



## **English Learners Advisory Committee**

### **Minutes**

April 16, 2025

#### **I. Welcome and Sign-In**

The meeting was called to order at 3:00 PM. The meeting was in person with the opportunity to be present on Zoom.

#### **EL Parents/Staff Present**

Ana Maria Rojas, (Equity and Inclusion Administrator), Amy Butler (staff), Jay Garrity (staff), Elizabeth Orona (staff), Andrew Shultz (staff), Jeanette Perez (staff), Jason Guthrie (staff), Cristina Frank (staff), Esmerelda Lopez (staff), Domingo Agnas (staff), Paul Lopez (staff), Michael Savvas (staff), Apolonia Alvarado (parent), Raul Guzman (parent), Perla Woolrich (parent), Salomon Trujillo Juarez (parent), Shukri Osman (parent)

#### **EL Students Present**

Jose Resendiz (student), Bella Anastasia Beccera (student), Ana Torres (student), Angel Torres (student), Catherine Guzman (student), AJ Gutiza (student), Hashim Abdullahi Omar (student), Genevieve Loeza-Pineda (student), Rigoberto Barreto (student)

#### **II. Informational Items**

The meeting facilitator (Mrs. Ana Maria Rojas) welcomed the participants and outlined the hybrid norms for the meeting. She provided directions for accessing translated meeting captions for those attending virtually. She then reviewed the meeting agenda, introduced the key members of ELAC, and explained the purpose of ELAC.

#### **A. EL Data Review and Needs Assessment**

Mrs. Rojas reviewed the 8 components of our English Learner Program asking the audience what are the most impactful services/supports we provide for the English Learners' language development and academic progress. Most students, parents, and teachers stated that Summit K-12 is a favorite program that significantly impacts the gains seen in language development. Others stated that ELD small group instruction is enjoyed and highly effective. Several students commented that Achieve3000, IXL, BrainPOP, and one on one teacher support are the most impactful supports given to our English Language Learners.

Participants were further asked to complete an online needs assessment to gather feedback regarding the challenges English Learners face as well as the program improvements and supports they feel are needed.

One parent commented that English Language Learners struggle to understand the complex English language and may have a lack of support outside of school. This same parent further commented that these struggles can often make English Learners feel isolated. Some students commented that writing and math are a challenge for them due to the language barrier. Others commented that they often disengage due to lack of understanding of fast-paced videos. A few students stated that they struggle with completing their ELD work by the progress deadlines while simultaneously completing an ELA class.

Mrs. Rojas gave an overview of the results of the English Learner Progress Indicator (ELPI) comparing our ELA and Math Assessment outcomes against the county and state. She further discussed the cumulative credits earned by English Language Learners during months 1-7 of the current school year. She gave an overview of the 2024 DASS Schools Graduation rate for our English Learners. An additional online needs assessment was given asking

participants to provide feedback on how we can improve our services for academic progress and language development.

Several students stated that they would appreciate more opportunities for collaboration in the school setting with native English speakers. Some parents commented that they would like longer tutoring sessions, more opportunities for games with student interaction, and more small group opportunities that encourage discussion. Teachers commented that more course pacing for core classes would be beneficial for English Language Learners as well as additional strategies to boost higher achievement on SBA- ELA and Math assessments.

#### **B. Reclassification Criteria and Procedures**

The reclassification criteria and procedures were thoroughly explained. A chart was displayed illustrating the number of students reclassified to Fluent English Proficient (RFEP) across the last 4 school years.

#### **C. Review of Parent Notifications**

Mrs. Rojas explained that all CA schools must send an Initial Parent Notification when a student is first identified as an English Learner. She further explained that an Annual Parent Notification is sent to update parents on their child's English language proficiency and continued placement in EL programs. Parents and attendees were offered the opportunity to review the parent notification forms and provide input.

#### **D. Teacher Requirements Compliance**

Mrs. Rojas stated that all teachers hold the appropriate credentials to meet compliance requirements for the instruction of English Learners.

#### **E. Consolidated Application Review**

Mrs. Rojas provided a detailed explanation of the Consolidated Application Review for Title III in California, highlighting its role in enabling school districts to apply for and report on the use of federal funds, including those allocated for English Learners. She further explained that the amount we receive is contingent upon on the number of English Learners we serve. These funds we receive are utilized for the continued use of Ellevation, Achieve 3000, BrainPop, Raz-ELL, and EL Support Staff; all which enhance our English Learner Program. Parents and attendees were offered the opportunity to provide input. None was given.

#### **III. Upcoming Events/Announcements**

Mrs. Rojas informed parents about several important topics, including ELPAC and CASPP testing window dates, the annual enrollment paperwork, and the methods by which parents can access information regarding our early college credit program.

#### **IV. Public Comments**

There was no public comment.

#### **V. Adjournment**

The meeting was adjourned at 4:00 PM.

Respectfully submitted,



Equity and Inclusion Administrator, Ana Maria Rojas