



## English Learners Advisory Committee

### Minutes

October 30, 2025

#### I. Welcome and Sign-In

The meeting was called to order at 1:00 PM. It was held in person with the option to attend virtually on Zoom. Attendees were asked to sign in either manually or virtually.

#### EL Parents/Staff Present

Ana Maria Rojas, (Student Access and Support Services Administrator); David Saldana (ELAD Co-Chair), Amy Butler (TOSA), Jesus Chavoya (staff), Christina Fragoso (staff), Jacqueline Martinez (staff), Ryan Forbes (staff) Maria Torres (parent), Maria Guido Mendiola (parent)

#### EL Students Present

Suri Baldenegro (student), Jocelyn Ayala (student), Salvador Garcia (student)

#### II. Informational Items

The facilitator, Mrs. Ana Maria Rojas, provided instructions for accessing translated subtitles for participants. She selected the audience's preferred language and explained how to enable captions for virtual attendees. Mrs. Rojas reviewed the meeting agenda, including ELAC introductions and stated purposes. She outlined the purpose and legal responsibilities of ELAC for schools with more than 21 English Learners and DELAC for schools with more than 51 ELs. Mrs. Rojas explained the purpose of the 2025–2026 Local Control Accountability Plan (LCAP) and outlined its five goals. She invited discussion on which LCAP goals are most relevant for parents/guardians of English Learners and conducted a poll. Members voted that Goal 1 (Personalized Instructional Program) and Goal 5 (Safe and Supportive School Environment) are the most relevant priorities for parents and guardians of English Learners.

#### English Learner Program Overview and Highlights

Mrs. Rojas presented the program overview and discussed the following features: the EL Identification Process, how our schools monitor EL students in the classroom, the purposes of the Ellevation platform, and the different classifications of EL students (LTEL, At-risk, and Newcomers). Attendees were asked if they had any questions or comments. There were no questions or comments.

Mr. Saldana gave an overview of the English Learner Achievement Department (ELAD) and the four current EL program highlights: Structured English Immersion (SEI), designated language development through ELD courses, integrated language development across all courses, and teacher training on language development instruction. Mr. Saldana further discussed the embedded EL program supports: English Language Development courses for each proficiency level, Summit K12 personalized curriculum, weekly language development tutoring sessions, EL Progress monitoring, courses with additional language supports, and available skill building programs such as Achieve 3000, BrainPOP, and BrainPOP ELL. He also highlighted that all students have Chromebooks with internet and LEA and math tutoring is also available. The members were asked if they had questions, comments, or suggestions. There were no comments.

Attendees were shown where to find the English Learner Plan on our school website that explains our English Learner Achievement Department in depth.

Mrs. Rojas provided an overview of the features of the Summit K12 Curriculum—an online personalized learning platform we use for all grades and proficiency levels. Expectations for progress performance and weekly tutoring sessions were discussed to ensure student progress in language acquisition. She also explained how parents can access a new feature in Summit K12 called *Family Access*, which allows them to access curriculum to support their own English development.

Mrs. Rojas and Mr. Saldana explained the ELPAC test requirements, noting that students are assessed in the four domains of language—reading, writing, listening, and speaking. They reviewed an ELPAC score report and informed families that notifications are sent via ParentSquare with instructions for accessing their student’s score report provided by the teacher. It was further explained that English Learners are required to take ELD classes until they are reclassified.

Mrs. Rojas and Mr. Saldana emphasized the critical role of consistent school attendance and meeting program expectations in supporting English Learners’ success and maximizing ELPAC performance. Expectations were reviewed: one ELD lesson per day, one ELD tutoring session per week, 25% completion of another course per week, and completion of a one semester course within 3–4 weeks. Mrs. Rojas asked members if they had any questions or comments. There were no questions or comments.

### **III. Training of ELAC Members**

Mrs. Rojas provided detailed training for the members and discussed the importance of their participation, including a description of their responsibilities. There were no questions.

### **IV. Upcoming Events/Announcements**

Mrs. Rojas shared the following announcements: Summit K12 middle-of-the-year assessments, upcoming holiday breaks, ELPAC testing dates window in February 2026, and a reminder that the Early College Credit Program is available to all English Learners.

### **V. Public Comments**

The facilitator invited public comments and questions. A parent asked whether passing the ELPAC is a graduation requirement. The facilitator clarified that although the ELPAC is required annually for all English Learners, it is not a requirement for graduation. Parents expressed their appreciation to the staff for their ongoing support.

### **VI. Adjournment**

The meeting was adjourned at 1:50 PM.

Respectfully submitted,



**Ana Maria Rojas**  
Student Access and Support Services Administrator