

English Learner Advisory Committee

ELAC

Comité Consultivo para Estudiantes de Inglés



Discovery Charter School
September 10, 2026



Executive Director's Report



Reporte del director ejecutivo

Introducing . . .

Ms. Sarah Hughes
Dean of Students



Ms. Jamala Simms
Counselor



Supporting Discovery



These are lessons and activities for the whole school or class, such as classroom lessons on friendship, emotions, and problem-solving.

Dragon Ticket Rewards

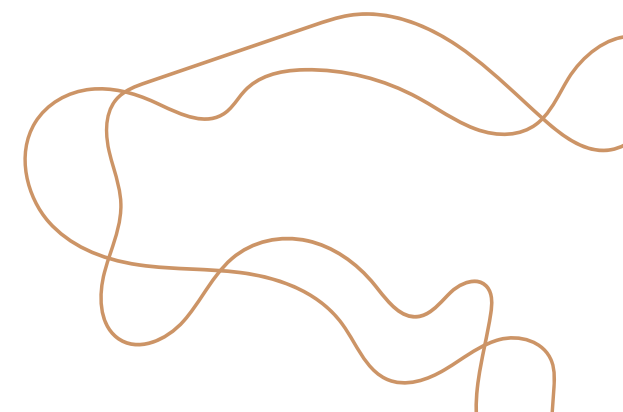
Career Fairs

Some students benefit from extra help in a small group setting. These groups focus on specific skills like:

managing feelings, building confidence, or coping with changes like divorce or grief.



Fewer students may need one-on-one counseling for more personalized help. This might be support for things like anxiety, CICO behavior supports or school refusal.



WHEN IS IT NECESSARY TO ESTABLISH A DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)?

WHEN THERE ARE 51 OR MORE ENGLISH LEARNERS AT A SCHOOL
A DELAC MUST BE ESTABLISHED

CORRECTION ON NEXT SLIDE

¿CUÁNDO NECESITA ESTABLECERSE UN COMITÉ CONSULTIVO PARA
ESTUDIANTES DE INGLÉS (DELAC)?

CUANDO HAY 51 O MÁS APRENDICES DE INGLÉS EN UN DISTRITO
ESCOLAR, SE DEBE ESTABLECER UN DELAC



Why ELAC? ¿Por qué ELAC?

Federal Law/Ley Federal

- Education Code 20, Section 6312 (g)(4)/Código de Educación 20, Sección 6312 (g)(4)

State Law/Ley Estatal

- Education Code Section/Código de Educación 35147, 52176(b) and/y (c), 62002.5, and/y 64001(a)

State Regulations/Regulaciones estatales

- California Code of Regulations, Title 5, Section 11308/Código de Regulaciones de California, Título 5, Sección 11308

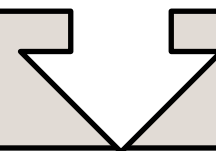
* Schools with 21 or more English Learners must for an ELAC.

* Las escuelas con 21 o más aprendices de inglés deben de tener un ELAC

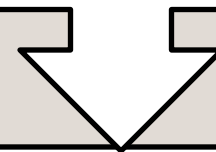
Establishing an ELAC

Estableciendo un ELAC

Hold an Election/Celebrar Elecciones



Provide Trainings/Proporcionar Capacitaciones



Conduct Meetings/Realizar Juntas

ELAC Officers: Roles and Responsibilities

Miembros del ELAC: Roles y responsabilidades

Chairperson/Presidente

- Leads the meeting/Preside las reuniones
- Signs letters or documents/Firma cartas o documentos

Vice Chairperson (optional)/Vice Presidente (opcional)

- Helps the chairperson in any or all tasks/Asiste al presidente en algunas o todas las tareas

Secretary/Secretario

- Takes meeting notes/Toma notas en las reuniones
- Maintains documents in a binder/Mantiene los documentos en una carpeta

Written Notification of English Learners

Las Notificaciones Escritas para los
Estudiantes de Inglés



Chula Vista Elementary School District
84 East J Street • Chula Vista, CA. 91910
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I or Title III and State Requirements

To the parent(s)/guardian(s) of: *[Insert Last_Name], [Insert First_Name]* School: *[Insert School_Name]* Date: *[Insert Date_Testing_Completed]*
State Student ID #: *[Insert Student_ID]* Date of Birth: *[Insert Date_of_Birth]* Grade: *[Insert Tested_Grade]*
Primary Language: *[Insert Primary Language Name]* Instructional Program: *[Insert Student's Instructional Program]*

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner (EL) student. Each year, we are required to assess your child and notify you of your child’s English language proficiency level. We must inform you of the language acquisition program options available. From these options you may choose the one that best suits your child (California *Education Code [EC]* Section 310). This letter also identifies the criteria for a student to exit the EL status (20 United States Code [U.S.C.] Section 6312[e][3][A][ii],[vi]).

