

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.

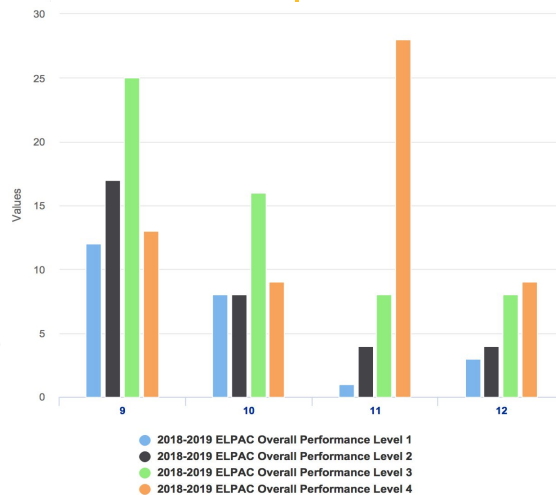
Name / Nombre	Student's Name / Nombre del estudiante	Grade Level / Nivel de grado	Role (if staff)
Marilyn Rodriguez			Assistant Principal
Caren Furtado			Teacher
Deanna Ruiz	<input type="text"/>		
Maria Lopez	<input type="text"/>		
Yanet Acevedo	<input type="text"/>		
Mireya Arreola			Represents SSC/Consejo de escuela
Alejandro Espinoza			Parent Center Manager
 Elyn Magaña			Director of Academics

English Learner Facts for CAHS:

Datos de los aprendices de inglés para CAHS:

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

- 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)

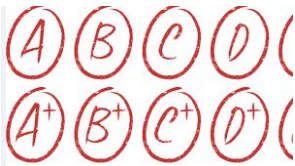
These are different ways to monitor student progress and their level of English. We measure this for all grade, but differently for K-4, 5-8, and 9-12. We use other tests as well such as PSAT/SAT and SBAC. For example, if students have a good grade in their ELA class, they need to have the other components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

- Aprendizaje de inglés → Reclassificada 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 Winter 2017 245 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

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.

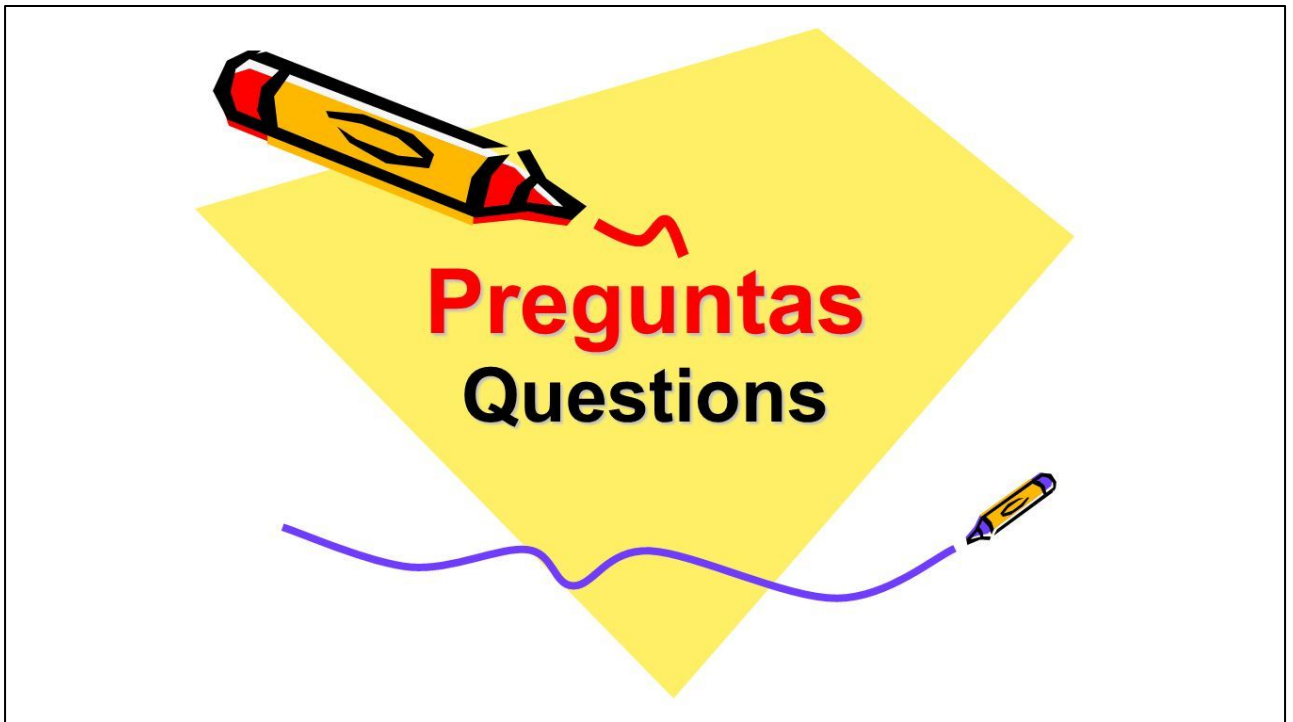
What changes occurred this year?

