



Thank you for everyone joining! The meeting will be in Spanish. Ellyn will be here to translate.

## Agenda:

- ❑ Call to order
- ❑ Topics:
  - ❑ Identifying and monitoring English Learners
  - ❑ ELAC member training
  - ❑ School attendance during distance learning
- ❑ Recommendations and/or follow-up
- ❑ Next ELAC meeting date and agenda
- ❑ Meeting adjourn



## Agenda:

- ❑ Llamado a orden
- ❑ Temas:
  - ❑ Identificación y monitoreo a los aprendices de inglés
  - ❑ Capacitación para miembros de ELAC
  - ❑ Asistencia escolar a Distancia
- ❑ Recomendaciones y / o seguimiento
- ❑ Fecha y agenda de la próxima reunión de ELAC
- ❑ Reunión suspendida

We are going to talk about the topics here. We will focus in on how our ELs students are doing during distance learning.

## Call to Order

## Llama para ordenar

The meeting is called to order at 6:43pm by Marylin Rodriguez.

La reunión se llama al orden a las 6:43pm por Marylin Rodriguez.

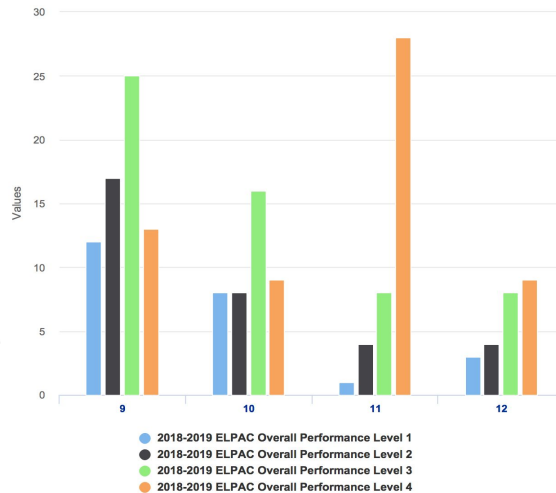
| Name / Nombre      | Student's Name / Nombre del estudiante | Grade Level / Nivel de grado | Role (if staff)                   |
|--------------------|--|------------------------------|-----------------------------------|
| Marylin Rodriguez  |  |                              | Assistant Principal               |
| Caren Furtado      |  |                              | Teacher                           |
| Deanna             |  | 11                           |                                   |
| Maria L            |  | 11                           |                                   |
| Janet A            |  | 11                           |                                   |
| Mireya             |  |                              | Represents SSC/Consejo de escuela |
| Alejandro Espinoza |  |                              | Parent Center Manager             |
| Elynn Magaña       |  |                              | Director of Academics             |

## English Learner Facts for CAHS:

- ❑ 171 English Learners (out of 451 students) - 38% of population

## Datos de los aprendices de inglés para CAHS:

- ❑ 171 que los aprendices de inglés - 38% de la población



We are going to talk a little bit about who we have in our school. This represents students in our school that are learning English. There are 171 students in our school who are learning English. This makes up 38% of the population. This group here represent our students who are learning English. There are students who are in different levels in English proficiency, levels 1- 4. You can see in grade 11 that the orange line includes the students who are at level 4. We use an exam that tells us the levels of our students and we want to see students progress from 1 -4.



## Identifying ELs

- Home language survey
- Initial ELPAC (English Language Proficiency Assessment of California) assessment

## Identificación de ELs

- Encuesta de idioma del hogar
- ELPAC inicial (Evaluación de dominio del idioma inglés de California)

When you register for school, you complete a survey about what language you speak at home. If you mark that you do speak something other than English at home, which many do this before coming to high school, they are given the IELPAC. It is given every year. When we go back to the slide 4, you see the results of taking the ELPAC test.