Language Assessment Results
(20 U.S.C. Section 6312[e][3][A][iii])

Composite Domains	English Language Proficiency Assessments for California (ELPAC) Scale Score	ELPAC Performance Level
Overall	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Oral Language	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Written Language	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Domain	ELPAC Performance Level
Listening	<i>[insert listening performance level]</i>
Speaking	<i>[insert speaking performance level]</i>
Reading	<i>[insert reading performance level]</i>
Writing	<i>[insert writing performance level]</i>

Your child is participating in an Individualized Education Program (IEP), which is on file: *[Insert Yes or No]*

A description of how your child's program placement will contribute to meeting the objectives of the IEP, if applicable, is identified in the current IEP (20 U.S.C. Section 6312[e][3][A][vii]).

Exit (Reclassification) Criteria
(20 U.S.C. Section 6312[e][3][A][vi])

The goal of language acquisition programs is for EL students to become proficient in English as rapidly as possible and to meet state academic achievement measures. The Chula Vista Elementary School District exit (reclassification) criteria are listed below.

Required Criteria (EC Section 313[f])	Chula Vista Elementary School District Criteria
English Language Proficiency Assessment	ELPAC Overall Performance Level 4
Teacher Evaluation	Teacher agrees that the student is performing successfully in all academic areas and is at the Bridging level on the English Language Development Report Card.
Parental Opinion and Consultation	Parent/guardian opinion and consultation.

Distrito de Escuelas Primarias de Chula Vista
84 East J Street • Chula Vista, CA. 91910
NOTIFICACIÓN ANUAL PARA PADRES
Requisitos Federales Título I, Título III y Estatales

A los padres/tutores de: *[Insert Last_Name], [Insert First_Name]* Escuela: *[Insert School_Name]* Fecha: *[Insert Date_Testing_Completed]*
de ID estatal del estudiante: *[Insert Student_ID]* Fecha de nacimiento: *[Insert Date_of_Birth]* Grado: *[Insert Tested_Grade]* Lenguaje materno: *[Insert Primary Language Name]* Programa de instrucción: *[Insert Student's Instructional Program]*

Estimados padres o tutores: Su hijo continúa siendo identificado como un estudiante de inglés (EL). Cada año, se nos requiere evaluar a su hijo e informarle el nivel de competencia en inglés de su hijo. Debemos informarle de las opciones de programas de adquisición de idioma disponibles. De estas opciones puede elegir la que mejor se adapte a su hijo (Código de Educación de California *[EC]* Sección 310). Esta carta también identifica los criterios para que un estudiante sea retirado del estado EL (20 Código de los Estados Unidos [U.S.C.] Artículo 6312[e][3][A][ii],[vi]).

Resultados de la evaluación del lenguaje
(20 U.S.C. Sección 6312[e][3][A][iii])

Dominios	Evaluaciones de dominio del idioma inglés para California (ELPAC) Puntuación escalada	Nivel de desempeño ELPAC
Nivel general	<i>[insert overall scale score]</i>	<i>[insert overall performance level]</i>
Lenguaje oral	<i>[insert oral language scale score]</i>	<i>[insert oral language performance level]</i>
Lenguaje escrito	<i>[insert written language scale score]</i>	<i>[insert written language performance level]</i>

Dominio	Nivel de desempeño ELPAC
Escuchar	<i>[insert listening performance level]</i>
Hablar	<i>[insert speaking performance level]</i>
Leer	<i>[insert reading performance level]</i>
Escribir	<i>[insert writing performance level]</i>

Su hijo está participando en un Programa de Educación Individualizado (IEP), que está en el expediente: *[Insert Yes or No]*

Una descripción de cómo la colocación en el programa de su hijo contribuirá a cumplir con los objetivos del IEP, si corresponde, se identifica en el IEP actual (20 U.S.C. Sección 6312[e][3][A][vii]).

