group tutoring and teach the CA English Language Development Standards, Individual Tutoring, Different online programs to build reading and math skills on Edgenuity, as well as content knowledge with BrainPop, Progress monitoring through Ellevation, Core classes have instructional supports for the different proficiency levels, and English Language Development Classes that are customized for students. Additionally, the LEA provides chromebooks with data or wifi capability to access coursework and teacher.

Ms. Rojas asked the committee the following question, "What are the most impactful services/supports that our school provides to meet the needs of English Learners?". Amanda Mendoza shared that ELD coursework specifically aligned for students. Parent: Elizabeth Tamayo shared that all of the programs offered have worked for her kids (Achieve 3000). David Saldana shared that he believed that Achieve 3000 is incredibly impactful and students love working and engaging on this platform.

Mrs. Rojas reviewed data that demonstrates academic engagement and language development progress and how each school is doing in administering the ELPAC.

Members of the committee learned about The English Learner Progress Indicator, or ELPI, and how it measures progress toward English language proficiency and is based on students' scores on the summative ELPAC.

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Mrs. Rojas also shared Achieve 3000 Engagement. With Achieve3000, students must complete two articles per week, and score at least 75% on the first try of the comprehension questions to grow their reading level. EL Reclassification data from 21-22 school year and 22-23 school year was also reviewed. Last school year, 21 students met the criteria and were reclassified. This year so far, we've had 48 students. This has represented a 129% increase. To determine EL progress, ELPAC student performance levels in both the current and prior year are converted to ELPI levels.

Mrs. Rojas presented Cumulative Percent Credits Earned by EL students. This the cumulative credit completion, or percent of classes completed, for English Learners compared to all students, from July to February. The goal for all students is 60%. In all schools, course completion for English Learners is lower when compared to all students, anywhere from 3-30% lower, with an average of 14% lower.

Mrs. Rojas presented projected Chronic Absenteeism (6th-8th grades), every school except for Charter School of San Diego, has English learners with 0% chronic absenteeism. DASS (Dashboard Alternative School Status 20-21 Graduation Rate shared with committee.

Mrs. Rojas asked members of the committee, "How can our school improve services/supports to increase English Learner's academic progress and language proficiency?"

Elizabeth Tamayo shared that she finds it helpful when students are required to complete 1 course at a time because students are focused on finishing the lessons.

EL student Tristan Salazar shared with the committee that he has been enrolled in independent study for 6 months. He shared that his main challenge in school is math. He believes it helps taking one class at a time and likes the support he receives from his teacher. He likes having access to one-on-one support.

Mrs. Rojas then reviewed Title III Expenditure Plan. The LEA wants to help ensure that English Learners attain English language proficiency and meet state academic standards.

Teacher/Teacher Aid Requirements Compliance reviewed with committee. All teachers hold the appropriate credentials to teach students. All Certificated Teacher Resources (CTRs) hold the appropriate credentials to teach students.

Parent Notifications were also reviewed. Initial Parent Notification: Informs parents of their child's identification as an English learner or initially fluent-English proficient student. Annual Parent Notification: Informs parents of their child's continued identification as an English learner.

3.0 Upcoming Events/Announcements

Mrs. Rojas shared the following information: ELPAC testing window closes on May 31st, 2023. Also, that student can earn college credits for free while in high school. The following announcement was made: The LEA is currently developing the LCAP for the 23-24 school year. We always want student and parent input. Committee members were reminded to visit the school's website to complete an LCAP survey and share their opinion.

4.0 Public Comments

Facilitator provided an opportunity for public comment. No members had input during public comment period. ELAC survey was shared with committee members. Comments from parents and teachers.

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What are the most impactful services/supports that our school provides to meet the needs of English Learners?

Elizabeth Tamayo: The classes could be more individually based like individual boxes so the students are not overwhelmed with work. Tristan Salazar: The Achieve 3000 page works a lot, although in Edgenuity I think there should be a little better translation into Spanish, more than anything in the videos.

What are the most significant challenges that English Learners experience that impact their ability to achieve academically? Tristan- Salazar: A challenge would be in my speech and expression, I understand English when they speak to me and when reading it, but I lack practice speaking it. Elizabeth Tamayo: The work is too complicated, and they don't want to fail.

How can our school improve services/supports to increase English Learner school participation and academic progress? Elizabeth Tamayo: More bilingual staff to support our English learners, so our students feel at ease. And want to go to school. Tristan Salazar: Perhaps a class that teaches English to students depending on their level of English, but at the same time is not a class that obstructs or overwhelms other subjects.

Is there anything else you would like to add about our school's program for English Learners? Tristan Salazar: No, just that the school and the organization that they have is comfortable, thank you. Elizabeth Tamayo: Add more options for our English learners. Like Speech to Text and Google translator or something like it.

5.0 **Adjournment**

Meeting adjourned at 2:45 PM.

Respectfully submitted,



ELAC Secretary, Jacqueline Martinez



ELAC President, Ana Maria Rojas