K-4:



5-8:



9-12:



## Progress Monitoring

- Summative (end-of-year) ELPAC scores
- Grades in English Language Arts (ELA)
- Basic skills assessments (NWEA MAP, STEP, PSAT/SAT, SBAC)

## Monitoreo Progresivo

- Puntajes sumativos (de fin de año) de ELPAC
- Grados en Inglés (ELA)
- Evaluaciones de habilidades básicas (NWEA MAP, STEP, PSAT/SAT, SBAC)

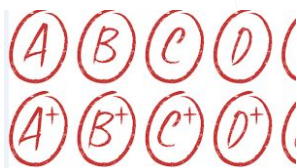
These are different ways to monitor student progress and their level of English. We measure this for all grade, but differently for K-4, 5-8, and 9-12. We use other tests as well such as PSAT/SAT and SBAC. For example, if students have a good grade in their ELA class, they need to have the other components to show they are ready as well.



Overall  
Score/Puntaje  
general de of **4**

No subscores less  
than/No hay  
subpuntos menos  
de **3**

C+ or teacher  
recommendation saying  
grade is not due to  
language acquisition/  
C + o recomendación del  
maestro que dice que la  
calificación no se debe a  
la adquisición del idioma



Grade-specific scores showing basic  
mastery of reading and writing skills/  
Puntuaciones específicas de grado  
que muestran dominio básico de las  
habilidades de lectura y escritura

## Reclassification

- English Learner → Reclassified  
Fluent English Proficient
- Progress monitoring tools  
indicate student has met specific  
goals

## Reclassification

- Aprendiz de ingles →  
Reclasificada con dominio del  
inglés
- Las herramientas de monitoreo  
del progreso indican que el  
estudiante ha cumplido  
objetivos específicos

Reclassification is very important. It is based on students who are in level 4, closest to English proficiency. In these cases, students do not need more support in language development. Normally, there are various things that students need to meet to be reclassified. What is important, is that the goal students get to reclassification. It is something to celebrate!



#### APS Reclassification Notice

Dear Family of [REDACTED]

We are excited to inform you that your child is no longer designated as an English Learner and is now classified as Reclassified Fluent English Proficient. This new status means that your child has shown significant and consistent growth in their acquisition of the English language. This is evidenced by your student's results from the Summative ELPAC (English Language Proficiency Assessment for California) along with other data points below:

| Overall ELPAC Score (out of 4): |                                 | Demonstration of Basic Skills |   | Current ELA Grade: |
|---------------------------------|---------------------------------|-------------------------------|---|--------------------|
| 4                               |                                 | Assessment                    | Scores  |                    |
| Overall Oral Language Score:    | Overall Written Language Score: | NWEA MAP                      | Fall 2017 234<br>Winter 2017 245<br>Spring 2017 237 | 91.5               |
| 4                               | 4                               |                               |   |                    |

We will continue to monitor your child's progress for the next two years to ensure that they continue to see growth in reading, writing, speaking, and listening. If we notice any regression in these areas, we will work to identify appropriate supports to get them back on track.

Please reach out if you have any questions or concerns.

Regards,

Elyn Magaña  
Director of Student Supports,  
Alpha Public Schools Network Team  
[emagana@alphapublicschools.org](mailto:emagana@alphapublicschools.org)

I have received the above information and understand that this student is no longer designated as an English Learner, but now designated as Reclassified Fluent English Proficient.

| Staff Name Printed | Staff Signature | Date |
|--------------------|-----------------|------|
| [REDACTED]         |                 |      |

I have received the above information and understand that my child is no longer designated as an English Learner, but now designated as Reclassified Fluent English Proficient.

| Family Name Printed | Family Signature | Date |
|---------------------|------------------|------|
|                     |                  |      |

## Family Communication

- Letter to families for initial testing
- Letter to families for initial ELPAC results (IFEP or EL)
- Letter to families indicating reclassification with signature required

## Comunicación con familias

- Carta a las familias para la prueba inicial
- Carta a las familias para los resultados iniciales de ELPAC (IFEP o EL)
- Carta a las familias indicando la reclasificación con firma requerida

Something very important about the communication with families is that we send letters about initial testing, level of student from ELPAC, or reclassification. The letter to the left is an example of what a letter could look like.