Criterios de salida (reclasificación)
(20 U.S.C. Sección 6312[e][3][A][vi])

El objetivo de los programas de adquisición de idiomas es que los estudiantes EL dominen el inglés lo más rápido posible y cumplan con las medidas estatales de rendimiento académico. Los criterios de salida (reclasificación) del Distrito de Escuelas Primarias de Chula Vista se enumeran a continuación.

Criterios requeridos (CE Sección 313[f])	Criterios del Distrito de Escuelas Primarias de Chula Vista
Evaluación del dominio del idioma inglés	Nivel de rendimiento de ELPAC en general 4
Evaluación del maestro	El maestro está de acuerdo en que el estudiante se está desempeñando con éxito en todas las áreas académicas y está en el nivel de alcanzando en la boleta de calificaciones de desarrollo del idioma inglés.
Opinión y consulta con los padres	Opinión y consulta de los padres/tutores. El padre/tutor está de acuerdo en que la reclasificación es apropiada.
Comparación del rendimiento en habilidades básicas	Grado K-1 Medidas locales lectura- <i>Smarty Ants</i> Nivel de rendimiento- cumplido

Discovery Safety Plan



DCS Safety Committee

- Erika Alamo – Principal
- Neil MacGaffey – Executive Director
- Sarah Hughes – Dean of Students
- Brian Mattison – Custodian
- Myriam Loya – 5th Grade Teacher
- Teresa San Miguel – 7th Grade Teacher
- Kevin Rodriguez – Parent

COMPREHENSIVE SCHOOL SAFETY PLAN:

Living document updated every year that guides us and helps us maintain and plan a safe school environment for our students during regular school hours and in emergencies.

It's prepared with input from:

- Teachers, staff, parent/community members, CVPD, CVFD, District Emergency Preparation Manager, and others

It's reviewed by:

- DCS Board, DELAC, school staff, district staff, school community(Coffee with Admin)

Purpose of Safety Committee:

- To provide input for the goals for the safety plan
- To meet once a semester or as needed to monitor, measure, and revise goals as needed

SCHOOL SAFETY PLAN COMPONENTS

Assessment of the Status of School Crime and Safety

Appropriate Programs and Strategies

Safe Ingress and Egress Procedures

Ensuring a Safe and Orderly Environment (goals)