¿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.

Alejandro: 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.

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

Maria Lopez: 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

Capacitación para miembros de ELAC: composición

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)

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:

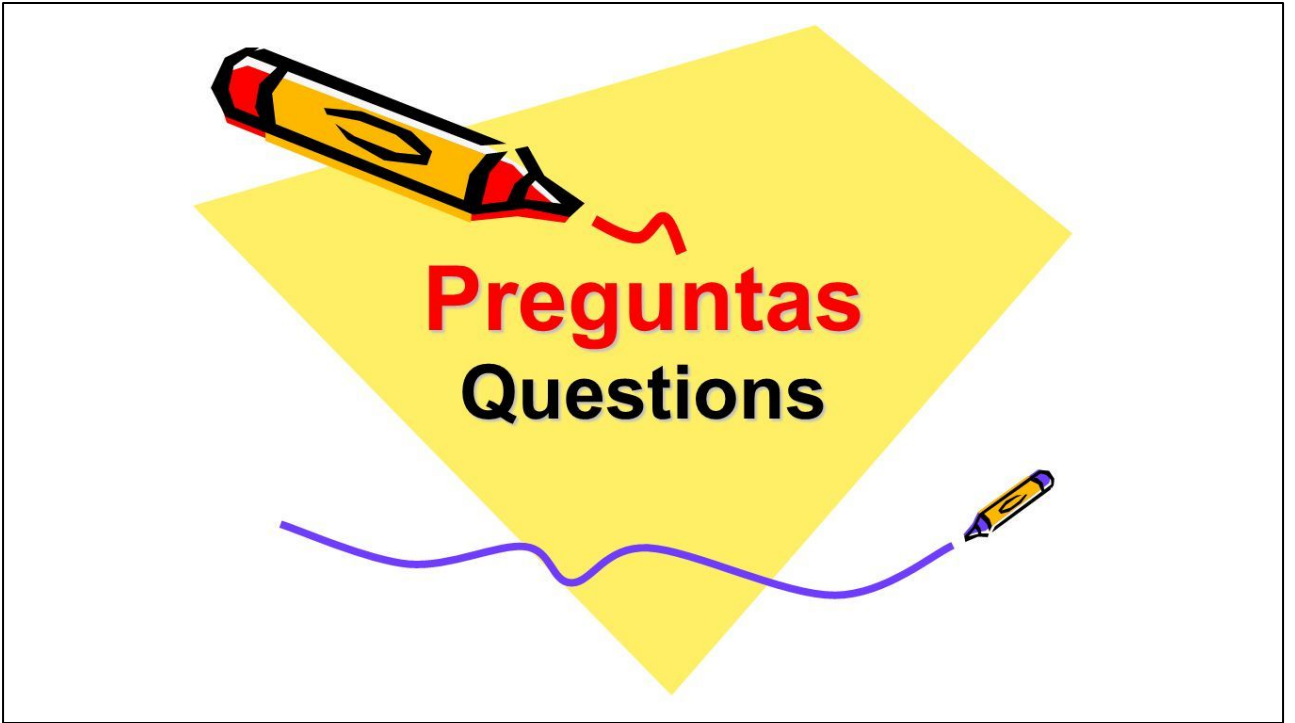
- ❑ 5/14/2020 from 6:30-7:30 on Zoom
- ❑ 5/28/2020 from 6:30-7:30 on Zoom

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?

Alejandro: 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.

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

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

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

Maria: 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.

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

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

Janet: With respect to Angel, 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).

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

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

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

Deanna: 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.

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

Recommendations or Follow-up:

Recomendaciones y / o seguimiento:



Janet: 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?