## What changes occurred this year?

## ¿Qué cambios ocurrieron este año?

- ❑ No Summative ELPAC testing
- ❑ Option in the Fall to take ELPAC for reclassification

- ❑ No hay pruebas de ELPAC sumativas
- ❑ Opción en el otoño para tomar ELPAC para reclasificación

This year ELPAC is not happening because we are not in school, so the state has canceled testing. We will have a new opportunity though to take this exam in the Fall for reclassification. Normally, it is not in the Fall, but this year it will be to help with reclassification.



This was a lot of information! Let's pause here. Are there any questions? If not, we will move on.

██████████ When students get better scores for reclassification, do we communicate with families, or do schools just reclassify them?

This is a great question. We send the letter on slide 8 to families about reclassification. One of the purposes of this group is to help us think through how we ensure families are aware.

██████████ How is it that our 11th graders have more level 4s than any other grades?

██████████ What is the level of my student? What is the possibility of being reclassified?

Students who are reclassified are monitored for 2 more years to ensure they do not fall behind and get the support they need.

Reclassified students often outperform their EO peers.

## ELAC Member Training: Purpose

**Purpose:** A school-level committee comprised of parents, staff and community members that advises the school on English Learner programs and services, especially related to the following topics:

- ❑ Effort to make the parents/guardians aware of the importance of regular school attendance
- ❑ Give input into EL programming through a needs assessment
- ❑ Local Control and Accountability Plan (LCAP)



## Capacitación para miembros de ELAC: propósito

**Propósito:** Un comité a nivel escolar compuesto por padres, personal y miembros de la comunidad que asesora a la escuela sobre los programas y servicios para estudiantes de inglés, especialmente en relación con los siguientes temas:

- ❑ Esfuerzo para que los padres / guardianes sean conscientes de la importancia de la asistencia regular a la escuela.
- ❑ Contribuir a la programación EL mediante una evaluación de necesidades
- ❑ Plan de control local y rendición de cuentas (LCAP)

There are areas in which the ELAC members are asked to provide support to the school

## ELAC Member Training: Commitments

### Commitments:

- ❑ Attend scheduled ELAC meetings
- ❑ Collaborate and team with school leaders and staff to problem-solve school-site issues
- ❑ Meetings must be open to the public
- ❑ Notice of the meeting must be posted at the school site at least 72 hours before the meeting

### Benefits:

- ❑ This is a leadership role than can boost a resume!



## Capacitación para miembros de ELAC: compromisos

### Compromisos:

- ❑ Asistir a las reuniones programadas de ELAC
- ❑ Colaborar y trabajar en equipo con los líderes y el personal de la escuela para resolver problemas del plantel escolar.
- ❑ Las reuniones deben estar abiertas al público.
- ❑ El aviso de la reunión debe publicarse en el sitio escolar al menos 72 horas antes de la reunión

### Beneficios:

- ❑ ¡Este es un papel de liderazgo que puede impulsar un currículum!

What are the agreements we are making by being on the groups?  
Covered above

## ELAC Member Training: Composition

**Composition:** ELAC must consist of the following individuals:

- ☐ ELD Specialist
- ☐ Principal
- ☐ Teacher Representatives
- ☐ Parents (% of ELs at your site)
- ☐ School Site Council Representative or someone responsible for reporting to School Site Council (SSC)



## Capacitación para miembros de ELAC: composición

**Composición:** ELAC debe constar de las siguientes personas:

- ☐ ELD Specialist
- ☐ Principal
- ☐ Representantes de maestros
- ☐ Padres (% of ELs en la escuela)
- ☐ Representantes de School Site Council Representative

The composition of the group includes the people listed here. Principal is Marylin for this meeting.

Alejandro participates in both groups.

## ELAC Member Training: Timeline

**Timeline:** ELAC will meet during the following times for the remainder of the 19-20 school year:

- ❑ 5/14/2020 from 6:30-7:30 on Zoom
- ❑ 5/28/2020 from 6:30-7:30 on Zoom

## Capacitación para miembros de ELAC: cronograma

**Cronograma:** ELAC se reunirá durante los siguientes horarios durante el resto del año escolar 19-20:

- ❑ 5/14/2020 de 6:30-7:30 en Zoom
- ❑ 5/28/2020 de 6:30-7:30 en Zoom

We will meet twice.