Emergency Response Teams

Hazard & Vulnerability Assessments

Emergency Facilities and Supplies

Assessment of the Status of School Crime and Safety

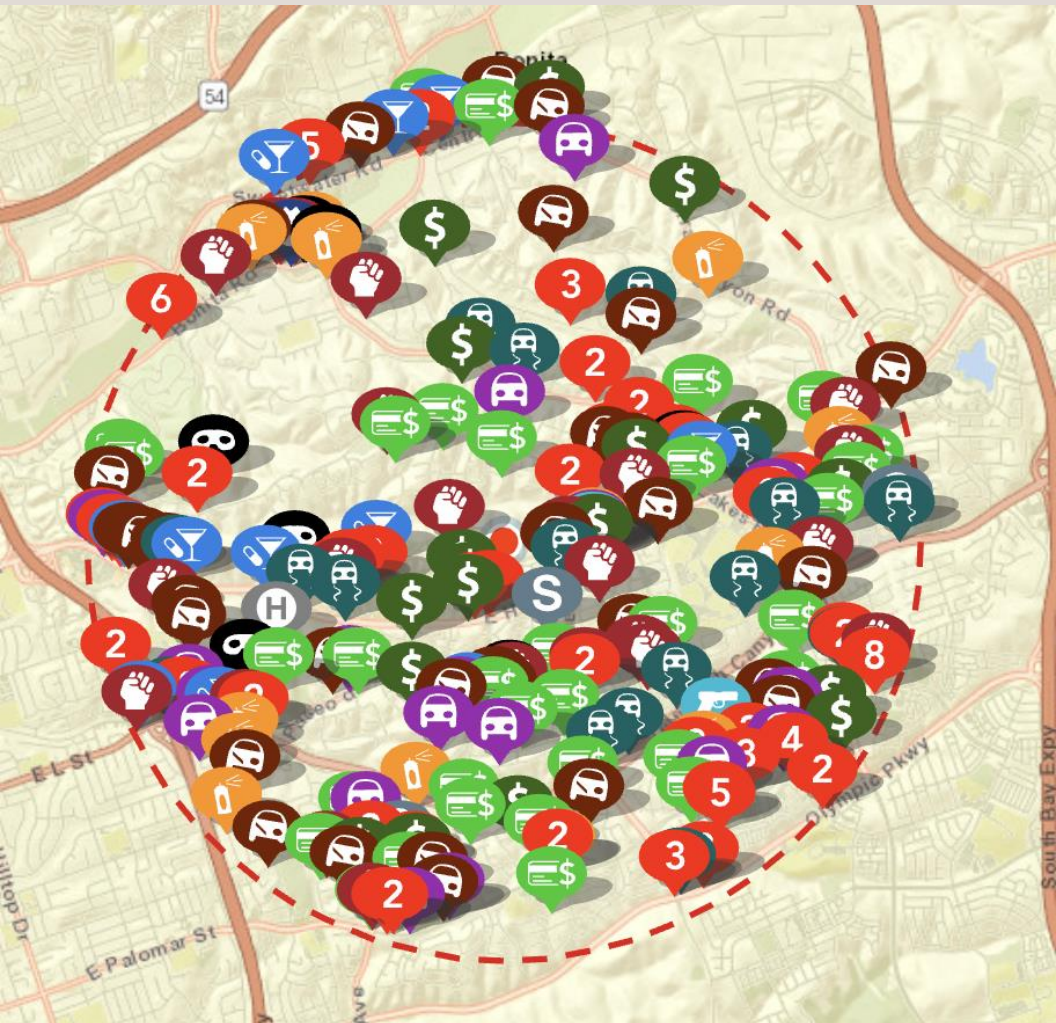
School Suspensions/ Expulsions

- 4 Suspensions and 0 Expulsions in 2025 – 2026
- 1 suspension currently in 2026

Chronic Absentee Data

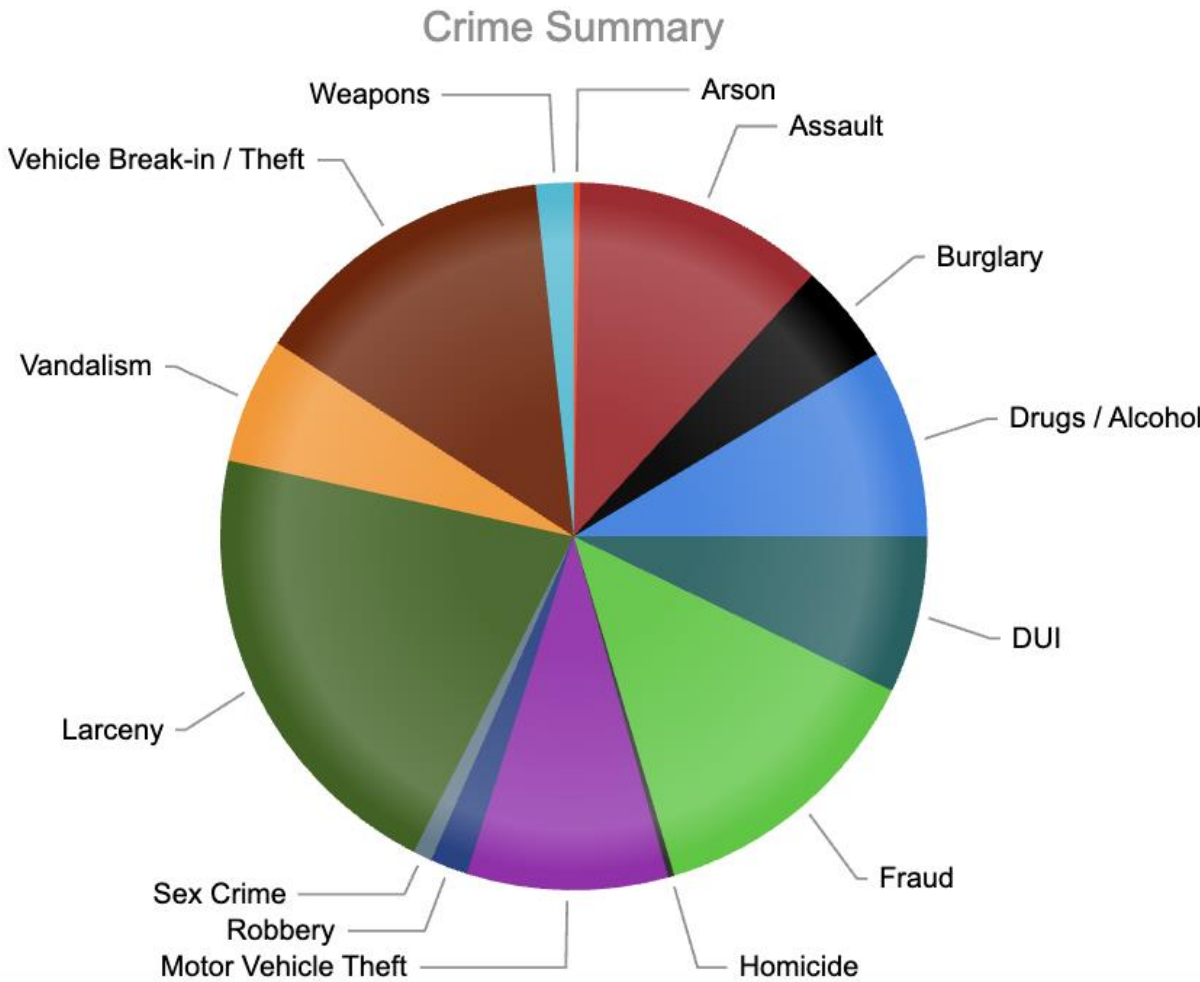
- 29 Chronically Absent Students in June 2025 – 3.1%
- 45 in September 2026 – 4.8%
- 44 Chronically absent students in September 2026 – 4.8%