Marylin: We can definitely use Google Classroom to track that work.

Caren: 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.

Marylin: 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 supports their students? Does the student lack the motivation or tools to access their classes?

Next ELAC Meeting and Topics:

Fecha y agenda de la próxima reunión de ELAC:

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

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

Topics:

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

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.

Agenda:

- ❑ Call to order
- ❑ Topics:
 - ❑ Assistance in the development of the school's needs assessment
 - ❑ Advice on the school's program for English learners
- ❑ Recommendations and/or follow-up
- ❑ Next ELAC meeting date and agenda
- ❑ Meeting adjourn



Agenda:

- ❑ Llamado a orden
- ❑ Temas:
 - ❑ Asesoramiento sobre el programa escolar para los aprendices de inglés
 - ❑ Asistencia en el desarrollo de la evaluación de las necesidades de la escuela
- ❑ 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 on identifying areas of need for the school and making recommendations that improve our support for English learners.

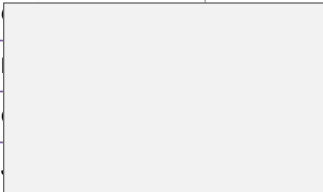
This is the last meeting we will have for ELAC, but we will talk about next steps for next year.

Call to Order

Llama para ordenar

The meeting is called to order at [time] pm by Marilyn Rodriguez.

La reunión se llama al orden a las [time] por Marilyn Rodriguez.

Name / Nombre	Student's Name / Nombre del estudiante	Grade Level / Nivel de grado	Role (if staff)
Marilyn Rodriguez			Assistant Principal
Caren Furtado			Geometry Teacher
Deanna Ruiz			
Maria Lopez			
Migdalia Villavicencio			
Mireya Arreola			Represents SSC/Consejo de escuela
Alejandro Espinoza			Parent Center Manager
Ellyn Magaña			Director of Academics
Emma Karpowicz			Assistant Principal



Alejandro will be joining later.

Assistance in the development of the school's needs assessment

Asesoramiento sobre el programa escolar para los aprendices de inglés

CA Dashboard

What is it?

- The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

How do we use it?

- These are key data points for our renewals



CA Tablero:

Que es?

- El Tablero de Información Escolar de California les brinda a los padres y educadores información importante acerca del progreso de la escuela y el distrito, para que puedan participar en las decisiones para mejorar el aprendizaje de los estudiantes.

Como usamos eso?

- Estos son datos claves para nuestra renovación

Today we are going to ask you to help us with how we can improve our school. The CA Dashboard is a place that can help educators and families gain access to information about the school so we can participate in decisions on behalf of the school. It is a public site for all schools, not just Alpha. You can also change the language on the site and search for the site. The report being shown is the report of Alpha Cindy. We are going to be looking at the progress specifically for English Learners.

These are data points that we use for our renewals as well. It is very important for that process. Cindy went through this process this year and we were renewed for 5 more years! There are things that are going very well, but there are things we can continue to get better at in the next five years before our next renewal.

So, you can go to the CA Dashboard and explore the data points for our school including other categories, but today we are going to focus on ELs.