Arreola: Will the meeting be at the same time? Yes, 6:30-7:30pm.

## School Attendance

### Attendance overview of ELs during distance learning:

- ☐ 42 ELs have perfect attendance
- ☐ 37% have missed 5+ classes
- ☐ 18% have missed 10+ classes
- ☐ 7% have missed 15+ classes

### Problem-solving gaps in attendance:



## Asistencia escolar

### Resumen de asistencia de EL durante el aprendizaje a distancia:

- ☐ 42 de los ELs tienen asistencia perfecta
- ☐ 37% han perdido 5+ clases
- ☐ 18% han perdido más de 10+ clases
- ☐ 7% han perdido más de 15+ clases

### Brechas en la resolución de problemas de asistencia:



During this distance learning, we have 42 ELs who have perfect attendance. These students have not been absent from any classes. 37% of ELs have missed 5%, 18% and so on in the slide above.

In this moment, we want to open up for the members to comment and have a discussion about what we can do to help these groups of students who are not attending their classes. What are problems that you see your students struggling with?

Why might students be missing their classes? As your different roles, why might this be happening?

██████████ Honestly, I don't know. They might be lacking help, especially in English, but think it could help to contact families. Asking the students specifically why they are not attending their classes.

██████████ What are the reasons they might not be attending classes? It might be because they are lacking help.

██████████ Because we are all in the house, there should be more supervision from parents.

██████████ It is harder to offer the same support in the house, but how might that look differently?



Students are at the age to be making their own choices; It is hard for some families to get internet and computers, but the school gave those resources to them. There are many ways a student can ask questions when they need help.

What are the consequences when a student does not attend or does not pay attention?

How can we solve those problems? We can call the families, but what can we do to help the students?

With respect to he tries to take his classes. But sometimes he cannot communicate, and he will send a message to the teacher and can connect with Ms. Flores. Each week, when he enters class, he sometimes has troubles (links change).

We need to make the login process to get to class easier, like connecting when logging on. We can work on making those changes.

Many times classes are at the same time and the internet is bad and makes it hard to login.

We can try to find a better way to connect to the internet. This is a problem, though. do you have another perspective for us to consider?

Many times, families say that the student is on the computer, but in reality they are not on class. Families can monitor a little more because they may look like they are not on the computer, but not actually in class.

Sometimes families don't always know how to help their students also.

## Recommendations or Follow-up:

## Recomendaciones y / o seguimiento:



Her students are older and do their room in the bedroom. With her kids, she is using both the computer and the phone all day to complete their work. Could we have work given every week so families know what they need to do?

We can definitely use Google Classroom to track that work.

As a teacher, I would try to make work so that if the students cannot come to class, he/she has access to short videos and worksheet/activities that they can complete on their own. Grades are given for completing work, not attendance.

The school can commit to finding more information about the barriers preventing students who are chronically absent. Some of the questions we heard: do parents know how to support their students? Does the student lack the motivation or tools to access their classes?

## Next ELAC Meeting and Topics:

5/28/2020 from 6:30-7:30 on Zoom

### Topics:

- ☐ Assistance in the development of the school's needs assessment
- ☐ Advice on the school's program for English learners
- ☐ Other?



## Fecha y agenda de la próxima reunión de ELAC:

5/28/2020 de 6:30-7:30 en Zoom

### Temas:

- ☐ Asistencia en el desarrollo de la evaluación de las necesidades de la escuela
- ☐ Asesoramiento sobre el programa de la escuela para estudiantes de inglés
- ☐ Otra?

Next meeting we cover the topics here. If there are other topics you would like to cover, we can add those to the agenda.

## Meeting Adjourn

The meeting is called to adjourn at 7:29pm by Marylin Rodriguez.

## Reunión Suspendida

Se convoca a la reunión para finalizar a las 7:29pm por Marylin Rodriguez.

Thank you all so much for coming. Applause to you! We appreciate you perspectives and recommendations.