Assessment of the Status of School Crime and Safety



Local Crime

- 348 incidents in last 5 months within a 2-mile radius

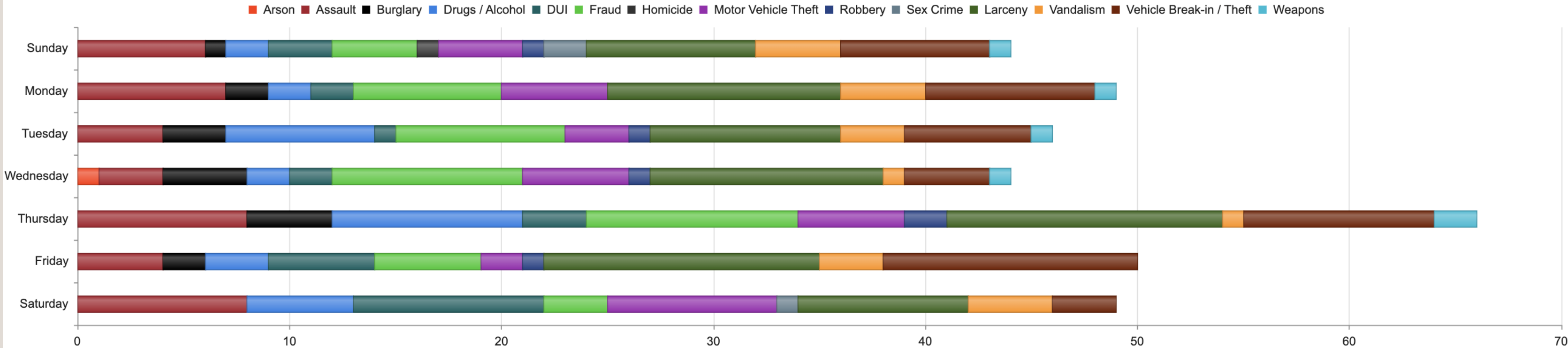


Crime Incidents

03-23-2026 to 08-29-2026 (160 Days)