English Learner Data

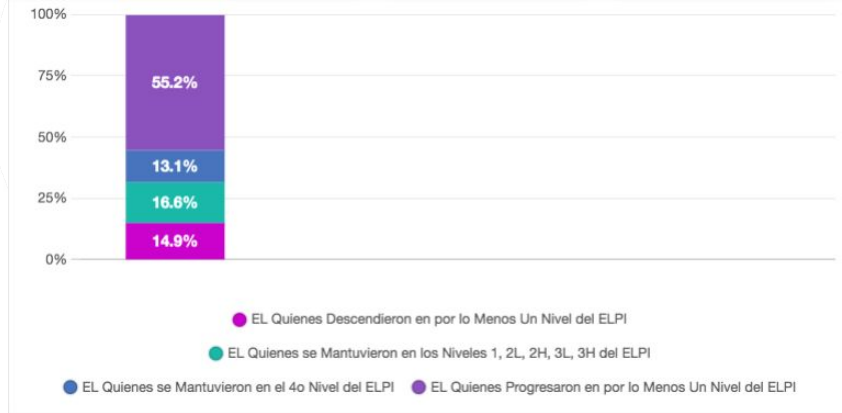
Progreso de el Aprendiz de Inglés

Todos Los Estudiantes Estado

68.4% progresando hacia el dominio del idioma Inglés

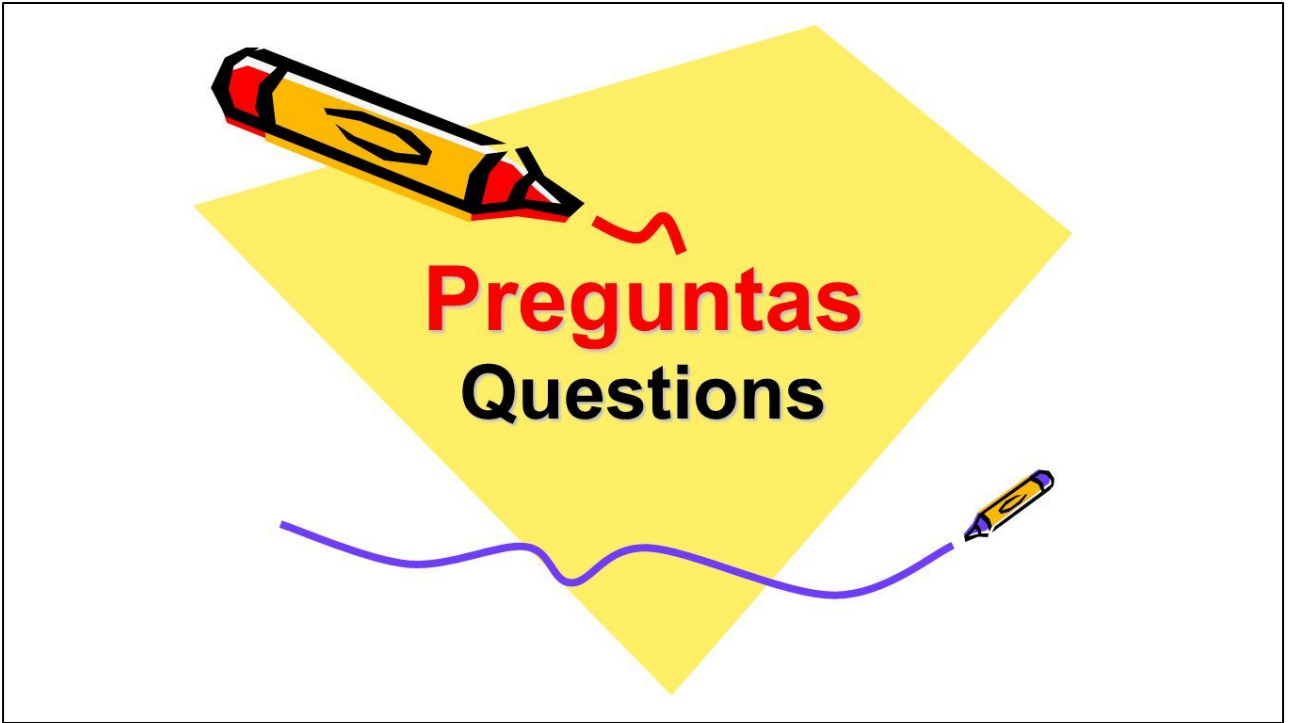
Cantidad de estudiantes EL: 114

Nivel de Rendimiento Académico Bajo



These are one of the categories for students who are learning English. The 68.4% means that students are progressing on their scores on ELPAC, the exam they take at the end of the year.

The numbers on the bar graph show who has grown more than a year, stayed the same, or regressed.



Are there any questions? If there are no questions, let's keep going.

Assistance in the development of the school's needs assessment

Asesoramiento sobre el programa escolar para los aprendices de inglés

What are you noticing are strengths and areas for growth?

Strengths:

-

Areas for Growth:

-

¿Cuáles son sus puntos fuertes y áreas de crecimiento?

We are going to think about the strengths and areas for growth for our school. Many students are progressing and increasing, but there are students who are not progressing. What are we doing well? What can we be doing better?

Who would like to start?

Arreola: We may need to have a moment to think.

Marylin: We also don't have to start with the strengths, we can get into the areas of growth, too!

Migdalia: Strength - There are more people supporting students.

Caren: We are willing to help students are whatever level they are and explore different methods to support ELs and check their levels.

Deanna: The teachers help and want students to be successful; They help with and are very involved with the students. There is a beautiful connection between the students and teachers in the school.

Marylin: These are great areas where we have strength, but there is still room to grow. Let's think about areas for growth and specifically the communication with families that we talked about last time. What might we need to change to better help our students and families?