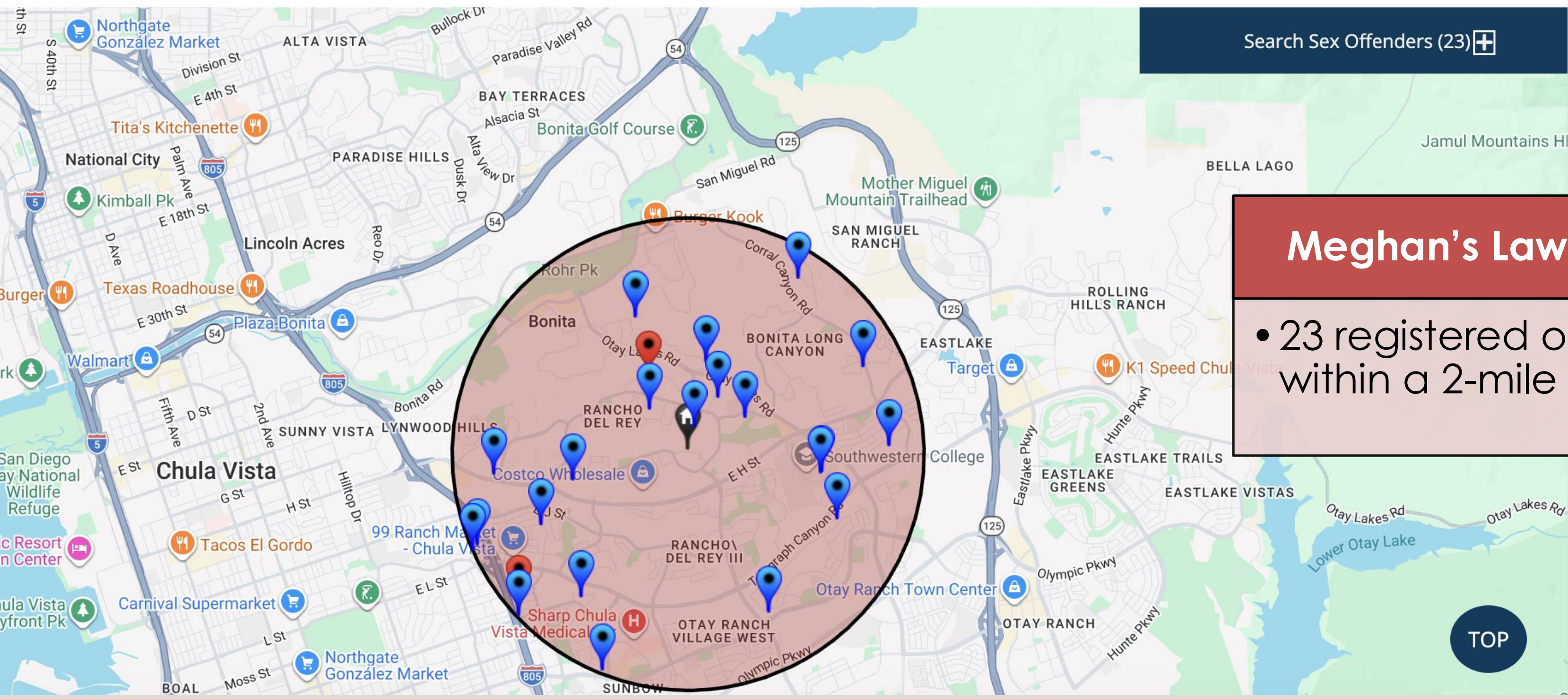
348 Records

Day of Week Summary



Assessment of the Status of School Crime and Safety

Offender	Offender in Violation	Sexually Violent Predator
Sexually Violent Predator in Violation	Multiple Offenders at Location	Multiple Offenders at Location, One or More in Violation
Multiple Offenders at Location, One or More a Sexually Violent Predator	Multiple Offenders at Location, One or More a Sexually Violent Predator in Violation	Searched Location



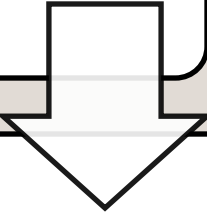
Meghan's Law Website

- 23 registered offenders within a 2-mile radius

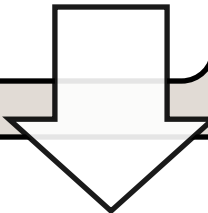
TOP

Appropriate Programs and Strategies

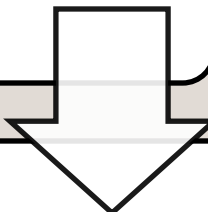
Adult supervision all day: 9 noon duties (at gates and blacktop in the mornings, lunch tables and playground, and at dismissal); Admin and Counselor out in the mornings, lunch, and dismissal



PBIS (Schoolwide Expectations), SEL – circles and meet up buddy ups weekly, Middle School – No Place for Hate (anti-bullying program)
Full-time Counselor, Psychologist, and Dean of Students



Quarterly Descubrimiento Awards, Kindness Awards, YMCA and AthLEAD, Choir, STEAM, Art, Theatre, Chess, Student Council, Safety Patrol, Dragon Watch, Kindness Crew, Cooking Around the World, Mad Science, and Sports



Alarm system linked to the district and CVPD, 14 new cameras, front office video doorbell, and Raptor System

Ensuring a Safe and Orderly Environment

2025-2026 goals

Component 1 – People and Programs: This component focuses on creating a caring school climate, where students feel wanted and needed, they believe that their participation makes a difference and they are safe to express themselves.

Goal: Discovery Charter School will support students' socio-emotional well being by affording them opportunities to practice kindness and empathy.

Objective: By June 2025, students will be more mindful of practicing kindness and empathy towards their peers and adults. With the help of the PBIS committee, school counselor, and administration, kindness and empathy lessons will be provided to teachers. Various activities, challenges, and opportunities for students to explicitly practice being kind and showing empathy will be coordinated by staff.

Action Step: By November 2025, the PBIS (Positive Behavior Interventions and Support) Committee will roll out monthly activities, challenges, and opportunities for students to show one another kindness and empathy. By December 2025, kindness and empathy lessons will be available to teachers.

Action Step: By May 2026, staff will have the data from the Fall and Spring climate survey that 1st through 8th grade students took and will examine the data to evaluate whether the supports and practices implemented had an effect on students' socio-emotional well-being. The Student climate survey will measure whether students feel their peers are kind and empathetic towards one another.

Ensuring a Safe and Orderly Environment

2026-2027 goals

Component 1 – People and Programs: This component focuses on creating a caring school climate, where students feel wanted and needed, they believe that their participation makes a difference and they are safe to express themselves.

Goal: Discovery Charter School will support students' socio-emotional well being by affording them opportunities to practice kindness and empathy.

Ensuring a Safe and Orderly Environment

2025-2026 goals

Component 2 – Physical Environment: This component focuses how the school site fosters security and safety through technology, lighting, policies, rooms and furnishings, emergency procedures, ingress/egress, environmental design, graffiti removal and other elements of the physical environment.

Goal 1: Discovery Charter School will continue to ensure the campus' physical environment is safe and secure and staff are prepared for any type of emergency.

Objective: By June 2026, Discovery Charter School will improve the safety and security of the physical campus and staff will be able to quickly respond to all unannounced emergency drills.

Action Step: By February 2026, Discovery Charter School will have one announced fire, earthquake, secure campus, and lockdown drill. The Safety Committee will provide feedback on how staff performed during drills.

Action Step: By May 2026, Discovery Charter School will have another camera installed and will install new roll-up blinds, like the ones installed in the quad classrooms, that have minimal visibility in rooms 701-705.

Ensuring a Safe and Orderly Environment

2026-2027 goals

Component 2 – Physical Environment: This component focuses how the school site fosters security and safety through technology, lighting, policies, rooms and furnishings, emergency procedures, ingress/egress, environmental design, graffiti removal and other elements of the physical environment.

Goal 1: Discovery Charter School will continue to ensure the campus' physical environment is safe and secure and staff are prepared for any type of emergency.

- Add 4 new cameras
- Roll up blinds in rooms 710 – 713
- Evacuation and reunification drill with all staff
- Unannounced lockdown drills in Q2 and Q4
 - Possibly during recess

Emergency Response Teams

- All staff assigned to teams
- Assigned roles and responsibilities
- Emergency supplies and materials
- Evacuation & Reunification Plans
- Include Search & Rescue, First Aid, Evacuation area, Reunification



Hazard and Vulnerability Assessments

- Campus walkthrough with Head Custodian to identify potential hazards:
 - All classrooms
 - All buildings
 - Perimeter of school
 - Emergency supply inventory
 - Natural Hazards: Fire and Earthquake



Fire drills, earthquake drills, shelter in place, secure campus, and lockdown drills performed regularly

THANK YOU!