Deanna: Get families more involved in their student's work like exams. Being present as a parent is important just like sending students to school.

Mireya: Her daughter sees her teachers help them, find programs, and support the students. It might be helpful though to have more 1:1 support when they are struggling with communication. We need room to talk through (with the teacher) what the student needs to do to grow and how the family can support with that.

Marylin: How can we include families more especially as we continue into the next year?

Assistance in the development of the school's needs assessment

Asesoramiento sobre el programa escolar para los aprendices de inglés

How can the school improve parent/student understanding of the ELPAC?

- Challenge: Lack of awareness about the importance and relevance of the test

Propose solutions for next year...

¿Cómo puede la escuela mejorar la comprensión de padres / estudiantes del ELPAC?

- Reto: falta de entendimiento sobre la importancia y relevancia del examen ELPAC

Proponer soluciones para el próximo año ...

When it comes to ensuring our families are informed, some families don't know about these exams. How can we start sharing this?

Mireya: She is learning a lot about technology while working at home; Families should be making sure that students go to school and complete their homework; but with families who don't arrive, it is hard to communicate with them. We may send out messages multiple times with important information. Can we think through how we can send less messages so the ones that are sent are the most important? Do we need to send the same message several times? She has a good communication with the teachers, even in Spanish over email. More 1:1 interactions are more meaningful for her than messages.

Marylin: Some families get double the messages which is a problem. We can work on using one system to send communications, so we're not getting information multiple times. So what information do we actually need to send?

For next year, what can the school do to better inform families about ELPAC?

Deanna: Cafecito; sometimes when we send home letters, families don't read through them all; communication verbal is better - especially for those who cannot read; it makes it more personal.

Mireya: This may be a big group, and it would probably be best to communicate with families over the phone or in person, especially after a letter goes out.

Caren: Maybe we can have awards to students who have very high growth in written and spoken English. Parents will want to track that progress with their children (two thumbs up from others)

Marylin: Last meeting we talked about doing videos more - we could use DeansList to message out videos or put things on YouTube to make things more public.

Alejandro: Last time, we talked about how to motivate students and families to be more involved. The other idea is to create a meeting specifically at the beginning of the year to give information about ELAC and ELD;

Marylin: Families, does that seem like a good idea at the beginning of the year to give this information?

Mireya: Videos on how to help in the house, information, etc on the site of the school for those who cannot participate in the meetings

Marylin: So i'm here there is a need to ensure our families can access the platforms, but that we are also adding more information/advice to those platforms for parents

Maria: She also has a child in 2nd grade. For her school, they use the FB page, so when they get home from school she gets on there to access information. The FB page is private.

Marylin: That is something we need to look into. The question being how can we increase those connections? (what school? Rocketship Si Se Puede)

Maria: What will we be doing for next year?

Marylin: We are planning for 3 scenarios and will have more to share with families soon.

This is the last meeting for this year, but we are going to convene an ELAC group next year. We invite you to join again next year if you would like. We would like to invite even more families as well. It is open to the public, so we want families to join, but we are going to elect members for the ELAC team next year.

It sounds like the biggest area for growth is how we can work to involve our families more. We want our families to know about our supports and what is the process for learning English. We will use meetings like Cafecito, videos, and increase the communication between the school (FB or other media), but without over sending information, especially when families have multiple children at Alpha.

Advice on the school's program for English learners

- ❑ The biggest area for growth is how we can work to involve our families more. We want our families to know about our supports and what is the process for learning English. We will use meetings like Cafecito, videos, and increase the communication between the school (FB or other media), but without over sending information, especially when families have multiple children at Alpha.

Asistencia en el desarrollo de la evaluación de las necesidades de la escuela

- ❑ El área más grande para el crecimiento es cómo podemos trabajar para involucrar más a nuestras familias. Queremos que nuestras familias conozcan nuestros apoyos y cuál es el proceso para aprender inglés. Usaremos reuniones como Cafecito, videos y aumentaremos la comunicación entre la escuela (FB u otros medios), pero sin enviar información en exceso, especialmente cuando las familias tienen varios hijos en Alpha.

Meeting Adjourn

The meeting is called to adjourn at 7:27pm by Marylin Rodriguez.

Reunión Suspendida

Se convoca a la reunión para finalizar a las 7:27pm por Marylin Rodriguez.

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